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The Concept In The Trans Textual Space Of Artistic Discourse. Literature Study Research Methodology

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Abstract

The timeliness of the researched problem is due to the fact that there is a need to develop a literary approach to the study of the concept and the features of its functioning, structuring and modeling within the framework of artistic discourse. It requires a detailed elaboration of definitions "concept", "discourse", "intertextuality" as interrelated elements of a single conceptual system of an artistic text, analysis of the typology of concepts and the study of methods for describing artistic concepts and conceptospheres. The purpose of the article is to develop a constructive methodology for the literary study of the concept, to reveal the literary typology of individual author's concepts, reflecting the levels of intertextual interaction, and to substantiate the need for the combined application of conceptual, intertextual and discursive text analysis techniques as adequate for the study of a literary work. The leading approaches to the study of this problem are hermeneutic and structural-descriptive, with the help of which it is possible to comprehend critically the classifications and typologies of concepts available to date. In the article the methodology of the concept study is developed, the structure of the artistic concept in paradigmatic relations with the intertextual space of culture is considered, the set of features of the artistic concept and its component composition is defined. The work offers a literary typology of individual author's concepts, which is based on the principle of text dialogism by M. M. Bakhtin, the classification of Zh. Zhenett's (1982) intertextual relations and the systematization of micro- and macrotexual formations; such new definitions as "intertextual", "paratextual", "metatextual", "hypertextual", "architextual" concepts are theoretically substantiated in the work, the legitimacy of such typology is empirically proved. The results of the research allow us to conclude that in the analysis of the artistic concept can be widely used the methods of conceptual, intertextual and discursive analysis which will allow us to distinguish the different levels of the concept coded by lexical units, acting as the signs of objects, processes, phenomena. The study of the conceptosphere of literary works makes it possible to build a research at the junction of related disciplines. The materials of the article are of practical value, because the obtained results can be used in the practice of university teaching for the development of training courses on the theory of language and literature; in the development of educational and methodological materials; in lexicographical practice for the compilation of complex dictionaries of a new type - the anthologies of concepts.

Keywords: artistic concept, conceptosphere, text, intertextuality.
Introduction

Studies of the conceptual sphere of the artistic work is relevant as it is performed by philologists of different directions and schools. The statement is true that existence of the concept term creates the conditions for interaction of linguistics, culture studies and literature studies. This loan-term from philosophy was used for the first time in its philological interpretation in the Concept and Word article (1928) by the religious philosopher S.A. Askoldov (1997) but it took time for the concept term to be used actively by linguists and literature researchers.

S.A. Askoldov (1997) was the first to realize that the concept, in terms of its structure, is more voluminous than word as the concept includes many various additional meanings, which explains the scientists' interest to study both of individual concepts and the sphere of concepts overall. The concept is the thought form that may replace numerous homogenous items, i.e. it is possible to say that the concept has a replacement function. Analyzing S.A. Askoldov's (1997) article, D.S. Likhachev (2006) uses the concept sphere term and believes that the language is the "concentrate of culture" and the main wealth of vocabulary of the Russian language is at the level of concepts and concept sphere. D.S. Likhachev (2006) develops S.A. Askoldov's (1997) idea and states that, first, decryption of the concept is determined by the then current context and cultural experience and individuality of the concept carrier; second, concepts are interconnected; third, concept spheres interact. D.S. Likhachev (2006) was initially connecting the concept to literature (his examples are illustrative), studied its contents via thinking on linguistic, cultural and individual author world views, which evidences universality of the concept and allows using it both in literature studies, linguistics and culture studies simultaneously.

Depending on the scope and objective of their research, philologists use such terms as linguistic and cultural concept, cultural concept, cognitive concept and artistic concept but there are still no precise differentiating borders among these definitions. One should note that literature studies follow linguistics in research of the problem and currently offers no theoretically developed and original scientific approach to study of the concept and concept sphere. Individual attempts are made to study:

- the artistic concept (Storozhuk, 2006; Golovanova, 2007);
- the philosophical concept (Ivanov, 2005);
- the cultural concept (Kalashnikova, 2004; Horuzhenko, 2010);
- the mythological and poetical concept (Poltavets, 2006);
- the structure and content concept (Nikitina, 2001);
- the protagonist concept (Kudrina, 2003);
- the literature concept (Kuznetsov, 2003);
- the image concept (Proshunin, 2005), etc.

Despite the wide range of approaches, literature studies have no harmonized theoretical basis for concept study while the linguistics has formed several lines with original concept study methodologies currently. The existing situation seems paradoxical, as methodological bases of the artistic concept have been developed initially by the writer and philosopher S.A. Askoldov (1997) and the literature researcher D.S. Likhachev (2006).

Methodological Framework

The methodological framework of this article lying at the junction of scientific interests of a number of philological disciplines (literature studies, linguistic cultural studies and text theory) is integrated text...
analysis. Given the layered structure of the concept, the concept study method implies combining several methodologies. The individual author's conceptual system may be studied by combining methodologies of conceptual, intertextual and discourse analysis existing within the framework of anthropocentric approach to study of the text and synthesizing individual elements of the culture - language - personality - text paradigm.

The objective of conceptual analysis is studying paradigms of concepts and describing the concept sphere of the artistic work. Studying the artistic concept allows identifying its structural features and the aggregate of its most characteristic indicators. This approach to concept study promises wide prospects of inter-discipline research.

The intertextual analysis method allows viewing the textual dialog as the cultural intertext. Studying the artistic work without identifying the intertextual paradigm elements is impossible as identifying the whole range of associative connections allows considering the esthetic value of the artistic work.

The discourse analysis method in arts is insufficiently developed due to different understandings of the discourse terms, which, in its turn, destabilizes the methodology for studying the discourse as the social and communicative phenomenon. The discourse analysis methodology in literature studies is in its development stage due to absence of the accurate and universal definition of the discourse itself. Still, researchers are using this methodology more and more frequently when studying concepts and the concept sphere. The discourse analysis allows studying the extra linguistic sphere without which no conceptualization is possible. One of the principles of discourse analysis is study of the cultural context ensuring going beyond the limits of the text based on analysis of the artistic work.

Results and Discussion

Modern language studies offer dozens of definitions of the concept based on the most different indicators. Disputes of representatives of the cognitive, linguistic and cultural, psychological and linguistic, and other lines of thought concerning the concept structure are continuous. It has allowed S.G. Vorkachev (2010) to call "differences concerning the linguistic and cognitive, and linguistic and cultural approaches to concept study... disputes of the Lilliput about which end of the egg to break". It is evident that adjacency of targets and methods of study of different arts makes the concept term the universal one and the desire to create the harmonized methodological basis for concept study demonstrates interdisciplinary interactions.

Literature studies focus on artistic concepts. V.G. Zusman (2001) calls the artistic (literature) concept "the image, symbol or motif that touches on geopolitical, historical, ethnical and psychological aspect beyond the artistic work". In linguistic research, the artistic concept is thought of, predominantly, as a kind of the cultural one. The scientist point to their genetic proximity although approaches to understanding the artistic concept are different, which T.S. Babarykina (2009) focuses on in her "Artistic Concept Status in Modern Linguistics". Thus, in her "Artistic Concept: Dialog of Linguistics and Literature Studies", I.A. Tarasova (2010) understands artistic and linguacultural concepts as different kinds of the cultural concept and states that there are interface points between artistic (literary) and linguacultural concepts, and their difference lies in their contents and value component while differentiation is explained by discourse variety of cultural concepts. In her interpretation of the concept, I.A. Tarasova (2010) see something in common between linguacultural and clearly literary approach. O.E. Bespalova (2002) sees the junction point of the artistic and cultural (national) concepts in the lexical meaning understandable by all speakers of the language. S.G. Vorkachev (2010) considers cognitive and artistic concept specific cases of linguistic and cultural ones. According to L.A. Petrova (2014) linguacultural and artistic concepts are differentiated based on the following parameters:
1) connections with forms of speech – non-speech artistic thinking;

2) orientation in relation to the concept sphere of literature as the subsystem of culture and orientation in relation to the entire mental space of culture;

3) reallocation of nuclear and peripheral indicators in the concept contents of different poets and the stable relation of the core and periphery of the concept in the conscience of the average native speaker;

4) decoding of the concept contents based on the artistic cultural presupposition.

Summarizing linguistic studies allows identifying the genesis and development of the artistic concept term represented by several characteristic stages:

I. In 1928, S.A. Askoldov (1997) in his "Concept and Word" identifies two groups of concepts, cognitive and artistic ones.

II. In 1981, I.R. Galperin (1981) identifies the content and concept information as the class of artistic texts and notes that the conceptual information received in the course of reading expands in terms of the contents on the second reading when deep understanding of individual parts of the text becomes possible.

III. In 1993, D.S. Lihachev (1993) in his famous article summarizes that the "concept sphere of the language is essentially the concept sphere of the Russian culture".


V. In 2000, L.V. Miller (2000) proclaims the artistic concept a kind of the cultural one.

VI. In 2007, Yu.S. Stepanov (2007) in his "Concepts. Thin Layer of Civilization" discerns the general cultural and individual author components in the artistic concept and deems the latter the priority one.

VI. In 2007, based on classification by Z.D. Popova and I.A. Sternin (2010) differentiating between group and individual concepts, the artistic concepts became viewed as a kind of the individual one.

Overall, researchers agree that, on the one hand, the artistic concept reflects features of the author's individual conscience and is the system-forming element of the artistic world view, while, on the other hand, it acts as the element of the national worldview. In this article, the artistic concept is the mental formation reflecting features of the author's type of worldview and peculiarities of the writer's language identity.

Given evident connection of the cultural (linguistic and cultural) and artistic concepts, attributive proximity of their indicators is legitimate. V.I. Karasik and G.G. Slyshkin (2003) identify eleven specifications of the linguistic and cultural concept:

1) existence complexity;
2) mental nature;
3) value;
4) ambiguity and conventionality;
5) changeability;
6) carrier mind limitation;
7) three components;
8) multiple appeals;
9) multiple dimensions;
10) methodological openness;
11) multiple classifications.

Researchers studying the artistic concept phenomenon come to conclusion that this concept, in addition to the above attributes, has the following ones:

1) Dialog nature. Artistic concepts, given their secondary nature versus cultural ones, boast powerful energetic potential as they are the source of emotional resonance in artistic perception due to synergetic nature of the artistic discourse and dialog interaction between the author and the recipient. It is reasonable to state that the artistic concept is connected with the multitude of simultaneously significant viewpoints. The generating and perceiving minds have equal values in this sense. Dialog nature creates the intertextual space giving birth to the concept.

2) Hierarchic nature. Talking about concept cognition borders, Yu.S. Stepanov (2004) point to the top ones that belong to the abstract definition area and the bottom ones that may belong to the individual experience area. E.G. Fomenko (2006) developing the thought on hierarchic nature of the concept notes that in the artistic text, "the author's signal in the first level are generalized in textual constants, at the second level, textual constants regroup into pass-through textual constants, and the third level open the idealized view restoring harmony between the conflicting parties through being subjected to the specific spiritual reality". The vertical nature of the artistic concept's model, with the word in its basis, images, associations and symbols in the superstructure and meanings at the top, underlies the hierarchic nature of the artistic concept.

3) Verbal explication. A.P. Babushkin (1996) states that the concept may be stored in the national memory of native speakers in the verbally designated form. E.V. Sergeeva (2006) insists on the same. According to her, the concept cannot exist without verbal explication of its meaning. Still, in his "The Circle of Language: Identity, Concepts and Discourse", V.I. Karasik (2002) notes that the concept may be expressed eve without its special verbal designation. Altogether, the researcher points out to the need for "situational specifications" that may help comprehending meaning forming components of the contents. Despite evidently relativistic approaches to the matter of verbal explication of the artistic concept, one should take into account that it is the word that acts as a kind of substratum updating the notional, image and symbol and value components of the concept. N.F. Alefirenko (2005) points out to the above in her "Disputed Problems of Semantics" and identifies four stages of concept verbalization. The first stage is understanding or correlation of the meaning contents of the concept with the etymon of the relevant word in the mind. The second stage is formation of the internal form of the word or the notional center of the image concept. The third stage is metonymic concentration of the image. The fourth stage targets the myth or actions of the symbol in the specific cultural paradigm. The space between the specific word and extra linguistic reality accommodates the artistic concepts the meaning generation functions whereof are unique and non-benchmarkable against the semantics of the word. Still, the concept genesis is impossible without verbal explication in the artistic discourse.

4) Estheticism. According to I.G. Maltseva and N.V. Pestova (2003), the concept takes on one or more esthetic or symbolic meanings regularly, which is critical for the close-circuit artistic system. E.V. Sergeeva (2006) also believes that the most important attribute of the concept is its focus on esthetic information.

5) Kaleidoscopic nature. A.P. Babushkin (1996) identifies a special group of kaleidoscopic concepts
the attribute where of is liquidity and absence of fixed associates. Still, as V.V. Rozhkov (2007) reasonably notes in his thesis, if the concept is viewed as the complex and multidimensional phenomenon it may seem quite probable that most concepts or material part thereof must be proclaimed kaleidoscopic. The artistic concept is modelled within the multidimensional space both of the text and the culture overall and reviewing its individual components and attributes allows identifying how the continuum of microelements forms the multifaceted structure.

In connection with the concept structure, one should point to the article by V.I. Karasik and G.G. Slyshkin (2003) stating that the concept consists of three components:

1. V.I. Karasik (2002) views the apriori recognized image component of the artistic concept as the aggregate of visual, acoustic, tactile, taste and smell specifications of items, phenomena and events reflected in the memory. It is evident that this row reflects perceptive processes primarily (cf. the perceptive image in Z.D. Popova and I.A. Sternin's (2010) works). Still, in the artistic discourse, the image side of the concept represents itself also in the aggregate of metaphors structures with associative rows. Based on the metaphor types suggested by V.N. Teliya (1977), one may identify linguistic metaphors where associative connection are logical and objective and artistic metaphors that are subjective.

2. The notional component of the concept is the language fixation of the concept, its description, its attribute structure, and the benchmarking specifications of the concept versus the specific range of concepts never existing in isolation with their most important quality being their inclusion into the experience. S.G. Vorkachev (2001) describing this side of the concept claims that the notional component is juxtaposed to the image one as it is not metaphorically image one and depends on no intra-system specifications of its language naming.

3. The value component according to V.I. Karasik (2002) determines the very occurrence of the concept as it is valuable not only for the person (the author in case of the artistic concept) but also for the collective (group of recipients).

In addition to the three components above, the concept according to V.V. Kolesov (1992) includes the symbolic component. The symbol and metaphor occur in the convergent field of the artistic image but perform different functions. The metaphor deepens understanding of the reality while the symbol takes beyond it. Where the metaphor forms syntagmatic relations the symbol forms paradigmatic ones. The metaphor attains value in the speech, and the symbol in the language and culture, etc. Additionally, the symbol is the image with the ideological (world view) meaning conventionally defining an idea, notion or thought and sometimes, even the text fragment or the text itself.

A layer-by-layer analysis of four components of the artistic concept allows decoding and representing it holographically. Such components as associative and material ones additionally identified by I.A. Tarasova (2010) in addition to the aforementioned are of interest to linguists studying peculiarities of poetic idea styling. Additionally, when comparing the concept layered structure suggested by I.A. Tarasova (2010) with the concept component composition of V.I. Karasik (2002) one may observe terminological diffusion. The associative layer as per I.A. Tarasova (2010) correlates the concept with other ones based on similarity, juxtaposition and adjacency attributes while V.I. Karasik (2002) identifies such correlation during analysis of the notional part. Different studies view the material layer correlating the concept with the denotate either within the notional component (the material and notional component) or the image component (the material and image component). To avoid terminological overlapping, the four-component concept structure will be studied herein.

The structure, attributes and types of artistic concepts are still insufficiently developed. For example, on par with the artistic concept term, the philology uses such notions as the literary (Zusman,
2003; Volodina, 2001; Rosliy, ) textual (Stepanov, 2001a; Bolotnova, 2005), textual and stylistic (Fomenko, 2006), individual (Popova & Sternin, 2010; Slyshkin, 2003), individual author (Stepanov, 2001b; Bespalova, 2002; Tarasova, 2010; Tastan et al., 2018), intertextual (Cherkasova, 2005; Chumak-Zhun, 2009) concepts, the poetic concept (Maslova, 2004), the text concept (Krasnykh, etc.) and the artistic mind (perception) concept (Pogosian, 2005). For example, N.V. Volodina (2011) in her Concepts, Universaliae and Stereotypes in Literature Studies considers the same such definitions as the literary, textual and artistic concepts. S.G. Vorkachev (2007) is sorry that "currently, we are in the stage of nominative apogee when the concept may be almost anything from species of wood (the concept of rowan), and ship equipment items (the concept of anchor), terrain and landscape elements (the concept of mountain, the concept of the Moon, the concept of the Sun, the concept of the sea) to different kinds of common misbehavior (the concept of obscenity)." According to S.G. Vorkachev (2007) interpreting the concept as the abstract entity the concept of rowan seems reasonably artificial and unsustainable but if we are talking about the artwork and the individual author's world view, the concept may form in the work of the specific writer (the concept of rowan in M. Tsvetaeva's poetry), literary period or style (the concept of tears in romantic poetry), national literature (the concept of will in the Russian literature), etc. V.I. Karasik (2002) points to it as well and believes that, one may identify the concepts of soul, malignancy, logos, on the one hand, and the concept of matryoshka, kolobok or entrance, on the other hand, if the language mind associates an item with culturally significant notional rows. This contradiction illustrates, quite definitively, the following law. What some linguists or culture researchers believe to be not quite justified is quite substantiated for literature researchers.

Linguists offer different classes of artistic concepts:

1. L.V. Miller (2004) divides concepts into classes depending on their semantic density, dominating meanings and modalities and identifies four types of artistic concepts:
   1) feeling concepts (faith, sadness);
   2) concept the meaningful content whereof is determined with the social regulation system (home, historical person);
   3) concept with relevant value components (Motherland, patriotism);
   4) standardized ethnically and culturally substantiated interpretations (the man out, Oblomov, Khlestakov).

2. G.G. Slyshkin (2000) differentiates concepts based on their dominant axiological attributes. He identifies individual, micro group, macro group, national, civilizational and common human concepts as juxtaposed to individual and collective concepts.

3. N.S. Bolotnova (2005) divides artistic concepts into groups based on the following four grounds:
   a) esthetic significance,
   b) expressive means,
   c) originality degree, and
   d) structure.

Based on esthetic significance, the concepts are divided into locative and key concepts.

Based on expressive means, artistic concepts may be word, beyond-word and textual.

Based on originality degree, the concepts are divided into usual and individual author ones as well.
Based on structure, the artistic concepts are divided into three sub-groups: a) macro- and micro concepts, b) character and base concepts, c) conceptual pairs, conceptual structures and hyper concepts.

5. R.G. Pogosian (2005) identifies five types of artistic concepts:

1) world view concepts based on reflection of emotional and estimative world perception;
2) emotional concepts transmitting subjective aspects of perception of reality;
3) text concepts being the deep meaning and the author's motive.
4) artistic thinking concept requiring analysis of the writer's works and style;
5) cultural concepts reflecting the place of the concept in the system of values, functions in the human life, etymology and history (Pogosian, 2005).

6. V.I. Karasik (2002), E.S. Kubrijakova, A.M. Shahnarovich & L.V. Saharnyj (1991) divide artistic concepts into two groups:

1) concepts within the language vocabulary;
2) concept within the textual concept sphere (Karasik, 2002; Kubriakova, Shakhnarovich and Saharnyi, 1991).


8. E.Yu. Ponomareva (2008) divides artistic concepts into general artistic (archetypes and prototypes), individual author (idiotypes), proprietary author (idiotypes, proprietary author neologisms), etc. based on the ratio of conventionality and novelty.

Different approaches to concept types exist due to the base attribute underlying the classes while ambiguity in of intra-class border results into confusion frequently in this connection. It is evident that terminological apparatus of conceptual analysis of artistic text is not very stable yet.

Given numerous approaches to classes of artistic concept, it remains unclear still, which types of individual author concepts exist. It is of interest for literature researchers. V.I. Karasik (2002) divides individual concepts into two groups: individual author concepts expressed with keywords inherent in the specific writer or philosopher and concept defining the specific psychological type of personality without offering any types of individual author concepts. I.A. Tarasova (2004) also admits relevance of identifying the types of the author's mind concepts and forms of their mental representation. Given the researchers' desire to identify the specifics of the individual author component within the concept, it has become necessary to find the criterion for identifying classes of such concepts.

Under any approach to the artistic concept, the following is critical. The artistic discourse is the meaning-generating space that structures the artistic concept, i.e. "the discourse is a kind of the matrix defining the nature of language explication of knowledge of objects, connections and relations existing in the reality" (Pribylova, 2011). Additionally, conceptualization of the notion and modification of the word into the artistic concept are only possible under conditions of the dialog of properly literary and cultural texts updating the extra linguistic concept forming factors. D.S. Likhachev (2006) reasonably noted, "the main wealth of the Russian vocabulary lies at the concept and concept sphere level", while the latter is created by the writers and the folklore joining the language and the culture. Yu.S. Stepanov (2001a) insists that it is necessary to study the concept in the artistic text by crossing texts and using the intertext.

The dialogue nature of the artistic space updates the intertextual (in broad sense) nature of the concept
the structure whereof reveals itself in this type of the discourse. Thus, intertextuality acts as the primary concept forming mechanism in the artistic discourse, one of the concept objectivation methods, and the intertext transforms the habitation of the cultural concepts with the intertext itself occupying the first level, and the next level occupied by everything that is not the text due to its illegibility, the notions, the images, the representations, the ideas and the mental worlds constituting the top over-text levels of the concepts. In the wide intertextual field, the concepts form compositions of artistic meanings. Therefore, analysis of the artistic concept may widely use the methods of conceptual, intertextual and discourse analysis that allow identifying different levels of the concept encoded with lexical units acting as the signs of objects, processes and phenomena.

This view of artworks is undoubtedly not the only one possible but it allows identifying such aspects of the writers’ artistic world that may be omitted in any other analysis. Additionally, changing the point of view when studying the works of the specific writer always gives unexpected results. Studying the concept sphere of artworks allows building the research based on adjacent disciplines studying concepts to enrich materially the understanding of the writer's works and to contribute to identification of multiple aspects of the writer's artistic texts.

Viewing the concept structure and modelling techniques in the artistic discourse from the standpoint of literature studies and not of linguistics allows identifying the following types of artistic concepts (Figure 1):
Figure 1. Types of artistic concepts

The classification above is based on the ideas of:

L.G. Babenko (2004) who believes that "the conceptualization of the world in the artistic text reflects universal world laws, on the one hand, and individual, even unique, imaginary ideas, on the other hand";

Yu.S. Stepanov (2007) who discerns the general cultural and individual author components in the artistic concept and deems the latter the priority one;

L.V. Miller (2000) who understands the artistic concept as the "mental formation" belonging not only to the individual mind but also (as the component of the esthetic experience) of the psychic and mental sphere of the specific ethnical and cultural community, i.e. she identifies the same two components of the artistic concept as Yu.S. Stepanov (2007);
V.A. Maslova (2004) according to whom the creative person, on par with generally accepted knowledge, introduces its private and individual knowledge and meanings into the world views;

E.V. Sergeeva (2006) who identifies the general artistic concept the contents and explications whereof correspond in numerous artistic texts of different authors and the individual author's concept the information integrity, concepts and verbalization whereof are inherent in the works of only one author.

Therefore, artistic concept may be divided into two groups: universal and individual author ones. G.I. Nemets (2002) suggests this very typology where universal concepts are, to a certain degree, constants in relation to their significance and dominance in the cultural space. Such concepts may include time, space, man, woman, etc. At the same time, "author concepts are more variable, individual and personally meaningful. They are original and valuable in the artwork context".

Universal concepts, in their turn, are represented by the following:

general cultural concepts with the dominating meaning forming component being philosophical (life and death, time and space), religious or mythological (God and Devil, angels and demons), valuable (good and evil, truth and lie), moral (the concepts of soul, solace and honor), social and political (law, mine and yours, city and village), daily life (home, family, work) concepts;

general literary the substrate whereof is

a) the idea (the Bard’s All the Globe’s a Stage concept presented by Yu.S. Stepanov (2001b) in the Russian Cultural Constants dictionary as the concept of British origin becoming the global one),

b) the image (the man out, the little man, the cased man), feeling, emotions (love and hatred),

c) the theme (captivity, war).

These kinds of general literary concepts in texts from the same historical and cultural epochs generally have common bases (Kaganovskaya, 2003). The concept of love is undoubtedly a general cultural one but within the content of the specific poet or writer's artworks benchmarked versus other texts, the concept becomes a general literary one with the characteristic aggregate of nuclear and peripheral content elements (the concept of love in the artistic worldviews of I.A. Bunin and A.I. Kuprin, the concept of nostalgia in poetry of the first-wave emigrants). The concepts of feelings (emotional concepts) are spun off into a separate group by L.V. Miller (2004) and R.G. Pogosian (2005) as well. M.V. Pimenova (2004) discerns the image concepts (the Russ, Russian, and mother), idea concepts (socialism, communism) and symbol concepts (the swan) but both the idea and the image may act as the symbol making the classification borders ambiguous.

Based on Yu.S. Stepanov's (2001b) statement from the title of one of its articles Intertext as the Habitation of Cultural Concepts and remembering that the artistic concept is genetically associated with the cultural one, it is possible to claim that individual author concepts form in the intertextual paradigm as understanding the concept never suffices with any single text or any single author. Given highly varying constructions of the very notion of intertextuality, it is practicable to search for criteria in the classification of individual author concepts based on the macro text and micro text categories. The macro text parameters identify the similarity of the attributes with trans textuality (interactions of the texts themselves regardless of relations between their authors) in Gérard Genette’s (Genette, 1989) understanding. Therefore, macro textual concepts are those that occur under the conditions of dialog between author's discourses and belong both to the linguistic and purely artistic concept spheres attaining notional value resulting from the author's interpretation of phenomena and processes in the reality (the prophetic poet in A.S. Pushkin's and M.Yu. Lermontov’s lyrics, the concept of war in modern military fiction, the concept of Russian in A.A. Block and S.A. Esenin's poetry, etc.). They are explicated
verbally with key words and accumulate both the universal cultural experience and the individual author's worldview in their contents. Therefore, micro textual concepts are to be understood as concepts modelled within the corpus of artworks (or one artwork) of the specific author, possessing the text-organizing potential, identifying the notional depth in the writer's style, being specific by their nature and having a wide range of interpretations due to varying notional contents as well as having para textual protections frequently. Concepts of this kind define the specific psychic type of the author's personality and contribute to conceptual integrity of the artistic text.

The classification of macro and micro textual concepts, in its turn, is based on Gérard Genette's (Genette, 1989) typology of intertextual relations presented in his Palimpsests as the Second Degree Literature:

1) Intertextuality as evident co-presence of two or more texts in one text;
2) Para textuality or association of the text with its paratexts being the title, sub-title, foreword, postface, epigraph and notes;
3) meta textuality or the hidden commenting reference of one text to another, earlier one, that cannot be mentioned explicitly;
4) Hyper textuality associating any text with the previous one by way of direct or indirect (simulation) transformation;
5) Arch textuality associated with the genre of the text (Genette, 1989).

Each of these notions, even in Genette's (Genette, 1989) definitional analysis, cannot be easily described scientifically as N. Piegay-Gros (2008) points out. Intertextuality, in her opinion, is constructed either too broadly by Yu. Kristeva (1993) or too narrow by G. Genette (Genette, 1989). Actually, currently, there are so many methodological approaches to the intertextual theory that it requires a separate fundamental survey. Given different constructions of the notions of inter-, para-, meta-, hyper- and arch textuality in the modern arts, intertextuality is to be understood as the explicit and direct presence of one text in another, para textuality as the text's association with its paratextual elements including titles of texts, titles of chapters, prefaces and postfaces; meta textuality as the implicit and non-evident presence of the pretext; the hyper textuality as associative connections between the author's texts; the arch textuality as relations of the text with the kind and genre where the text belongs.

From this standpoint, macro textual concepts updating trans textual interaction may be divided into:

meta textual concepts that refer to precedent texts not directly but indirectly and are associated with them with reminiscences and indirect quotations constructed in the textual space filled with allusion meanings, and decoded depending on the competence of the recipient (the Fair Lady concept in A.A. Block's lyrics the structure whereof reveals itself in dialog interaction with V.S. Soloviev's concept of Eternal Womanhood);

arch textual concepts possessing the genre modelling potential and structured depending on the discourse type and expressive methods, notionally substantiated by the aggregate of artistic, aesthetic and stylistic qualities possessing the specific system of genre forming components (the concept of war and peace in the eponymous novel by L.N. Tolstoy);

Intertextual concepts where

1) the nuclear zone forms only in presence of the precedent text updating the intertextual paradigm (the author or folklore literary artwork);
2) the concept name is set by the precedent text;
3) the peripheral zone includes numerous connotative, associative and symbolic elements within the framework of the set intertextual space;

4) the contents specifics is determined, first, by the author’s experimenting with the original source texts and frequent additions of the generally accepted construction; second, by the dialog of textual planes the junction whereof is a polemical rethinking of cultural and historical epochs.

The example may be the concept of the Caucasian captive in the classical and modern Russian literature. The concept of the Caucasian captive appears in the artistic discourse of the 19th century and is modelled in the intertextual space of artworks by A.S. Pushkin, M.Yu. Lermontov and L.N. Tolstoy. In 1994, V.S. Makanin's Caucasian Captive short story is published (and Alexei Uchitel films a movie based on it in 2008) and I. Kolontaevskaya's Caucasian Captive short story is published in 2001 in the Druzhba Narodov magazine.

The intertextual concept term has appeared quite recently and has not been accurately defined yet. According to I.P. Cherkasova (2005) who analyzes the intertextual concept structure, they include meanings pointing to the author’s questions of general human and global scale and philosophical contents. Additionally, there are intertextual concepts the author believes to represent the subjective human and creative expression of the worldview, while the "implicit unity does not prevent existence of polarity among concepts".


Micro textual concepts may be divided into two groups: hyper textual and para textual concepts. Considering varying definitions of hyper textuality, one may rely on the definition suggested by V.P. Rudnev (1997): "The hypertext is the text composed so that it transforms into the system or hierarchy of texts simultaneously composing the unity and multitude of texts. The simplest example of hypertexts is any dictionary or encyclopedia where each item refers to other items of the dictionary". Based on this, the hypertext may mean not only the abstract multitude of texts but also the corpus of the specific author's artworks with specific artistic parameters. Terminological accuracy allows eliminating possible contradictions during analysis of the artistic discourse. Therefore, hyper textual concepts are the concepts that occur in the space of the specific author's discourse being occasional by their nature, acting as the linguistic marker of hypertexts, modelled within the wide range of the author's associations, deciphered not only in the language system but also in the external system of cultural and historical context (the concept of nerd in M. Gorky's works, the concept of geek in V.M. Shukshin's works and the concept of asianess in the military fiction of the modern writer O.N. Ermakov).

Hyper textuality is the most important means for connecting the specific author's artworks. Viewed as the hypertext, may be the corpus of the single author's artworks developing similar idea and being the parts of the whole as the writer's artworks generally demonstrate the master's interest in its specific favorite plots and images reflecting the changes to the worldview.

Considered para textual concepts may be the concepts structuring in immediate connection with near-textual elements (the title, sub-title, dedication, epigraph, author's postface, notes, comments, etc.) being fractal in their nature or reflecting the whole in the part and vice versa, determining the interaction logic of the artistic system components and formed within the text esthetic space.
Such categories as para-, inter- and arch textuality are parametrically limited as not each title can be viewed as the concept, not each text has direct references to the precedent one, and not each concept has genre modelling properties. At the same time, more meta textual and hyper textual connections of the source text with other ones may be identified especially where topically similar artworks are analyzed. The disproportionate volume of chapters in this study result from this very fact.

Conclusion

Undisputedly, the suggested types of individual author concepts do not pretend to being universal as the cognitive construct of the concept cannot be fitted even to the most plausible theory and any dogmatism results into erroneous judgments. Evidently, the concepts of man, woman, war, time, space, etc. are cultural universalia but in the specific author's discourse they obtain other content meanings, which allows to view them from the intertextual theory standpoint. The same concept in different types of author discourse may reveal other meanings and may classify differently. For example, the Caucasian captive concept is both intertextual (if the historical and literary paradigm is relied on including A.S. Pushkin, M.Yu. Lermontov, L.N. Tolstoy, V.S. Makanin, I. Kolontaevskaya), paratextual (if paratexts of the artwork are spoken about), meta textual (if the character parallel Zhilin of L.N. Tolstoy and Zhilin of V.S. Makanin is relied on) and hyper textual (if viewed within the corpus of V.S. Makanin's artworks about the Caucasus). Therefore, the study logic of the individual author concept is based on tasks and objectives set.

Reasonably, the cultural dialog space may view any concept as the intertextual one (in broad sense of the word). Intertextual analysis of artistic texts allows identifying relations of different text planes the junction whereof forms concepts and they, ordered and organized in the artistic space, create the concept sphere, i.e. the artistic concept sphere as the ordered aggregate of concepts in the specific author's artworks.

Recommendations

The practical significance of the research consists in possible use of the results obtained in university tutor practice for development of training courses on theory of language and literature; for development of teaching and methodological aids; in lexicographical practice for drafting the new type of dictionaries being concept anthologies.

References


Social Health Of Student Youth In South Russia: Analysis Of The Perception Of Socio-Cultural Risks


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Abstract
The paper is devoted to the study of Russian student youth as a socio-demographic group with a certain level of its social health, with its way of life, social activity and social well-being. The subject of the study is the specificity of students' perception of socio-cultural risks. The paper aims at investigating how student youth perceive risks for social health. The objectives of the study include analysis of the social activity of an individual, involvement in social networks and social well-being of Russian student youth. Analysis of the perception of risks for the social health of student youth is conducted within the framework of the socio-centric and sociogenic approaches, as well as the risk-based paradigm.

Keywords: Russian student youth, social health, risks, perception of risks, social activity, involvement in social networks, social well-being.

Introduction
The urgency of studying the social health of student youth is determined by the indicative nature of its indexes for assessing the level of risks; "The importance of giving the characteristics of the social status of a young person the status of "health"and entering this phenomenon into a range of scientifically regulated objects" (Vereschagina, Gafiatulina & Samygin, 2017). Describing the category of "social health", it is necessary to emphasize that its semantic field is very broad and multivalued; it accumulates a wide range of social, economic, psychological, cultural and other indicators. Contextual sociological analysis of the semantic field of social health of youth demonstrated that the basis of the sociological approach to its understanding lies in the theoretical concepts of health described by T. Parsons (1997). These scholars have interpreted health as a complex social phenomenon formed in the process of interaction of a particular social group, individual and society, and reflects a certain level of this interaction (Mullakhmedova et al., 2017).

Recognizing the integrated nature of health and relying on the definition of the World Health Organization (WHO), according to which health is a triune physical, mental and social well-being, it can be argued that if physical and mental well-being characterize the individual's condition, so social well-being also characterizes his individual state. According to WHO experts, social health - is the degree of satisfaction of an individual with his social status in society, the system of social connections and relationships, material status, living conditions, the antithesis of social health is a state of social illness and social neglect (World Health Organization, 2008).
The focus of attention to social health as a specific state of an individual, group and society can be found in works by such foreign researchers as D. Trenton (2017), K. Herzman & T. Boyce (2010).

In general, the representation of the social health of youth in scientific sociological discourse is associated with the issues of the measure of social activity that transforms activities and forms of active attitudes toward the environment, as well as social mobility and involvement of the social group, the individual in society, various social ties and relationships. These issues were in the focus of attention of the scientific interests of foreign sociologists, namely: T. Parsons (1997), D. Hanefeld, D. Vearey & N. Lunt (2017), O. Manor & S. Matthews (2003) and others. As well as Russian sociologists: L.V. Kolpina & I.N. Serbai (2011). Thus, L.A. Baykova (2011) considers the social health of youth through the prism of harmony of social ties and relationships with other people, society and culture, which contributes to the satisfaction of the needs and self-actualization of the personality of a young person.

Significant developments for the Russian scientific community in the field of the sociology of youth, as well as its social health from the standpoint of social uncertainty and the riskiness of society belong to a number of Russian scholars, including: V.P. Babintsev & L.V. Kolpina (2008), N.Kh. Gafiutulina (2011), M.K. Gorshkov (2010), Yu.A. Zubok & V.I. Chuprov (2008) and others. In the conditions of uncertainty and risk-taking society, student youth face the problem of choosing the image and lifestyle as a form of social self-determination, vital self-realization.

In general, risks to public health, including for the social health of student youth, are formed in the process of social interaction and become determinants of behavior.

Modern foreign researcher M. Tobias (2017), studying the risk factors for the social development of an individual and of youth’s health, calls the low social rank (socio-economic status of youth) among the main ones, and comes to a fair conclusion that the social rank leads to the cultivation of unhealthy lifestyles, the risk of poverty and the risk of social insecurity. Moreover, to solve this problem, M. Tobias (2017) proposes to increase access to material goods and social support, which, of course, will help reduce the risks for social development and the youth’s health.

In this article, the social health is regarded as a condition caused by social activity and inclusion in social contacts and reflects a certain level of social well-being. From the point of the socio-centrist approach, the category "student youth" is a heterogeneous community characterized by a variety of styles of life and by a risk as an essential feature and by various levels of social health (Vereshchagina et al., 2015).

**Research Methodology**

The empirical base of the research consists of the results of the sociological survey (questionnaire) of students in the Rostov region (the sample size of 369 people). There were 130 students of the Southern Federal University (SFU) - 35.2% of the sample, 186 people from the Don State Technical University (DSTU) -50.4%, 47 students from Rostov State Medical University - 12.7 %, and 5 people from the Rostov Regional School of the Olympic Reserve - 14%. Conducted: September-October 2016. The age of the respondents ranged from 16 to 26 years: 145 respondents aged 16-18 (39.8% of the sample), 183 respondents aged 19-21 (49.6%) and 41 respondents aged 22 and older (11.1%).

In total, the proportion of men was 37.9%, the proportion of women - 62.1%. More than half (58.3%) were 1st and 2nd year students of three directions of training: humanitarian, technical, natural science.

The methodological foundations for the study of social health was medical and social direction, namely the integration of socio-centric and sociogenic approaches. Sociocentric approach involves researching the characteristics of the involvement of the young person's personality in society, providing self-actualization of the individual, the development of the society, and harmonious interaction of the
individual with the society (Anisimov, 2011); the sociogenic approach, however, presupposes the study of the influence on health of the characteristics of the involvement of a person in society, the determination of physical and mental well-being (social well-being) by the social health (Shakhbanova et al., 2016, 2018). The combination of socio-centric and sociogenic approaches makes it possible to examine the objective and subjective characteristics of the state of the social health of young people. Objective criteria suggest involvement in social contacts, subjective - satisfaction with one's position and social well-being.

As the main methodological message, the thesis was chosen that social health characterizes not only a society or a social group, but also individuals, i.e. can be described along with physical and mental health on an individual level.

The combination of socio-centric and sociogenic approaches (according to terminology by L.V. Kolpina (2017) to individual social health made it possible to emphasize such components as:

- social activity of an individual (measured through involvement in labor, socio-political, cultural, etc. activities);
- social well-being (measured through satisfaction with social status, social networks, "life in general").

Let's start with the first component: the social activity of student youth. Social activity of students was characterized through involvement in various activities - participation in public life of the city and university, volunteer and socio-political activities, and participation in the activities of religious organizations (Vodenko et al., 2017; Rodionova et al., 2017; Tastan et al., 2018). Activity in these areas was coded as "high", if the respondent showed it "often" or "from time to time", as "average" - if the interviewee said that he was "rarely" engaged in it, as "low" - if the student noted that he "is not engaged" in this activity at all. Analysis of simple distribution of responses showed that 73.4% of respondents had never taken part in political activities, and 83.2% of the students had never participated in the activities of religious organizations. Due to the fact, that these activities were unusual for the overwhelming majority of students, they were excluded from the analysis.

Involvement in social networks was measured by a respondent’s communication frequency a) with family and b) with friends. A high degree of involvement in social networks was noted if the respondent chose the options "communicate often", the average - when choosing the option "from time to time", low - for "rarely" and "never".

Social well-being was characterized on the basis of respondents' assessment of the quality of social relations (interactions with reference groups - family, friends, classmates). A good ("high") social well-being was determined for respondents who chose the answer "excellent", when answering the question "How do you assess relations with different groups of people?", "average" level of social well-being - for those who noted the option "good" and "low" level - for those who chose the options "satisfactory" or "bad".

For every component of social health, an index was calculated using the formula:

$$I_i = \frac{a_1 + a_2 + a_n}{n}$$

where

$I_i$ - the index of the i-component of social health, $a_n$ - the level (high, average or low) of the n-th variable characterizing the component, n - the number of variables. The value of the index ranged from 3 (minimal intensity of the component, ie, social passivity / isolation from the social network / low level of social well-being) to 1 (the maximum intensity of the component, ie, social activity / integration into social network).
networks / high level of social well-being).

Based on the values of the indices of social health components, a cluster analysis (the C-average method) was carried out, which made it possible to unite students into groups, depending on the characteristics of social health. The integral index of social health was also calculated as the arithmetic mean of its three components. The value of the index from 1 to 1.25 indicated a high level of social health, from 1.26 to 1.75 - about the level above the average, from 1.76 to 2.25 - average, from 2.26 to 2.75 - about a level below the average and from 2.76 to 3 - about a low level.

Correlation analysis was used to characterize students' perception of risks to social health. Relations were established between: a) the integral index of the student's social health; b) the respondent's belonging to a particular cluster; and c) the respondent's assessment of a particular social problem as "insecure".

**Results and Discussion**

The analysis showed that students' social health is characterized by a low level of social activity, high involvement in social networks and an average level of social well-being.

The proportion of students who often take part in various types of social activity did not exceed 10% for any type. Therefore, only 4.3% of the respondents participate in the public life of the city, 10.6% do it from time to time. Those who are often involved into the public life of the university are - 7.6%, and from time to time - 22.2%. This is the most popular type of social activity among students. Only 3.0% of respondents are engaged in volunteer activity, and from time to time - 17.3%. Completely isolated from public life of the university (the answer is "I never do it") - 33.9% of students, from public life of the city - 54.7%, from volunteer activity - 52% of respondents.

According to the results of the calculation of the index of social activity of students, values ranging from "1" (maximum activity, 8.4% of respondents) to "3" (minimum activity, 24.7% of respondents) were obtained.

Most often students communicate with friends - 85.9% of respondents said that they "do it often". 12.7% chose the option "from time to time", 1.4% - "rarely". The obtained data on the high degree of involvement of student youth in interaction with their peers are quite natural and reflect the specifics of social ties and attitudes in this social group. With family members, students communicate less than with friends - less than half (48.2%) do it often, 36.3% - from time to time, 14.1% - rarely and 1.4% - never.

The maximum value of the index of involvement in social networks ("1") was typical for 45.5% of respondents, and the minimum ("3") - only for 0.5% of the sample.

Most students give positive assessments to their relationships with friends - 63.7% of respondents say they are excellent, another 28.2% say they are good. Similar characteristics of their relationships with family members given by students are 46.9% and 42%, respectively. The most intense can be considered the relationship of respondents with fellow students: excellent 12.5%, good - 48.8%, satisfactory - 34.7% of respondents.

Over half (58.7%) of the values of the index of social well-being are concentrated in the "high" zone - in the range from 1 to 1.67, the smallest value of the index ("3") is fixed only for 2.7% of students.

Based on the results of clustering, 3 clusters were allocated. For the first cluster (35.7% of the sample) the highest level of social health is characteristic - the final cluster center for the social activity index - 1.56, the social networks involvement index -1.21, and the social health index - 1.57. Conventionally, representatives of this cluster can be called "socially active integrated optimists". The proportion of students classified as belonging to this cluster is almost the same among both boys and girls - 37.2% and
34.8%, respectively.

The second cluster (26.6% of the sample) - "socially passive moderately integrated pessimists" - is characterized by a low level of social activity (the final cluster center is 2.55), combined with poor social well-being (the final cluster center for this index is 2.27) and the average level of involvement in social networks (index value -1.92). Boys relate to this cluster more reliably than girls - 33.6% of cases compared to 22.3%, respectively.

In the third cluster (37.7% of observations), as well as in the first cluster, the respondents are well involved in social networks (the final cluster center for the social inclusion index is 1.23) and have a favorable social well-being (the final cluster center for the corresponding index is 1.59). However, the level of social activity in this cluster is very low (the center of the cluster for the social activity index is 2.7). Conventionally, this group of students can be called "socially passive integrated optimists". Moreover, girls are likely to predominate in this group. 42.9% of respondents are girls, and 29.2% - boys.

Table 1 shows the median values of social health components for each cluster.

<table>
<thead>
<tr>
<th>№</th>
<th>Social health components</th>
<th>The median value of the component in the cluster</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Social activity</td>
<td>1,56</td>
</tr>
<tr>
<td>2</td>
<td>Involvement in social networks</td>
<td>1,21</td>
</tr>
<tr>
<td>3</td>
<td>Social well-being</td>
<td>1,57</td>
</tr>
</tbody>
</table>

Calculation of the integral index of individual social health of students showed that a high level of social health (the index value from 1 to 1.25) is characteristic only for 8.3% of students, and the level above the average for 36.3% of respondents. In 41.8% of cases, respondents have an average level of social health, and in 13.6% - below the average.

A statistically significant (p<0.001) weak positive (Pearson correlation coefficient equals 0.216) relation was found between the level of social health and the self-assessment of physical health by the respondent. In addition, respondents, with different level of social health, perceive significant risk factors differently.

In the survey, students were offered a list of 12 risk factors for social health. Each respondent could mark no more than 6 factors that seem "insecure".

Investigation of the connection between the integral index of individual social health and the choice of a factor by the respondent as a significant one showed that the "uncertainty of tomorrow" is more concerned with respondents with a low level of social health (the Pearson correlation coefficient is 0.117 for p<0.05). In addition, this group of respondents is most concerned about the threat of social insecurity (the Pearson correlation coefficient is 0.1 for p<0.06).

Our findings are confirmed by the results of research by All-Russia Public Opinion Research Center (June, 2017.), according to which the health index and personal security have a dominant position in the system of life priorities for modern Russians (Life priorities of Russians: family, money or creativity,
Moreover, according to the analysis of comparative data on this indicator for previous years, the importance of health and personal security has been steadily growing.

Further, according to the results of our study, there is a statistically significant relationship (in chi-squared testing) between cluster membership and choice of growing poverty as a frightening problem (0.141 at p<0.05) and uncertainty of tomorrow (0.141 for p<0.01). The first threat was more often called by representatives of the most "socially healthy" cluster, and the second - the least "socially healthy".

In general, it can be noted that respondents with lower social health indicators are more concerned about risk factors posing a threat to themselves than to society as a whole, unlike students with higher levels of social health. For example, lack of spirituality, immorality worries 36% of representatives in the third cluster and 10% less - in the second.

The proportion of respondents who perceive a particular risk factor as significant, in different clusters are presented in Table 2.

<table>
<thead>
<tr>
<th>№</th>
<th>Risks</th>
<th>cluster 1 (%)</th>
<th>cluster 2 (%)</th>
<th>cluster 3 (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Destruction of traditional values</td>
<td>39.5</td>
<td>37.5</td>
<td>36.8</td>
</tr>
<tr>
<td>2</td>
<td>Layering to rich and poor</td>
<td>31</td>
<td>20.8</td>
<td>19.9</td>
</tr>
<tr>
<td>3</td>
<td>Growth in poverty</td>
<td>32.6</td>
<td>24</td>
<td>18.4</td>
</tr>
<tr>
<td>4</td>
<td>Difficulties of employment</td>
<td>53.5</td>
<td>47.9</td>
<td>54.4</td>
</tr>
<tr>
<td>5</td>
<td>Rising unemployment</td>
<td>27.9</td>
<td>20.8</td>
<td>19.9</td>
</tr>
<tr>
<td>6</td>
<td>Social insecurity</td>
<td>13.2</td>
<td>20.8</td>
<td>19.9</td>
</tr>
<tr>
<td>7</td>
<td>Socio-political instability</td>
<td>20.9</td>
<td>14.6</td>
<td>15.4</td>
</tr>
<tr>
<td>8</td>
<td>National and Religious Conflicts</td>
<td>23.3</td>
<td>21.9</td>
<td>22.8</td>
</tr>
<tr>
<td>9</td>
<td>The growth of social injustice</td>
<td>15.5</td>
<td>22.9</td>
<td>20.6</td>
</tr>
<tr>
<td>10</td>
<td>Lack of spirituality, immorality</td>
<td>26.4</td>
<td>26</td>
<td>36</td>
</tr>
<tr>
<td>11</td>
<td>The crisis of confidence</td>
<td>20.9</td>
<td>14.6</td>
<td>17.6</td>
</tr>
<tr>
<td>12</td>
<td>The uncertainty of tomorrow</td>
<td>22.5</td>
<td>33.3</td>
<td>18.4</td>
</tr>
</tbody>
</table>

As Table 2 shows, the most worrying factor in all clusters is the difficulty of finding a job it was identified as "insecure" by 53% of the respondents in the first cluster, 48% in the second, and 54% in the third. There were no significant differences between the clusters.

In addition, students are equally concerned about the destruction of traditional values-39% of respondents in the first cluster, 37% in the second cluster, and 36.8% in the third.

Conclusions and Recommendations

Thus, social health is a phenomenon that reflects the most diverse aspects of human reality and needs a comprehensive and deep scientific understanding at the level of generalization of theoretical and applied data in relation to contemporary realities in this field. According to the results of our sociological survey, we can draw the following conclusions:

- The key concepts for studying the social health of student youth within this category are: social activity, involvement in social networks, social well-being;
In general, the array of social health of student youth is characterized by low level of social activity, high involvement in social networks and an average level of social well-being;

- Clustering resulted in the allocation of 3 clusters: "socially active integrated optimists", "socially passive moderately integrated pessimists" and "socially passive integrated optimists";

- The calculation of the integral index of individual social health of student youth indicates that the majority of respondents have an average level of social health;

- The study of the linkage of the integral index of individual social health and the choice of a particular risk factor as a significant one by a respondent showed that the respondents with a low level of social health are more concerned with "uncertainty of tomorrow";

- Student youth, who showed lower indicators of the state of social health, are concerned about the risk factors that threaten themselves, rather than the society as a whole.

In the modern educational environment, it is necessary to develop complexly organized measures aimed at minimizing and preventing risks to the social health of Russian student youth (Vodenko et al., 2018). In particular, it is necessary to contribute in every possible way to raising the level of social activity, reducing the level of involvement in social networks, which will, undoubtedly, result in an increase in the level of social well-being and social health of young people as a whole. Since the social aspect of young people's health affects their overall health, and is realized through social ties and relations, providing it with diverse support, it is therefore necessary at the federal and regional levels to fully promote such support. As L.F Berkman & I. Kawachi (2000) state, communities with a high level of social health are distinguished by the fact that they have the highest informal support for all members of society.

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Society Of Consumption: Risk Management For Health Of The Population In The Field Of Ensuring The Quality And Safety Of Foodstuffs

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*corresponding author

Abstract
The article contains the results of the analysis of the consumer food market in the modern world and changes in approaches to conducting federal state control. It is necessary to take measures to prevent products appearance in the market, which pose serious risks to the consumer health. It was concluded that integration of health risk management system using risk-oriented model of control-supervisory activity with focus on objects of high health risk is essential when evaluating the effectiveness of the control system in the quality assurance field and food products safety.

Keywords: university, social and economic development, scientific and innovative activity, region, personnel potential.

Introduction
The urgency of the food market research is determined by the need for the development of the Russian food sector, strategic partnership and operational management in the agro-industrial and fishery complexes, as well as the suppression of the production and turnover of food products that do not meet the established requirements for quality and safety, including identification and falsification, and the need to improve the organization of control (supervision) in the field of quality assurance and safety of food products.

Russian scientists study the problem of management in the food market with different approaches to the problem. At the same time, issues related to state control over the production and turnover of food products, as well as problems in this area and their solution, lag behind the present time requirements (Gafiatulina et al., 2017).

Research Methodology

Let’s consider the process of improving management in the production (manufacture) and turnover of food products as an object of research.

Development of possible options and directions for improving the control and supervisory activities of the competent authority to prevent products, that do not meet the established requirements, from entering the consumer market, requires the solution of the following tasks: 1) study of the content of legislative acts in the field of ensuring the quality and safety of food products in the context of control and surveillance activities; 2) conducting an expert assessment of the modern management system for the production (manufacture), storage, transportation and sale of food products and food raw materials; 3)
taking the necessary measures to suppress the production and turnover of products that do not meet mandatory requirements; 4) control over the prohibition of the import and turnover of prohibited food products in the framework of application of certain special economic measures in order to ensure the security of the Russian Federation; 5) to show the need to create an effective system of state control and to provide recommendations for improving the processes of state control (supervision) in the sphere of ensuring the quality and safety of food (Dobroliubova, 2017).

Special knowledge and skills as well as transformations in control and supervision activities are structured into a common management system. The goal of the management system should be to improve the quality of life of Russians and promote the health of citizens (Vodenko et al., 2018).

Results

Legal regulation in the field of food quality and safety is based on technical regulations, the main laws governing the production and safety of food products: technical regulations of the Customs Union Requirements "On the safety of food products", "Safety requirements of food additives, flavorings and processing aids", Federal laws "On the sanitary and epidemiological welfare of the population", "On the quality and safety of food", "On technical regulation", "On the protection of consumer rights."

The implementation of state control (supervision) over compliance with the requirements of technical regulations, specifically with respect to products, is more effective (the proportion of samples of dairy products that do not meet mandatory requirements, during planned inspections reaches 4%, with unscheduled inspections - 10%, and for individual groups of products - 20%). (Dobroliubova et al., 2017).

Obviously, it is necessary to improve the normative and legal regulation of activities of the competent authority to identify products that are of low quality and dangerous to life or health of citizens, confiscation of them (in court) and actual destruction, using the whole range of powers granted by the legislation, and send control (supervision) to the final result (products) using the "suddenness" of inspections. In addition, it is necessary to form an information resource for the supply of products with unacceptable risk.

The results of inspections by the competent authority of enterprises engaged in the production and turnover of food products and processes related to foodstuffs indicate the need to take harsh measures to persons (producers and sellers) involved in the falsification of food.

Enterprises involved in creating food products, striving to maintain their positions in the market and be competitive, must take into account the risks associated with food safety.

Dangers in the creation of food products can occur at any stage of the food chain. The safety of food products is achieved through joint efforts of the parties involved in the food chain.

The algorithm for assessing the supply of high-quality and safe food products to the consumer market depends on the assessment of the degree of risk for enterprises to produce hazardous products.

The presence of hazardous factors increases the risk of production of hazardous products.

In the management system, the absence at the enterprise of the developed and implemented procedures based on HACCP principles refers it to enterprises of unacceptable or critical risk.

Enterprises producing food products ensure the safety of their products and conduct their own control (production control). The functioning of the self-control system of enterprises is checked by the state body.

The quality and safety of food products, especially those belonging to the high-risk group (milk and dairy...
products, meat and meat products, fish and fish products, including from aquatic biological resources), reliable information about the product, including reliable information on the composition of the product and mass share of glaze in fish products, worry the consumer and often have a claiming character to the producers and sellers of products, and if there are grounds - is checked by the competent authority (Litvinova, 2016a, 2016b, 2016c; Davoudi, 2018).

The sanitary and epidemiological supervision authorities annually receive a large number of complaints from citizens related to the quality of food.

Thus, since 2009, the number of requests for compliance with sanitary legislation increased by one third (in 2009 - 21928, in 2013 - 26918), consumer protection issues - 80% (in 2009 - 21380, in 2013 - 39154). Currently, the trend continues.

After analyzing the electronic module data on submission of notifications describing the falsification of products, it was revealed that the main group consists of milk and milk products.

The major proportion (68%) of inadequate dairy products in terms of quality and safety indicators is represented by products imported from other regions of the Russian Federation, which indicates non-compliance with the conditions for its transportation and storage, imperfection of incoming controls in wholesale and retail organizations, as well as the instability of the quality of produced milk and dairy products.

In 2014, in order to ensure sanitary and epidemiological well-being, the sale of 41.5 thousand liters of poor-quality and falsified dairy products was prevented. The largest volumes of withdrawals from the turnover of hazardous products occurred in the consumer markets of the Sverdlovsk Region - 25,400 liters, the Saratov Region - 7055 liters, the Udmurt Republic - 1080 liters, the Altai Territory - 969.5 liters and the Omsk Region 157.83 liters.

Only in the 1st quarter of 2016, following the results of the supervisory measures carried out by the competent body, decisions were made to remove from sale 1.6 thousand batches of milk and dairy products with a volume of 26.4 tons.

For the period from February 2015 to 18 February 2016, 1484 notifications on detection of falsified dairy products were received (from 1 September 2015 (the date of introduction) 1244 notifications were made to the electronic module) in 65 regions of the Russian Federation. On objects of social sphere (children's education, health and medical institutions) identified 333 (25%) of non-standard samples of dairy products.

In 2015, there were 783 notifications of detection of counterfeit dairy products in circulation, for 7 months of 2016 - 780 notifications (see Table 1). For 5 months of 2017 on the State information resource there were 870 notifications.

Table 1. Falsification of dairy products in 2015 and for 5 months in 2016

<table>
<thead>
<tr>
<th></th>
<th>2015</th>
<th>5 months of 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of notifications - total</td>
<td>1563</td>
<td>1563</td>
</tr>
<tr>
<td>Structure of dairy products that do not meet the requirements for identification</td>
<td>783</td>
<td>780</td>
</tr>
</tbody>
</table>
For 2015-2016, the competent authority verified more than 23 thousand objects engaged in the production and turnover of food products from aquatic biological resources. During inspections at 13450 objects (58%) violations of the current legislation were revealed. According to the results of the research, the proportion of products from aquatic biological resources that do not meet hygienic standards is higher than in other groups of food products.

Only in the first 9 months of 2016, the proportion of products from aquatic biological resources that did not meet hygienic standards for microbiological indicators was 8.0% with an average for all food groups - 4.6%, physic-chemical indicators for glaze content corresponded to the regulatory requirements - 9.5% of the samples studied. About 7,000 batches of products from aquatic biological resources with a volume of about 53 tons were withdrawn from turnover. More than 15 thousand decisions on administrative violations in the form of fines for a total of more than 3 million rubles were issued for the violations found against individual entrepreneurs, officials and legal entities.

Discussion

Thus, for business entities, the implementation of supervision and surveillance activities based on a risk-based approach will be an additional incentive for compliance with the requirements of the law. In general, inspections revealed violations of the current legislation (55.0%) (Litvinova, 2016a, 2016b, 2016c), among which:

- unsatisfactory results of laboratory studies of samples of products from aquatic biological resources (in 0.01% of the total number of samples studied, the actual phosphate content did not meet the requirements (97% in the group "frozen fish and fish fillets"), in 27% the actual content of glaze did not correspond to the information declared on the marking (67% in the group "frozen fish and fish fillets", 33% in the group "frozen shellfish and crustaceans")); it should be noted that frozen fish is the only type of fish products purchased for certain categories of consumers;
- sale of products in the absence of complete and reliable information for the consumer (completely depersonalized products, lack of information on net weight without glaze, inaccurate information about the net weight, lack of information about the manufacturer);
- sale of products with expired shelf life;
- violation of storage conditions for products from aquatic biological resources.

It should be noted that the technological scheme for registration of veterinary accompanying documents in Rosselkhoznadzor (Russia's state veterinary and phytosanitary service;) is based on the demand for documents from fishing enterprises, abolished by legislative acts, the use of excessive volume of control procedures and duplication of control functions of other government departments. The actions of Rosselkhoznadzor officials aimed at identifying the origin of fish products are not administratively regulated and lead to an increase in the number of control activities. This slows the execution of...
accompanying veterinary documents.

In the course of the measures taken to check the products, violations of the requirements of sanitary legislation and legislation in the sphere of technical regulation were revealed:

- sale of products without documents and necessary marking (at 28.7% of);
- non-fulfillment of sanitary days (at 3.4% of objects) and disinfection regime (at 7.4% of enterprises);
- violation of the rules for cleaning the inventory (10.8% of the cases);
- unsatisfactory sanitary and technical condition of enterprises (at 13.5% of objects);
- failure to meet the conditions for the collection, storage and exportation of biological waste (2.5% of cases);
- the conditions for transportation of products and sanitary processing of transport do not meet the established requirements (at 1.9% of enterprises);
- Production laboratory control is not organized in the required volume (9.0% of violations).

Within the framework of interdepartmental cooperation, Rospotrebnadzor (The Federal Service for Supervision of Consumer Rights Protection and Human Well-Being) and the FCS of Russia have developed a temporary technology for determining risk shipments by category of goods in order to minimize the possible threats and risks of importing goods into the territory of the Customs Union that do not meet the established requirements for quality and safety.

The risky supplies include the facts of import and turnover of goods having an unacceptable risk of causing harm: poor quality products that are prohibited for importation; goods without documents confirming the absence of such risk, or invalid documents are submitted, or documents that at the time of their submission were not available in mandatory state registers.

Since 09.08.2014, 151587 kg of goods prohibited for import into the Russian Federation have been withdrawn from turnover on the territory of the Russian Federation. (see Table 2). The main proportion goes to fruit - 33.5 tons, vegetables - 4 tons, products from aquatic biological resources - 0.7 tons.

Table 2. The dynamics of the detection of sanctions in the territory The Russian Federation for 2014-2016.

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>Total for the whole period (from 08/08/2014)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not allowed to import, kg.</td>
<td>1098485</td>
<td>1663713</td>
<td>49657</td>
<td>2762198</td>
</tr>
<tr>
<td>Withdrawn from turnover, kg.</td>
<td>7792</td>
<td>49657</td>
<td>94138</td>
<td>151587</td>
</tr>
</tbody>
</table>

Source: author's calculations based on monitoring data of the competent authority.

In the implementation of federal state sanitary and epidemiological supervision, risk management systems for health have been introduced using a risk-based model of control and surveillance activities with concentration of efforts at high-risk health facilities and taking into account economic indicators in assessing the effectiveness of control and surveillance activities and measures for managing health risks.

Depending on the hazard class of the object, various regulatory regimes are applied, while exercising control and supervisory activities.
Food safety systems are more effective in a structured management system with further integration into the overall management of the organization, which is beneficial for the organization and interested parties.

The principle of product safety "from farm to table" focuses on the stages of the manufacturing of products with their possible contamination or preventing such infection.

The presence of hazardous factors increases the risk of production of dangerous products (the risk can be from insignificant to unacceptable and critical).

The management strategy in the consumer market includes an assessment of the implementation of the technical regulations of the Customs Union based on the principles of management by business entities involved in the production (manufacture), turnover of food products and related processes (Vodenko et al., 2017; Rodionova et al., 2017).

The algorithm for assessing the supply of high-quality and safe food products to the consumer market depends on the assessment of the degree of risk of production of hazardous products by enterprises.

Ensuring the quality and safety of food is created by the current hazard analysis system for critical control points. Hazard degree of products and related processes, their priority, the presence or absence of morbidity associated with the consumption of such products, and other factors are assessed.

The procedure for identifying products of the category of risky supplies looks as follows: a) identification, inspection and preliminary assessment of product hazards, assessment of product conformity; b) identification of legislative requirements and standards for this product; c) determination of the product risk category when using it; d) products with a very high and high risk for health are included into the information resource of the supply of products with unacceptable risk.

The proposed procedure makes it possible, without excessive administrative restrictions, but in compliance with the precautionary principle, to ensure the prevention of products which pose a serious risk to the health of consumers on the market, and to inform all interested parties about these risks.

Conclusion

Improvement of the management system in the consumer market and key areas of the dynamically developing world are related to food safety, new technologies of food production, including unconventional ones, which predetermines the improvement of state control over the quality and safety of food products.

Risks and threats are associated with the impact of food contaminants on the system of human values.

The technological scheme of registration of veterinary accompanying documents in the Rosselkhoznadzor is based on the demand for documents from fishing and cattle-breeding enterprises canceled by legislative acts, the application of excessive volume of control procedures and duplication of control functions of other state departments. The actions of Rosselkhoznadzor officials aimed at identifying the origin of fish products, meat and dairy products, are not regulated by administrative regulations and lead to an increase in the scope of control measures. As a result, it slows down the registration of veterinary accompanying documents, and leads to technological downtimes. These actions, unregulated by departmental acts, are of a multiple and systemic nature, and together they are an administrative barrier.

In accordance with international practice, and, in particular, the practice of the European Union, finished food products within the territory of the countries of the European Union are not accompanied with veterinary certificates. Epizootic (veterinary) well-being of the territory is ensured by the introduction of
information (identification numbers) in the commodity-accompanying documents about the veterinary certification of a production facility that produces veterinary-controlled goods or an enterprise supplying raw materials of animal origin for the production of finished food products. Traceability of finished (processed) food products is successfully provided through information on the labeling of such products (date and time of production, information on the production line, plant address, production lot number, etc.). Inside the manufacturer, traceability is ensured from raw materials to the finished product and in the opposite direction (in the legislation of the Customs Union, the requirement is established in clause 12 of part 3 of Article 10 of the technical regulations of the Customs Union "On Food Safety"). At the same time, all raw materials of animal origin used are subjected to veterinary and sanitary examination with the subsequent registration of veterinary certificates. Thus, the finished products are produced from a veterinary safe raw material originating from epizootic territories.

The Ministry of Agriculture of Russia recommended regions to provide a technical opportunity to design veterinary accompanying documents electronically until 2017. At present, electronic veterinary certificates are being introduced in the subjects of the Russian Federation as far as they are technically ready. Based on the current situation related to the veterinary and sanitary examination of processed food products, which are not stipulated by the technical regulations “On food safety”, veterinary certification in the Russian Federation will be carried out on paper for an unlimited period of time, which means violation of requirements. In addition, there is no free registration of veterinary accompanying documents. The organization of veterinary certification for finished (processed) food products leads to significant costs for manufacturing companies, which are forced to add the cost of unreasonable veterinary and sanitary expertise in the value of their products (Tutelyan & Baturin, 2014).

Since the mechanism for organizing and conducting inspections or compliance with the requirements of technical regulations by Federal Law No. 294-FZ of December 26, 2008 is not currently defined, state control (supervision) over compliance with the requirements of technical regulations, assigned to Rospotrebnadzor, is carried out as part of scheduled and unscheduled inspections of legal entities (their branches, representative offices, separate structural units) and individual entrepreneurs taking into account the following features.

According to the provisions of Article 33 of the Federal Law No. 184-FZ of December 27, 2002, subjects of state control (supervision) over compliance with the requirements of technical regulations are objects of technical regulation (products and related design processes (including surveys), production, construction, installation, adjustment, operation, storage, transportation, sale and disposal (only in compliance with the requirements of the relevant technical regulations)).

State control (supervision) over compliance with the requirements of technical regulations for products and related processes should be carried out exclusively at the stage of turnover of products (paragraph 2 of Article 33 of Federal Law No. 184-FZ of December 27, 2002).

The planning should be based on the principle of preliminary assessment of risks arising from the consumption of different types of products, information on the volume and proportion of consumption, information on violations detected in previous inspections, laboratory research data, consumer complaints, available court practice and so on.

To streamline planning, it is necessary to develop a methodology for planning oversight activities for the requirements of technical regulations, covering all stages of product turnover.

The most important element of supervision over compliance with the mandatory requirements for products is the identification of products, which includes the use of the following methods or a combination of them: documentary, instrumental, organoleptic, visual and test method.
The effectiveness of inspections conducted within the framework of state control (supervision) over compliance with the requirements of technical regulations is due to the fact that the existing procedures for interaction between state control (supervision) authorities, such as coordinating the conduct of inspections with the prosecution authorities, sending notices to entrepreneurs about the inspection and so on, clearly minimize the effectiveness of product surveillance and influence the promptness of taking measures to identify and suppress the turnover of hazardous products.

The absence of an independent mechanism for supervision of products does not currently allow the authorized bodies of state control (supervision) to effectively perform assigned to them functions to prevent, detect and suppress violations of mandatory requirements for products that protect the life or health of citizens.

The paper shows the need for:

1. Improvement of the legislative, regulatory and methodological framework for monitoring the quality and safety of food.
2. Amendments to normative legal acts with a change in their scope and conducting inspections regarding the final product (products and processes) during the state control (supervision).
3. Strengthening of attention to quality, efficiency and planning of state control (supervision) in the sphere of food.
4. Strengthening control at the stages of the chain of production and turnover of food products through the introduction and maintenance of a food safety management system. Carrying out of the analysis of risks and critical control points with an analysis of the criticality limits. The system currently adopted for monitoring can not guarantee that food products have been produced in accordance with national standards, especially equivalent to international standards, and the Russian competent authority can not certify all provisions of export sanitary certificates.
5. Counseling and informing the public about food quality and safety.
6. Application of the necessary measures to identify, suppress and remove from the market low-quality and dangerous food products.
7. Prompt exchange of information between the state supervision (control) authorities on the detection of dangerous and falsified products. Such a system provides for an increase in the effectiveness of quality control and product safety, and the constant monitoring of dangerous and falsified goods and the accounting of dishonest producers, suppliers and sellers.
8. Creation of competitive products in Russia.
9. Implementation of technical regulations providing for the principle of "one product - one document". The issuance of veterinary documents for processed livestock products is not provided by the International Organization for the Control of Epizootics (OIE), if such documents exist, there should be a scientific justification for their application. In Russia, veterinary documents are required, that is redundant and introduces additional and unjustified burdens for businesses, and does not meet international requirements.
10. Creation in Russia an effective system of state control (supervision) over the quality and safety of food and food raw materials, establishing control over products and processes related to products, by monitoring compliance with the requirements of technical regulations.
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Social Health Of Russian Youth In The Context Of National Security

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Abstract
The health issues of the young population have reached today the level of national security, since the health of the nation is one of the important indicators reflecting the country’s potential, as well as one of the characteristics of its national security. Social health of Russian youth now occupies an important place in the sociological discourse, due to the complexity of the process of adaptation of young Russians in an unpredictable transforming reality. National security is the most important condition for the full development of Russian youth. The formation and preservation of physical, mental and social health of Russian youth leads to accelerating the socio-economic development of society and ensuring national security.

Keywords: Russian youth, national security, social health, physical and mental well-being, socio-economic well-being, socio-psychological stability.

Introduction
In recent decades, Russian social science has identified the health of youth as part of a global agenda, the solution of which is conditioned not only by the quantitative and qualitative characteristics of the future development of society, but also by the prospect of its continued existence as a socio-biological species.

Radical social, political and economic changes in the country and the world affect and complicate the conditions of social life, change the socio-cultural situation that affects the formation and development of the personality, lead to the emergence of new factors that affect the state of social health. Issues related to national security at this stage of the social system in crisis conditions of life, risk- taking society and instability are of particular relevance. It is indisputable that national security is a very important condition for the full development of the younger generation, the preservation and strengthening of its social health. In its turn, the social health of young people, is a kind of "product" of social interactions among young people in society, the primary basis of the active value nature of its anti-crisis life and vitality (Morev, 2013), the condition for the formation of social maturity and guarantee of the well-being of youth in its future life.

The urgency of the study of health of the Russian youth in the context of ensuring national security is explained by three objective circumstances. Firstly, now, in a systemic crisis that covers various spheres of social life, appears an increasingly deeper awareness of the importance of health as the main determinant of constructive and full-fledged development of society (the World Health Organization (WHO) Constitution, 2008). Secondly, the study of the health status of society as a whole is impossible without the study of young people as a special socio-demographic group that ensures the future of Russian society and determines the potential and trajectory of its development. Russian youth, the state of its physical, mental and social health are the main guarantor of the national security of the society, since it is the youth that is its main social resource, and its future. Thirdly, the issue of national security is directly linked to the problem of public health in general, and young people, as a part thereof, in
particular. This can be confirmed by the traditional interpretation of security, which, above all, implies the protection, preservation and physical survival of society, as well as the ability to respond adequately to all real and potential threats and relatively painlessly endure them (Lyz, 2005). National security is an indicator of the health status of a nation, which means that the combined effect of exogenous factors of a harmful nature will not jeopardize the physical existence of the younger generation and will not significantly reduce the quality of life and health (Kamenskaya & Tolmacheva, 2014). In turn, the national health or health of the nation is the basis for the safety of the entire social system, i.e. such a state in which its integrity, stability and viability are preserved in the process of interaction of its structural components (subsystems: economic, political, demographic, information, cultural, etc., elements: social groups, organizations, institutions, individuals) with each other and with the environment during the existence and development of society (Vodenko et al., 2017; Rodionova et al., 2017; Davoudi, 2018).

Research Methodology

This research uses a complex interdisciplinary approach containing a number of approaches, including: sociological, psychological, axiological, and the concept of national security applied to the analysis of the social health of youth.

The concept "national security" is considered, on the basis of theoretical and methodological studies of G.V. Grachev (2003) and I.A. Baeva (2008), how the youth experience a sense of security, justice in interaction with the social environment, the opportunities for this environment and individual to prevent and eliminate threats in the presence of resilience resources external and internal destructive influences.

The basics of studying the health of the younger generation within the framework of sociological science are laid down in the works of such eminent scholars as: M. Weber (1994), T. Parsons (1997); later they were developed by W. Cockerham (2000) in the study of a healthy lifestyle; I. Dowell & C. Newell (1997) - in analyzing the role of social institutions in ensuring public health and treating it as a factor of national security. The beginning of the study of health in Russia from the standpoint of sociological and socio-philosophical comprehension in the context of ensuring social security is associated with the works of V.P. Kaznacheev (2004), P.I. Kalyu (1998) and others.

The analysis of research works devoted to the problem of social health of the youth gives us grounds to distinguish the following approaches: socialization (R.A. Zobov & O.A. Kelasiev, 2005), adaptive (N.A. Chentemirova, 2006), activity (V.V. Kolbanov, 2010), value-motivational (L.V. Kolpina, 2009), integration (T.B. Sergeeva, 2010).

The article does not consider all the components of the national security - because the topic is too broad and goes beyond the scope of this article, it focuses on the issue of national security in the context of the formation of social health of modern Russian youth, which is characterized not only by a decline in physical health indicators and an increase in morbidity, but also by a significant deterioration in the social component of health, which is manifested in the growth of youth crime, illiteracy and spiritual and social degradation in the youth environment, extremism, cruelty and intolerance.

Applying the concept of national security to the analysis of the health of youth as a social group, modern sociological science considers the concepts of "health of the young population", "health of the population", "health of the nation". We believe that they all clearly coincide with the category "public health", which is a concept reflecting the ability of young people to fully perform functions for the further development of society and to lead a way of life that will ensure the formation, strengthening and preservation of this ability.

Results
Social welfare, according to the definition of the World Health Organization (WHO), along with physical and mental well-being, is one of the three main components of public health. Its essential characteristics are the mechanisms of social protection and security of citizens and the rights of individuals to free, active manifestation of their biological, social and psychological capabilities and their actual implementation in the reality. This definition of WHO is based on the unconditional interpretation of health as a state influenced by factors, not only of a purely somatic, physiological nature, but also socio-cultural, psychosocial, socio-political, socio-economic factors. It is noteworthy that WHO experts have proved that improving the quality of life of all segments of the population leads to an acceleration of the country’s socio-economic development, growth of its gross national product and national security in general.

Obviously, for this reason, the Interdepartmental Commission for Health Protection of the Population of the Russian Security Council has defined health as the leading system-forming factor of national security (Morev, 2013). The strategic goal of public health policy in the context of ensuring the security of the nation is to preserve and strengthen the health of young people, and to ensure the achievement of the key goals laid down in the Concept of Long-Term Social and Economic Development of the Russian Federation for the period to 2020. This is due to the fact that, against the backdrop of socio-economic instability, inadequate security of the environment in our society, there is a steady tendency to deterioration of the health of young people (Lubsky et al., 2015).

The most important category for the scientific study of national security is the "vital interests" of the individual, society and the state, by which the law "On Security" means "a set of needs, the satisfaction of which reliably ensures the existence and opportunities for the progressive development of the individual, society and the state" (Law of the Russian Federation "On Security", 1997). V.P. Kaznacheev (2008) notes "The needs realized by society, classes, social groups, individuals, act as their interests. Awareness of interests is complex, including all forms of public consciousness - political, legal and philosophical; they are formed on the ideological and psychological levels ... Interests are the main determinant and starting point of people's historical creativity".

The attitude of young people to themselves, to the society, social activity, the degree of their satisfaction with life creates a space of national security against the menacing factors of their life activity. National security is a state of dynamic balance of youth's relations to the world, to the society, to itself, its activity and satisfaction, corresponding to various menacing influences of both the external and internal world. National security contributes to the ability of young people to self-develop, maintain integrity and realize their own goals and values in the process of life and social activity (Gafiatulina et al., 2017).

The development of modern Russian youth in the context of uncertainty and riskiness of the social environment in overcoming dangerous circumstances that threaten its social health is the opportunity for young people to form themselves, choose their own way of life and self-actualization of the individual.

Social health of young people is the basis for the safety of the entire social system, i.e. such a state in which its integrity, socio-psychological stability and viability in the process of interaction of its structural components are maintained (Vereshchagina et al., 2015). These structural components of security are not only socio-economic, demographic, cultural, etc., but above all - national security.

T.V. Eksakusto (2011) in her monograph on the theoretical foundations of national security emphasizes that the most important criterion for the safety of the younger generation is its integrity, which includes physical, mental, spiritual and social component. Moreover, the personal growth of youth and its development (as a result of overcoming various dangers, crisis conditions of life activity and maintaining their integrity) is no less important criterion of safety.
It is necessary to emphasize that no young person can stay in full social and psychological security, as well as in the state of absolute social health, there can only be different degrees of danger for social health as well. Social health and socio-psychological security are only known as ideal states to which one should strive. In this regard, it will be more correct to speak not just about ensuring national security of Russian youth, but about protecting its life in crisis conditions, and the problem of shaping its social health, taking into account the fact that the viability of Russian society, its social potential and prospects for development are directly linked namely with the youth and the level of its social health (Shakhbanova et al., 2018).

The empirical picture of the social health of young people turns out to be very contradictory, which reflects the contradictions of the instability of the social life of contemporary Russian youth. Thus, N.B. Parfenova (2013), exploring how the student-youth perceives factors that threaten its socio-psychological existence, among the main threats, indicates a loss of sense of security, a feeling of uncertainty about the future and a threat to socio-economic well-being.

According to the results of our study, every second respondent notes the existence of problems in the modern Russian society related to "difficulties with finding a job", "social insecurity," every third is concerned about the dangerous situation in society, the presence of "national and religious conflicts", and "growth in youth extremism ".

Discussion

What are the specific features of national security?

The concept of national security of the Russian Federation, as well as the concept of health itself, is multifaceted and implies various aspects of state activity. However, if we adhere to the normative content, according to the National Security Concept (1997) under the national security is understood the safety of its population from external and internal threats in all spheres of life, and the health of youth is not an exception here. It should be noted, that the structure of national security is multifaceted and consists of many components that are determined by various spheres of national interests of the individual and society. Such components are military-strategic and socio-economic security, information and political security, food and environmental security, intellectual and spiritual security, demographic and valeological security (security in the formation, protection and promotion of health) (Shakhbanov et al., 2016).

As the analysis of the scientific literature shows, in general, the national security of the individual is considered in the system of various aspects of scientific knowledge: life safety, public safety and includes a system of various methods and techniques that increase the level of the socio-psychological security of the individual in crisis situations that pose a threat to life, health, psychological and social well-being.

Modern researchers consider national security as the security of an individual, assuming both external and internal security conditions, which include elements of socio-psychological experience of a person, summarized in the ability and willingness to recognition, anticipation and avoidance of all sorts of dangers and threats to social health in a variety of crisis situations. These elements presuppose the possession of appropriate knowledge and skills, a certain level of development of mnemonic, perceptual, intellectual, emotional-volitional abilities, as well as formed motivation to ensure safety in crisis conditions of life (Gafiatulina, 2012.).

It is important to note that WHO experts have convincingly demonstrated that improving the quality of life, forming and maintaining the physical, mental and social health of all segments of the population, and young people in particular, leads to accelerating the socio-economic development of society and ensuring national security in general.
A key component for describing a socially healthy young person is the notion of "harmony" that allows one to experience an internal sense of social and psychological security of young people even in crisis life conditions. This idea was highlighted by A.I. Anisimov (2011) in his thesis, he said that social health of the individual reflects the degree of harmony of the individual with the social environment and the degree of social maturity. A similar understanding of social health can also be found in works by L.A. Baykova (2011). Thus, she argues that the social health of the youth is a state of harmony in the relationship of a young person with the environment, culture, and society, harmony that contributes not only to effective development and self-actualization, but also to a beneficial influence on the formation of national security.

Social health, being a social phenomenon by its nature, is also an indicator of the individual social health of every young person, and the social health of society. It should be noted, that at an individual level, social health is an integral characteristic of the full value of both the physical and psychosocial functioning of young people, the maturity of the mechanisms of their personal self-regulation, the ability to successfully interact with the social environment and act as an active subject of their own life, while experiencing a feeling of psychosocial comfort and security. As for society, at this level, social health is an essential characteristic of the viability of the youth in any conditions of the life activity, including crisis, its opportunities for harmonious development in various spheres (economic, political, spiritual, social, psychological) (Mullakhmedova et al., 2017). At this level, the social health of young people is a condition that ensures harmonious relations between the inner needs of young people and the needs of society, which guides young people to fulfill their vital (biological and socio-psychological) functions.

Conclusion

Thus, the social health of a young personality is a serious condition for national security. Therefore, the formation, preservation and strengthening of the social health of Russian youth is considered as one of the most important tasks of society and the state.

In this regard, in the practice of shaping the social health of young people in order to ensure national security, several areas need to be identified:

- development and implementation of the concept of social work with young people.
- The guidelines for this work can be the prevention and overcoming of disadaptive situations, the improvement of the way of life, the eradication of social prejudices and bad habits. In carrying out this complex activity, it is necessary to rely on modern technologies of social work with youth and develop its own social potential (Gafiatulina et al., 2017);

- propaganda and explanation of the main issues of the optimal tactics of behavior in hazardous conditions and situations;

- socio-psychological expertise that allows us to work out the most appropriate recommendations for the "right" behavior of young people in conditions that threaten their physical, mental and social health, as well as the prevention of inadequate behavior;

- special education, during which the formation of specific personal qualities that contribute to the socio-psychological stability of the individual and the readiness for certain actions in case of danger to confront its negative social and psychological impacts;

- it is necessary to strengthen the role of state regulation of social processes and the formation of an effective and adequate modern social youth policy within the framework of ensuring national security. The success of such national projects as "Affordable Housing", "Education", "Public Health", as well as the implementation of the Federal Program "The Strategy of State Youth Policy in the Russian Federation for the Period to 2020" and programs of the subjects of the Russian Federation (for example, "Health of the
Don Youth”), can prevent the formation and development of negative trends in the field of social health (Vodenko et al., 2018). This scenario can be implemented only if social activity of young people is based on socially important goals for healthy Russia.

Ensuring national security in the field of health care should mean not only preventing direct or indirect threats to the life and health of the younger generation, but also creating an institutional system of society that would help minimize self-destructive lifestyles and encourage the development of self-preserving behavior of young people. Ultimately, the security of the nation is ensured by the viability of each individual, increasing his ability to develop physically and spiritually, while maintaining a high potential for social health.

References


Universality of Language and Farsi-speaking Children: Verification Strategies

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Abstract
Greenberg and those inspired by his work have argued that in order to carry out research on LU it is necessary to have data from a wide range of languages. Having this in mind, attempts were made in the present study to collect data in terms of a verification of a statement in Farsi. Accordingly, 32 monolingual Farsi-speaking children with similar social and economical status were randomly selected. The results suggested that the subjects do not follow the universality hypothesis of language regarding verification strategies. However, the response order appears to be a tendency universal as predicted by the universal grammar.

Key words: universality, verification, response order, Farsi, monolinguals

Introduction
There have been a number of different approaches taken to the study of linguistic universals in second language research (Gass, 1984). Two major approaches in this respect are Greenbergian which is data driven and Chomskyan approach which is theory driven, as Mclaughlin (1989) points out. Having the Greenbergian approach on mind, this study tries to see how a group of Farsi-speaking Iranian children manipulate a linguistic process which in this paper appears to be ‘verification of a statement’ as a paradigm.
Greenbergian and those inspired by his works such as Comrie (1992) argue that in order to carry out research on language universals (LU), it is necessary to have data from a wide range of languages. In line with this idea, attempt has been made in this paper to examine some children’s performance in terms of a linguistic phenomenon i.e. verification of a statement.

An attempt is made to realize whether the order is absolute universal or tendency; implicational or non-implicational. However, if the study comes up with different response order, it will be discussed in terms of being absolute universal or tendency universal. According to Comrie, a different order in response to verification of a statement doesn’t contradict the universality hypothesis, i.e. if there is an exception in terms of the response order of verification, it will be a tendency universal.

Literature Review
There are some studies introducing verification of a statement as a cognitive process. Much research has been carried out on the verification of statements, and a number of models have been developed to account for the data (Carpenter and Just, 1975; Akiyama, 1984; Akiyama, 1979; Akiyama, 1992; Clark and Chase, 1972; Trabasso, 1972).

Akiyama (1984; 1992) pointed out that verification of a statement involves four types, i.e. true affirmative, false affirmative, false negative and true negative. Akiyama (1984) states that the above order will be seen in the acquisition of verifying four types of statements and is supported by a universality hypothesis in terms of the order of acquisition of the four types of statements. In this study the order will be tested among Farsi-speaking children.

The present study provides evidence which may support the universality aspect regarding the response order of verification, i.e. the study is expected to show how well the subjects’ performances are in terms of any of the four possible kinds of verification of a statement. Here, attempt has been made to study the response order of verifying a statement.
In the past two decades, linguists and psycholinguists have observed a shift in emphasis in dealing with LU. Previously researchers were interested only in those language universals that are common to all languages or in LU acquisition patterns that are common to all language groups. Akiyama (1984) adds that against this simplistic view, linguists are increasingly interested in more careful linguistic generalization across languages. These kinds of researches are directed at testing predictions concerning the ease of first language learning (Mclaughlin, 1989). Recent works on language universals have uncovered a number of areas where one property can be described as more marked than some other property.

Gass (1984) has proposed that the effect of particular LU on second language acquisition depends on the ontology of that universal. The potential influence of a universal depends on whether it has its basis in perceptual, cognitive, or physical factors (e.g. the shape of the human vocal tract), in which case its influence will be greater than if the universal has arisen out of historical change.

Meanwhile, some studies have tried to formulate how children speaking different languages handle universals as well as unique aspects in their acquisition of language. Among them, one may refer to Akiyama (1984). The paradigm used is statement verification. In an article, Akiyama examines whether the acquisition order for verification of different types of statements differs across two monolingual groups of children who speak English and Japanese. The English-speaking children followed this order in their responses; true affirmative, false affirmative, false negative and true negative statements, respectively. However, Japanese children found false negatives most difficult followed consecutively by the true negatives, false affirmative and true affirmatives.

Carpenter and Just (1976) agree that the sentence verification models explain how information from a sentence is compared to its referent. The verification models have shown that the representation of a sentence is sensitive to the context in which it occurs. Some properties of the representation and the processing, according to the models, are invariant across different contexts. Carpenter and Just believe an analysis of these invariants contributes substantially to our understanding of comprehension and cognitive process.

In another study, Akiyama tried to examine how children verify a statement (e.g. You are a child, right or wrong!) and answer a corresponding question (e.g. Are you a child? Yes or wrong!) in English, French, Japanese and Korean. He found out that people verify affirmative statements and answer affirmative questions similarly across the four languages (Akiyama, 1992, p. 67).

Soonja Choi (1991) conducted a cross-linguistic study of the development of answering systems to only yes-no questions not to the statements. Longitudinal and cross-sectional studies of children between 1 year 7 month and 3 years 3 months show that across the three languages, children go through similar developmental stages before they acquire the adult system. The result suggests that universal cognitive development, pragmatic factors, and language-specific input interact in the development of the question-answering system.

The tree edit models described by Heilman and Smith (2010) led to competitive performance for three tasks: paraphrase identification, recognizing textual entailment, and answer selection for question answering.

**Verification Strategies**

Carpenter and Just (1975) introduced a universal model concerning verification of a statement. According to their model, the response order of statement verification would be: true affirmative; false affirmative; false negative and true negative. Akiyama (1984) tested the model presented by Carpenter and Just. He got the same result in the response order of a statement with English-speaking and Korean-speaking children. However, the Japanese-speaking children performed differently. In 1992 Akiyama used the same paradigm in another study; he added "answering questions" to his study. Regarding verification of a statement he got the same results as he had achieved before.
Compared to the abundance of research on the sentence-verification process in adults, very few studies have used the sentence verification paradigm to study the development of negation concept in young children (Kim, 1985). The present study, making use of the above paradigm, provides knowledge about the response order of the four sentence types in Farsi. The children's task is to verify a statement. So, they have to answer four sentence-types.

Carpenter & Just's model (1975) predict that the response order of verifying four types of statements should be true affirmative; false affirmative; false negative; true negative. According to Akiyama (1984) if language acquisition strategies are universal, children all over the world speaking different languages should acquire the ability to verify the four types of statements in the above order. According to the universality hypothesis, the way in which children compare information should be identical across different language groups, and therefore, the acquisition order should be the same.

Hixon et al. (2015) are the first to acquire knowledge for question-answering from open, natural language dialogs without a fixed ontology or domain model that predetermines what users can say. Their QA task consists of 107 science questions from the 4th grade New York Regents exam. Each question has four possible answers. They convert each of the four question-answer pairs into a true/false question-answer statement using a small number of pattern-based transformation rules.

Koenig et al. (2004) point out that one method children could use to evaluate another person's testimony is to determine whether the claim is consistent with their own past experience. Recent evidence suggests that such caution is present in infancy, at early stages of language acquisition. Koenig and Echols (2003) reported that 16-month-olds directed more attention toward human speakers who falsely labeled objects (e.g., “That's a dog” in reference to a cup) than toward those who truthfully labeled objects. In fact, many infants attempted to correct speakers' false labels through their own pointing and labeling.

Meanwhile, the order of acquisition of this paradigm "verification of a statement" was examined in English, French, Korean and Japanese by Akiyama in 1992. He tried to examine how children verify a statement and answer a corresponding question. His study showed that while English-speaking and Korean-speaking children find true negative statement more difficult to verify than false negative statements, as has been predicted by the universality hypothesis, Japanese-speaking children find them less difficult.

**Purpose of the Study**

The main question addressed in this study is to test a universality hypothesis of language in terms of the response order of verification, in Farsi. The hypothesis states that the response order of verifying four types of statements is true affirmative; false affirmative; false negative and true negative (Akiyama, 1984; Carpenter & Just, 1975).

**Methodology**

**Participants**

A total of 32 children aged 5 to 6 participated in this study. They included Farsi monolinguals from Mobarakabad, a village located in northwest of Toyserkan. The subjects matched in terms of sex and social-economic status. None of them had already received any kind of formal education.

**Materials**

A total of 128 statements were made in Farsi, covering the following four types with equal number: TA; FN; FA; TN. The statements contained common concrete nouns to which the subjects were familiar. For instance, it should be noted that attempt was made to be assured that the subjects know the meaning of items, such as asking a few questions about the items. Also, the items were considered to be appropriate by the advisors of this study.
Procedures
To verify a statement, the subjects were required to say 'right' or 'wrong' in the language they spoke during the study. The Farsi word for 'right' and 'wrong' were [doroste] and [ghalate] respectively. While pointing to an apple, the researcher asked if a TA statement is right or wrong. A TA statement would be [in sib ast] etc. A FN statement would be [in sib nist] 'This is not an apple'; a FA statement would be [in Nan ast] 'This is bread' and finally a TN statement would be [in Nan nist] 'This is not bread'.

Before the main task, each subject was given a few practice items which were found to be easier than the main-task items. The items were [esme to hamide, doroste ya ghalate?] meaning 'Your name is Hamid, right or wrong?' and the second item was [esme to (the subjects' name), doroste ya ghalate?] meaning 'your name is (the subjects' name), right or wrong? Those who failed to answer correctly were excluded. These two practice items were used by Akiyama (1984); Akiyama (1992); Choi (1991). The subjects who answered correctly the two practice items, were asked to verify 32 statements. The presentation of eight statements in each sentence type was in a fixed randomized order for each subject.

Reliability of the Test
To make the test more reliable, for half of the subjects, the statements were in one fixed randomized order (TA, FN, FA, TN). For the other half, the order was reversed (TN, FA, FN, TA).
Meanwhile, to estimate the reliability of the test, split-half procedures were applied. Dividing the scores into halves (separating odd-and even-numbered items), 2 scores for each subject were obtained. Then the reliability for each group of subjects was computed. Throughout the study, at least one of the subjects' parents or relatives was present.

Validity of the Test
After establishing rapport, the researcher gave every subject two practice items. Those who answered the two items correctly participated in the study. The subjects' responses were scored as either correct or incorrect. They obtained 0 for an incorrect response. The appropriateness of items was examined and confirmed by some linguists.

Results and Data Analysis
The responses of each group of subjects to the four types of statements are shown in four tables. The data were collected and computed by an analysis of variance. The ANOVA showed whether the difference, if any, among the performances of subjects was significant. A post-hoc Scheffe test was used to show between which pairs of means the difference was significant. The ANOVA used allowed us to see how the response order of a statement verification would occur. Also, it revealed whether or not the difference, if any, between the means obtained by the subjects approaches significance.

The Subjects' Response Order a Statement Verification
The results of ANOVA (tables 3.1-3.4) showed that differences among the means of these four sentence types TA, FN, FA and TN were significant. (F (3, 124)= 143.5956, p< 0.0001).
To find out between which pairs of means the difference was significant, the data were subjected to a series of post-hoc Scheffe tests. The subjects followed this order in response to verification of a statement: TA and FA, FN, TN, with no significant difference between TA and FA.
Table 3.1: ANOVA and Scheffe test for the Subjects' Performance

<table>
<thead>
<tr>
<th>Source</th>
<th>D.F.</th>
<th>F. Ratio</th>
<th>F. Prob.</th>
<th>Type of Statement</th>
<th>Statement</th>
<th>Mean</th>
<th>S.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between groups</td>
<td>3</td>
<td>143.59</td>
<td>0.0001</td>
<td>TN</td>
<td>*</td>
<td>1.593</td>
<td>0.984</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>FN</td>
<td>*</td>
<td>3.3438</td>
<td>1.46</td>
</tr>
<tr>
<td>Within groups</td>
<td>124</td>
<td>6.4375</td>
<td>*</td>
<td>FA</td>
<td>*</td>
<td>6.4375</td>
<td>1.32</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7.1563</td>
<td>*</td>
<td>TA</td>
<td>*</td>
<td>7.1563</td>
<td>0.932</td>
</tr>
</tbody>
</table>

* Indicates significant difference between two means

The reliability for this group was R. = .83

The findings of this study indicated that Farsi monolinguals’ performance showed the following response order of verification of a statement: TA and FA; FN; TN. Although Farsi monolinguals obtained a higher mean score for TA compared to FA, the difference between them was not significant. They obtained the lowest mean scores for TN statements. The findings are not consistent with the model of verification of a statement offered by Carpenter & Just (1975); Akiyama (1984). For Farsi monolingual subjects the difference between the means of TA and FA statement was not significant.

Conclusion and implications

The present study investigated the universal aspect of response order about verification of a statement in Farsi. In a study by Akiyama (1984) this order, TA, FA, FN, TN was obtained by the English, Korean and French children. According to Akiyama, the response order is universal except for Japanese children. However, the order for Farsi-speaking subjects was different, i.e. TA and FA with equal rate followed by FN and TN respectively. Comrie (1992) justifies it. According to Comrie (1992), such a universality to which there seems to be exceptions is called tendency universal.

It can also be inferred from the tables that the mean of the scores obtained by the subjects to negative statements was lower compared to affirmative statements. However, the difference between the means obtained by the responses of Farsi-speaking subjects to TA and FA was not significantly different. The finding of this study is in line with that part of Kim's claim that reads a majority of English-speaking children had problems with negative sentences, particularly true negative statements Kim (1979). She obtained similar results with Korean-speaking children.

The results of this study provide another important piece of information. All the subjects of this research match in age, sex and also in social-economic status. Furthermore, the response order of verification of a statement was manipulated similarly by Farsi monolingual subjects. These findings might shed light on language universals, which determine the extent to which the language learner is influenced by the internal factors such as cognition and universality of language.

It should be mentioned here that Japanese children in Akiyama's study showed a different response order to verification of a statement. In a nutshell, the universality of language in terms of the response order of verification was not confirmed the subjects.

Thus, if future studies provide us with the same response order as that of the hypothesis, one might conclude that the response order of verification is going to be a tendency universal.

As far as the theoretical side of the present study is concerned, there are a few points to be mentioned about LUs and how monolingual children handle them. Greenberg and those inspired by his work have argued that in order to carry out research on LU it is necessary to have data from a wide range of
languages. Having this on mind, attempts were made in the present study to collect data in terms of a verification of a statement in Farsi, with the following word order i.e. Farsi followed the SOV (subject-object-verb) basic word order.

The findings of the present research indicted quite clearly that children in Farsi language had more problems with negative statements particularly true negative ones. Determining to what extent the language learner is influenced by cognitive and linguistic universals is one of the persistent problems in research on second language acquisition (McLaughlin, 1989). The writers in general, textbook writers in particular, test designers and translators can benefit from the results of this study. Besides, the test designers might examine the children's cognitive ability through the above four sentence type.

References
Self-directed Learning in Language Teaching-learning Processes

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Abstract
Advances of modern technology in education, specifically in language education render a large amount of easy-access recourses, knowledge and information to language learners. Therefore, it is essential to train students who value autonomous and self-directed learning; i.e. learners who are responsible for their own learning process, style, progress and evaluation. Students learn a lot of things and obtaining plenty of knowledge from various resources which affect different aspects of their daily life including decision making; thus, self-directed learning (SDL) has a significant role in academic life nowadays; students can learn independently from using their own experiences and other available sources. The present paper investigates the importance of self-directed learning in education, specifically in language teaching-learning processes and it highlights the main features of SDL and technology relation, SDL and linguistic enhancement and SDL implementation requirements.

Keywords: self-directed learning, technology, linguistic competence, self-management

1. Introduction
Many studies have already been conducted on the importance of learning development through teaching and instruction at higher education context to enhance learning rather than instructing and to emphasize on assisting and simulating students to obtain knowledge by learning and as well as how to learn rather than being instructed; thus, instruction and education management has up to now pursued the concept that students should be capable of learning and also developing their knowledge by themselves and that the learner is undoubtedly the main and the most significant person in the process of learning. Additionally, the labor market nowadays demands graduates with sound attributes of problem solving capacity and individuals who are able to think creatively and critically. Therefore, classroom management is crucial and it is of significant importance that teachers need to help students to develop their self-directed learning. The learners, in fact, decide about their needs and the objectives of such self-directed learning, and also design the experience, knowledge and resources that can support it, and they eventually evaluate themselves. With creating a learning environment conducive to students-centered learning in which the learners have the active role in learning process, the teachers in fact do not take a role more than being facilitators.

2. Review of Literature
Williamson (2007) depicts that SDL is a process of learning in which learner has the main responsibility and work individually and independently in their learning process. According to Shannon (2008), in SDL process learners are responsible and mangers of their own learning activities and processes. Hendry and Ginns (2009) defined SDL as a process in which learners make decisions for their own studies. In other words, learners have the responsibility to decide about their own learning processes. Garrison (1997) depicts a model focusing on various dimensions of SDL, including self-monitoring that involves cognitive capabilities, self-management which involves contextual control, and finally a motivational factors that requires act of entering and task. As shown in the following figure:
If the students grasp that they can positively impact their learning situation and learning process and become competent and motivated enough to do so, they can make decisions and take responsibility for their own learning process. According to O'Shea (2003) students who pose SDL skills need regulation, intrinsic and extrinsic motivation, control and success during their learning activities. As Boyer and Kelly (2005) assert, learners who can have a control over their own learning activities and experiences will be able to easily transfer and convey whatever they have already learnt. If the students perceive that they can significantly affect their learning process and obtain the competence and necessary skills to do so, they take more responsibilities and make decisions for their learning situation. Some of the SDL skills can be individual’s attitude towards taking more responsibility in learning process, eagerness for studying and learning, time management, challenging and solving problems and controlling and assessment.

According to Long (2007), SDL skills can be classified in two major areas including general skills (cognitive and information processing skills) and personal characteristics. It has been highlighted that a SDL learner should be able to determine learning objectives, recognizing suitable resources for learning, applying appropriate learning strategies, controlling and assessing the learning outcomes. According to Knapper and Cropley (2000), being more active in academic and non-academic situations, assessing learning, being able to learn from teachers and as well as peers, gathering necessary information from different sources, monitoring and applying various learning strategies in different contexts.

Koc (2007) asserts that SDL learners should have some characteristics such as a good impression of taking responsibilities for their learning, eagerness for engaging in continuous learning, being capable of understanding how to learn, how to read for comprehension, written and as well as communication skills, competence about information technologies, knowledge of strategies for efficient learning, high capacity of thinking skills for example critical thinking and problem solving ability, and social and research skills.

3. SDL and Technology

The advances in modern technology during the past decade have provided a large amount of learning resources and information for language learners and the increasing need for working and dealing with these resources of information and innovations in teaching and learning languages in classrooms has highlighted and intensified the rising demand for instructing language learners who are self-directed, independent, autonomous and responsible for their own learning process. According to Bonk (2010) learning is now becoming more informal and self-directed. Learners can make decisions over learning content, timing, location, methods and paths of learning. With the fast progress of technology, a significant number of online learning resources have established an informal learning in which individuals are allowed to learn just on demand and when they want and needed to learn. According Moradi (2015: 112), “Technology has the potential to restructure and transform the traditional curriculum and teaching methods, particularly the interaction with course material and delivery of associated
sources”. Fortunately, a large number of these learning resources are available free of charge and the learners can easily have access on these educational resources at any time and any place they want. Language learners with internet access have a great opportunity to use online learning resources on their demand and they can learn anywhere and anytime they like. As (Song, Karimi, & Kim, 2015) demonstrate, mobile technologies easily provide such access even in underprivileged and distant areas of the world. Moradi (2017) mentions that “the independence of M-learning, its user friendly nature, accessibility at anytime and anywhere and handy nature, are amongst the significant features of mobiles that manifest their effectiveness and encourage learners to use them in the process of language learning”. According to Song, Bonk, & Whiting (2012), a large number of learners probably like to use open and free online resources during their online learning experiences, like TED, MIT Open Corse Ware Open College Textbooks and etc. The development of these online learning resources can have a crucial impact on the attitudes and beliefs regarding learning. Learners are able to learn from online resources everywhere, at any time and any place they like.

To be in line with Corrigan (2012), with the enhancement of information communication technologies (ICTs), learning resources and raising emphasis on autonomous learning in undergraduate and postgraduate education, an increasing need to revise the present academic syllabi and to incorporate items that support SDL is felt. McLoughlin & Lee (2010) state that self-directed learners in order to establish their own knowledge may examine and manage their learning materials and as well learning process, reflect on their learning and evaluate it individually. The easy access of modern educational technologies and online resources strengthened and broadened the capacity for self-directed language learners to enhance their knowledge independently and to have a control over their learning process.

Nowadays, languages learners can easily participate in virtual schools or universities, they can sign up for open online language courses and learn from them, and they can access free educational materials and resources. They can enhance their knowledge and language skills by participating in virtual language classes, MOOCs, online academic communities and social media. They not only can individually learn a language through internet and using modern technologies, but also they are able to learn it in group with other language learners around the world. Therefore, modern educational technologies and online learning resources have a significant potential in supporting autonomous and self-directed learning. Greenhow et al. (2009), with concentrating on the features of Web 2.0, assert that educators and teachers need to consider students’ participatory facets and creative methods and procedures of online resources, for instance, creating learning materials such as blogs, podcasts, videocasts and sharing them with peers, and taking part in building knowledge through collaborative wiki practices.
According to McLoughlin & Lee (2010), the dynamic, participatory, social facets and process-based of learning through online resources can support people independency and self-directed learners. During the past decades, major focus of most of the previous studies conducted on SDL was on the use of online resources; however, not many studies have been done to investigate the attitudes and motivational facets of language learners about online learning resources and environment.

Sridharan, Deng, Kirk, and Corbitt (2010) mention that the main factors which influence the effectiveness of learning through online resources include: a) technological facets b) management of the technology and learning resources c) material organizations. Dunlap & Lowenthal (2011) depict that recent technologies can help students to enhance their problem-solving skills and as well as their metacognitive capabilities. Moradi (2014) classified the key factors that can positively and negatively influence language teachers’ use of technology in classroom in three categorizations, including a) personal factors b) institutional factors and c) technological factors.

Some studies have investigated effective factors of learning with the help online environments (e.g. Sridharan et al, 2010); some investigated the positive facets of modern technologies in learning (e.g. Greenhow et al., 2009); some studies focused on the factors influencing the adoption of technology in language education and the role of technology in development of language skills (Moradi, 2014; 2015, 2017). However, it is crucial to consider the learners’ perspectives and perceptions about the use of modern technologies and online learning environment.

4. Integration of SDL in language learning-teaching processes

Recently, self-directed learning has been one of the major concerns among the researchers and linguists to find out whether the language learners involving in self-directed learning are really able to learn more effectively and if they have a better capacity in remembering of what they learn during a longer time period or not. This is certainly in addition to their ability to use their knowledge better that those students who just directly receive such knowledge and instruction from their teachers. The previous research asserts that self-directed learning has been effective with some positive outcomes in various facets including teaching, operation and the learner's lifestyle (Cloud, 1992; Kamneungpol, 1999).

In language teaching-learning (LTL) processes traditionally most of the decisions are made by the teachers. In other words, for example, teachers decide about how students can learn, to what extent they can continue learning, what is important to them and what is not, how they can understand and achieve the goals of lessons, learning process, language competence and etc. However, during active learning and with the help self-directed learning, language learners can decide for themselves and they can freely make decisions about different aspect of their learning, as they have the main responsibility of their learning process in active learning. Therefore, students try to learn by their own purposeful attempts rather than simply follow the decisions made by their instructors. Hence, SDL involves the capability of making decision individually about what and to what extent one can learn, what are learning needs and objectives of learning process, how to accomplish learning tasks, how to implement appropriate and desired learning strategies and finally how learning outcomes should be assessed. A large number of online learning materials and resources can be used positively for SDL practices. There are plenty of possible progresses from using such kind of online learning resources. Nevertheless, there are few research that investigated language learners’ motivational facets in SDL from online learning environments and online educational resources.

5. Conclusion

The development of SDL in language learning and teaching and acquiring necessary skills of SDL along with school-based teaching-learning strategies and processes can significantly motivate students to plan and make decisions for their learning activities and evaluate their own progress and that finally leads to the effective learning.
Although students may not necessarily know about how to manage and control their own learning process, they would be able to do so through effective training and by active engaging and participating in every stage of making goals, planning for them, diagnosing different learning approaches, recognizing learning demands and assessment of their progress. Self-assessment as one of the crucial components of SDL is very important, since it requires language learners to know themselves and their learning needs better when they think of their progress and knowledge and finally they will perceive the best ways of effective learning.

In this process learners may use cognitive perception and self-assessment, therefore it seems necessary to assist the learners and guide them to set learning objectives, planning and applying useful learning strategies, finally evaluation their own learning outcomes and progress.

Integrating SDL can act as a useful strategy for enhancing language skills and can be successfully used as a useful tool for motivating learners to engage themselves in learning activities both inside and outside of classroom, because they can take the responsibility for what lessons to take and what problems to solve in real life situations, they are able to choose, plan, manage and evaluate their learning activities which can be carried out at any place and any time. SDL gives the learners to have a greater role in their learning process. However, language teachers need to analyze and evaluate students’ linguistic competence before integrating SDL strategy in order to get effective and better outcomes.

6. References
The Internet As Identity Construction Space

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Abstract

In the modern world, the possibilities of self-identification, self-presentation and self-construction presented by the Internet are qualitatively new, and their study is particularly important. It is proved that the Internet, being a product of information and computer technologies, is entirely determined by their development and is a phenomenon, the qualities of which change after changes in technical means that ensure its existence. Therefore, philosophical studies of the Internet, cleared of attacks of alarmism and panic, allow to reveal the constructive potential of its space and to develop an adequate culture of using this space, which will save people and society from a new "technological trauma". The purpose of the article is the socio-philosophical substantiation of construction mechanisms of the individual identity's new forms in the Internet space. The research is based on the methodological directions within which the concept of identity is developed. This is psychoanalysis, symbolic interactionism, social constructivism, as well as the philosophy of the Frankfurt school. To consider the identity in the context of modern socio-cultural processes, the paper uses the traditions of structuralism, post-structuralism, postmodernism. In the study of self-presentation forms in the Internet the concept of 'out-of-engagement' of M.M. Bakhtin (2000) is implemented. In the study of the specific transformations that can occur when a person uses the Internet, the concept of virtual reality properties of N.A. Nosov (2003) and H. Ortega-y-Gasset (2003) is used. The result of the study is the theoretical mechanisms of identity construction in the interaction of the individual with the Internet. The materials of the article have practical application and can be useful for the development and implementation of methods and new technologies in the field of network communication, as well as in making management decisions that regulate activities related to this area.

Keywords: personality, identity, identity crisis, Internet space, construction, interaction of personality with the Internet, alarmism, model of identity, mechanisms of identity building.

Introduction

The reference to the phenomenon of identity contains the potential of ascent to the level of the most fundamental ontological and philosophical – anthropological problems and at the same time allows exploring the diversity of modern socio-cultural processes. Today, the concept of identity is in demand in the space of social philosophy and all other social Sciences and Humanities. This demand is largely due to the problems arising in culture and society at the present stage of development. Identity, understood as self-identity, integrity, consistency, is often lost, which stimulates theoretical research of its essence and properties. In many studies of modern society in a variety of contexts, the phrase "identity crisis" sounds,
which characterizes the practical importance of the work in this area. The study of identity from the standpoint of social philosophy allows us to understand better the causes and consequences of the modern identity crisis, which in turn creates the ground for its overcoming.

One of the main components of the all-encompassing transformations of the modern world is the development and implementation of the latest information technologies in everyday life. In modern conditions, the space of Internet communication becomes an integral part of everyday human life. The fact of representation in this new social and communicative space to some extent is already a condition of socialization. For example, for many people the Internet has become an important space for various social interactions, and for most young people the Internet today is a place not only for entertainment and recreation, but also for professional activities.

The possibilities of self-identification, self-determination, self-presentation and self-construction presented by the Internet are qualitatively new, and their study is seen as particularly important. However, despite the fact that the Internet is currently being investigated in various fields of scientific knowledge, which certainly contributes to a better understanding of the processes that occur both within the network and outside it (it is the effect of virtual nature on reality that indicates a keen interest in the Internet from researchers); it is premature to talk about the emergence of a holistic understanding of the phenomenon of the Internet. Last but not least, this problem is caused by the novelty of the phenomenon itself, the qualities of which change after changes in the technical means that ensure its existence. Philosophical studies of the Internet are designed to develop an adequate culture of using this space, which is important for both a person and society.

Hypothesis

The problem of identity is the subject of representatives' attention of social and humanitarian knowledge. However, from the position of a special socio-philosophical approach, this problem has not been studied in depth. The starting point in the process of problematization of the identity phenomenon is the transition from the traditional society to the society of the modern type. The deontology of "higher" values and the complexity of social reality are accompanied by the weakening of tradition's influence, which can be perceived as liberation from its oppression, as a loss of support for self-identification and the increase of human responsibility for individual choice.

The identity problem is the problem of answering the question "Who am I?" In a society of the traditional type, the person knew the answer to this question, since his "I" was a private expression of the collective one "we". Modern society, giving people more freedom, sets the task of self-determination in a new perspective. Identity, ceasing to be given in advance becomes a problem, whose solution falls on the shoulders of the individual. It is difficult to overestimate the importance of identity for the problem of identity crisis, determined by the logic of the modern world picture's development, characterized by the vagueness and blurring of social reality in it. The identity crisis is becoming a mass phenomenon. It touches upon various aspects of human existence: national, professional, gender, etc. As a result, a person is looking for his "niche", which will give him/her such a welcome sense of belonging and security, in the Internet. The desire of a person to plunge into the virtual reality of the network is caused by the compensatory mechanism that starts when you connect it. The reality of the Internet is virtual reality, which, in turn, gives it such qualities as non-material impact, conditionality of parameters and ephemerality. The combination of these qualities makes the Internet space more "friendly" environment both for self-realization and social interaction. Another feature of the virtual reality of the Internet is the psychological comfort experienced by the individual when connecting to it. To describe this psychological state in the course of the study, the concept of "flow experience" developed in positive psychology was used (Chiksentmikhaliiy, 2011). Staying in virtual reality is perceived by a person as an
internally motivated activity, accompanied by a sense of meaning and a sense of control over the situation. In these conditions, the study of the features of identity formation in the Internet space is more than justified. Habitual patterns of human interaction on the Internet acquire unexpected features; what was impossible previously becomes commonplace one; there are new circumstances that carry both positive and negative resource. The study of these processes through the prism of the concept of "identity" reveals the hidden mechanisms underlying them.

Research Methodology
The key to the methodology of this work are the scientific areas in which the concept of identity is developed. This is psychoanalysis, symbolic interactionism, social constructivism, as well as the philosophy of the Frankfurt school. The paper presents the traditions of structuralism, post-structuralism and postmodernism in order to consider identity in the context of modern socio-cultural processes. When referring to the phenomenon of identity on the Internet the provisions of virtuality philosophy were used (Asmolov, 2009; Berger & Luckmann, 1995; Goffman, 2000; Zižek, 1998; Zakovorotnaya, 1999; Ivanov, 2001; Kortunov, 2003; Kutyrev, 2005; Tastan et al., 2018). In the course of the study, a set of methods was used: an integrated approach to the problem, aimed at an all-encompassing analysis of the phenomenon of identity and its transformations in modern society; the method of unity of historical and logical in the analysis of the emergence, development and historical significance of the phenomenon; the dialectical method of transformation of identity phenomenon is considered as a controversial process, which mutually conditions the emergence of new forms of social adaptation of man to the new conditions of existence. Also in the course of the study the method of comparative analysis, structural and functional and socio-cultural approaches were used. Phenomenological and synergetic approaches are used to study the Internet as a qualitatively new space of communication and self-presentation.

Results
It is found that the interest in the problem of identity, both in science and in everyday life, is due primarily to the development of computer technology, to refer to which the problem is primarily applied. However, in modern philosophy, this concept is considered and beyond unambiguous correlation with computer technology, being endowed with the status of an ontological category, which can be used in the analysis of phenomena of various types. So, for example, N.A. Nosov (2000) highlights the following properties of virtual reality on the Internet: generating, autonomy, interactivity, relevance. Other researchers (Andreeva, 2011; Bell, 1999; Ivanov, 2001; Kortunov, 2003; Kutyrev, 2005.) add to this list: the certainty of possibility, reality of embodied not up to the end, ontological incompleteness. A different perspective of the concept consideration is given by the postmodern tradition of philosophy, where computer virtual reality, namely the Internet, is considered as a technological embodiment of modern simulated social reality, a kind of limit of virtualization of society and the individual (Tikhonov, 2013). The study of this phenomenon has both theoretical and practical significance, which is dictated by the following circumstances.

First, identity in relation to a person can mean the identity of the "I", or a set of qualities, which is identical to someone's "I". These values are interrelated (self-identity can be interpreted as the identity of the same), but they require a distinction, the absence of which can lead to a blurring of the meaning of identity claims. The first value is related to the study of the fundamental mechanisms of the human "I" formation. The relevant areas of research have extensive potential in both classical and non-classical philosophy. The second value is focused on the study of diverse socio-cultural phenomena: it is included in the scientific circulation in the second half of the twentieth century. The formulation of virtual identity...
can be correlated only with the second of these values.

Secondly, historically the problem of identity, which emphasizes the elements of non-self-identity "I", arises during the transition from a traditional society to a modern society, when the individual's belonging to a certain community gradually loses its uniqueness and begins to be problematized. The situation of the "identity crisis" in the scale of society, determined by researchers in relation to the twentieth century, is a continuation of this tradition in terms of blurring and uncertainty of social reality. Among the causes of the identity crisis is also the destruction in Western culture of higher values' perception as having an objective rootedness, and the associated with it desacralization of tradition.

Third, on the basis of the presentation to the Internet of such properties of virtual reality allocated by researchers as polyontism and autonomy (Nosov, 2003), as well as the interpretation of the virtual as something depreciated, under – incarnated, incomplete existence (Ivanov, 2001), in the influence of Internet communication on the identity the following antinomy can be defined: the individual at the same time considers and does not consider himself a carrier of roles and relationships, in which he is involved in virtual reality. This leads to a blurring of identity in the aspect of the boundaries between the real "I" and the fantasy, game-like way and, as a consequence, to the uncertainty of the boundaries of moral responsibility. The way out here is seen in the differentiation of interaction with virtual objects and with other one. The second involves an ethical dimension and therefore the involvement of the real self, even if the interaction is carried out through virtual objects.

Fourth, the forms of self-presentation of the individual on the Internet (nickname, avatar, page in the social network), thanks to the freedom of their design are attractive to the user as symbolic objects that reflect the true essence of the "I". However, in terms of "out-of engagement" concept by M.M. Bakhtin (2000) they appear as symbols devoid of life meaningfulness and productivity. According to M.M. Bakhtin (2000), the integral ethical and aesthetic perception of a person is feasible only from the individual value-colored position of another, who is in the relations of out-of engagement with the "I", which cannot be replaced by reflection. Network images of self-presentation are built with a focus on the "fictitious other", resulting in an unreliable support to achieve their own identity. A more adequate source of information about the identity of the individual is a systematic reflection on the Internet of activities not related to the purposeful creation of the image of "I".

Fifthly, the representation on the Internet of various aspects of the individual existence in the real world is different from the usual. In particular, the reliable representation of an individual's place in social stratification is problematic. But the properties and processes of his inner world, including those that usually remain hidden from most others can be effectively reflected. This leads to: 1) a decrease in the role of social identity, understood as the correlation of the individual with social typology; 2) an increase in the value of some elements of personal identity, understood as the correlation of the individual with his individual, unique properties and processes of the inner world. In some cases, this allows to weaken the element of alienation in Internet communication, which consists in imposing on the individual his social roles and the impossibility of being for another outside the context of these roles. At the same time, the importance increasing of personal identity provokes a mass simulation of spiritual wealth, the ability to reflect and creativity. In the categories of the concept of H. Ortega-y-Gasset (2003) it is a continuation of the "revolt of the masses" - a new form of assignment of functions by the masses (in this case – the function of creativity of meanings), previously owned exclusively by the spiritual elite. In General, the intensification of attention to personal identity on the Internet, on the one hand, is derived from the specific properties of virtual reality generated by computer technology, and on the other hand – correlates with the General trend of individualization in modern culture.

Sixthly, in the current Internet, in connection with the trend of virtual communication deanonimization...
the significance of the social identity of users increases which is not typical for earlier Internet. It is proved that within the framework of the phenomenon of social networks and blogs, network communication is increasingly becoming a realization not of fantasy images of the "I", but the implementation of the Internet and with its help of social interactions of the real world.

Discussion

The concept of "identity" has a rich history of consideration in various fields of scientific knowledge. However, the problem of individual self-identification in scientific discourse was identified only in the second half of the twentieth century by the famous psychologist E. Erikson (2006), whose theoretical constructions are considered to be the most complex and complete study of the phenomenon of identity. In further his views continued to develop American researchers (Marcia, 1966; Turcle, 1995). Z. Erikson (2006) called his predecessors Z. Freud (2005) and K. Jung (2001). In parallel with the theory of Erickson within anthropology theory (Mead Mind, 1934; Cooley, 2001), the theory of "basic structure of personality", which is partly included in the problem field of the phenomenon of identity, is developed. In parallel with these trends, the phenomenon of identity is studied in various branches of sociological knowledge. Within the framework of cognitively oriented sociology, researchers study the problems of correlation between personal and social identities. From the perspective of symbolic interactionism, identity is developed by Ch.H. Cooley (2001), G.H. Mead Mind (1934), P. Berger & T. Lukman (1995), I. Hoffman (2000). The socio-philosophical perspective of identity phenomenon is obtained in the framework of an interdisciplinary approach to the research of modern problems, which is presented in the works of Z. Bauman (2008), P. Bourdieu (1993), E. Giddens (2004), M. Castells (2004), E. Fromm (1999), Yu. Habermas (2002), S. Huntington (2004), V. Hesle (1994), N. Elias (2001). The problem of identity is getting a new impetus due to the transformation of the USSR. There are works devoted to the problems of the crisis of the national form of identity in conditions of a new system of values formation. Here we can note such researchers as G.M. Andreeva (2011), A.G. Asmolov (2009), M.V. Zakovorotnaya (1999), V.L. Inozemtsev (2000). The works of D. Bell (1999), E. Toffler (1999) describe the social transformations taking place in the context of the rapid development and spread of information technologies. The phenomenon of virtual reality and society's virtualization are investigated in the works of S. Zižek (1998), D.V. Ivanov (2001), V.V. Kortunov (2003), V.A. Kutyrev (2005), R.A. Nosov (2003), O.V. Tikhonov (2013). The process of identification of the individual and of constructing identity in the Internet are studied by A.G. Asmolov (2009), A.E. Voiskounsky (1990), S. Turkle (1995). However, despite the extensive bibliography and the availability of productive directions and approaches to the study of the identity problem, the questions of developing a new framework of identity remain open. The Internet plays a leading role in this process, which, in turn, is also a dynamically changing space of communication and self-presentation. In this regard, to date, the need for socio-philosophical justification of the theoretical mechanisms of identity construction in the interaction of the individual with the Internet remains relevant one.

Conclusion

Many important problems of our time are connected with identity. Various aspects of these problems are in one way or another come into the field of view of a wide range of social Sciences and Humanities. Such "popularity" the identity has earned thanks to the explanatory potential that is inherent in it. In addition, the phenomenon of identity is a kind of transformation marker of both man and society. Accordingly, the study of identity is productive in terms of the accumulation of new knowledge about the changes taking place in the modern world, which affect all levels of social existence.
It is determined that the involvement of the concept of "identity" in the discourses of various Sciences, on the one hand, creates an interdisciplinary space of this phenomenon study, on the other, creates a categorical "dispersion", which, in turn, complicates the understanding of identity. It is also worth noting that identity is a concept that is not only "affected" by excessive use in scientific discourse, but also firmly rooted in the rhetoric of everyday life. This aspect is particularly important to mention because identity is a "convenient" concept for reification (especially the theoretical construct of "national identity" is undergone by it). The difficulty in distinguishing theoretical positions and their reflection in the reality of everyday life in the case of identity can threaten with various kinds of speculation (for example, the incitement of ethnic strife).

In the course of the study it is proved that the identity is mediated by the level of development of material production, the form of reproduction of sociality and the amount of information per individual. The increasing complexity of social reality, manifested in the replacement of the "traditional" social structure by abstract social structures, frees the "traditional" person and turns him/her into an individual, thereby placing on him/her the responsibility for his/her own life. The identity problem, then – is the problem of answering the question "Who Am I?" For example, in a society of the traditional type, a person knew the answer to this question, since his "I" was a private expression of the collective "We". Modern society, giving people more freedom, sets the task of self-determination in a new perspective. However, it is worth noting that, having freed from the oppression of tradition in the course of industrialization-capitalization-modernization, a man did not remain lonely and "abandoned". In place of the traditional community came new formations. The only difference is that man joins them on their own, not by birth.

It is established that in the Internet phenomenon the very idea of virtual reality at the moment finds most complete embodiment. The desire of a person to plunge into the virtual reality of the network is caused by the compensatory mechanism that "starts" when connected to it. The reality of the Internet is virtual reality, which, in turn, gives it such qualities as non-material impact, conditionality of parameters and ephemerality. The combination of these qualities makes the Internet space more “user-friendly” space for both self-realization and social interactions. Another feature of the virtual reality of the Internet is the psychological comfort that the individual experiences when "connecting" to it. To describe this psychological state in the course research the "experience flow" concept is applied which is developed within the framework of positive psychology, (Chiksentmikhaliy, 2011). Staying in virtual reality is perceived by a person as an internally motivated activity, accompanied by a sense of full meaning and a sense of control over the situation.

The study proved the integrative interaction and inter-influence of the Internet and global social transformations. The specific results of these processes on the state of the identity phenomenon are substantiated. According to the results of the study, it can be concluded that today the identity of the individual is in a state of re-construction. Established forms of identity are changing and a new identity framework is being developed. The Internet plays a leading role in this process, which, in turn, is also a dynamically changing space of communication and self-presentation. Today it is not possible to say fully what these changes will lead to. At the moment, the impact of the network on the identity of the individual is not as significant as it was predicted at the dawn of Internet research. "Virtual identity" did not arise in the predicted completeness and autonomy. Users, constructing their identity on the Internet, rely on models borrowed from constant reality. The Internet is thus a space of additional opportunities for the construction of identity, which allows an individual to stabilize it and, as a result, to overcome the destructive consequences of the identity crisis.

The materials of the article have practical application and can be useful for the development and implementation of methods and new technologies in the field of network communication, as well as in...
making management decisions that regulate activities related to this area. The results of the study will be useful in the practice of teaching social philosophy courses, philosophy of culture and a number of other disciplines of the social and humanitarian cycle.

The study does not exhaust all aspects of the problem we have identified. Their further development involves the study of construction processes of identity specific types by the individual (national, political, religious, etc.) and a more detailed consideration of the phenomenon of Internet communities.

References


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Mathematical Methods Of An Estimation Of Economic Efficiency Of Investments And The Sequence Of Execution Of Stages Of Investment On The Example Of The National Technology Initiative Of The Russian Federation

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Abstract
The relevance of the research topic is due to the need to identify the stages of investment and mathematical methods for assessing the economic efficiency of investment. The article provides an overview of domestic and foreign research areas of investment. The methods of calculation of risk-free interest rate are considered. The calculation of the weight of losses is determined depending on the selected level of profitability. As an example, the mathematical calculation of the break-even point is given. The stages of investment, based on the following categories of investment: by the nature of investors' participation in the investment process; by ownership, by the level of investment risk, by the subjects of investment activity. The marginal profit from investing in human capital is determined. The sequence of execution of investment stages is revealed. The necessity of investment in the Russian Digital economy on the example of the National technology initiative is proved. During the study, a system analysis was carried out, which allows a comprehensive review of existing mathematical methods for determining the final indicator - the efficiency of investment. The publication focuses on the relationship of risk and return on investment. Scientific novelty is the definition of investment stages and the choice of mathematical methods of investment evaluation on the example of the National technological initiative of the Russian Federation. The materials of the article are of practical importance. The research results were considered at the faculty of information technologies of the Russian state social University, Moscow. The research materials received a positive conclusion and are recommended for publication at the international level.

Keywords: economic efficiency of investment, system analysis, investment directions, digital transformation, risk-return ratio of investment, technological innovations.

Introduction
Investment areas for owners of capital are one of the key platforms for discussion. Owners of capital are constantly monitoring the areas of investment. Constantly conduct a comparative analysis of the profitability of the areas of investment. The economic power of the countries and their political influence...
on the world Olympus is determined by the correctly chosen (winning) investment areas. Moreover, owners of capital are interested in constantly winning directions. Investment directions have an unstable position. Changes are associated with various factors: the emergence of new technologies, the rapidly changing political situation, changes in the currency ratio, sanctions, etc. Where is it advisable to send capital in the XXI century? The answer to this question can be obtained when it is possible to analyze and systematize the global investment trends in the time interval. We will review the best investment projects of the United States of America (USA). This Chapter provides an overview of global trends investments. The US is one of the advanced economies. It provides potential investors with a variety of opportunities to invest money. The most interesting from the point of view of profitability are: stock market assets and real estate. The us stock market is free to trade securities. Investors pay attention to bonds and shares. Investors are satisfied with the regularity of income and absolute liquidity, i.e. ability to sell bonds at market price. Of course, owners of capital prefer gold mining companies. Investments in precious metal are safe and profitable. The American real estate market is popular all over the world. Investors acquire assets: residential real estate; non-residential office space; buildings and structures; land for construction. Real estate investments have a certain risk associated with speculative resale of real estate. Another risk is determined by the human factor and is associated with the integrity of managers who solve the issues of purchase, lease, lending, etc. in the United States; there is an investment program EB-5. The requirements for the participants are as follows: the investor must invest at least one million US dollars in the US economy, must create at least 10 new jobs; confirm the legality of the earned money. In this case, the investor is guaranteed citizenship. The EB-5 immigration program was in effect until 2016. In the 2018 edition of the, US Congress proposes to make changes to the minimum investment, which will be adjusted every three years, based on consumer prices. Investments can range from 500 thousand dollars to 925 thousand dollars. USA. The need for job creation increases to 12. Group of companies C. I. S. Inc. and portal OffshoreWealth.info unilaterally monitor the effective directions of investment.

In General, the trends of attracting foreign investment to solve the strategic problems of countries and States are considered. States are considering the use of capital to meet the needs of their country. Use progressive methods of work and means of production. Sometimes investments turn into speculative games that end in financial crises or defaults. It is reasonable to form favorable investment attractiveness. In the works of L.M. Shevchenko (2003) "Financial mechanism for attracting foreign investment in the Russian economy" are classified as foreign investment. For further research, it is advisable to use the following classification of foreign investments: by investment objects; by the nature of investors' participation in investment processes; by ownership, by the level of investment risk, by the subjects of investment activity.

Investing requires accounting. Accounting for investments in fixed assets - is the cost of creating and increasing capital (capital construction, reconstruction of enterprises, technical re-equipment), acquisition and creation of intangible assets (patents, software, results of research). According to accounting, investments are divided into productive investments, financial investments, investments in fixed assets, investments in working capital, and investments in human capital. In research M.H. Uzbekov (2012) "Accounting and analysis of investments of small and medium-sized enterprises" describes the model of accounting and reporting on investments in fixed assets, working capital and "human resources". The author has developed and recommended to use the form of management reporting for the analysis of the effectiveness of investment costs. The results of investment in human capital correspond to the Federal target program "Scientific and scientific-pedagogical personnel of Innovative Russia for 2009-2013".

States are considering mechanisms to stimulate foreign investment. The promotion of foreign direct investment depends on existing legislation and is supported by international legal guarantees, agreements on the protection and promotion of investment. In world practice, insurance against various
types of risk is used. In the dissertation research of D.V. Kuzmin (1997) "Problems of insurance of foreign investments in Russia against political risks" the problems of insurance of investments against non-commercial risks and protection of the investor against political risks are considered with the description of criteria and principles of functioning. The author proposes to use the mechanisms of expanding the limits of insurance coverage and manage the process of attracting foreign capital. Interest in investing should be based on commercial expediency.

In the dissertation research S.V. Bryausov (2003) "Investment as a factor of full employment and better jobs" the questions of employment and unemployment. The loss of human resources (smart heads) is considered as irreparable damage to the country's economy. The ratio of supply and demand in the labour market is regulated by investment and new technologies. The work of these two Laggards (investment plus innovative technologies) can yield the required investment efficiency. Relevant in this aspect are investing in the training of young specialists and their access to the labour market. M.V. Vinichenko et al. (2017) with a group of authors studied the problems of satisfaction with the return of investment by the main players in the labor market. The most important condition for effective investment in training is a clear definition of the prospects for the use of young professionals. The key concept is the evaluation of investment efficiency. In his dissertation research A.V. Glazyrin (2003) "Intensification of the investment process and methods of assessing the effectiveness of investment in fixed capital".

The terminology of the investment portfolio assessment includes an additional concept of the "investment climate" of the country. The Russian Agency for strategic initiatives offers a complete project to improve the investment climate in the Russian Federation - http://asi.ru/investclimate/. The favourable climate is characterized by the quality of public services, namely:

1. Speed of registration of enterprises and ease of connection to electric networks for construction;
2. Simplification of procedures of business;
3. Preparation of Road maps of the national entrepreneurial initiative;
4. Providing investors with the best ready and practically tested investment solutions.

The Agency for strategic initiatives publishes the following information and guarantees a favorable climate: namely: "as a benchmark for the successful implementation of the road maps, the annual rating of the world Bank Doing Business ("Doing business"), as well as indicators of the competitive environment of OECD PMR and indicators of entrepreneurial activity of New Business Density are selected. The target indicator for the implementation of the NPI road maps is Russia's entry into the top 20 countries in the investment climate by 2018. In 2015, the main stage of work on the "road maps" was completed. According to the Order of the Government of the Russian Federation of February 6, 2016 N 174-p, "road maps" on development of the competition, improvement of quality of the regulatory environment, expansion of access of SMEs to purchases of state-owned companies and registration of the enterprises passed into the monitoring phase. Plans of measures to improve tax administration and assessment activities have also been implemented. The "road map" to support access to foreign markets and export support is implemented within the framework of the priority project "System measures for the development of international cooperation and exports". The working group on improving the business environment includes the following VIP persons:

1. I.N. Albin Vice - Governor of St. Petersburg
2. R.V. Davydov -First Deputy head of the Federal customs service
3. V.M. Kravchenko -Deputy Minister of energy of the Russian Federation
4. V.A. Olersky - Deputy Minister of transport of the Russian Federation
5. S.V. Cumshewa- General Director of noncommercial organization "Agency of strategic initiatives on promotion of new projects/"

Among the VIPs are the leaders of the movement to create a favorable investment climate in Russia, which include: Governors of the regions of the Russian Federation, heads of the Antimonopoly service, head of the Federal tax service, head of control and implementation of decisions of the Government of the Russian Federation. The list of members is posted on the website: http://asi.ru/investclimate/workgroup/. The national technology initiative offers the following areas of investment in the Russian economy: distributed energy from personal power to smart grid; personal food and water production and delivery systems; new personal security systems; personalized medicine and health care; distributed systems of unmanned aerial vehicles; distributed systems of sea transport without crew; distributed control network of vehicles without a driver; decentralized financial systems and currencies; distributed artificial components of consciousness and psyche.

The message to the Federal Assembly on December 4, 2014 Russian President Vladimir Putin outlined a National technology initiative one of the priorities of public policy (http://nti.one/markets/). The question of determining the digital transformation of society is devoted to the research of domestic and foreign scientists. The topic of Digital economy was discussed at the lectures of the Global forum on civilization and peace, which was organized by the Academy of Korean studies (Seoul, December 2009). http://www.capurro.de/korea.html Oh? Works by R. Capurro (2008) were translated into Russian, where the materials of the analysis of the impact of information and communication technologies on the information of the society are presented. At the third Asia-Pacific conference on computing and philosophy, held under the auspices of the Center on ethical issues of science and technology University Chulalongkorn in Bangkok, reviewed the state of the digital transformation of companies. The results of the speeches were published in the journal of Information, Communication & Ethics in Society and partially translated into Russian.

Methodological Framework

In order to determine the methods of investment evaluation, we should choose only those areas of investment that are designated by the Government as a priority. The government guarantees support for the following areas of development: energy, food and water delivery, security, personal medicine and health care, unmanned flying vehicles, Maritime transport with autopilot systems, vehicle autopilot, financial systems and new currencies, artificial intelligence, new consciousness and psyche. As we have determined above, the most effective method of estimation includes the cost-to-income ratio. The income from investments is estimated by net profit, net discount income, and ready economic effect. An additional tool is, NPV is a reflection of the absolute result of inversions, and PI (profitability indices) and IRR (internal profitability norms), including the efficiency coefficient - relative. More important in the accuracy of the calculations is the selected time interval. The macroeconomic assessment of investment is a forecast of future prices of goods and services for a larger number of consumers. The modern method of evaluation of investment projects goes to the final indicator-economic efficiency.

Materials and Methods

A key factor in increasing the volume of capital investment is the assessment of efficiency. The real capital investment evaluation mechanism is based on the ability of capital to accumulate and reproduce. To achieve the level of simple reproduction of capital, an active growth of investments in a short period of time is necessary. Studies show that investment potential is not fully utilized in a short period of time. This gives a quantitative growth of economic indicators. Modern evaluation of the effectiveness of investments is shifting macroeconomic efficiency, going further and further from the commercial
efficiency. To determine the risk-free interest rate, a temporary method of determining the economic efficiency of investments in real capital is required. The method of comparing the expected returns of investment projects is described in the works of V.V. Zotov (2007) "...managing the ratio of return and risk in investment projects". The author proposes to use the tool of strategic planning. Strategic planning provides the following advantages: analysis of the competitive environment, the forecast using mental models and cause-effect maps, computer support for decision-making, risk assessment by VaR, macro-modeling, the formation of the investment portfolio, and more. All calculations are based on mathematical modeling. In his dissertation research candidate of economic Sciences V.V. Zotov (2007) are the following relationships: "The implementation of estimates of the risk - return ratio of investment projects, carried out using the constructed objective function for projects with four levels of return (low, medium, high, very high), using as a weight loss function of average losses of ALF and the risk of non-demand capital AUR for three options for their assessment (Pareto method, GARCH model with the evaluation of the covariance matrix and FHL model ) showed the following.

With a low level of profitability (Di =20%), the most careful assessment of the efficiency of F is provided by the GARCH method, and the most optimistic - the Pareto method.

With an average yield level (Di=40%), the Pareto method provides the most optimistic estimate of the efficiency of F, while the GARCH and FHL methods are compared by the level of estimates.

With a high level of profitability (Di=60%), the most cautious assessment of the efficiency of F is already provided by the FHL method, and the most optimistic is still the Pareto method.

With a very high level of profitability (Di=80%), the most careful assessment of the efficiency of F also provides the FHL method, and the most optimistic - the GARCH method.

Based on the research of the author of the implementation of the risk-return ratio, it can be concluded that the investor chooses the risk he agrees. The weight of loss can be calculated if you select the level of return (low, medium, high, very high). The modern investor requires to take into account the complex investment taking into account the investment in non-physical capital (intellectual, human, business, social, etc.). In dissertation research E.D. Platonova (2014, 2015) "Accumulation and investment in transformational economies: theory and methodology" describes the ontological essence of non-physical capital.

3.1. Assessment of Investment Project Efficiency Based on the Analysis of the Market and Economic Situation of the Company

General characteristic of the project

The company "XXX" LLC has been engaging in wholesale of Italian clothes and hosiery since 1993.

In September 2018, the company planned to launch a project on wholesale sales of Italian shoes. Market analysis showed that the demand for Italian shoes was very high, but there is no wholesale suppliers on the market and launching this project will make a small competition and increase profits. Therefore, marketing department and Board of Directors made decision to launch the investment project «XXX» LLC.

The main aims of the project are:

- to try absolutely new segment of the market,
- increase amount of sales,
- increase the level of income.
- Characteristics of the planned investment project in according with business plan:
- The amount of investments is 100 million rubles.
- Project duration is 4 years.

Planned amounts of annual cash receipts:

1 year - 45 million rubles.
2 years - 75 million rubles.
3 years - 95 million rubles.
4 years - 115 million rubles.

We will evaluate the efficiency of this project by calculating the basic indicators, such as net income and profitability index.

**Calculation of the net discounted income (NPV)**

First, we determine the discount rate:

\[ r = (1 + n_1)(1 + n_2) - 1, \]

where \( n_1 \) - is the loan rate%; \( n_2 \) - is the level of inflation.

Specify the values of the variables:

\( n_1 \) - 8.3%; (based on the information of the analytical department),
\( n_2 \) - 5%; (based on the forecasted of the Central Bank of the Russian Federation)

\[ r = (1 + 0.083) \cdot (1 + 0.05) - 1 = 1.083 \cdot 1.05 - 1 = 0.13. \]

After estimation of the rate, we calculate the net discounted income:

\[ NPV = -IC + \sum_{t=1}^{N} \frac{CF_t}{(1 + i)^t}, \]

\( i \) - is the rate of discount; \( t \) - is the time period; \( CF_t \) - cash flow, discounted with considering of time;
\( IC \) - is initial investments.

\[ NPV = -100 + \frac{45}{1.13} + \frac{75}{1.27} + \frac{95}{1.44} + \frac{115}{1.63} = -100 + 39.8 + 59.05 + 65.97 + 70.55 = 135.37 \text{ млн. руб.} \]

The result of the calculation shows that the project is profitable (NPV > 0).

**Index of profitability (PI)**

Calculation of the profitability index:

\[ PI = \frac{PV}{I}, \]

\( PV \) - is the net present value; \( I \) - discounted investments

\[ PI = \frac{235.37}{100} = 2.353. \]

Index of the investment income shows that the investment project is profitable (PI > 1).
Comparative analysis with a changing of the discount rate

Financial analysts estimated the probability of possible risk by 3% in this investment project.

Calculation of a new discount rate including risks:

\[
r = (1 + n_1)(1 + n_2)(1 + n_3) - 1, \]

\[
r = (1 + 0.03) \cdot (1 + 0.05) \cdot (1 + 0.03) - 1 = 0.167 .
\]

Calculation of a new NPV value:

\[
NPV = \frac{100 + \frac{45}{1.167} + \frac{75}{1.361} + \frac{95}{1.589} + \frac{115}{1.854}}{135.37 - 115.4 = 19.97}.
\]

Based on the result of the calculation (135.37-115.4=19.97), the project still very actual, NPV>0.

The next step is to find PI (profitability index), due to the changed discounted income.

\[
PI = \frac{115.4}{100} = 2.154 .
\]

We make a comparative research of characteristics with risks and without (Table).

**Table 1.** Comparison of the results

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Risk-free</th>
<th>Risk-adjusted</th>
<th>Deviation (2-3)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>NPV (million rubles)</td>
<td>135.37</td>
<td>115.4</td>
<td>19.97</td>
</tr>
<tr>
<td>PI</td>
<td>2.353</td>
<td>2.154</td>
<td>0.19</td>
</tr>
</tbody>
</table>

The table shows that characteristics of the efficiency fulfill the investment project profitability conditions even with risks (PI>1; NPV>0). At this stage of analysis and planning, the project continues to be profitable. We will evaluate the efficiency with Microsoft Excel including fixed costs (wages, office rent, housing and communal services, etc.) (Fig. 1).
As can be seen from Fig. 1, deviations of indicators in Excel are not so significant. The profitability of the project continues to be actual. In addition, we can calculate variables such as the internal rate of return (IRR) and the discounted payback period (DPP), the indicators of the project, have positive values in assessing the efficiency of the investment project. Consequently, the evaluation of the efficiency of the project indicates the expediency of investing in this project.

**Finding a breakeven point in the value and quantitative forms**

We get information about constant and variable costs, we will put them in the formula for finding the profitability break-even point (BEP) of the project in quantitative terms:

$$BEP = \frac{KS}{c - kz},$$

where $kz$ - variable costs per unit; $KS$ - fixed costs; $c$ - price of products.

Information was obtained on the base of the analysis of the market and the economic situation of the company by the analytical department and in accordance with the business plan of the project.

Let's find the profitability threshold in value terms:

$$BEP^v = \frac{KS}{c - kz} \cdot c = BEP \cdot c.$$

Substitute the values in the formula:

$$BEP^v = 7867 \cdot 2750 = 21633333,33 \text{ руб.}.$$

After the calculation, we can conclude that, with a sales volume of 21633333.33 rubles and with a sales volume of 7867 pieces, the organization will not have any losses or profits.

We will make the calculation of these indicators using Excel to verify information (Fig. 2).
Initial data

<p>| | | |</p>
<table>
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<td>average variable costs</td>
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<td>MR</td>
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<td>Qmin</td>
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<td>quantity of products (pieces), lower limit</td>
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<tr>
<td>Qmax</td>
<td>7870,00</td>
<td>quantity of products (pieces), upper limit</td>
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Results

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<th>Q0</th>
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<th>breakeven point (pieces)</th>
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<tr>
<td>R0</td>
<td>216333333,33</td>
<td>breakeven point (rub)</td>
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<table>
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**Figure 2.** Calculation of the break-even point in Excel

In Figure 2, Results of the calculation of the breakeven point in value and quantity terms manually and using Excel are the same. It indicates the accuracy of the calculation, results let the company to understand how to reduce sales without material losses. In this paper, the analysis was made in accordance with the available information and using dynamic and statistical methods. Discount rates obtained by the method of adjusting with the level of risk, positive values of the profitability index (PI=1,154>1) and net present value (NPV=115,4>0) indicate compliance with the terms of profitability of the investment project. At all stages of assessing the efficiency of the investment project, the index of profitability index (PI) and net present value (NPV) had positive values, it indicates the efficiency and profitability of this project.

Conclusion: a simple mathematical method can be used to determine the finding of break-even point in the cost and quantitative forms. Modern methods of evaluation of investment projects reach the final
indicator-economic efficiency.

3.2. Method of Research
Research methods have several levels. The empirical level of research includes: observation, interviewing, questioning, survey, interview, testing, photography, counting, measurement, comparison. The experimental and theoretical level of research includes: experiment, laboratory experience, analysis, modeling, historical, logical, synthesis, induction, deduction, hypothetical.

To identify the method of investment evaluation, the team of authors conducted a study based on the system mathematical analysis. Using the approaches of system analysis, the team of authors was able to determine the stages of investment feasibility, based on the following categories of investment: by investment objects; by the nature of investors' participation in investment processes; by ownership, by the level of investment risk, by the subjects of investment activity.

Investment in the objects of investment for the Russian Federation is determined by the directions, which is indicated by the Agency for strategic initiatives. The legislation of the Russian Federation guarantees a favorable investment climate for the following areas: energy, food and water delivery, security, personal medicine and health care, unmanned flying vehicles, Maritime transport with autopilot systems, autopilot vehicles, financial systems and new currencies, artificial intelligence, new consciousness and psyche.

Investing by the nature of investors' participation in the investment process involves direct and portfolio investment. Direct investment includes investments in the authorized capital of the enterprise, guarantees direct control and management of investment objects. Portfolio investments include investments in economic assets (securities). Portfolio investments give an increase in the value of investment objects, dividends, cash payments.

Investment by form of ownership is classified as public investment. Investment by form of ownership is divided into the following features:

1. regional feature (national or foreign);

2. the sectoral characteristic is determined by the investment attitude to the industry: fuel, energy, chemical, food, light industry, wood processing industry, ferrous and non-ferrous metallurgy, mechanical engineering, Metalworking, agriculture, construction, transport and communication, trade and public catering;

3. capital investments are divided by types:

- defensive investments-aimed at reducing the risk of purchasing raw materials and components;
- offensive investments-aimed at finding new technologies and developments to ensure a high level of technological production;
- social investment-aimed at improving working conditions through automation of processes, use of a common unit of it tools for new forms of work and employment, new means of communication of employees and staff;
- mandatory investments-aimed at compliance with state requirements of environmental standards, regulatory requirements for safety, modern technologies of waste processing;
- strategic investments-are aimed at implementing the latest achievements of scientific and technological progress, technological innovations, export/import of goods and services.

Investment in terms of investment risk is advisable to start with the use of simple mathematical modeling, focused on determining the value of the goods or services. You can just use the proposed rating ASSESSMENT of INVESTMENT PROJECT EFFICIENCY based ON the ANALYSIS of the
MARKET AND ECONOMIC SITUATION of the COMPANY (see PARAGRAPH 3.1).

As a result of mathematical calculations, the minimum required requirement is determined. This requirement is to find the break-even point in the value and quantity for a particular product or service. Further, a mathematical method is used to determine the risk-free interest rate of economic efficiency of investments in real capital, which uses the method of comparing the expected returns of investment projects. The ratio of profitability and risk in investment projects is calculated. Then, the assessment of the risk-return ratio of investment projects is detailed. It is carried out using the constructed objective function for projects with four levels of profitability (low, medium, high, very high). When choosing a mathematical method of calculation, the investor chooses the level of return: low level of return (Di=20%), the average level of return (Di=40%), high level of return (Di=60%), a very high level of return (Di=80%). The loss weight is calculated based on the selected yield level (low, medium, high, very high). The modern investor prefers to take into account the complex investment taking into account the investment in non-physical capital (intellectual, human, business, social, etc.). In this case, the mathematical tools include the following numerical values: the life of the carrier (the age of the Mature specialist is equal to 26 years, the obsolescence of the carrier technology – about 56 years, therefore, the time of the effectiveness of the specialist in one place is equal to 30 years. The reduction factor in the use of human capital is the physical and moral deterioration of the person. Natural wear of a person is determined by the function of aging, the function of psychophysiological burnout. The coefficient of obsolescence of knowledge implies additional costs for its retraining, advanced training. It is difficult to determine the coefficient is to determine the feasibility of the economic need for investment in human capital. It is necessary to introduce cost coefficients for health care, disease prevention, medical care, diet, and improvement of living conditions, transport and communication, healthy lifestyle. Everything in the world is not created-everything is created by man. The labour and intellectual activity of man, as an expert, is invaluable (Nakhratova et al. 2017). Professor E.V. Potekhina (2013) noted in her dissertation research: “Continuous investment in education is becoming the main tool of economic growth. Investment in education should be made even when economic development looks good. Otherwise, the country will inevitably be pushed back because of the rapid obsolescence of existing knowledge. In the context of the steady development of scientific and technological progress, the focus, sources and factors of the investment process are changing” (Potekhina, 2013). Research conducted by Robert Zemsky, Professor of the Department of education at the University of Pennsylvania, together with economist Liza Lynch of the Fletcher School of business at University and management Professor from Wharton Peter Capelli showed:

1. With a 10% increase in the level of education, the total labor productivity increases by 8.6%.
2. With a 10% increase in fixed assets, total labor productivity increases by only 3.4%.

Conclusion: the marginal return on investment in human capital is almost three times higher than the return on investment in machinery.

Results

The conducted research on investment evaluation showed the need to comply with the following stages.

At the first stage, it is necessary to determine the areas of investment that are of interest to a particular country or state. On the example of the Russian Federation, it was shown that the Agency for strategic initiatives works in the areas of investment. The Agency for strategic initiatives at the legislative level creates a favorable investment climate. The national technology initiative guarantees support for the following areas of development: energy, food and water delivery, security, personal medicine and health.
care, unmanned flying vehicles, Maritime transport with autopilot systems, vehicle autopilot, financial systems and new currencies, artificial intelligence, new consciousness and psyche. Any investor, as a person, determines how quickly and with what risks he wants to get income from investment projects, investment portfolio of securities or from direct investment. Next, the methods of investment evaluation are selected, which are determined based on the following order. First is determined by: 1. Investing on the objects of investment; 2. Investing in nature of investors' participation; 3. Investing in forms of ownership; 4. Investment according to the level of investment risk. Further, a mathematical method is used to determine the risk-free interest rate of economic efficiency of investments in real capital, which uses the method of comparing the expected returns of investment projects. The ratio of profitability and risk in investment projects is calculated. Then the risk / return ratio is detailed. As shown by the results of foreign studies of the authors of the University of Pennsylvania, the feasibility of investing should take into account cash injections into human capital, as the marginal profit from investing in human capital is almost three times higher than the profit from investment in equipment. Research of the authors of the Russian state social University under the guidance of Professor A.V. Kirillov et al. (2017) proved that, "it is necessary to create a personnel reserve of the organization, which is an additional human potential".

In the second stage, the most effective method of evaluation is determined, which builds a ratio of costs to income. The income from investments is estimated by net profit, net discount income, economic effect. Modern mathematical methods of evaluation of investment projects reach the final indicator - the economic efficiency of investment.

At the third stage, investment in the Russian Digital economy requires taking into account the main purpose of state changes. The digital economy is aimed at improving the quality of life and reducing human costs of life support. In the conducted studies of the authors under the guidance of S.V. Veretekhina et al. (2017a, 2017b) Modern methods of calculating the region's multiplicative economic developments are used (Veretekhina et al., 2017a, 2017b). The author proves that interactive presentation of documentation in the Digital economy significantly increases perception (Veretekhina et al., 2008; Fartash et al., 2018; Davoudi et al., 2018).

Discussion and Conclusion

The government of the Russian Federation approved the rules of state support of the national technology initiative centers on the basis of higher educational and scientific organizations and the regulations on the competitive selection for the provision of relevant grants by its Resolution No. 1251 of October 16, 2017. In 2018-2020, the Federal budget provides for the implementation of the National technology initiative in the amount of 7,800 million rubles, including in 2017 — 2,000 million rubles, in 2018 — 2,400 million rubles, in 2019 — 1,800 million rubles, in 2020 — 1,600 million rubles. The necessity of creating Centers of National technological initiatives associated with the unfolding of the global technological revolution. The formation of the future markets, ensuring national security, improving the quality of life of people—these are the current trends in the development of the Russian Federation. The formation of a group of investors interested in scientific and technological development, is the elements of the Association of stakeholders. The Markets will have a network structure, inherit the income that exist on the Internet. In this direction, documents are being developed - "Burly maps". These maps are documents of strategic planning, contain a set of activities, goals, objectives, period of execution of works, lists of performers, used resources. The implementation of maps is carried out through the projects of the National technology initiative. The direction of the "Road maps":

1. additive technologies (layer-by-layer synthesis of materials using special equipment and various methods);
2. genomics (molecular genetics);
3. sensor systems (ultra-sensitive elements);
4. biomimetics (the use of the principles of biological beings in the technique);
5. the Internet of things (the concept of the computational network of physical objects-things);
6. "smart grid" (energy consumption, energy production, energy distribution);
7. Blockchain (big data with data blocks encryption);
8. Artificial intelligence (software modeling of human activity));
9. Quantum communication (quantum particles);
10. Neurotechnology (software modeling of human activity);
11. Digital technology (the representation of signals by discrete bands of analog levels)

The innovation index is used to evaluate innovations. This is a generalized indicator to measure the level of innovation in a country.

On the example of the given study, the authors show mathematical methods for assessing the economic efficiency of investments and the sequence of the stages of investment on the example of the National technology initiative. The approach proposed by the authors is of practical importance. The research results were discussed at the meetings of the Department of Information systems, networks and security, the Department of computer Science and mathematics, the faculty of Information technology of the Russian state social University, Moscow. The problems of development efficiency are addressed by teams of authors under the leadership of A.N. Maloletko & N.E. Maloletko (2016), N.B. Pochinok et al. (2015), F.E. Sheregi & A.V. Kirillov (2017), G.V. Ross & V.E. Lihtenshtejn (2015).

In conclusion, it is necessary to say that the construction of a parallel digital reality is a responsible measure. Domestic and foreign scientists combine the results of their research to identify problems of digital transformation of society (Capurro, 2008; Putin, 2016; Veretekhina et al., 2017a, 2017b). The government of the Russian Federation has determined measures to provide the population with information on the upcoming reforms in the society. For investors, priority areas of investment are identified. The authors describe the mechanism of evaluation of the investment project and mathematical methods for assessing the economic efficiency of investment. The study authors are relevant, include the related regulations of the Government of the Russian Federation, the methods and stages of investments.

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Legal Personality In The Russian Civil Law

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Abstract

The ambiguous and inconsistent doctrinal interpretation of the category of a legal personality and its structure in the civil law of Russia in absence of legal definition of this category in the positive law makes the research done quite urgent. Lack of legislative definition generates inconsistent judiciary practice when transactions made in the Russian Federation are verified. This article is aimed at identifying and disclosing the elements essential to a legal personality of legal and physical persons, a possibility of restriction and deprivation of a legal personality, as well as such persons’ ability to enter into civil-law relations. Research objectives: Analyse different doctrinal points of view and positive-law provisions for nature and structure of a legal personality, determine the acceptance criteria for restriction and deprivation of a subject of legal status and capacity, analyse the judiciary practice of examination and resolution of civil cases and identify the main problems connected with definition of legal status and capacity. The article examines the phenomena under analysis with the system analysis method to research civil-law categories of legal status and capacity as structural elements of a legal personality. In addition, the methods of structural-functional and systematic analysis, as well as the generalised methods of knowledge obtaining are used. The paper studies the legal categories of legal status and capacity, a legal personality. It has justified that both legal and physical persons have their legal status and capacity. It has proved that a legal personality cannot immanently belong to all subjects of law without exception. Contrary to the established opinion, the paper has rationalised that a full legal personality of physical persons begins from the age of not 18 but 21. It has postulated that legal capacity is not only affected by such factors as age, education and state of mind, but also civil legal status because lack of the latter would mean lack of the subject of law as such. The article can be used in development and improvement of the legislation regulating the issues of the legal status and capacity of civil-law subjects. The article can also be useful to all subjects engaged in law-enforcement practice.

Keywords: legal status, legal capacity, legal personality, restriction of a legal personality, deprivation of a legal personality, general and special franchise.
Introduction
The current standards of Russian positive law do not define such a legal category as a legal personality of physical and legal bodies. At the same time, the law doctrine has different judgements and inconsistent interpretations of the nature of a legal personality of participants of civil-law relations.

According to some researchers, e.g., A. V. Kirsanov (2015), the nature of a legal personality is a personal ability to be a participant of legal relations. The author concludes that a legal personality follows a physical ability of actual participation in legal relations. It is hardly possible to agree with such a point of view. In our opinion, a legal personality is a precondition of generation of legal relations; without a legal personality, the participants of legal relations cannot exercise their rights and accomplish duties in a civil-law relation.

Russian legal literature also has a judgement that a legal personality is an ability inherent in every subject of legal relations. That is another point of view difficult to agree with, because supporters of this concept eclectically mix up the concepts of a legal personality and a legal status. The research literature also abounds in heterogeneous points of view concerning types and structures of a legal personality. The discussions held are not of only theoretical value. The issue of a legal personality of a person entering civil-law relations on its own behalf has an important applied value directly affecting the legitimacy of the transactions made.

In the course of their work, courts face a very difficult category of civil cases that can only be resolved after right determination of a legal personality of participants of civil-law relations.

Literature Review
The civil-law doctrine of Russia differentiates between a legal personality of physical and legal bodies. Despite the divergence, we think that a legal personality is a unity of two elements, viz. a legal status and a legal capacity, which is why doctrinal literature sometimes refers to a legal personality as a legal status and capacity. Some law researchers also put such elements as a capacity for performance of a legal act and specific rights and duties into the scope of a legal personality. Moreover, the doctrine further pursues the opinion of equality between a legal status and a legal personality. E.g., S. N. Bratus (1950) specified that a legal status is a right to be a subject of rights and duties. According to A. Ia. Ryzhenkov (2017), the legislator sees a legal personality as including but not being limited to a citizen’s name and a residential address. In our view, a citizen’s name and residential address are means of individualisation of a physical person as a subject of civil-law relations and therefore cannot form an element of a legal personality.

Iu. V. Repnikova (2017) believes that legal capacity is not a necessary element of a physical person’s legal personality at all because it is only a subjective characteristic of those civil rights and duties that a physical person can exercise by him/herself. Lack of a consolidated research opinion of a legal personality in the Russian law doctrine determines urgency of new research in this legal category.

S. S. Alekseev (1982) differentiated a legal personality in all sections of law and specified that a legal personality can be divided into a general legal personality, viz. an ability to be a subject of law in general or an intersectional legal personality; a sectional legal personality, viz. an ability to be a subject of legal relations in a section of law; and a special legal personality, viz. an ability to be a participant of special legal relations of in a special section of law. Though I. A. Minnikes (2016) is of an opinion that a legal personality cannot be recognised as intersectional, identical for subjects of any section of law, here again everything depends on what legal relations they, i.e. the subjects, enter.
Disclosing and analysing the ontological nature of a legal personality, it is first of all necessary to pay attention to its elements, viz. a legal status and legal capacity. They largely contribute to disclosing the concept of a legal personality and separating it from other of civil-law categories.

Unlike a legal personality, a legal status is legally defined by the legislator as ability to have civil rights and perform duties. In other words, a legal status is an inalienable ability to have subjective civil rights and perform duties and this ability is inherent in all persons from their birth to death. Physical persons’ legal status is immanently inherent in every subject of civil-law relations, waiver or loss of a legal status being similar to civil death. Loss of a legal status enslaves a person. However, this poses a question if a partial voluntary waiver or voluntary restriction of a legal status is possible. V. A. Belov (2013) writes that inexhaustibility of a legal status means that a waiver of any abilities within its structure is treated not as a waiver of the legal status in general, which is impossible, but as a waiver to implement particular abilities for a certain period of time. The authors also believe that restriction of a subjective right or waiver of some particular abilities cannot be treated as a waiver of the legal status in general. E. g., a contract of agency can include a provision prohibiting the agent to make this sort of agreement with another agent within validity of this contract. The Russian law treats such a disclaimer as admissible and not waiving the legal status in general. However, law-enforcement bodies sometimes face uncertainty when a legal incapacity condition is included in this or that agreement. A question arises how those contracts made with violation of the legal incapacity condition should be qualified. Russian legal practice gives no unambiguous answer to this question for lack of a precedent. In our view, if a person restricts him/herself in rights on a voluntary basis, a transaction made in excess of the restricted rights should be treated as failing to generate any rights or duties. A person who made a contract with excess of rights restricted on a voluntary basis has to fully compensate all damages suffered by the party affected.

A legal status is a category characterising a subject of legal relations in terms of having a certain legal status enabling him / her to take part in civil circulation.

Article 18 of the Russian Federation Civil Code fixes the structure of a legal status. Despite the normative consolidation, the structure of a legal status in the law doctrine is exposed to fair criticism. In particular, A. Ia. Ryzhenkov (2017) specifies that in this case, the legislator mixes up a legal status as a general ability to have rights and perform duties and specific rights, viz. an inheritance entitlement, a right to entrepreneurship. We can generally agree with this author’s position, but think it necessary to analyse further criticism of the legal status category in more detail because the author specifies fictitiousness of the legal status structure, which can be discovered by its comparing with such a category as legal capacity.

Unlike a legal status, legal capacity is defined by the Russian law as a citizen’s ability to acquire and exercise civil rights with his / her actions, create and perform civil duties for him/her, an ability to be liable for civil infraction. Therefore without legal capacity, a legal status is just a quasi-right because it is quite clear that enjoyment of any rights without an ability of their implementation makes a right naked. Nevertheless, a legal status is the backbone factor among other elements of a legal personality. Legal capacity is derived from a legal status and cannot exist without it. These elements of a legal personality are inextricable.

Indeed, such a subject of law as a physical person cannot exercise civil rights without legal capacity; however, it is necessary to take into account that these rights can be exercised by another person, e. g. a guardian or a trustee. The borders of a legal status from birth to death are identical for every physical person, while a legal capacity scope is determined for each physical person and can be different. In other words, legal capacity cannot be equal for everybody because it is connected with committing volition actions by a particular person and entails generation, change or termination of legal relations. The scope
of these actions depends on different factors, viz. age, intellectual development, life experience, ability to understand and control the actions of his/her own etc.

Not only are the above-stated factors that legal capacity is affected by, but also a civil legal status because lack of the latter would mean lack of the subject of law as such. And vice versa, absence or change of legal capacity does not affect the type and the borders of possible legal capacity in any way.

The Russian law doctrine states that legal capacity, as well as a legal status, is inalienable and cannot be restricted at the person’s will. However, such a statement cannot but be called into question because both a physical person and a legal body can restrict him / her / itself in committing certain actions by making a contract. Moreover, legal capacity in pursuance of law can be directly geared to state structures’ will. E. g., a body of trusteeship and guardianship or a court can emancipate an individual, thus expanding his / her legal capacity. A court can also restrict or deprive a particular individual of legal capacity. In addition, a bailiff and executor of justice implementing a writ of execution can restrict both the physical person and the legal body in their legal capacity. Actually, the legal capacity institute enables the state to sample subjects that can take part in civil-law relations to the full, partial or zero extent.

A physical person’s legal capacity can be diminished. In particular, legal capacity of minors aged 6 - 14 is different from that of subadults aged 14 - 18. The doctrine has an opinion that a physical person acquires full legal capacity when attaining majority. Exceptions include the cases of emancipation and early marriage. However, we believe that full legal capacity, as well as that by virtue of law, attaches later, viz. since the age of 21. It is upon attainment of this age, that physical persons can buy strong alcoholic beverages, i. e. have full legal capacity.

Not only can legal capacity be restricted in the course of human life, but physical persons can be deprived of legal capacity.

Special disability cases are specified in the Civil Code of the Russian Federation and do not come under any extensive interpretation. They include the citizen’s propensity for gambling, abusing spirits or narcotics, affliction with mental derangement. However, a physical person’s special disability attaches only under certain circumstances. In cases of propensity for gambling, abusing alcohol or narcotics, special disability can only attach if such a behaviour entails a difficult financial situation of the person’s family. Propensity for gambling etc. in itself is not a reason for legal incapacity.

In the case of mental derangement, a court should make a decision of special disability proceeding from different circumstances, viz. the citizen’s ability to understand, control or guide his / her actions.

When restricting a citizen’s legal capacity because of abusing spirits and narcotics, it is necessary to pay attention to such a criterion as abusing. The Supreme Court of the Russian Federation explained that abusing means such use that contradicts the family interests of the physical person to be incapacitated and entails expenses causing difficult financial situation of the family (Decree of the Russian Federation Supreme Court Plenum dated 23.06.2015 No. 25, 2015). It is worth noting that a person’s chronic alcoholism or narcotism alone is not a reason to incapacitate the physical person.

When defining propensity for gambling, the Supreme Court prescribed to establish that the propensity is pathological and actually form an addiction. The addiction is a symbiosis of a compulsive game seeking with deterioration of the citizen’s mental health and well-being. Furthermore, the addiction is characterised by long participation in gambling that negatively affects the material welfare of his / her family.

It should also be mentioned that propensity for gambling, abusing alcoholic and narcotic substances can be proved with any admissible sources of evidence. However, law-enforcement practitioners often
wonder how a court can establish a pathological nature of the propensities listed if judges do not have professional knowledge enabling them to resolve such a problem. It appears that the court must commission a forensic expert assessment. However, the Supreme Court of the Russian Federation treats forensic expertise as optional and leaves freedom of choice in application of evidence to judges in this case as well, which seems illogical. It seems more practical for the Supreme Court to point out to courts that when examining citizen incapacitation cases, expert evidence must be called for without fail.

According to N. A. Kaiumov (2016), the current positive law of Russia establishes obligatory forensic psychiatric examination only when recognising a person as incapacitated, which is an essential gap in the legislation.

Another condition to recognize a citizen as partially incapacitated is that the behaviour mentioned causes a difficult financial situation in his / her family. What does a difficult financial situation mean? Law does not answer this question. That is why the Supreme Court of the Russian Federation prescribes that examination of legal incapacitation cases must based on consideration of the following circumstances, viz.

1) whether the law obliges this citizen to maintain his family members;
2) whether his / her family members have earnings or other sources of income.

If the law does not oblige the citizen to maintain his / her family members, and they have earnings or other sources of income of their own, the court has to aggrieve the application for such a person’s special disability.

When the law incapacitates a citizen, it still gives him / her a right to make small everyday transactions, so incapacitation of an adult actually equates this person to juveniles aged 6 to 14. The Civil Code of the Russian Federation does not define small everyday transactions as a legal category, but the legal doctrine fills in the gap. So a small everyday transaction is understood as the one aimed at satisfaction of personal needs. Such a transaction is usually of a trifling value settled at the moment of its accomplishment.

So the legislator quite considerably curtails rights of a partially incapacitated citizen, including a right to dispose of his / her property, at the same time giving this right to his / her trustee acting to the benefit of the former. At the same time, though the trustee should act to the benefit of the ward, it is often the case that a trustee infringes the ward’s rights and abuses his / her right to the ward’s property to derive benefit for the trustee him / her / itself. Moreover, the law stipulates that an incapacitated person can make other transactions only with the trustee’s consent, but even in this case the law does not specify the form for this consent to be given. As a result, a partially incapacitated person sometimes has practical difficulties connected with proving the trustee’s consent. Furthermore, a ward cannot challenge the trustee’s refusal to agree to a transaction, which infringes the rights of the former.

Particular attention should be given to regulation of restriction and deprivation of a citizen’s legal capacity in connection with his / her mental derangement. Previously, the Russian law stipulated only a possibility to recognise a mentally deranged person as incapacitated irrespective of the type and the extent of the derangement. In 2015, the Civil Code of Russia was amended, and the legislator differentiated the cases of citizen’s special disability due to mental derangement.

According to law-enforcement practice of the Supreme Court of the Russian Federation, a court recognising a citizen as partially incapacitated or depriving him / her of legal capacity should proceed from the extent of impairment of his / her ability to understand or control his / her actions (Resolution of Plenum of the Supreme Court of the Russian Federation dated 23.06.2015 No. 25, 2015). In this case, a court should rely on the following constituent elements, viz.
1) the person’s ability to understand the meaning of his / her actions;

2) the person’s ability to understand the meaning of his / her actions;

In this case, the first constituent element is fundamental because if a person suffers from mental derangement, but the first constituent element manifests itself and the citizen can control his / her actions with assistance of other persons, then the court can only restrict such a citizen in legal capacity. However, if the person does not manifest the first constituent element or cannot control his / her actions, neither by him / herself, nor with assistance of other persons, a court can recognise such a person as incapacitated. If a person can control and understand his / her actions by him / herself, then the person cannot be restricted or deprived of legal capacity even though he suffers from mental derangement.

According to E. N. Tarasova (2015), the formulation of constituent elements for special disability cannot be recognised as quite satisfactory because the criterion of the citizen can control his / her actions with assistance of other persons is not clear. What should be recognised as assistance of other persons in this case and to what extent should the assistance be rendered? We think that the assistance is possible both in conative and intellectual aspects. In this case, the citizen to be restricted in legal capacity should need such assistance not from time to time, but on a regular basis. That is why O. A. Serova (2016) fairly believes that in this situation, the court should find out in what spheres the person needs outside assistance to perform actions or orientate him / herself in psychological terms and within what period of time.

When establishing a physical person’s legal personality, it is also necessary to establish a causal relationship between his / her inability to understand or control his / her actions and mental derangement. So it is impossible to deprive a citizen of legal capacity due to, say, physical mutilation that does not enable him / her to control his / her actions to the full extent. At the same time, some authors believe that physical mutilation can also be a reason to deprive of legal capacity. In particular, O. V. Kuznetsova and T. Pivovarova (2015) believe that «... recognised as incapacitated are not only the citizens having severe physical defects, but also the citizens with mental deviations». However, we dare express our own opinion and disagree with the above-stated authors because their position contradicts the current Russian legislation.

For the persons recognised as incapacitated because of mental derangement, the law establishes the measures restricting their right to make any kinds of transactions. Actually, such measures are protective for the incapacitated person’s property and are intended to prevent embezzlement bearing no benefit for this person. Disposal of the incapacitated person’s property to his / her benefit and according to his / her preferences remains with his / her trustee because it is almost impossible to find out the incapacitated person’s opinion of this or that transaction to be made ostensibly to his / her benefit. That is why the trustee often has to rely only on his / her subjective opinion and own convictions. Therefore law-enforcement practitioners often face the cases when a trustee abuses his / her powers when disposing of the incapacitated person’s property to the benefit of the trustee, representing the disposal as according with the ward’s interests.

As far as incapacity is concerned, court practitioners face one more problem needing legislative resolution, viz. if a minor aged 14-18 can be recognised as incapacitated. To resolve this problem, let us analyse the ontological essence of such law categories as restriction of a right to dispose of one’s income by him / herself and deprivation of legal capacity. In the first case, the rights are restricted because of immaturity of the person in terms of psychology as established by psychological expertise in court. Whereas recognition of a person as incapacitated is always connected with mental derangement of the person and must be established by psychological expertise in court. As for the positive law of Russia, we should conclude that the legal capacity deprivation institute does not statutorily specify the age of the person it
can be applied to. Generalising the aforesaid, we can give the following answer to the question posed, viz. a minor can be deprived of legal capacity, but to the extent to which the person is vested with it according to Article 26 of the Civil Code of the Russian Federation.

In the Russian law doctrine, a legal personality as a legal category was deeply and comprehensively studied in respect of physical persons, while a legal personality of legal bodies rarely becomes an object of research. However, a legal personality of legal bodies also poses many unresolved problems both on the doctrinal level and in the practical aspect. It has already been for quite a long time that researchers of this issue cannot obtain consensus in their positions, their opinions frequently cardinally differing from each other.

In particular, O. A. Serova (2016) understands a legal person’s legal personality, which she identifies with a legal status, as an aggregate of legal properties of the organisation established by law and a constituent instrument and determining its status as a participant of civil-law relations. According to the above-stated author, the extent of legal personality is determined by the political and economic system of the state.

Certainly, legal bodies’ legal status differs from that of physical persons. As mentioned above, a physical person’s legal status begins at birth and lasts to death, the person being unable to restrict him / herself in the legal status, state structures only being able to do that in a statutory order. As for legal bodies, the extent of legal status is initially different as emerging from state registration of the legal person by the authorised body.

A legal status and legal capacity of a legal person arise at the same time; which generated a legal opinion that these two elements of a legal person’s legal personality coincide. Legal capacity of legal bodies cannot vary over the period of existence of the person. At the same time, some authors believe that it is wrong to combine and mix up these two elements. E. g., S. N. Proshin (2012) argues that throwing out the category of legal capacity prevents from exhaustive disclosure of the essence of the legal person. Hence his opinion of a necessity to identify the concept of legal capacity of physical persons and legal bodies.

N. V. Kozlova (2004) also postulates that a legal status and legal capacity of a legal person are preconditions and components of the person’s civil legal personality.

In general, the Russian civil-law doctrine comprises a series of opinions concerning legal capacity of legal bodies. The first reason thereto is that a legal capacity category is mentioned for physical persons, and the legislator defines it. But the law fails to define legal capacity of legal bodies. Moreover, the Civil Code of Russia does not mention legal capacity of legal bodies, operating only with a category of legal status. So equation of the concepts of legal status and legal capacity for legal bodies is thought as a logical and quite prudent idea.

The debatable issues also cause theoretical and practical problems of whether special disability of legal bodies is possible. A. V. Kirsanova (2015) analyses legal opinions of this issue and specifies two points of view, viz. the first runs that special disability of a legal person should be understood as a bankruptcy procedure, where the managing director functions as a trustee / guardian; the second stipulates that legal bodies are always capable, and the debtor’s status does not deprive them of legal capacity.

As far as legal capacity of a legal person is concerned, the remarkable thing is that its nature is somewhat different from legal capacity of physical persons. It is impossible to apply the maturity category to legal capacity of a legal person since it is not connected with the period of activity, mental condition or addictions of the legal person. Special disability can be connected with restriction by virtue of law and be obligatory as in the case of a bankruptcy procedure and voluntary as in the case of pursuance of an agreement.
Analysis of Part 1, Article 49 of the Civil Code of the Russian Federation suggests that this norm was rather ambiguously interpreted by scientists, viz. the provision that profit-making organisations, with several exceptions, can be engaged in any lines of business not forbidden by law. The doctrine has several points of view. One of them runs that all legal bodies have a general legal status, but legal capacity of legal bodies can be different. Another group of researchers argues that a general legal status is only inherent in profit-making organisations while non-profit organisations and banks only have special franchise. Both parties furnish proofs to espouse their views. Adherents of special franchise of legal bodies refer to the provision that legal bodies can only exercise their rights if they meet the objectives of their activity as stipulated by Part 1, Article 49 of the Civil Code of the Russian Federation. However, these restrictions are easy to bypass by inclusion of new objectives of activity in the person’s Articles of Association; that makes us treat a legal status of most legal bodies as that of a general nature. However, V. V. Dolinskaia (2015) holds the opposite point of view and specifies that the current Civil Code of the Russian Federation as the successor of the previous civil legislation has kept the principle of special legal personality of legal bodies.

Analysis of different approaches to a legal personality of legal bodies suggests that the general legal status concept stipulates a possibility for a legal person to be engaged in any activity whatsoever irrespective of the particular period of time. That means that there is a possibility for the person to amend its constituent instruments as far as objectives of its activity are concerned, thus acquiring new rights. The supporters of the special franchise concept do not consider this possibility and base all of their judgements on the reason that the organisation’s objectives of activity must be specified in the constituent instrument, which prevents any extensive interpretation or creation of any other rights except for those specified in the constituent instruments of the legal body. Thus our conclusion is that the first structure of a legal person’s legal personality is more flexible and adequate in terms of both the law doctrine and the practice.

The situation when priority of a general legal personality of a legal person was established at the legislative level but not implanted in judiciary practice resulted in an opinion that a legal status of different legal bodies is not initially equal. A good example is non-profit organisations restricted in a right to be engaged in profit-making activity. Furthermore, a unitary enterprise’s legal status is narrower as compared with other legal bodies. Legally, it is also possible to restrict legal capacity of legal bodies in connection with their engagement in a certain activity. E.g., a credit organisation cannot be engaged in industrial, trading or insurance activity.

The research done enabled us to generalise that understanding the essence of a legal person has considerably changed with time both in the doctrine and practice. Civil lawyers, who began with negation of a legal person, have come to a conclusion that today it is not simply a reality, but also a necessity for current law. Nevertheless, the extent of a legal person’s legal personality is still a debatable issue.

It is worth noting that most civil-law papers of the pre-revolutionary and Soviet periods were nevertheless concentrated on the problem of legal bodies. Physical persons and their legal personality were treated by civil lawyers to a much lesser extent, the doctrine abounding in suggestions to amend the legislation. Nevertheless, researchers of physical persons’ legal personality made a massive impact on the legislator, and now such constituent elements as race, sex or age do not influence the legal personality level.

Results and Discussions

3.1. As a result of theoretical analysis of doctrinal sources, the authors have come to a conclusion that a legal personality of both physical persons and legal bodies comprises two elements, viz. a legal status and...
3.2. The law establishes a presumption of a physical person’s legal status as identical to all such persons and non-restrictive by law or agreement. Legal bodies cannot have a presumption of a legal status because a legal status can be restricted by law and divided into a general legal status and special franchise. E.g., banks have special franchise. As for legal capacity, it can be restricted both in physical persons and legal bodies both by virtue of law and as a result of voluntary restriction established by subjects of civil-law relations.

3.3. As a legal personality is a convergence of a legal status and legal capacity falling under restriction by a subject of civil law on a voluntary basis as a result of an agreement made, a source of a legal personality is not only a norm of positive law, but also a civil-law agreement.

3.4. The concept of a physical person’s legal personality is connected with the concepts of an individual and a citizen.

3.5. A legal status of physical and legal persons is based on individualisation of a person him / her / itself, so there cannot be a legal personality without individualisation.

3.6. As far as legal capacity of a legal person is concerned, the authors conclude that its nature is somewhat different from legal capacity of physical persons. It is impossible to apply the maturity category to legal capacity of a legal person since it is not connected with the period of activity, mental condition or addictions of the legal person. Special disability of a legal body can be connected with restriction by virtue of law and be obligatory as in the case of a bankruptcy procedure and voluntary as in the case of pursuance of an agreement.

3.7. A presumption of legal capacity of a person who has reached a statutory age is of a dual nature. On the one hand, it is a statutory assumption that a physical person is able to acquire and exercise civil rights with his / her actions, create and perform duties; on the other hand, it is a procedural rule establishing the procedure of distribution of the evidential burden of proof and entailing certain legal effects.

Conclusion

The researchers have come to the following conclusions, viz.

To become a subject of civil-law relations or a legal personality, a person has to meet a number of conditions, viz. have a legal status and legal capacity. Origination of a person from a person is not enough to form a legal personality.

As a legal status is immanently inherent in a subject, the subject cannot waive any rights. The only thing possible for him / her is not to exercise them. Legal capacity is derived from a legal status and cannot exist without it.

A legal status of physical persons depends on age, being identical for the same age categories. A legal status of legal bodies cannot be identical for everybody. It depends on the type and organisational form of a legal person.

Recommendations

1. When restricting a citizen’s legal capacity because of his / her propensity for gambling, it is essential to establish that such propensity is pathological, i.e. the person is addicted to gambling, which entails persistent, difficult-to-cure derangement of the person’s mental health.

2. A pathological propensity for gambling is a medical and legal criterion. To be able to use it as a proof, a court must call for an expert evidence.
3. If a legal body makes a transaction falling outside the legal person’s legal personality, the transaction should be treated as null and void.

4. If a citizen is unable to understand his / her action, but able to control them with other persons’ assistance rendered on a regular basis, a court cannot recognise such a person as incapacitated.

5. If statutory evidences are not enough to draw an unequivocal conclusion of a person’s legal capacity, it is necessary to proceed from a presumption of legal capacity of this person that was not confuted in the statutory order.

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Legal Ideas Of Mastering Humanism By A Person And Society: Toward Modern Russian Legal Humanism

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Abstract
Goal. To overcome person’s alienation from the forms of activities in law, to embody the ideas of legal humanism in the Russian legal system. The meaning of the idea is to “humanize” a legal system and to create a legal system focused on a person, his rights, and freedoms.

Methods. The author uses a method of material dialectics, analysis and synthesis, deduction and induction to address the issue. The methods have enabled to make a necessary analysis and come to logical generalizations. Analysis enables to conclude that a person is alienated from the forms of activities in law: he is alienated from his own legal awareness, legal will, and legal interest. Synthesis justifies the category of legal mastering to overcome person’s alienation from the forms of activities in law and to embody the ideas of legal humanism in the Russian legal system. Deduction implies that we should change the ratio of the “law” and “person” notions and elevate a person in a legal system to embody the ideas of legal humanism. Legal ideas of mastering humanism by a person and society provide the elaboration of the issue of modern legal humanism. Humanization (spiritualization and transformation for the benefit) of a legal system is formed as a gradual change of the ratio of “law” and “person” notions. Induction recreates the category of legal mastering as rational-critical, intellectual, and law-cognizing activities to overcome person’s alienation from the forms of activities in law and to embody the ideas of legal humanism in a legal system. It treats a person as a particular individual – homo juridicus capable of identifying himself and admitting his own human originality. A person becomes like this when he acquires a right for himself, his corporeality, and spirituality not only through the attribute of power, property, and right, but also through other phenomena: morality, diligence, justice, virtue etc.

Result. Legal mastering expresses the activities of a law-cognizing intellectual-volitional actor (homo juridicus) who is able to become aware of legal being and strives for the freedom of will as a moral virtue - the realization of legal humanism in the Russian legal system.

Discussion. The reference to legal humanism as a perspective of development of the theory of law is associated with natural human rights and freedoms already implemented in a legal system, legal awareness, and a civil society. S.S. Alekseev assumes that a stronger focus on panhuman values and humanitarian foundations in our worldview in modern condition coincided with an actually growing role of law in social life.

Keywords: legal humanism, humanization of a legal system, legal mastering, legal intelligence, person’s alienation.

Legal humanism and values of civilization and culture influence the categories of the theory of law. High legal abstractions and ideals are gradually embodied in practical jurisprudence and everyday legal awareness. Panhuman values, which were crucial throughout the XX century, have an essential role in this area. They changed a “reference point” of legal values on Earth. Values is a specific social definition of the objects of the world around that reveals their positive and negative qualities for a person and society (benefit, the good, the evil) encompassed in the phenomena of a social life and nature.

For humanism, a thesis about the emergence and development of human nature as a value, their place in reality and the structure of the world of values, about a person as a center of this world of values, and about the association of various values with each other, with social and cultural factors and the structure of a person is a priority. The basic category of the theory is a person as a value and panhuman values, i.e. all the variety of objects of human activities, social relations and related natural phenomena. They can act as “objective values”, i.e. be evaluated in the context of the good and the evil; truth and non-truth; beauty and ugliness, the admitted and the prohibited; the just and the unjust etc.

The ideas of humanism mean that a person has no single one-dimensional being; he cannot be described in the terms and properties of the objects of physical world like nature. A person exists as a triple unity of body, soul, and spirit as a bio-socio-spiritual essence.

The embodiment of the ideas of humanism in law is associated with the transformations in society, state, and law. In law, the ideas of humanism are formed as a gradual change of the ratio of “law” and “person” notions. The meaning of the idea is to “humanize” a legal system and to create the legal system focused on a person, his rights and freedoms.² A human, his rights and freedoms are the center of transformations of a state, law, a legal system, law making, law-realization, law enforcement, legal regulation, the sources of law, areas of law, and a legal process in general.

The idea that legal humanism should be studied not only as a phenomenon of civilization and culture, but also as achievements in the development of a human society and social relations attracts attention too. Law should occupy a key place at the modern stage of human development. It as if sets the normative references that enable to arrange social life, to guarantee natural rights and freedoms for a person and to realize individuality that is in human nature.

The specific of natural rights and freedoms is associated with the individual qualities of a person itself. Natural inalienable rights and freedoms are given to a person by birth and cannot be cancelled or changes by anyone. They allow an individual to be himself. An individual as if becomes a value not only for society but also for himself. He is not just a value but also a legal value, since all the rights and freedoms, which characterize social and human qualities of an individual are not regulated by anyone and are inherent in an individual.

Natural and subjective rights resist tyranny and lawlessness and occupy a central place thereby; besides, they are the factor of social progress. In this respect, these rights can be a phenomenon of culture. To fix spiritual values and achievements elaborated by society (democracy, human rights, morality) in a normative form.

Recent social changes led to significant reorientation of the content of the ideas of legal humanism in natural and subjective rights. The ideas of legal humanism have long been perceived as social benefits, while recently, there is an obvious transition to treating the essence of the approach within a framework of panhuman values. Undoubtedly, this is caused by the change of hierarchy of values in society in general on the one hand; one the other hand, this is somehow influenced by the process of building a legal state in the Russian Federation. Natural and subjective rights are gradually filled by the content of the phenomena of civilization and culture. The principles of human being are reevaluated, legal awareness

is essentially changed. Normative ideals set by a dominating ideology of Marxism are gradually left behind. The issue of a place and role of a particular person in society has become relevant not only at the level of theoretical reflection, but also invaded everyday consciousness. Each member of society perceived the need for natural and subjective rights and their truly regulative character probably more clearly than ever before. The attempts to create new laws (sometimes, not successful) made by Russian legislators made us think about the phenomena themselves - natural and subjective rights. It is legal humanism that enables to study, comprehend, and identify the essence, meaning and true nature of the elements and parts of the theory of law. High legal abstractions and ideals are gradually embodied in practical jurisprudence and everyday legal awareness. In modern period of development of a domestic theory of law, legal phenomena are more often considered from the perspective of rational-critical and intellectual transformations. And this is just. An approach to law only as a product of state power is gradually overcome. Each step toward the humanization of a legal system and legal ideas of mastering humanism by a person and society are able to bring the humanity itself closer to a completely new value legal worldview, which contributes to spiritual and moral revival of a person and society and their meaningful-value existence in legal reality. The issue of person's alienation from the forms of activities in law was formulated by S.S. Alekseev in his work Teoriya Prava [Theory of Law]. In the course of time, in the epoch of global changes, it was necessary to rethink the approaches to legal phenomena. The essence of this alienation is that during social development, a human is alienated from certain forms of his activities – property, institutes of power, law, institutes of culture. In this regard, they are estranged from him. To solve the issues of person's alienation from the forms of activities in law, to overcome alienation, to study a person as a particular individuality in modern Russian legal tradition, we should reconsider some representations of a person and the world he lives in and explores. The issue of person's alienation from the forms of activities in law is associated not only with a person himself – a particular individual, but also with his consciousness and legal awareness. A modern Russian legal tradition has long considered legal awareness in isolation of a person - a particular individual. Researchers constructed both a person and his legal awareness according to the principle of abstract universality. A human was mastering the qualities of an abstract-universal creature and turning into an endless observer and a transcendent subject. The more he represented a general substance, the more he acquired a mystified form. Here, we have the nature of independent abstract universality. Legal awareness was constructed according to the principle of the same abstract universality as the substantial Absolut and Power of Reason. It acquired a clearly mystified form and manifested the nature of independent abstract universality. Impersonal existence of a person, his alienation from the forms of activities in law is associated with another issue - limited realization of his (person's) legal interests. For a person, the specifics of this situation is that he lives among such forms of activities as power and property and defines his legal interest in a pursuit of satisfying the needs that do not allow him to comprehend the freedom of manifesting his “Ego” and to find his own, individual legal existence based on humanitarian and panhuman values. Legal interest is considered as a subjective meaningful need (Gukasyan R.E.). Some authors treat the interest in law as objective references for becoming aware of and mastering the object of need as a


subject’s need in an economic benefit (Chechot D.M.). I.e., a legal interest is a socially determined and socially conditioned need or striving for satisfying one’s needs in law.  

Thus, we see three parts of the issue of person’s alienation from the forms of activities in law. 1. Alienation of a person himself – a person as abstract universality – an alien. 2. Alienation of a person – a particular individual from his legal awareness. 3. Alienation of a person – a particular individual from his legal interest, perception of a legal interest as a pursuit of satisfying needs.

A person exists in the world around in isolation from legal humanism and panahuman values, in isolation from his own legal awareness and a law-cognizing interest.

The solution of the issue of person’s alienation from the forms of activities in law and the overcoming of alienation are associated with the category of legal mastering. Legal mastering is an independent form of activities of a particular individual in law; it enables to overcome person’s alienation not only from power and property, but also from his (person’s) legal awareness and legal interest.

The concept of legal mastering can become a basis for studying the category of “person – particular individual” in the theory of law. It enables to change the representations of the theory of law about a person in a legal system, to justify the necessity of the category “particular individuality” for the transformations of the Russian legal system from the Soviet system to a legal system focused on a person, his rights, and freedoms based on legal humanism.

We treat a person as a particular individuality, since he is capable of overcoming impersonal and alienated individual existence by his objective qualities. A particular individual is a real actual individual, an intellectual-volitional actor, a person who realizes his legal qualities, admits his human originality, can aware legal being (legal intelligence) and strives for the freedom of intellectual-legal will as a moral virtue.

In reality, the legal ideas of mastering humanism by a person and society are formed as a gradual change of the ratio of “law” and “person” notions. The meaning of the idea is to transform the post-Soviet legal system into the Russian legal system focused on a person, his rights, and freedoms.

In the course of time, the approaches to legal phenomena change. Earlier studied issues (legal mechanisms of protecting natural rights and freedoms of a person, free discretion of an enforcer etc.) become increasingly acute. The changes in Russia have required rethinking of the established representations of the ratio of law and a person. Such rethinking should meet the objectively grown and real processes of elevating a person in the life of society. The “elevation of a person” itself in a real and categorical context provides “legal mastering”.

The author offers the concept of modern legal humanism as an alternative to existing concepts. The concept of modern legal humanism implies the change of the ratio of “law” and “person” notions, the elevation of a person in a legal system, and legal mastering as overcoming person’s alienation from the forms of activities.

Legal ideas of mastering humanism by a person and society can provide the elaboration of the concept of modern legal humanism.

Conclusions: The human context of a legal idea of mastering humanism by a person and society enables to change the representations of the theory of law about person’s place in a legal system, justifies the need

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for the category “legal mastering” for the transformations of the Russian legal system from the post-Soviet system to a legal system focused on a person, his rights and freedoms based on legal humanism. It actualizes a person and serves as a basis for changing person’s interest in law from the needs to his formation in the form of spiritual-moral benefits and values and the embodiment of such person’s interest in natural-legal foundations of the Russian legal system. The establishment of the concept of modern Russian legal humanism as an alternative to the existing concepts will be the strongest stimulus for a legal thought and will provide the progress of modern legal knowledge.

Abstract: The solution of the issue of embodying the ideas of legal humanism in the Russian legal system enables to make conclusions; 1. The Russian legal system needs the ideas of legal humanism. 2. Analysis enables to conclude that a person is alienated from the forms of activities in law. Synthesis justifies the category of legal mastering to overcome person’s alienation from the forms of activities in law. Deduction implies that we should change the ratio of “law” and “person” notions and elevate a person in a legal system to embody the ideas of legal humanism. Induction recreates the category of legal mastering as rational-critical, intellectual, and law-cognizing activities to overcome person’s alienation from the forms of activities in law and to embody the ideas of legal humanism in a legal system. 3. Legal mastering expresses the activities of a law-cognizing, intellectual-volitional actor (homo juridicus) capable of being aware of legal being and striving for the freedom of will as a moral virtue - the execution of legal humanism in the Russian legal system.

References
Cognitive Elements And Criteria Of The Progressive Inflectional System In Modern Russian Language In The Process Of Verbal Communication (Cognitive Word-Formation Analysis Of The Word Structure)

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Abstract
This article is devoted to the selection of elements and criteria of the inflectional system of the Russian language in the process of verbal communication by sound physiological principle. Based on the cognitive elements and criteria of sound quantity of language units, we distinguish the progressive inflected system of verbal communication in Russian. The first semantic criterion, in which we investigate a set of phonetic variations of sounds expressing basic elements of thinking, contributes to the selection of the second criterion – morphonological. The second criterion depends on the phonetic changes occurring with different combinations of sounds in the process of verbal activity, and serves as an indicative basis for the syntactic criterion, which is based on the first two language levels. It is clearly shown when the verbal communication of inflected system of a language is done. All the above mentioned elements and criteria specify each other, forming a coherent cognitive chain of verbal activity, which serves as a basis for the principle of progressive cognitive activity of the inflected system of the Russian language. The semantic criterion formed by main elements expressing the lexical meaning of roots, will be changed by the vowel alteration. The changing of vowel quantity causes the change of consonant quantity in the same syllable and other syllables. These sound changes lead to inflectional categorization recognized by ear as a change of sound quantity in the verbal communication. Recognized as semantic and grammatical markers, the sound quantity changes give the words its grammatical indicators like male and female markers by which the declination of words will be recognized audibly.

Keywords: cognitive elements and criteria; cognitive activity; verbal communication; inflectional system; sound quantity; Russian language.

1. INTRODUCTION
Verbal communication differs from the written contact in that the perception of elements of thought and their semantic and grammatical categories in the inflectional system are done without the use of formal signs of a language. In the process of speech communication, language elements are certainly used, and they are serving as codes of its perception of the world around. At the same time, there are no formal means of a language, since they are not needed elements for audible speech. Now, it is clear why such categories of people as those with disabilities (for example, those with vision problems) or who didn't receive basic education (illiterate) are able to successfully participate in the process of communication without learning the signs of a language system and its formalities. Writing does not always accurately display all of the elements of thought, for example, in some systems of writing, consonants and vowels are fixed separately, however as these sounds are not separated from each other (Buslaev, 1992: p. 199, Humboldt, 1984: 86).

Written representation of speech sounds is not always a complete transmission of speech communication, and requires formal signs to express phonetic elements of cognitive activity. Therefore, it is necessary to identify the elements and criteria, by which you can understand the process of cognitive activity of the inflected system to get acquainted with the mechanisms and the order of the process of speech communication. Speech communication is not formal, it is organized use of the elements and criteria of
audible verbal act, with which a person recognizes speech and participates in communication. Without this system of elements and criteria, the speech communication would not be feasible, because it is, in most cases, aimed at making contact between people. In this situation, the formal (written) language system is inactive, and therefore, in our opinion, a completely different system of verbal communication can operate here with the help of elements and criteria, with which the communicative function is carried out.

The selection of sound as a sign for thought and thinking (Fortunatov, 1956. 117), and the connection of certain sounds-the elements that form the key part of the word, with which its semantic meaning is associated; tell us the idea of the existence of a system of cognitive speech activity. In the proposed system, the elements of thought are grouped in a lexical unit to form the lexical meaning of a word and its cognitive categories.

The set of phonetic semantic elements that form an inseparable part of a word or a part of a word remaining after omitting the word - formation means-the root of the Russian language, with which its lexical meaning is associated, is a good reason to study the functioning of the mechanism of the inflected system of the language in speech communication. The separate sound as an element of thought, forming in combination with other sounds perceived by ear as a lexical meaning of a word, determines the existence of a special type of inflected phonetic mechanism by which these sounds are combined. The process of inflectional categorization is not perceived spontaneously, and certainly its understanding is the result of cognitive activity which reflects a person's knowledge of the world fixed in the language lexical categories (Kubryakova 2004: 314). Great attention is paid to the linguistic interpretation which as a rule mediated by linguistic forms, is characterized by the use of linguistic means for understanding the world around (Boldyrev 2011). Therefore, at the present period of development of cognitive linguistics is increasing interest in studying the structure and regularities of the development of the human cognitive system, as well as the processes of its formation (Boldyrev 2013: 5). However, in our opinion, the processes of formation of phonetic elements and criteria of thought in the inflectional order of the language have not yet attracted the attention of the scientific community.

Often, especially in the framework of everyday communication, a person uses not formal means of a language, but verbal expression of thought and sound patterns of words. Categories of people unfamiliar with formal signs of the language, such as illiterate people and some people with disabilities, can successfully communicate and carry out cognitive activities. This phenomenon obliges us to consider non-traditional means of speech activity in which, of course, there are special elements and criteria and practiced special system of cognition, with the help of which these elements and criteria that promote understanding of the audible speech are perceived. To achieve this goal, we will analyze the cognitive elements and criteria of the inflectional system, starting with the minimum audible unit of speech activity – sound.

2. Methods

In this work, we used the cognitive method to investigate the physiological bases of selecting elements and criteria of the progressive inflectional system in verbal communication. The purpose and objectives of this article determined the choice of system method to analyze the relationship of cognitive processes with the inflectional system of the language. A structural method was used to gradually reveal the progressive system of the Russian languages. Such research methods as deductive and functional-structural approaches were also used in the work.

3. Cognitive elements and criteria of the inflectional system

The process of perception of cognitive elements and criteria should be clearly organized to make the speech communication able to be carried out carefully and gradually. To do this process, we need to start with a minimal cognitive element (in this paper we propose a sound), which connects with other...
elements and creates a more complex comprehend cognitive linguistic unit – the root with which the lexical meaning of a word is associated. Therefore, when we investigate these elements and criteria, we will start with a minimal phonetic element – sound.

3.1. Sound.
The fact that the sound is recognized as a reflection of thought – the selection of sound as the main element of Aristotle's "verbal presentation" with a predominance of phonetic-semantic side of the language over the structural-grammatical (Aristotle 2010) - obliges us to consider it as a minimal phonetic cognitive code of speech communication. It (sound) is a key semantic element of meaning, and the roots of Russian words are formed from this kind of elements. In words like слышать "to have a reputation", слышать "to hear", слышать "to hear", we can assign a root with two key consonants with which the main lexical, non-grammatical meaning is associated. This meaning is clarified, defined and elaborated by the last consonant sounds: слышать"to hear", слышать"to hear" (Al-foadi, 2016).

Key consonants сл, express the general idea of spreading and perception by ear. In such cognate Russian words as дар "gift, present", дань "toll", дам "I will give", дать "to give", sound /д/ can be singled out as the main element of the root with which its key meaning is associated. Each sound in the root morphemes of the Russian language is a designation of thought, and in the case of the above, the root sound /д/ plays the role of the key root composition, which is associated with its key meaning - “giving”; дар "gift, present", дань "toll", дам "I will give", дать "to give". The remaining sounds are cognitive elements that clarify the concept of “giving" expressed by sound /д/ in these words. The same order of arrangement of the cognitive elements of the root, acts in words слышать"to have a reputation", слышать"to hear", слышать"to hear". The first two consonants of the root perform the task of expressing the key meaning of the root, which is specified by its last sound (Al-foadi, 2015). This cognitive order of elements of Russian roots acts even when joining it with other affixal morphemes such as: “передать"to send, transfer", подать "to give, to submit", придать "to give, to impart"; слышать "to hear", недослушать"fail to hear"”.

3.2. A syllable-phoneme
A syllable-phoneme is an entire sound in which the vowel and consonant are in a sound modification. Its (syllable-phoneme) selection is motivated by the fact that the consonant cannot be uttered without a vowel, which activates it. For example, the sound /m/ without a vowel is reproduced through the nose, but when it is "revived" by the vowel, for example, /а/, its pronunciation becomes more natural (/ма/) (Ibn Jinni 2012, Vol.1.p. 23-25). This postulate is proven by the fact that the consonant sound, together with its modifying vowel, is perceived as an inseparable complex, in which the consonant is a fundamental part of the complex. Vowels or short vowels give this complex a different variation (Grande 1972, 70). These variations which occur as a result of alternating vowels, give the syllable-phoneme different sound quantities (ma, me, mi, etc.), and create different frequency vibrations of the same sound. The frequency of vibrations or the sound wave of a syllable-phoneme by which its cognitive code is recognized by the human brain, is a changeable sound quantity. Its changes are depending on the vowel that modifies the consonant in the syllable-phoneme. "Vowels are fluid and consonants are hard. Consonants can be called the bone and the flesh, and the vowels – the fact that waters, revives hard consonants with blood and breath” (Buslaev 1992, 199). “They – vowels and consonants - it is impossible to separate them from each other, so they are perceived by the human ear in inseparable unity” (Humboldt 1984, 86-87). At quantitative alternation of vowels in the Russian language changes the frequency of sound vibrations of a syllable-phoneme in a speech stream. This process creates the distinctive cognitive code of an element within the same root. For example, слово "word", слова "words". Such phenomenon, we can see in Arabic, for example, sāmāḥa "forgive", samaḥa "allow," salāma "to greet" sālama "to make peace".
It is quite obvious, in our opinion that the quantitative change of the vowels of the first syllable, leads to change the frequency of the syllable-phoneme. This variable frequency vibration of the first syllable is a distinctive cognitive code by which words like слушать "to listen", слышать "to hear" are semantically varied. In Arabic, the quantitative change of vowels is shown in writing by formal means--alternating short vowels. In this regard, we agree that "...in order to denote this natural connection in writing, it would be more correct to represent vowels not as separate letters, but only as modifications of consonants, as it is used in a number of Asian alphabets" (Humboldt 1984, 86-87).

This type of quantitative change in the syllable-phoneme causes a micro-flexion as a result of which, the vowel alternates. This alternation changes the frequency of sound vibrations of the consonant, which can be considered as a sound code of cognitive activity in speech communication. The cognitive basis for the selection of the syllable-phoneme as an element of the inflected system is the change in the frequency of vibration of a consonant sound located in the same syllable with the vowel. This process allows human hearing to distinguish semantic differences of the same root. Therefore, in this case, the micro-inflectional criterion of the language can be distinguished according to the quantitative changes in the frequency of the syllable-phoneme. As a result of this process, the semantic criterion varies, because it is a set of sound variations of the elements with which the lexical meaning of the root or morpheme is associated. The semantic criterion is subjected to an inflectional change as a result of the micro-flexion of one of the syllable-phonemes. This inflectional change makes the sound cognitive code vary semantically and grammatically, for example, Рус слушать "to listen", слышать "to hear"; моросить "to drizzle – verb", морось "drizzle - noun".

3.3. The root audible pattern.

In the process of speech communication, the formal side of a language cannot be an element of the inflectional system because the verbal communication takes place without the use of a written language. Therefore, the selection of the minimum meaningful language unit, the cognitive element of a speech act, depends not on the form of the language unit, but on the elements and criteria of the cognitive process, which are perceived by ear as sound vibrations. The first two elements of inflectional system – sound and syllable-phoneme, with their concomitant criteria – semantic and micro-inflectional, participate in the creation of semantic audible pattern of the root. The meaning of this pattern depends on the frequency of vibration of stable consonant elements, for instance, убирает "remove - the imperfect form of the verb", убери "remove - the perfect form of the verb", убери "remove – imperative".

The changeless order of the Russian word consonant elements, which remains after omitting the derivational elements - the Russian root, is represented by a systematic code of lexical meaning of one-root words of the Russian language. The quantitative variation of the set of syllables like убирает "to remove" - убери "remove – imperative", serves as a quantitative change in the frequency of vibration of sound elements, which are perceived by ear as a grammatical-semantic code. The frequency of vibration of the entire syllable-phoneme, changes as a result of changing the vowel modifier. Therefore, the words in Russian language are perceived by ear depending on the frequency of sounds that creates an audible root pattern. For example, when vowel modifiers are arranged according to syllables in the following order: “у” - 1st consonant “и” - 2nd consonant - “а” - the end of an infinitive, such as убирает "to remove", уничтожать "condemn", уничтожать "to humiliate", and умирать "to die", the frequency of vibration of sounds and syllables is perceived by hearing as certain codes of verbal action, indicating semantic meaning determined by the place of its consonant composition.

The sound pattern of the root which determines the semantics and grammar of each word by ear should be understandable, so the frequencies of cognitive sounds-elements serve as the codes of the general audible pattern. This pattern determines the semantics in accordance with the order of the elements, and the grammar – according to quantitative changes in the frequency of these elements. We do not find any
other way to recognize semantics and grammar for illiterate people, as the frequency of vibration of sounds are the only means of perception of the language for this type and other types of people. There is no doubt that the frequency of sound vibrations is not formally recognized, but by ear, and it implies an exact organization of cognitive elements and criteria. The first element – sound and its semantic criterion - is progressive, because according to the sustainable order of the elements of each root, its lexical meaning is determined. They (the stable elements of the root) are strictly organized frequencies of sounds transmitted by sound waves. Their grammatical variations (categorizations) are perceived by ear as systematic changes in the frequency of sound vibrations serving as codes of perception of grammatical markers.

3.4. Inflectional audible pattern.
The selection of root's main pattern, which lexical meaning is associated with the elements, demonstrates that the change in the sound quantity of these elements is determined by grammatical differences (Al-Foadi, 2018). The derivatives of the inflectional audible patterns are usually characterized by systematic, regular changes in the frequency of vibration of each element. It means that the whole sound quantity of all elements of the words created by the same derivational pattern is changeable. The regularity of word categorization, according to the same audible pattern helps a person to determine the standard rules for the vast majority of the derived words. These words are organized by the inflectional typical audible patterns. For example, the types of inflectional audible patterns:

1. Ожигать "to burn" – ожог "burn", поджигать "to set a fire to" – поджог "arson", и др.
2. подбирать "to select" – подбор "selection", набирать "gain" – набор "set".
3. Умирать "to die" – умер "died", запирать "lock" – замер "locked", and many others.

Thus a person recognizes sound quantities changes of all elements (consonants modified by vowels), which grammatical categorization reflects the grammatical meanings of words of the same word-formation type. In other words, on the basis of changes in the frequency of vibration of the root elements, a person recognizes the semantic and grammatical changes of a word by hearing. This kind of sound quantity changes has a systematic mechanism of categorization, which allows recognizing the audible patterns of a language in the process of speech communication by analogy.

4. Conclusion
Inflectional system of modern Russian language demonstrates that it can be selected as various elements and criteria of cognitive activities starting from the minimal linguistic unit – element (sound). The sound is transmitted by sound waves and has different frequency vibrations. When we speak, the set of sounds is perceived as a certain matrix of elements with different frequency vibrations. These elements are small particles of the Russian word, with which its lexical meaning is associated. A certain arrangement of sounds reflects the lexical meaning recognized by hearing as sound waves. Therefore, the recognition process in this case depends on the human hearing. The ear perceives different frequencies of a certain combination of sounds, with which the key meaning of a word is associated. Each combination of sounds of the language, of course, is associated with a certain meaning, so it is important to select a certain order of sounds like: слать "to have a reputation", слышать "to hear", слушать "to listen"; слово "word", слава "glory" to express the key meaning. These sounds are reflected in the process of speaking by sound waves, which implies the existence of a semantic criterion for recognizing the minimum elements of cognitive activity - sounds.

The possibility of quantitative changes of these sounds in the composition of the syllable as a result of internal flexion caused by vowel modification creates a syllable-phoneme. The syllable-phoneme is characterized by a vowel modification of the consonant sound. The change of vowels creates different sound waves within the same syllable, and causes grammatical and semantic differences, for example: слышать "hear", слушать "listen"; влечь "to attract", влек "attracted. This phenomenon, by which the
grammatical and semantic meaning is varying, we call micro-flexion. According to the micro-flexion, the sound waves of the syllable are changed, and a grammatical difference is created. Changing the sound waves helps a person to determine the linguistic differences in speech communication. On the basis of the second element of cognitive activity, it is possible to distinguish micro-inflectional criterion by which the sound quantity of the syllable changes. Therefore, the semantics and grammatical categorization of a whole word is getting varied. The elements of the Russian root like -бр- remain in strict order after removing the word-forming elements. The lexical meaning (semantic criterion) is associated with these elements -бр- “revived” by vowels. The vowels together with the consonants make up the syllable-phonemes, the sound frequencies of which vary in order to create different phonetic vibrations recognized by a person as cognitive codes. Thus, a sustainable order of consonant elements of a root receives its sound quantity as a result of vowel modification. The set of these syllable-phonemes is a whole sound combination. The frequency of phonetic vibrations are recognized by the person as sound waves in a certain language order, which allows us to express linguistic category, such as: убирать "to remove, to clean", уничтожать "to catch", уничтожать "to humiliate", умирать "to die". This is the basic root pattern. Inflectional audible pattern is a model by with the sound quantity of the same root is varying for next inflectional pattern changes. For them, there are systematic rules of grammatical categorization. According to laws of categorization, we can establish a rule by which the alternations of vowels are carried out. That allows a person to recognize the order of frequency vibrations changes of each syllable and knows semantic and grammatical categories by analogy.

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5. References
Role of Extrovert and Introvert Personality Factors In Second Language Acquisition in UOS, Pakistan

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Abstract
To examine the role of extroverts and introverts personality factors in the course of second language acquisition, an amount of studies have been conducted since last few years. Moreover, in this present survey, the relationships between extroverts and introverts personality factors have been observed in acquiring second language by focusing on the prior conducted studies. Additionally, data have been collected by distributing questionnaires amongst the undergraduate students of the Department of English, University of Sargodha, Pakistan. However, results of the study have depicted that extroverts being as more socialize, more fluent, more confident, friendlier and bolder can acquire second language better than introverts, who are characterized by less confident, shy and feel cozy in social gathering. At the end, study implies certain suggestions that help in devising innovative methods for the betterment of the student’s.

Keywords: Extrovert, Introvert, Second Language, Pakistan.

1- Introduction
In the modern era, second language acquisition can be influenced by number of factors. However, by keeping in mind these factors i.e. age, motivation, individual differences and personality factors, personality can be documented as one of the most influential factors. This study explores how personality variables (extrovert and introvert) can manipulate the individual in acquiring second language. Personality factors may influence the degree of success of the individuals in acquiring second language (Gass, 1998). Hence, some influential features of personality may pave the way for acquiring second language (Cook, 2013). Further, amongst the other personality factors extrovert and introvert has captured the attention of the researchers because these are variables through which the English language proficiency of the students can be checked. Extrovert and introvert are the most important personality variables in acquiring second language (Brown, 2007). In addition to this, extraverts are more liberal, socialize, confident, expressive, risk taking and enjoy by participating in the social gatherings, while introverts are shyer, unexpressive, less socialize, less confident and do not like to participate in social gatherings like groups, parties etc. (Eysenck, 1992).

Since, Pakistan is a multilingual country and English has become a lingua franca. However, it is essential to learn English language. In Pakistani scenario students feel difficulties in acquiring English as a second language. The researcher aims to probe the personality factors responsible in learning English as a second language. Further, data would be collected from the undergraduate students of English Department of University of Sargodha. However, data would be collected by distributing questionnaires among the students and influence of personality in acquiring English as a second language can be ascertained.

2- Literature Review
To know about the proficiency level of the individuals in acquiring second language personality plays a fantastic role. Researchers have defined “personality refers to the relatively stable and enduring effects of individual that distinguish him from the other persons” (Wright et al., 1970). However, Child (1968) defined “personality an individual internal factor that makes one person’s behavior consistent from one time to another and from one situation to another”. Peterson and Stunkard (1992) said that personality has the following features:
• It is an essential part of an individual. Something special which a person does possess.
• Psychologically, it is referred to the individual thoughts, actions and emotions and does not bother material things like possession and status.
• It is made by the smaller units that create a unique psychological signature.

Many theories of language acquisition explore that extroverts are more involved in conversation in social gatherings. Cook (2013), and participate inside and outside the classroom (Swain & Burnaby, 1967). J. M. Dewaele and Furnham (1999) explores that extraverts tend to be more fluent while introverts are not smooth both in L1 and L2. Moreover, extraverts being as more confident perceive much admiration from the teachers because teachers used to like hand raising students while introverts being as shyer seem to be passive having no participation in classroom discussion as well as in social gathering, introverts are not considered as bright as extraverts (Brown, 2007). Bialystok and Fröhlich (1978) has worked on ‘individual differences’ in acquiring English as a second language. They say that people used to learn same language but some people can learn better than the others. In addition, language has different aspects; intelligence, aptitude, learning styles and strategies, anxiety, personality, which some people can learn more appropriately and easily than the other people (Spolsky, 1989).

Mischel and Mischel (1987) agree that personality refers to distinctive patterns of behavior including thoughts and emotions. Personality may shape the response of the students in learning situation and their choice of learning strategies (Ehrman & Oxford, 1995). Researchers have claimed that extroverts are superior in second language acquisition as compare to introverts because extroverts are outspoken and fond of communication in social gathering (Daele, Housen, Pierrard & Debruyn, 2006). Further, it is belief generally hold by language teachers that extroverts are more brilliant in acquisition of second language and having ability to communicate better than introverts (Lightbrown, Spada, Ranta & Rand, 1993). Likewise, Extroverts are confident in communication which facilitates them to acquire second language extraverts are confident in communication which facilitates them to acquire second language (J.-M. Dewaele, 2012). Wakamoto (2000) has claimed that extroverts focus on the actual communication and do not even bother grammatical errors. However, Ellis (2003) reveals that extroverts do perform better in basic interactive communication skills while introverts do better in cognitive academic language ability. Further, unlike introverts, it is generally believed that extraverts are predisposed by inhibition as a result of that case they get bore when some activities or tasks are assigned to them and they used to jump for new activities (Kiany, 1998). He holds the opinion that extroverts do not concentrate as introverts do.

Extroverts do not possess sensitivity to the punishment signals as introverts do (Lieberman, 2000). Psycholinguists have faith that impudent personalities can perform better under hectic conditions (Revelle, 1997). However, in compound cognitive tasks extraverts behave more quickly but less correctly while introverts are slower but accurate (Eysenck, 1992).

The brain operates differently in the case of being extrovert and introvert. Introverts’ blood pathways are highly complicated and long enough than that of extraverts (Lane, 2002). Extraverts can perform better under chaotic situations than that of introverts (Lieberman & Rosenthal, 2001). Furthermore, extraverts ‘retrieval of information’ and ‘psychological stress resistance’ make them confident to perform better especially in acquiring second language in language classroom (J.-M. Dewaele, 2012). Although, extraverts possess short term memory and introverts possess long term memory, hence in such case introverts can perform better than that of extraverts due to their short term memory (Eysenck, 1992). Extravert and introverts have become parts of many theories. Indeed, the excitation level is higher in introverts than that of extraverts (Eysenck, 1992). Furthermore, Gupta and Nicholson (1985) propagated, extraverts having strong nervous systems than introverts.
Extroverts commit more mistakes than introverts regarding reaction time (Brebner & Cooper, 1974). The excitability level is higher in Extroverts than introvert. Additionally, there is no significance ‘reaction time’ difference between introverts and extroverts; the relationship is being reasonable (BURTĂVERDE & MIHĂILĂ, 2011). New research found, a shade of difference is being probe in both extrovert and introvert variables. Though, most of the population is uncertain about to choose the variable, it is seen that both variables depend on circumstances (Grant, 2013). Conjointly, a contrary misconception is being found amongst the masses that introverts are shyer and antisocial, but they like to live alone to reenergize themselves. In addition, Introverts internally ponder on the ideas before discussing to the masses (Kahnweiler, 2013). Howsoever, extroverts utilize their energy by interacting with society (Depue & Collins, 1999).

Extroverts being as bold and socialize considered being more popular. In addition, teachers and other masses are fascinated by extroverts as well. They are viewed as being more favorable for leadership status. Further, extroverts are considered best predictor of ‘perceived leadership characteristics’ (Bono & Judge, 2004). Further, a study is being detained on the role of extrovert’ leadership and group performance. Grant, Gino, and Hofmann (2011) have been found that by leading ‘proactive employee’ introverts group performance was outstanding, whereas by leading ‘passive employee’, extrovert’s performance was good to some extent. Likewise, researchers come up by finding that introverts depict leadership specialty as well. From the above detail, it could be instituted that both ‘introverts’ and ‘extroverts’ are best candidate for ‘leadership’. However, in many organizations extroverts permit as the great forerunner. Although, introverts are capable of being hold the status but in a special survey conducted USA depicts that more than 65% authoritative claimed introversion as a barrier to leadership and just 6% authoritarians were in favor of introverts (Jones, 2006).

3- Methodology
The data was collected by distributing questionnaires among the English language students. The questionnaire was contained 10 items, and 4 Likert-scales were adopted because Likert was concerned with measuring psychological attitudes and wishes to do it in scientific way. Additionally, questionnaires were filled by forty English language students. Furthermore, five of them (questions) reflect the personality having by the students, and other five depict that how their personality affected the way they acquire English as a second language. Moreover, the participants of the research were semester sixth students of English department university of Sargodha, Pakistan. However, then the whole data was processed in percentage form so that students’ personality can be ascertained that either they are ‘extrovert’ or ‘introvert’. As a matter of requirement questionnaire hanged in appendix, and results findings of the research are given as below.

4- Data Analysis
The collected data was compiled and arranged in a table (see appendix), so that it may easy to figure out the percentage of the given questionnaires. Additionally, it may also help to know about student’s personality both they are having extrovert personality or introvert, and how it effects on their language acquisition ability. The whole data is being analyzed and the percentage of personality factors is given in appendix, so that any ambiguity concerned research can be detached.

5- Results and Discussion
Tables are given below to show the personality, both of the students either they have extrovert personality or introvert.

Table 1: When participated in conversation, do you feel that you are the best part of the conversation?
Table 1 depicts that 81% students feel that they are the best part of the conversation when engaged in conversation, however 19% students fail to do that and do not have to do with conversation.

Table 2: When you are outspoken, do you feel cozy when someone is watching at you?

Table 2 highlights that 70% students remain comfortable and do not feel hesitation when some is watching at them, while 30% feel uncomfortable.

Table 3: Do you find it elegant to lay the first stone of conversation with a visitor?

Table 3 shows that 78% of the students are confident to initiate the conversation abruptly with the stranger whereas 22% students do feel uneasy to talk with a stranger.

Table 4: Do you act more than a participant than a spectator in a group activity?

Table 4 expresses that 60% students participate in a conversation in a special gathering; on the other hand 40% students play a role of spectator who mostly remains silent and just listen to those who are participating in an activity.
Table 5: Do you like watching big screens more than reading books?

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Strongly disagree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>38%</td>
<td>22%</td>
<td>13%</td>
<td>27%</td>
</tr>
</tbody>
</table>

Table 5 explores that 60% agreed from this statement that they like to watch movies more than reading books, however 40% students marked disagree.

Table 6: Do you value group classes’ more than one student and one teacher class?

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Strongly disagree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>55%</td>
<td>37%</td>
<td>5%</td>
<td>3%</td>
</tr>
</tbody>
</table>

Table 6 encapsulates that 92% students added that they used to like group classes; howsoever 8% students feel that there must be one teacher and one student class.

Table 7: Do you feel relax while doing oral tests more than written tests?

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Strongly disagree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>13%</td>
<td>30%</td>
<td>22%</td>
<td>35%</td>
</tr>
</tbody>
</table>

Table 7 proposes that 43% students feel comfortable while doing oral tests, contrary to this 57% students feel that written test is better than oral and they used to feel comfortable while doing so.

Table 8: Do you feel elegant while engaged in social interaction more than working by yourself?

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Strongly disagree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>27%</td>
<td>55%</td>
<td>7%</td>
<td>1%</td>
</tr>
</tbody>
</table>

Table 8 inquires that 82% of the students would like to work at social level, while 18% students want to work alone.
Table 9: Do you give more worth to descriptive method more than prescriptive method?

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Strongly disagree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>30%</td>
<td>56%</td>
<td>2%</td>
<td>12%</td>
</tr>
</tbody>
</table>

Table 9 shows that 86% students give more worth to descriptive method, in return 14% students voted to prescriptive method.

Table 10: Do you feel comfortable after answering to the questions, more than cynical?

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Strongly disagree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>22%</td>
<td>50%</td>
<td>13%</td>
<td>15%</td>
</tr>
</tbody>
</table>

Table 10 and last propagates that 72% students remain confident after answering to the questions whatsoever they said, however 28% students feel less confident after answering to the questions.

6- Findings of the Results

Findings of the results are presented here, each paragraph deals with two questions with sequence which are given as below:
According to the results of previous 10 tables, it has been seen that 81% of the students feel that they are the best part of the conversation, which is a quality being highlighted them as an extrovert. However, 19% students feel themselves as passive (introvert). Moreover, most of the students feel cozy when someone is watching at them, results show that 70% students (extrovert) do feel comfortable because they are more confident and socialized. However, 30% students being as nervous feel uncomfortable. Most of the students feel hesitation to speak to whom they do feel stranger to them. Research shows that 78% students feel no difficulty while doing so, where as 22% students do not feel relax to initiate a conversation with a stranger. Additionally, 60% of the students do remain as an active part of the conversation than the other 40% of the students who just do act as a spectator. This shows that extroverts are considered to be bold and friendly. They can talk and speak at any forum unlike introverts. Extrovert students can perform well at any setting. They would like to watch movies and results show that 60% of the students do this, whereas 40% students follow the books and keep them busy in reading; they remain passive and cannot perform well in any formal setting. In addition, extroverts give worth to collective work rather than individual work. Results which are given above table’s show that 92% students would like to work in a group whereas just 8% student’s work alone because they are having introverts qualities. Writing has paramount importance as speaking has. It has been seen that students feel frustration to do oral tests, because they are having introverts personality traits. They feel insecure while doing oral test but they do feel comfortable in written test. As a matter of research, 43% students voted in favor of speaking test while 57% students marked written test. Moreover, 82% students do work in a better way in social gathering, whereas 18% of the students give worth to work alone by you. Results show that extrovert may engage in social gathering while introverts do work alone.
It may be depicted from the above table nine that 86% students do give value to descriptive method while just 14% students do favor prescriptive method. Likewise, extroverts would like to do examples while justifying any kind of the concept, whereas introverts do favor rules first. Additionally, last question throws light on student’s confidence, again. Moreover, 72% feel comfortable and confident about their answers, whereas 28% student who owns introverts personality remains cynical and confused either their answer would be right or wrong.

Conclusion
According to the outcome of the research, all the personality factors, particularly extroverts and introverts have a tremendous role in acquiring English as a second language. Moreover, extroverts can communicate easily with other people. They are more confident and initiate the conversation and considered themselves the main part of the conversation. They do not even bother to other persons, they are bold and would like to join social gathering. They believe in collective work and feel relax while doing oral tests. However, introverts do feel confuse and cannot involve in social gathering. Additionally, they want to work alone and feel comfortable in individual classes having just one teacher and one student, unlike extroverts they feel hesitation by asking questions in a classroom because they are threatened by the shyness and laughing of the other fellows. Howsoever, being as socialize and confident, extroverts have the ability to acquire language better than introverts. Extroverts can talk more frequently than introverts. Introverts tend to be passive, they want to work alone. They are more independents in their studies. Additionally, introverts have the ability to produce grammatically correct sentences while speaking like native accent, whereas extroverts do not even bother to correction of the sentences. Although, introverts are less socialize, remain quiet and do not speak frequently but they owns all the characteristics of extroverts.

Pedagogical Implications
From the above discussion, it has been seen that extroverts are more confident and unreserved. They outgoing people can acquire language easily than introverts, who tends to remain silent and do not even bother to join social gatherings. Additionally, it is recommended to the second language learners that they must develop their personality and try to be like extroverts. Moreover, they have abilities to behave like extroverts, but I think so, introverts must be motivated mentally that they can be extrovert. Likewise, in classroom, teacher teaching techniques must be adapted and opportunities must be provided to the introverts’ students so that their confidence level would be raised. Moreover, extroverts should involve in classroom activities and debates. They must be utilizing their abilities by presenting the topic in front of their fellows. A reading passage exclusively give to them so that they can feel relax by reading.

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APPENDIX:

University of Sargodha, Pakistan.

Questionnaire (Extrovert & Introvert)

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Communicative Quest as an innovative EFL teaching technology

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Abstract
The study reveals the pedagogical essence, educational content and key features of Communicative Quest Teaching Technology as part of communicative approach in teaching foreign language at school. The paper proposes a Communicative Quest technology 12-faceted model for effective EFL and intercultural communication teaching. Communicative Quest is a student-centered, situation-based, task-based, role-played, dialogue and networking-oriented interactive FL teaching technology, involving modern media tools and strategic thinking, targeted at complex communicative competency acquisition. The Communicative Quest is an interactive teaching technology, based both on application of digital devices interactive didactic language cards and on face-to-face interaction of learner with the teacher and other students as well. The Communicative Quest teaching technology is aimed at practically oriented FL teaching, dealing with Learner’s preparedness measuring and tuning. The key principles of foreign language and culture communicative competency formation and development by means of Communicative Quest techniques are elicited. The communicative set of Communicative Quest teaching technology is bifocal, since the first pedagogical task is to develop student’s learning to learn abilities and the second – to provide the student with proper foreign language tools and algorithm of communicative behavior in a task-solving activity appropriate to communicative situation and acceptable in a foreign language and culture social context. Both things are learnt in subject-to-subject mode in Communicative Quest accomplishing. The interconnection of Language Learner’s action (‘learning by doing’), interaction (‘learning through interacting’) and reflecting is the threefold source of mastering the necessary skills and specific preparedness of communicative, cognitive, meta-cognitive and meta-communicative nature by accomplishing Communicative Quest. The article outlines the functional structure model of Communicative Quest 12 key elements (preconditions, technical units and pedagogical components). Ten sample micro-genres of Communicative Quest as instructional language game are formulated and described. The article also presents the results and an analytical review of the pedagogical experiment, performed in 4th to 7th form English classes in secondary and primary school (2015, 2016, 2017).

Introduction
Relevance of the issue
Communicative (foreign) language teaching has long been on the agenda in rethinking foreign language teaching principles and reorganizing the educational process. However, little has changed since H.G. Widdowson’s (1979) discovery of the opposition teaching language in use (that is developing the learner’s ability ‘to use the knowledge of the rules for effective communication’) and teaching language usage, that is ability of the learner to produce grammatically correct sentences in foreign language as manifestations of the linguistic system. It is the experience of people who “know” foreign language grammar, but just can’t speak and converse in foreign language that makes the issue and puts search for
innovations in FL teaching on the agenda again and again. It may take a long way to find a universal and perfect solution of the issue for everyone. But one thing is clear about it today – to overcome poor students’ performance in foreign languages teaching should become motivating. So this article contains an attempt to present another step to designing a new foreign language teaching technology, based on the synthesis (or blend) of a number of methods, techniques and approaches in modern foreign language teaching.

Methodology
Despite the fact that the very notion of Quest nowadays is treated in a fuzzy way and within framework of different ontologies and approaches, admitting a wide spacing of different approaches and definition, it is most intensely marked with semantics of searching and finding, doing, collecting and analysing data, communicating, interacting, reflecting, accomplishing mission. On the one side, our attempt to tune the notion of Quest to educational purposes is based widely on Bernie Dodge and Tom March innovative ideas of WebQuest pedagogical technology design (1998, 2002). These educators stated the strict and sound classical Web-quest structure, including Introduction, Task, Process, Evaluation, Conclusion, Credits and Teacher (support) Page. So the Communicative Quest description can be spotted and specified as a trend within a trend of instructional WebQuest design. On the other hand, designing instructional quests in modern educational context admits a close look at principles and achievements of modern videogame industry as well as public entertainment industry. Here we meet a variety of genres – intellectual puzzles, role-play games, adventure stories, narrative plot-based techniques, multifarious digital representations, didactic words and grammar cards, more sophisticated sets of didactic language, role-play and mission cards (Tikhomirova, Torocheshnikova, 2016) etc. So we have to admit a transmedia approach in organizing the instructional gameplay. Now we arrive at the definition of Communicative Quest as a pedagogical technology, based on a set of twelve obligatory interconnected elements, representing its functional structure, as follows.

(a) a communicative task that requires on the one side the actualization of present student’s knowledge and the application of already formed readiness and skills, as well as formation and application of new ones, on the other (cf. Harmer pp. 79-80); the task makes the learner keep ‘primary focus on (pragmatic) meaning’ (Ellis, 2003); the didactic task is designed as one of essential interpersonal nature.
(b) communicative situation setting, that may be either a ‘real-world situation’ (Larsson, 2001) or fictional (but ‘realistic’!); the comprehension of situation should be holistic, so that the solution could be elaborated in detail and step by step.
(c) dramatis personae unit – a set of social statuses and roles (accompanied with certain strengths and weaknesses) in the reality of the quest; the desired communicative activity should be character-centred and addressee dependent, taking into account age, position, authority, gender and other significant features. So not only linguistic tools and structures, but also psychological, social and pragmatic factors determine student’s activity in search for the optimum strategy in fulfilling the communicative task.
(d) explicit (usually most general and stated at large, that is not too detailed) and an implicit (embedded) algorithm for successfully accomplishing the main mission by consistently solving a number of tasks (cf. Checking in at an airport, 2015-2016; Webquest Moving into a New Flat, 2017; Disconnected, 2016);
(e) instrumental unit, providing the means and tools to solve a given task or a set of tasks (words and phrases on the one hand, speech moves or intentions on the other (e.g. Powell, p.70);
(f) monitoring the results obtained unit, showing assessment of the measured quality and level (e.g. time) of the solution of the tasks;
(g) general interactive interface for dealing with means and tools of solving the task and means of monitoring the success of the actions taken (a most cherished functional part in digital form of quest (e.g. What is LearningApps.org?); it is not necessary a digital format (cf. March, 1998), but ‘digitality’ adds almost unlimited attainability of ‘game mechanics’ for learners in digital milieu. Chequers (draughts)
have the same general interface both in digital and non-digital form. There may be one or many interactive ‘engines’ used in the quest; there may also be one or many levels and regimes of interactive playing the game of learning.

(h) supportive learning resources unit, containing a description of tools, rules, maps and prompts, choice of levels and other backing resources and mechanisms. (cf. Kaskady kommunikativnyh zadaniij, 2013-2017, Tihomirova, 2015a, 2015b);

(i) learning effort remuneration and reward unit, containing words and other signs of approval and encouragement (words and signs of congratulations and appreciations of results; points, badges, and leaderboards, any bonuses, statuses, levels and other gamification tools may also be welcome here);

(j) reflective (critical) thinking component, aimed at research and finding productive approaches, methods, strategies and tools for solving the tasks;

(k) revalorization component, dedicated the reassessment of the toolkit and the approaches to solving the problems (Tikhomirova, Bogatyreva, Bogatyrev etc., 2016). This one may be viewed as a learning result and the product of the previous one (j) component in action.

(l) last but not least, moderation component, managed by teacher or tutor of the pupils. This component appeals to flexible and individual treatment of learner’s activity. So let us not be misled too far by digital devices and game mechanics power from the key issue of finding more tactful, adaptable and humane approaches in teaching.

‘Learning to learn’ plays the principal role in Communicative Quest design. It is connected tightly to development of the learner’s reflective ability and self-discipline Therefore there’s an intrinsic connection between understanding the principles and the rules of the game and the success in Quest. The intrinsic connection of action (‘learning by doing’), interaction (‘learning through interacting’) and reflecting is the threefold source of mastering the necessary skills and specific readiness of communicative, cognitive, meta-cognitive and meta-communicative nature (cf. Tihomirova, 2013). Successful passing the quest requires fulfillment of the mission, based on solving a set of tasks. This fulfillment is achievable only under the condition of the formation, development and application of a complex set of practical and theoretical (reflective) readiness, corresponding to the specified unit of communicative competence.

Communicative Quest versus language test

A most easy to observe formal difference between Communicative Quest and a foreign language test (cf. Kakoj vy moskvich? 2017; NCE PT, 2006) is that the former demands a total 100% accomplishment performance of learner’s mastery of a specific communicative readiness, involving speaker’s due awareness of the many interrelations that determine the communicative situation and its meanings. T

The key difference of Communicative Quest teaching technique from instances of the so called traditional approach in FL teaching (like learning rules in textbook by heart, reading and translating written texts, learning dialogues by heart etc.) lies in emphasis on learning foreign language through applied task-solving communicative activity. Communicative Quest can be considered a tribute to anthropocentric language teaching principle for it uncovers personality beyond the letter in the book and in tone and expression of a foreign language speaker. Communicative Quest teaches pupils just ‘doing things with words’ (J. Austin, 1962) in a most constructive way, based on cultural awareness, derived both from explicit discursive academic forms and sources and so called ‘implicit’ knowledges and skills inherent in target foreign language speaking practices. So learning a foreign language with the help of Communicative Quest involves learning not only vocabulary (found in a dictionary) and grammar (described in manual), but also social skills, foreign communicative culture (cf. Lewis, 1996), sensitivity to style as well as sense of appropriateness of communicative move in certain communicative situation.

Communicative Quest introduces a subject-to-subject dialogical predisposition of learning foreign language and foreign communicative culture as one whole system of shared meaning construction. So
there is little wonder, if some foreign language learner’s speaking and interacting initiatives are accepted by quest, while others are likely to be declined (Tikhomirova., Bogatyrev, 2014).

Foreign language skills training in the mode of the communicative quest is based not only on the experience of an external authority (the teacher or the native speaker), but also and first of all – on the individual learner’s personal experience as well as the consideration of such personal learning experience as an evolving system. This consideration takes into account the shortcomings of communicative and cognitive readiness of the learner, demanded in the learning process. For example, building up a dialogue, based on interactive teaching module “Hello and goodbye” (Hello and goodbye, 2015, 2016) is crucially different to just learning by heart a ready-made English dialogue, since the first one demands first of all understanding the principles and mechanisms of English text construction – not just mechanical memorizing a superficial text structure. The student must learn to understand the basic communicative principles and language mechanisms of conversation construction. Then one should collect (independently or not quite) the working model of the dialogue – not simply reproduce one of its given frozen form. The quest may provide a large selection of choice (within a given set) of vocabulary and phrase constructions of the target language. It may also focus on strategies or corresponding role-played positions and statuses of the fictional speaker in the context of interpersonal foreign-language interpersonal dialogical communication. It is the emphasis on the interactive and inter-subjective understanding of the deep-rooted connections and interrelations of linguistic forms and their functions in speech that distinguishes communicative quests from traditional passive (as well as active subject-to-object) forms of teaching speech, listening and communicating in the foreign language.

A singular single-step communicative task may also be an instance of Communicative quest, if there is such a choice of solutions that makes the learner take into account a number of factors, and the tools of developing the conversation need to be reassessed a few times before thoughtful and delicate application. For example, one needs to give information to one of people in the way it won’t disturb or make angry the others, one wants to express friendly attitude to two people, one of whom is his old friend and the other one is a complete stranger.

Communicative Quest allows to regard both verbal and non-verbal actions in interconnection, acting out everyday scenarios.

Let’s have a look at a few sample communicative tests, proposed by Pearson Longman to measure the level of Learner’s EFL communicative competency perfection.


The answer selection: “a) Yours sincerely; b) Yours faithfully; c) With love” (NCE PT, p.6).

Here we see the three answers. Each one of them is grammatically correct, but only one of them is authentic from the point of view of English letter writing standard. This communicative test is good for training writing skills, but allows no special situation based strategic thinking. It may play only a small part of communicative quest construction.

Task 2. The stimulus phrase: “Excuse me, are you Mr Rogers?”

The answer selection: “a) I don’t know. b) No, I’m not. I think he’s in the restaurant. c) No, he isn’t there.” (NCE PT, p. 4).

Here we see the three answers. One of them is grammatically correct, but silly and not very cooperative (a). Another one is grammatically correct and helpful (b). And the last one (c) contains helpful information, but is unauthentic from the point of view of utterances exchange. So the optimal choice includes both grammar and communication (cooperation in speech interaction) reasoning plans. But there is one tiny drawback, preventing us from considering this communicative test a quest. The student’s choice is situation based, but reactive – not proactive. It is FL culture based and communicative task based, but it is just another man’s task based. It is adaptive, but it is not goal-seeking and strategic from the point of view of the role, played by the student. This communicative test is good enough to take...
part in communicative quest building, but it plays just a minor role in proactive quest strategy building. Without the latter there is no quest.

Task 3. The stimulus situation: “Your restaurant bill says ‘service not included’. What should you do?” The action selection: “a) Pay by credit card. b) Get your own food. c) Leave a tip for the waiter.” (NCE PT, p. 6). Here we see the case of clear interconnection of ethical dimension of behavior with foreign language pragmatic competence. This communicative test may be regarded as a bootstrapping sample of communicative quest approach. The only shortcoming here is the lack of wider goal-seeking activity context and understanding in detail the dramatis personae communicative roles and masques, telling on roleplaying the scenarios.

The general drawback of standard communicative tests is the avoidance of establishing exciting interconnections between a selection of options and choices, admitting strategic approach and creative thinking in a holistic multi-task goal-seeking activity context. Communicative Quest admits rhetorical value of speaking FL, that may also be proactive and motivational, strategic and effective both in interpersonal and in goal-pursuing aspects. Here, for example, one can point at Mark Powell’s course on successful presenting in English (2002 etc.). It teaches to produce inspiring and motivational speech in English. It is not just teaching rhetoric devices that matters. It really is motivating to be motivating communicator (Speak rhetorically, 2017).

The rhetorical dimension of conversing in foreign language may also include set toward competitive communicative behaviour or ‘joint-benefits maximization’. And here we face a quest, breaking an impasse situation due to creative unlocking and application of social and communicative skills. The quest allows solving both technical and interpersonal issues by means of strategic dialogue construction, involving common sense, sympathy and preparedness to interact in cooperative and productive manner (Disconnected, 2016-17).

Communicative Quest is a motivating pedagogical technique. The demand for new vocabulary and grammar intricacies learning is stipulated in Communicative Quest by means of involving the student into solving a realistic communication task. A well-organized Communicative Quest instructional activity and consistent communicative task allow the students to spot and use productively proper language tools and rhetoric structures and strategies to achieve results, based on social interaction frames. Proactive and reactive speaking foreign language in Communicative Quest is concerned with role-playing instructional activity, corresponding to certain social roles and social masques in conversation. Role-playing implies student’s empathy with fictional character of the FL dialogue and interaction. This empathy experience infers emotional attitude of the pupil to fictitious character’s success and failures. It also uncovers the student’s shortcomings of knowledge and experience in task-solving communicative learning context. The pedagogical advantage of Communicative Quest technique is developing of Foreign Language thinking as a distinct and powerful source of foreign language speaking positive experience source, alternative to mechanical memorizing words and grammar rules.

Communicative Quest is a complex check of speaking foreign language readiness. The checking expands to issues of strategic thinking. It is also dedicated to assessment of the level of development of foreign language linguistic personality of the communicator (Bogin, 1980: 3-4). It helps the learners to uncover or just to see human personality, position and role-played ethics beyond the speech masque. So it is a part of anthropocentric language teaching approach.

Quest includes collecting and step-by-step processing information from different sources to make a holistic view of the situation, distribute and associate social roles and pragmatic sets with proper rhetorical mechanism, determining the speaking strategy and speaker’s choice of expression. For example, one may be asked to tell the relationship and intentions of three dramatis personae (cf. “Read the first three exchanges. Where are Laura, Steve and John? What are they about to do? What’s their relationships”, Spotlight 6, p. 19). This is an analytical part of Communicative Quest in foreign language,
and it is a subtle task, demanding a penetrating look to see the proper keys for situativation of discourse (Bogatyreva, 2006). Another big step forward in Communicative Quest is taking the right guidelines and making the adequate choice of language means to provide a consistent program of goal-seeking communicative interaction with real or fictional interlocutors (Webquest Moving into a New Flat, 2017). The latter one must go well with the speaker’s intention, actions and identity. The fast-paced or stuck and stumbled walk-through is the reflection of learner’s preparedness to complete a set of communicative tasks in goal-seeking activity contexts.

Communicative Quest is dedicated not just to necessitating the learner to give an answer to any random question, but quite on the contrary – to stimulating the learner to perform an ethical communicative action and acquire new knowledges and skills in the system of social activity, social relationships and communication. So the discourse of the learner is assessed not only in terms of grammaticality, but as appropriate, acceptable and efficient within the framework of target foreign language and culture. Situational interpretation of communicative action in Communicative Quest is holistic and dynamic. So the instructional activity in ‘walking through’ the quest takes place in mode of active searching and selecting the most expedient tools, methods and approaches for successful performance in foreign language. Due to the fact that Communicative Quest is a task-solving teaching technology, a sample list of typical Quest-building tasks is also provided.

**Communicative Quest tasks typology**

Here is list of a few exemplary tasks types of Communicative Quest, treated as a goal-seeking instructional communicative task-solving FL learning activity:

1. detect and briefly describe the algorithm of conversation between three characters (including the scene of acquaintance of two previously unfamiliar people); then build a new conversation with new characters, relying on and refining the previously identified algorithm;
2. reveal the hidden (not obvious to foreign learners) pragmatic meanings of the nominative unit of language (e.g. “Good day” in English as not a taken for granted greeting, but a parting expression. NB! Not valid in the evening encounters!);
3. assemble the most appropriate speech repertoire for the fictional character (in a certain situation and cultural context) of the Communicative Quest;
4. build up an optimal sequence of speech moves and speech steps, taking into account deictic and strategic speech plans (cf. Speak rhetorically; 2017);
5. identify / restore the character’s appearance on the speech portrait / speech repertoire;
6. supplement the switch of the language code in translating from the student’s native into a foreign language with the switch of the cultural code (e.g. in accordance with the requirements of the etiquette of the target communicative culture);
7. carry out a motivated choice and application of the optimal style register of language and speech in the given communicative situation;
8. apply in the speech arrangement the four maxims of successful communication, developed by H. Paul Grice; apply in the speech arrangement politeness rules and strategies, developed by G. Leech;
9. design the program of actions (for example, draw on the map the route of travel in an unfamiliar city) based on applying a set of communicative skills, ensuring an effective search for helpful information.
10. design and demonstrate with the linguistic tools a competitive strategy for substantiating speaker’s point of view or attitude to the subject of discussion in a dispute or a dialogue-consent etc.
Communicative Quest admits and welcome any constructive application of teaching tools and advantages of multimodal learning media environment (for instance, combination of the interactive whiteboard with cooperative learning activity, including team working in micro-groups) and the trans-media teaching methods. An example of the latter technique may be found in the task of drawing a route, based on oral or written exchange of various data necessary for showing and finding the way in a foreign language. QR-code technologies provide the opportunity for the teacher to apply the ‘augmented reality’ effect in teaching EFL with English didactic cards. This effect is used in the mode of transition from a physical data carrier (didactic cards) to a virtual representation of learning tasks, processes and results. In Communicative Quest design is implemented the pedagogical set towards the development of the ability to analyse the communicative situation in general and in detail, rather than capability of well-behaved sitting quietly and boosted by superhuman effort readiness to remember something incomprehensible and obviously unnecessary. The central task in the communicative quest is the development of the readiness of the learner to synthesize in speech practice knowledges, speaking and interacting skills and critical thinking skills, involving reflective readiness and strategic approach in task solving activity. This synthesis of heterogeneous sources of experience in communicative readiness formation and development is a pedagogical condition of progress in mastering the language as means of self-actualization of Man in communication, activity and culture. A most important advantage of status-role versions of the Communicative Quest technology is the possibility of involving learners in team effort of educational interactive learning. Single-player communicative quest demand emulation of subject-to-subject relationship based environment, while collective and team playing regimes of communicative quest gameplay impart subject-to-subject relationship based strategic interaction plans by default. The pinpointed advantage of team playing is to be preserved by due teacher’s moderating and supervising practices.

Results and discussion
The Elaboration of Communicative Quest as an innovative teaching technology is conducted within student-centred approach. So the Learner’s response is treated with special attention. In this connection the article presents an analytical review of the pedagogical experiment performed in 4th to 7th form English classes on the premises of secondary school in the city of Tver, Russia. The experiment (2015, 2016, 2017) revealed the positive effect of Communicative Quest EFL teaching technology application in secondary and primary school. The pupils of 4th to 7th form were interviewed about the Communicative Quest technique after being taught with the technology for two months. They were also asked to complete questionnaires anonymously. The results of the interview and expressing appraisal of the Communicative Quest application in questionnaires are analysed in the discussion section of the paper. A set of Communicative Quest techniques for schoolchildren was elaborated by A.V. Tikhomirova based on the school study program topics and and active vocabulary, mostly reflected in English textbooks. Communicative quest teaching was practiced weekly for two months as 5 to 10 minutes part of classroom activity with 120 4th to 7th form English classes Russian secondary school pupils. It included step-by-step communicative tasks, backed by interactive online modules learning support, English didactic cards, building up and role-playing the dialogues and minor expedient teaching activities, concerned with pronunciation training, explication of task-solving relevant rules etc. The pupils reached gratifying results in mastering the interpersonal communication skills and genres of oral English activity. At the final lesson of the pedagogical experiment pupils were interviewed and then asked to fulfill anonymously the questionnaire, dedicated to the learners’ assessment of key constructive features of Communicative quest technique. The anonymous questionnaire assessment points range scale was divided into five options – (1) undoubtedly positive; (2) rather positive; (3) neutral; (4) rather negative;(5) absolutely negative.
The application of anonymous questionnaire method showed that pros outweigh the cons of Communicative Quest technology. One hundred and twenty questionnaires were answered by pupils of 4th to 7th forms of secondary school. The overwhelming majority of highest score positive response (81 against 3 strictly negative out of 120 in total individual appraisal sheets) was dedicated to such features of demonstrated Communicative Quest technology and methodology of teaching as ‘opportunity to make another try to get a better mark’ (81/120/3), then ‘opportunity to apply new skills effectively in solving other following tasks’ (76/0/120), ‘opportunity to see one’s results and marks at once’ (63/120), ‘opportunity to solve a studying task in a game mode’ (61/120).

Now let’s move on to the disputable area of learners’ response. Quite a few negative appraisal marks received the ‘opportunity to use training simulators before passing the test’ (10 negative points against 94 clearly positive). And then the ‘opportunity to choose any suitable time for passing the tests online’ got 6 negative responses versus 83 positive (the rest of the respondents either would not tick any assessment option or stick to neutral value). The latter two columns of the total chart stress clearly the controversial dialectical nature of designing a sort of universal motivating teaching method. What is considered motivating for some learners may also be considered as demotivating for others. The rationale of a few low marks may vary in nature. Nevertheless, the results of questioning the pupils on the whole are quite encouraging.

All the pupils who had been taught English with application of Communicative Quest technique showed significant progress in EFL communicative competence acquisition concerning oral performance of skills. These include proactive speaking and taking part in a dialogue, concerning such micro-genres as (a) conversation between three people, (b) retrieving and sharing information about the way in an unknown city, (c) expressing personal opinion and giving arguments in support of it, (d), (e) proposing help and asking for help in different styles in labour and everyday interaction etc.

Application of Communicative Quest technology intensified students’ learning activity in their classwork, developed their strategic thinking ability in organizing communication in foreign language. The advantages of Communicative Quest teaching technology were exposed in more competitive speaking English in comparison to pupils of the same age who learned English in traditional way. The experimental 7th form group showed more communicative effectiveness and flexibility as well as more fluency and authenticity of expressions in role-played spontaneous speaking with two other interlocutors. The experimental 5th form group showed more fluency and more authenticity of expressions in role-played short dialogues. They didn’t have to invent English expressions, based on Russian grammar prototype, because they already possessed better English utterances comprehension tools, especially from the point of view of mastering pragmatic meanings of words and expressions.

Conclusion

The pedagogical essence of Communicative Quest teaching technology is teaching communicative competence by means of involving students into target communicative situations, presented in interactive regime as a complex goal-pursuing communicative activity, successful performance in which demands analytical approach and strategic thinking skills as sources of effective application of a selection of language tools, rhetoric tactics, approaches and solutions. Communicative preparedness is the key educational content of Communicative Quest. Interactivity in Communicative Quest technology allows the teacher to build up dialogical subject-to-subject learning relations between the learner on the one side and the target communicative culture on the other side.

Summing up the key advantages of Communicative Quest teaching technique, the latter may be stated as a motivating, student-centred, dialogue-oriented, communicative task specified, interactive and manageable applied task-solving foreign language learning design apt to teaching effectively a target blend of skills (a communicative competence), providing relevant experience of communicative behaviour in foreign language and culture social context. It combines learning by doing and learning by understanding and reasoning principles in such a way that foreign language speaking experience comes...
with practice of communicative tasks solving and meta-communicative reflecting the balance of tasks, tools, values, relations, actions and results. Communicative focus of task-based foreign language learning makes the individual progress level observable, measurable, memorable, easy to assess and supervise. Learning strategies form a key to learner’s acquisition of new effective communicative strategies in new task-solving contexts. High level of learners’ personal involvement in decision-taking and decision making processes provide a pedagogical precondition of interactive dissemination of knowledges and ‘recallability’ of activity schemes. The latter is concerned with ‘revalorization of communicative tools’ learning task and correspondent option of changing the strategy or taking back the wrong move in FL speaking or text production. The digital part of communicative quest provides ‘playability’, that is a special replay value as found in video games hedonistic consumption. This feature contributes to provision of pedagogical conditions, necessary for teaching groups of pupils, whose level of preparedness differs significantly and demand for support and immediate feedback in learning is especially high.

The results of pupils’ feedback inquiry, based on questionnaire completed form survey, confirm the positive response of students to the use of communicative mini-quests, based on ‘language cards’ and electronic simulators. Interviewing the schoolchildren, who took part in communicative quest based English lessons, has shown that communicative task solving teaching English makes English classes more exciting for them. As a matter of fact, the factual training activities are estimated by the students themselves as more motivating and "rewarded" compared to those they take within the limits of traditional approaches in their English classroom and extracurricular learning activities. Taking everything into account, the further development and introduction of Communicative Quest teaching technology into the Foreign Language educational process should be considered as acceptable and promising direction in the context of practice-oriented teaching foreign languages in primary and secondary schools.

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From Linguistic Aspects to Designing Course of (French) Language for Specific Purposes

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Abstract

The necessity of foreign language learning for professional purposes is not an invention of the modern age. Long before official teaching theories appeared, people needed foreign languages for workplace efficiency. In time, due to changing socioeconomic conditions, a formal scheme of language learning became necessary. Although it varies with regard to learning natural languages, this article aims to trace the evolution of job-related language teaching in relation to teaching French. The variety of teaching goals, emphasis on specific competences, learner considerations, as well as the sheer number of teaching conceptions all prove that French teaching methodologists are very active in terms of linguistics and didactics. Moreover, the development of a successful training offer requires the knowledge and awareness of what LSP is. The course writer able to define and understand LSP, is best placed to ascertain the learners’ needs and find an appropriate pedagogical solution in terms of approach, contents and tools. The present article will therefore deal with educational concepts inherent in LSP training organization and designing.

Keywords: Language for specific purposes; LSP training offers; French for professional purposes

Introduction

Over the last 40 years, the European Union has made many recommendations and undertaken a number of educational events to develop foreign language acquisition. The member states emphasized unanimously: “Member states should enhance language learning and teaching to promote greater mobility, more efficient international communication in terms of respect for identity and cultural diversity, improved access to information, increased interpersonal exchanges, professional relationships and mutual understanding” (CECR, 2001: 11).

These objectives were paramount in providing the basis for the development of the Common European Framework of Reference for Languages (CEFR) and the recommendations of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning. Indeed, among the eight fundamental competences required worldwide, communication in foreign languages is the second most important. Similarly, employers explicitly emphasized the importance of foreign languages in social and professional communication. Reports and research carried out in the workplace showed that employees proficient in languages of their professional partners were sought after and much valued. This could be explained by the needs of the labor market which spread across borders (Flash Eurobarometer 2010, Study on Foreign Language Proficiency and Employability Final Report 2015). Evidently the teaching of language for specific purposes (LSP) should never underestimate the needs and objectives of learners motivated by professional reasons. However, it should be mentioned that the development of a successful training offer requires the knowledge and awareness of what LSP is. The course writer able to define and understand LSP, is best placed to ascertain the learners’ needs and find an appropriate pedagogical solution in terms of approach, contents and tools. The present article will therefore deal with educational concepts inherent in LSP training organization and designing.

LSP: from definition to teaching
Defining LSP is not an easy task. In our previous works, we demonstrated that a number of terms to designate LSPs (French, English, German, Polish) was introduced (Gajewska & Sowa, 2014a; Gajewska & Sowa 2014b). There are several designations for this concept such as language for specific purposes, specialized language, professional language, language for professional goals, language for professional needs, language for professional purposes, occupational language, etc.

Despite their linguistic origins, these designations seem comprehensible even to non-specialists thanks to common representations and widespread educational practices. Thus, we decided to take another look at the criteria which are commonly taken into consideration to describe and define LSP.

Though in many cases incomplete or inaccurate on a linguistic level, these criteria are of interest for the domain of language didactics. This being said, to define LSP, we will adopt a different angle of approach, to analyze the four main criteria which are: professional field of reference, language users, the relationship between LSP and general language (GL) and the function of the language in discourse.

1.1. The professional field of reference

The discipline or the specialized field where the language is used may be one of the scope defining criteria (Kocourek, 1982: 26-28). Nevertheless, the context of use is still not a precise criterion. It neither allows to delimit the fields and/or the disciplines nor does it mark boundaries between languages of different specialized areas. So, how should one set the boundaries between language for tourism, or hotel, or catering?

The parameters that go hand in hand with the field of specialty take into account various elements that influence one another. They are of a social (characteristics for a given professional community), intentional (motivated by the objectives from the professional activity) or historical (resulting from the methodology used at that time) nature.

The close correlation of the language with the discipline or the professional situation forces to consider the language purely through its link with contextual parameters (knowledge, know-how, circumstances of action) as if these parameters were not part of, or the result of discourse, but were outside of it (Gambier, 1998: 45).

Though operationally limited from a linguistic point of view, the reference to field of specialty is nevertheless a useful and functional criterion for language didactics. This has been reflected in the denominations of language training programs or the titles of educational books like Business English, français du secrétariat, español del turismo, italiano commerciale. The usefulness of these designations lies in current thinking which automatically associates a language with a communication context in a particular workplace. At the same time, this enables to consider language to be used in a specific working environment.

1.2. Language users

Users are another criterion used by scholars to define LSP. Language knowledge is often taken to be fundamental to enable a speaker to become an active member of any specific professional community. Paradoxically, it is these members who define the characteristics of the language they use. According to some researchers (Porcelli et al, 1990: 11), a classification criterion which reflects language users is not precise and clear enough. Its rigorous application contributes to excluding all non-specialist interactions such as patients, clients, users of devices, etc. It is possible to expand the categories of people mentioned above on all the language users involved in specialized communication on a daily basis. Eurin Balmet & Henao de Legge (1992: 52) quoted the example of a talk between guests invited for a dinner: “At the end of the dinner, after the host had served delicious dishes, a few guests congratulated her and the conversation dealt with cooking procedures, marinating techniques in different geographical regions, etc. Thus, the topic of the conversation shifted towards the culinary know-how which was not the same for each of them even if they all have enjoyed the dishes served.” Both in many everyday situations, and
various professional contexts, specialists and non-specialists interact e.g. during doctors’ consultations, visits to a garage or bank, or purchasing electrical household appliances. To be understood by a non-specialist, the specialist has to adapt his way of communicating to the possible perception and comprehension of the recipient. Therefore, the way such a speaker uses language is not only determined by the professional affiliation but also depends on situational factors. One can thus conclude that the scope of LSP should not be subject to the professional profile of its user, but should target their level of knowledge as this is decisive for their exclusion or inclusion in the interaction. Otherwise, LSP only reflects the language used by a specialist communicating with another specialist on subjects they share thanks to their common professional activity.

Although linguistically insufficient, the usefulness of this criterion for language didactics should be mentioned. The designations used to describe the nature of the foreign language training, e.g. English for Lawyers, italiano per economisti, español para medicos, account for the operational aspect of this criterion. Matching language to a professional group or discursive community enables a precise and effective targeting of prospective professionals interested in a specialized language training. In practice, this criterion has proved itself to be an excellent way of attracting a large number of diverse professionals to attend language courses.

1.3. LSP versus general language

When defining LSP, it is common practice to use parameters relating LSP to general language (GL). Researchers and specialists of several disciplines like terminology, lexicography, linguistics, or translation studies are not unanimous with regard to the position and status of LSP in relation to GL. Some argue that LSP is governed by its own rules and essential elements (Hoffman, 1979: 16). They include a complete system of linguistic phenomena which occur in communication and refer to subjects, intentions and conditions of specific communication. On the contrary, others deny the independent and autonomous status of LSP and argue that the latter is always linked to natural language (Grucza, 2002) and stems from GL (Quemada, 1978). Between the two opposed viewpoints, there are researchers who, on the one hand, argue that, whatever the field or degree of specialization, all LSPs do share general language fundamental resources (alphabet, phonology, morphology) with GL. On the other hand, they also believe that depending on the topic, speaker, and recipient, there will be differences with regard to lexicon and syntax.

From a didactic perspective, it is possible to list the dissimilarities between LSP and general language through salient aspects to design and implement language training program. To distinguish between GL and LSP training programs, Mangiante & Parpette (2004: 154) listed the following parameters:
- the objective of teaching which is generally wide for GL and narrow/specialized for LSP;
- the duration of training which is often long-term for GL and short-term for LSP;
- lesson topics and content range: limited in number as subject to rigorous selection in the case of LSP but numerous (or even disparate) in the case of GL;
- competences and pedagogical work by a language teacher who is aware of his/her inaptitudes in the professional field of the language he teaches and who needs to cooperate with specialists in the field of activity. In contrast, his/her colleagues teaching GL do not have to deal with specialized fields;
- the availability of teaching materials: contrary to LSP, there is a large variety of GL teaching materials in the didactic literature market.

Thus, the parameters above are extremely substantial for designing and planning linguistic training. They enable teacher to mind the selective and discriminative character of content and competences necessary to teach LSP. Nevertheless, these are not involved in designing GL course.

1.4. Language function in discourse

The way language operates in discourse should not be ignored when defining LSP. From this perspective, the language was said to convey professional knowledge (Lerat, 1995; Möhn & Pelka, 1984). The use of
language requires contextual analysis which is fundamental to determine the meaning of terms according to the field or the discipline (cf. “Mouse” in zoology contrary to “mouse” in IT). This said, LSP cannot be considered as an abstract language system, but it works through its use in oral and/or written discourse (texts). According to Kocourek (1982: 21), any language is, in principle, only a set of texts (written and oral) which enable to explain operating mechanisms of the entire system. If languages of diverse activity fields exist, then specialized texts reflecting specific discourse must also exist.

From a didactic point of view, to deem LSP through the lens of its functioning in discourse would be very beneficial when implementing corpora. These are generally a set of texts referring to a discipline or field which is common to trainees enrolled in a specialized language program. The specialized texts find their place in specialized language training not only as a vector of professional knowledge but also as an illustration of the use of language elements mobilized to fulfill the pragmatic goal of the text.

The functional principles of LSP didactics

Once we have analyzed the criteria taken into account in multiple definitions of LSP, it is now important to ask how it can be introduced in class. Such a question refers to the subject of LSP didactics whose purpose is to describe, explain and program the acquisition of linguistic competences relating to the professional field (Grucza, 2007: 11). With regard to the definition above, we would like to focus on the programming aspects which we think are crucial when organizing training. Strevens (1977) argued that programming is not possible if the syllabus writer does not resolve to make multiple pedagogical decisions and choices. These concern among others:

- the competences to be developed in correlation to the specific learner needs;
- lexical units, grammar, language function relating to the specific learner needs;
- topics and content closely linked to specific learner needs;
- specific learner needs for communication.

The elements mentioned above strongly emphasize specific learner needs, which always determine the type and form of teaching content, and which finds its way into the final training program. What characterizes teaching LSP is the diversity and uniqueness of the target trainees who express different needs and expectations. The trainer should satisfy these needs and meet these expectations as effectively as possible. That is to say, the teacher must, in a thoughtful and conscious manner, limit the teaching content to the elements of communicative competence in LSP. Indeed, these elements include those which are strongly needed to carry out trainees’ professional activity. This approach classifies LSP training programs among those which target only a restricted part of the language to be taught (“partitive French” versus “general French”) aim at partial competences which remain a priority for the trainees (Lehmann, 1993; Komorowska, 2005).

French propositions in LSP didactics

LSP teaching has sparked many resolutions which have been applied in many European countries (Gajewska & Sowa, 2014a). The variety of didactic reflections as well as the diversity of approaches to LSP didactics is particularly prevalent in the French context. Based on linguistic and sociological research on how best to adapt educational offers to the profiles and needs of targeted learners, the French didactic for professional purposes has conceptualized a range of designs. These take into account socio-politico-economic changes which are useful for learners of language for professional purposes. Among the most current and prevalent, we would mention the Français de spécialité [French for Specialty], the Français sur objectifs spécifiques [French for Specific Purposes] the Français de communication professionnelle [French for Professional Communication], and the Français langue professionnelle [French as a Professional Language].

1.5. French for Specialty

French for Specialty (hereafter FS) refers to the language of a professional field and particularly to the whole spectrum of language specific to this area. Any discourse of professional field requires a distinct
and inherent use with regard to the lexicon, syntactic structures, stylistics, pragmatics and modalities of communication. The FS approach does not have its roots in a particular didactic conception but results from a “division in areas of specialty more or less well defined. It is a convenient way to identify appropriate fields, topic content, types of learners” (Mourhlon-Dallies, 2008: 26). Associated with specific areas, the FS approach enables to account for the whole of communication situations which are characteristic of a vast number of varied professional contexts. In addition, this provides an opportunity to demonstrate the diversity, complexity and heterogeneity of a field through its professions, workstations, professional duties, the spoken discourses or written texts, etc. What is crucial to this approach is the global presentation of a professional field in order to reach learners who are likely to be involved in. From the point of view of content programming, a teacher’s work is to identify and classify the written and oral discourse production that are part of the field. He/she should retrieve a representative sample (from a point of view of the form and content) which, then, will be used for the teaching purposes.

According to Mangiante & Parpette (2004), the FS approach is based on the offer or “supply.” It is consistent with some trainings provided to professionals, which do not necessarily have a direct link to prevalent and particular needs expressed by learners. Such a training anticipates the needs of potential learners who can choose a training from a brochure or list of available courses which were designed in advance by the training institution. Nevertheless, there is no guarantee that what they learn will be of benefit to them in their everyday professional lives. None of the elements such as didactic materials selected for the FS course, contents, or assessment methods does not depend on from the real needs of the target audience of learners, but rather from subjective and arbitrary choices made by the institution or trainers. In the case of technical French, one can possibly deal with contents related to various branches and/or professions from various industries (such as electronics, mechanics, building and public works, automotive etc.). Given the diversity of topics, it can be concluded that the technical French course advertised in the offer made by a training institution will target a highly general (but not specialized) level of knowledge in the subjects addressed in class.

1.6. French for Specific Purposes
In contrast to the FS approach, the French for Specific Purposes (hereafter FSP) is an educational approach which is based on “demand”: it takes into full account the specific and real needs of the targeted audience who determine, right from the beginning, the training program to be set up. Instead of aiming for the entire field, the FSP approach deals with a concrete case (profession or position). In compliance with the needs expressed by the learners these courses can be labelled “tailor-made.” Indeed, it can only be created after having received a concrete request for instruction from a real and precise applicant. The purpose of FSP course is to transpose, in an operational manner, the training needs expressed in content and pedagogical activities.

The FSP’s goal is to train learners to react and interact in situations likely to occur (or which have already occurred) in their professional lives. Looking at the above-mentioned example of technical French, the FSP training will address teaching content in a different manner than in FS. First, the training institution will receive a training request for technical French for Polish engineers who are part of a French team responsible for a project to build a waste treatment facility (WTE). Then, it will design a language program focused exclusively on professional tasks that the targeted audience will need to accomplish in French language when communicating with their French colleagues. The course writer will on the one hand prioritize linguistic and communicative aspects that the professional activities can involve. On the other hand, the course designer will take into account knowledge and linguistic know-how required by the real issues to be solved in professional communication.

1.7. French for Professional Communication

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In comparison to the FS and the FSO, which are both directed towards the acquisition of more or less specialized language content, the approach denominated the French for Professional Communication (hereafter FPC) is the concept of cross-training in various areas of specialty. The FPC is an approach to LSP where the scope is most important: it does not target any specialty or professional area, but emphasizes the use of language in a wide range of activities performed in French. In the work environment, regardless of the company profile, field of activity, job or position, it can occur that different professionals perform similar professional tasks. Interacting with a customer, answering the phone, writing business letters, taking part in a meeting, etc. are equally important to a personal assistant, hotel receptionist, secretary or senior executive. These are the language activities common to various work contexts that outline the framework of a FPC training program. Its objective is not merely to present language but also cultural aspects of the work environment through typical communication situations in the workplace. These aspects are shown through the information integrated in the socio-economic context and as tasks to be performed. This brings the didactic activities in class closer to the company’s communication practices.

1.8. French as a Professional Language
Chronologically, the most recent, French as a Professional Language (hereafter FPL) focuses on the simultaneous development of the language and professional competences (Mourlhon-Dallies 2006, 2008). This training concept assumes that language (in this case, French) is a sine qua non condition to obtain and maintain employment. That's why the FPL emphasizes the development of both linguistic and professional contents which should be included in the training program. In addition, these contents must, in every way, fulfill the requirements of the specialty field, profession and position. Types and modalities of professional interactions (situation or context of communication: email writing, business meetings, reports, vocabulary to use, complying with text genres) as well as professional behavior in the workplace are therefore crucial for FPL. These interactions, tasks and behaviors in any professional activity can be broadly divided into three main areas that are common to most professions. According to Mourlhon-Dallies professional activity is mainly carried out in three major areas called “work zones” which are:
- private area, “[...] where the person works behind closed doors, without face-to-face contact, or telephone calls (which does not prevent him from reading his e-mails and answering, or leaving a message on an answering machine)”;
- collaborative area “which deals with exchanges between colleagues and sharing work between professionals (suppliers, subcontractors)”;
- customer area which encompasses “interactions of services, in the presence or mediated by computer, telephone, etc.” (Mourlhon-Dallies, 2008: 83).

The analysis of tasks undertaken and carried out using the language within each of the above-mentioned areas makes it possible to extract typical interactions and behaviors for a professional field (job, position) which will subsequently provide content for language training. The FPL concept is equally well suited to courses for people learning French as a foreign language, or second language or as their mother tongue. It is intended both for immigrants or young unemployed French people.

What is characteristic for the FPL and absent in the French for Specialty, French for Specific Purposes, and French for Professional Communication is the co-presence of elements forming part of various fields, among which the notions like language, occupational activity and profession are identified. The interrelation between language and working context and environment is a significant feature of the FPL approach, since language and job competences cannot be considered as separate from the action itself.

The teaching concepts described above differ in many points while providing teachers with a dissimilar program vision for LSP training programs. The table below shows the most visible disparities between the
four approaches. It repeats partially the content and structure differences between the trainings “offered” and trainings “requested” mentioned by Qotb (2009: 141).

Table 1. French for professional purposes: significant features and teaching approaches

<table>
<thead>
<tr>
<th></th>
<th>French for Specialty</th>
<th>French for Specific Purposes</th>
<th>French for Professional Communication</th>
<th>French as a Professional Language</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Origin</strong></td>
<td>Offered by language training centers, Alliance Française, cultural centers, language schools, etc.</td>
<td>Requested by professionals, students, etc.</td>
<td>Offered by language training centers, Alliance Française, cultural centers, language schools, etc.</td>
<td>Requested by professionals, students, unemployed workers, etc.</td>
</tr>
<tr>
<td><strong>Target audience</strong></td>
<td>Too wide range of audience to group all specialties, e.g., engineers, mechanics, builders, electricians, etc.</td>
<td>Restricted within the same specialty, e.g. training for engineers only building a specific facility (WTE)</td>
<td>Very wide and diverse to group various trades and positions</td>
<td>Restricted within the same profession or position, e.g. housekeeping training in a hotel</td>
</tr>
<tr>
<td><strong>Language needs</strong></td>
<td>Unclear or unidentified</td>
<td>Well-identified</td>
<td>Interdisciplinary and common to different professional communication situations</td>
<td>Well-identified by tasks and types of professional interactions</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>May or may not relate to the audience attending the course</td>
<td>Relevant to the target audience</td>
<td>May or may not relate to the audience attending the course</td>
<td>Relevant to the target audience</td>
</tr>
<tr>
<td><strong>Topics</strong></td>
<td>Concerned with discipline topics, e.g. for technical French: machines assembling and machinery, processing, energy transmission, building materials, etc.</td>
<td>Communication situations, e.g. technology to consider, oven or kiln construction, smoke treatment system, ash handling systems, clinker disposal, etc.</td>
<td>Interdisciplinary and common topics in different work contexts, positions and tasks, e.g. letter writing, talking on the phone, informing customers, etc.</td>
<td>Interactions, behaviors and activities identified in typical areas of work for a profession and/or position</td>
</tr>
<tr>
<td><strong>Role</strong></td>
<td>Uncertain necessity for professional or</td>
<td>Necessary for professional or</td>
<td>Uncertain necessity for professional or</td>
<td>Necessary to get and keep a job</td>
</tr>
</tbody>
</table>
Conclusion
The present analysis demonstrated that, in terms of the LSP teaching approaches, French researchers stay strongly active and the outcomes of their educational and didactic work are manifold. The analysis of different approaches to the LSP teaching as far as the language and educational aspects are concerned emphasizes the fact that each course and training program is unique. Even if it is always a question of LSP, each training is not only governed by its own parameters and devices, but also oriented towards specific audiences and objectives.

The diversity of elements that are taken into account when LSP course writing does not allow the teacher to apply the same solutions every time or get stuck in a rut. Furthermore, LSP does not have the same meaning according to the field of specialty, profession or position. It does not represent the same competences for everyone either. This said, teachers should be aware of all these different aspects. A clear understanding of the underlying components which determine each approach to LSP, will encourage them to accurately identify key program parameters and thus create courses according to the expectations and professional needs of the target audience.

References


Effect of the Eclectic Approach of Teaching on English communication skills at Elementary Level

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Abstract
This paper aimed to see the comparative effect of the Eclectic Approach of teaching on English communication skills — listening, speaking, reading and writing at Elementary Level. The objectives of the study were: to see the effect of Eclectic Approach on listening skill; to investigate the effect of the eclectic approach on speaking skill; to delve into the effect of the eclectic approach on reading skill; and to look into the effect of the Eclectic Approach on writing skill. Fifty six male students studying English in 8th class at Govt. High School Mian Banda, Dir Lower, Khyber Pakhtunkhwa, Pakistan were taken as a sample. The study was conducted through pre-test post-test equivalent design. Pair random sampling technique was used to form two groups — experimental and control. Both the groups were taught English grammar contents, specified in the National curriculum for 8th class. The experimental group was taught through the Eclectic Approach while the control group was left to its routine treatment. The experiment lasted for six weeks. Fourteen lesson plans were taught to both groups. Teacher-made pre-test and post-test were used to collect the data. In order to analyze the data, paired t-test was used. From the findings of the study, it was concluded that students who received experimental treatment outscored the ones who received routine treatment. Thus, it is recommended that the policy makers and curriculum planners should implement the Eclectic Approach for teaching English communication skills at all levels of education.

Key words: Communication skills, Eclectic Approach, Technique.

Introduction
English, because of its international character, caliber, richness, dominancy and currency, has secured a dominant position as a medium of instructions at public and private institutions in Pakistan. English is an international language today. It is the language of science, commerce, diplomacy, aviation, tourism, computing and publications (Bibi, 2002, 1-3). Language is an integrated and interconnected whole and the teaching and learning of English needs a holistic, pluralistic and comprehensive teaching approach. The parts of language (listening, speaking, reading, writing, pronunciation, vocabulary and grammar etc.) cannot be isolated and disintegrated. They are inseparably integrated with one another (Ellis, 2002, 223-236). This point has been substantiated by Rahman (2002) who points out that the language skills are naturally integrated. Learning and practicing one skill leads to the learning, enhancing and mastering of the other skills. When a student is listening, an opportunity for writing is gradually developed. Likewise, when a learner is reading, an opportunity for speaking is gradually developed. Both develop and support each other in the development of language proficiency and without either oral communication remains meaningless. Similarly, grammar and vocabulary and grammar and communications kills are interrelated. According to Hornby (2000), the study of the language is basically the study of the grammar of that language. Vocabulary and grammar are interconnected and should be taught as an integrated whole. Vocabulary is built through grammar rules, for example, affixation, conversion, clipping and syllabification. Words are put into order according to grammar rules to change them into meaningful utterances, expressions and sentences. The importance of vocabulary learning has also been emphasized by Subon (2015, 284-291).
who argues that vocabulary learning is central to building and enhancing communication skills – listening, speaking, reading and writing.

Different teaching methods are used for teaching English. For example, the traditional approaches, such as the Grammar Translation Method which focuses on accuracy at the expense of the communicative competence of the learner. Contrarily, the Communicative Approach focuses on fluency at the expense of grammar rules and drills. Nevertheless, to remedy the imperfections of these approaches and to benefit from their strengths, there is need for a holistic, pluralistic and comprehensive approach (Eclectic Approach). A single teaching method or technique to teaching communication skills is not practical and effective because the needs and problems of the learners have multiplied. Instead, in order to meet the various needs of the learners and to make them rich and fluent in communication skills, a rich diet and multifaceted approach is needed (Brown, 2000).

According to Larsen-Freeman (2004), Eclectic Approach is a pluralistic, inclusive, all-encompassing and comprehensive approach of teaching in which the best techniques and bits of pieces from different teaching methods are systematically and logically combined and used eclectically in order to meet the varied, diversified and distinct needs of the learners. It is a bunch of multicolor and fresh flowers which focuses on the aims of the lesson and the learner’s abilities. It creates fun in the class and kills boredom. It is a teaching approach which does not rely only on one model or norm. Instead, it connects different techniques and theories and finds local solutions to local problems. It penetrates deep into the subject and comes up with different theories for different cases (Aslam, 2003, 91).

1.1 Statement of the Problem
The study aimed at delving into the effect of the Eclectic Approach of teaching on English communication skills – listening, speaking, reading and writing at Elementary Level in the Province of Khyber Pakhtunkhwa, Pakistan.

1.2 Objectives
i. To see the effect of the Eclectic Approach on listening skill
ii. To investigate the effect of the Eclectic Approach on speaking skill
iii. To delve into the effect of the Eclectic Approach on reading skill
iv. To look into the effect of the Eclectic Approach on writing skill

1.3 Research Hypothesis
The above-mentioned objectives were tested through the following null hypotheses:

H01 There is no significant effect of Eclectic Approach on listening.
H02 There is no significant effect of Eclectic Approach on speaking.
H03 There is no significant effect of Eclectic Approach on reading.
H04 There is no significant effect on Eclectic Approach on writing.

1.4 Significance of the Study
This experimental study may be helpful to the teachers in a sense that they can use the Eclectic Approach of teaching to build and enhance the communication skills and academic performance of the learners. Besides, it may enrich the literature on the Eclectic Approach and will motivate other researchers to conduct more researches at various levels.
2. Literature Review
Communication means to enable listeners and readers to understand a message. Communication is exchange of ideas between people either orally or in writing. It is an exchange of meaning and understanding. In everyday life, people communicate opinions and emotions to inform listeners and readers, to entertain, interest, amuse or mislead. There are mainly two types of communication. The first one is a one-way communication, such as radio broadcast, where the audience is a listener with no opportunity to respond. The second one is a two-way communication in which the speaker and listener interact with each other and have face to face conversation. Communication is a mutual interaction between two or more individuals who share knowledge or information with the language being used. Communication relies on the four skills of listening, speaking, reading and writing (Tongboonyoun, 2013).

The learning, enhancing and mastering of the communication skills need a well-coherent lesson plan, activity based and authentic classroom, and a student-centered teaching approach. Effective communication cannot be acquired by only reading or teaching. The classroom activities need to be planned, strategized, practiced and assessed preferably in an authentic setting (Chan, 2011, 71-79). To achieve the goals of the lesson, a number of researchers support the adoption of the Eclectic Approach of teaching for teaching communication skills. Disvar and Tahrir (2009) have proved in their experimental study that students who were taught through the Eclectic Approach showed better performances in their communication skills than those who were exposed to the treatment of other teaching methods. Mehmmod (2012, 12) revealed in his study that if the students are provided interactive, comfortable and motivating environment, they can enhance their academic performance and feel joy in learning. Kim and Kim (2005, 69-90) are of the view that the Eclectic Approach provides learners with the opportunities to developing their individual creativity as well as helping them understand the features of the target grammar.

2.1 Teaching Techniques
The following are the main techniques used in the Eclectic Approach.

WARM-UP OR MOTIVATION
Jun (2000) says “motivation is the basic principle of all kinds of teaching”. Practically speaking, the success of the class depends on the fact that how well the students are warmed up and motivated in the beginning of the class. A good hook activity in the beginning can establish a mental set, captivate the students, arouse their interest, enable them to do their own things and improve their listing, speaking and pronunciation skills.

PRESENTATION
Traditionally, the grammar is taught explicitly or implicitly. In explicit presentation, the teacher overtly explains the target grammar (rules and patterns) using grammatical terminology. In contrast, in the implicit presentation, the teacher begins with an example that embeds the target grammar and delays the explicit explanation of the target grammar. However, as we know that students have a wide range of backgrounds and goals. Therefore, a purely explicit or implicit presentation may not meet most of their needs. So, the best way is to use a “hybrid” presentation which introduces grammar implicitly, in a meaningful context, and also introduces explicit explanation of the target grammar (Savage et. al, 2010, 1-39)

2.2 Peer-Tutoring
In peer tutoring, one student teaches the other. Peer tutoring is a teaching process in which the tutor and the tutee both are of the same age, grade and academic status. It benefits both the tutor and the tutee. It
helps the tutee to understand the target grammar well and to get to higher academic goals. It helps the tutor because teaching something to someone else is the best way to learn something (Rizve, 2012, 99-119).

2.3 Mother-Tongue Equivalence
In order to make the input comprehensible, the judicious, timely, well-executed and appropriate use of mother tongue is necessary. Besides, in order to understand the target grammar and vocabulary well; to ensure fluency; to reduce anxiety and frustration; to help the shy, weak and less proficient students; to understand the task and activity well; to develop independent learning and self-confidence and to provide a “scaffold” between the students, mother tongue equivalence technique is very useful and creative (Koucka, 2007, 17-20).

2.4 Repeat-after-Me
The teaching technique ‘repeat-after-me’ is very effective for pronunciation correction, vocabulary acquisition and retention, enhancing reading and listening skills, improving rote learning and helping in second language learning. It also helps “students with learning disabilities” (Wahlheim, et.al, 2012, 1-4)

2.5 Gestures and Mimes
They help both the teacher and students in communicating, understanding and participating during class lessons and class activities; useful for class instructions especially in noisy settings; help to teach pronunciation; create fun in the class and used as a gaming activity (Wickom, 2012, 1-19).

2.6 Games
Games have a great educative value. Games are used to develop students’ interest; reduces anxiety; provide comfortable learning environment; enhances understanding of the target grammar, intelligence and retention; provide a context for meaningful communication; create fun in the class and motivate the shy and less proficient students to participate in class activities (Kimhachandra, 2010, 24-26).

3. Method And Procedure
This study was experimental in nature and pre-test and post-test equivalent group design was adopted for the study. The adoption of this design helped in overcoming the threats to the treatment process.

3.1 Population of the Study
All students (547,623) at elementary level of 8th grade of Khyber Pakhtunkhwa were the population of the study (EMIS, 2015).

3.2 Sample of the Study
Fifty six (56) male students were taken as a sample of the study from Government High School Mian Banda, Dir Lower, Khyber Pakhtunkhwa, Pakistan. The sample was further bifurcated into experimental and control groups by using the technique of pair random sampling on pre-test score.

3.3 Research Instruments
Pre-test and post-test were used as research instruments. Content validity of the instruments was ensured through making a chart of specification, consultation with class teacher and critical guidance of the supervisor. Test retest technique was used to determine the reliability of the pre-test and post-test. For this purpose, fifty six students of 8th class, not included in the experiment, were given a test to get the
reliability scores. The reliability coefficient was 0.99. Total time for the pre-test and post-test was 1 hour and total marks were 75.

3.4 Procedure of the Study
i. The students were given a pre-test and on the basis of its results two groups were formed using pair random sampling technique.
ii. Both the groups were taught English grammar contents specified in the National Curriculum for 8th class. Lesson plans were developed by the researcher for the experimental group on the basis of the principles of the Eclectic Approach. Fourteen lesson plans were taught to both the groups. The experiment lasted for six weeks.
iii. When the experiment was over, the students took post-test.

3.5 Collection of Data
Pre-test was administered to the sample and the data obtained from the pre-test was manipulated to form two equivalent groups i.e. experimental and control by used pair random sampling technique. The experimental group was instructed through Eclectic Approach, while the control group was exposed to routine teaching process. The experiment lasted for six weeks. When the treatment ended, post-test was conducted for measuring the effectiveness of the Eclectic Approach.

3.6 Analysis of Data
First, mean scores were calculated. Then, paired t-test was used to see significant difference between the means scores of the two groups. The p value for testing the null hypotheses of the study was at 0.05.

4. Results

Table 1: Effect of Eclectic Approach on listening skill on post-test.

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>df</th>
<th>Mean</th>
<th>S.D</th>
<th>SE₀</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>28</td>
<td>54</td>
<td>5.18</td>
<td>0.76</td>
<td>0.68</td>
<td>2.18</td>
</tr>
<tr>
<td>Control</td>
<td>28</td>
<td>54</td>
<td>3.68</td>
<td>1.34</td>
<td>1.34</td>
<td></td>
</tr>
</tbody>
</table>

Table 1 expresses that there were 28 students in each group. The mean scores of the experimental and control groups were 5.18 and 3.68 respectively which shows that there was a significant effect of the Eclectic Approach on the listening skill of the experimental group. The standard deviation scores of the experimental and control groups were 0.76 and 1.34 respectively. The standard deviation values authenticate that experimental group showed less variation and better results than control group. The obtained t value is 2.18 and t table value was 2.015 which led to the rejection of the null hypothesis.

Table 2: Effect of Eclectic Approach on peaking on post-test.

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>df</th>
<th>Mean</th>
<th>S.D</th>
<th>SE₀</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>28</td>
<td>54</td>
<td>3.43</td>
<td>0.94</td>
<td>0.36</td>
<td>2.46</td>
</tr>
<tr>
<td>Control</td>
<td>28</td>
<td>54</td>
<td>2.57</td>
<td>1.15</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 2 shows that there were 28 students in each group. The mean scores of the experimental and control groups were 3.43 and 2.57 respectively. The standard deviation scores of the experimental and control groups were 0.94 and 1.15 respectively. The obtained t value was 2.46 and t table value was 2.015 which
shows that there was a significant difference between the two mean scores on post-test in speaking which led to the rejection of null hypothesis. The significant difference between the mean values in speaking skill is because of the effectiveness of the Eclectic Approach.

Table 3: Effect of Eclectic Approach on reading on post-test.

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>df</th>
<th>Mean</th>
<th>S.D</th>
<th>SE_D</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>28</td>
<td>54</td>
<td>3.75</td>
<td>0.90</td>
<td>0.37</td>
<td>2.17</td>
</tr>
<tr>
<td>Control</td>
<td>28</td>
<td></td>
<td>2.93</td>
<td>1.14</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

According to table 3, there were 28 students in each group. The mean scores of the experimental and control groups were 3.75 and 2.93 respectively which revealed significant difference. The standard deviation scores of the experimental and control groups were 0.90 and 1.14 respectively. The obtained t value was 2.17 and t table value was 2.015 which resulted in the rejection of the null hypothesis. The experimental group outscored the control group in reading skill.

Table 4: Effect of Eclectic Approach on writing on post-test.

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>df</th>
<th>Mean</th>
<th>S.D</th>
<th>SE_D</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>28</td>
<td>54</td>
<td>3.95</td>
<td>2.18</td>
<td>0.76</td>
<td>3.84</td>
</tr>
<tr>
<td>Control</td>
<td>28</td>
<td></td>
<td>1.00</td>
<td>1.91</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

According to table 4, there were 28 students in each group. The mean scores of the experimental and control groups were 3.95 and 1.00 respectively which explained significant difference. The standard deviation scores of the experimental and control groups were 2.18 and 1.91 respectively. The obtained t value was 3.84 and t table value was 2.015 which led to the rejection of the null hypothesis. The experimental group outscored the control group in writing skill because of the effectiveness of the Eclectic Approach.

5. Discussion
The pre-test scores proved that both experimental and control groups demonstrated same competence level in their communication skills. The experimental group was provided the treatment of Eclectic Approach while the control group was left to its routine treatment. The treatment period was six weeks. When the treatment period ended, post-test was conducted to both the groups. The obtained data were analyzed by using paired t-test of inferential statistics. The level of significance was 0.05 for all statistics and the obtained results have been interpreted below.

H01: The null hypothesis was rejected on the basis of t-value $2.18 > 2.015$ (table value) which shows that Eclectic Approach has significant effect on the listening skill of the students. The results of the present study are consistent with those arrived at by Sultana (2014, 45-48) who reported that the students taught through the Eclectic Approach outscored their counterparts in listening skill.

H02: The null hypothesis was rejected on the basis of t-value $2.46 > 2.015$ (table value). This result shows that students taught through the Eclectic Approach outscored the control group in speaking skill. Almost similar findings have also been reported by Hussain (2005, 76-94) and Ubeid (2013) who argue that students taught through the Eclectic Approach showed better results in speaking skill compared to control group.
H03: The null hypothesis was rejected on the basis t-value $2.17 > 2.015$ (t table value). The results of the study authenticate the findings of the study conducted by Chen (2012) and Katmeba and Hulu (2013) which proved that students who were provided the treatment of the Eclectic Approach showed better results than the control group in reading skill.

H04: After the treatment, the mean score of experimental group was 3.95 which was higher than the control group mean which was 1.00. This difference was attributed to the effect of the Eclectic Approach and t-value $3.84 > 2.015$ (t table value) caused the rejection of the null hypothesis. Similar finding were reported by Xiao-Yun, Zhi-Yang and Peixing (2007) who proved that Eclectic Approach was very effective on the learners’ writing skills.

6. Conclusion
After applying statistics on the data, the following conclusions were drawn:
1. The experimental group showed better results in listening skill than the control group on post-test.
2. Eclectic Approach was more effective than the traditional methods for teaching speaking skill.
3. The experimental group outperformed the control group in reading skill on post-test.
4. The experimental group outdid the control group in writing skill on post-test.

4. Recommendations
1. The results of the Eclectic Approach showed that it can yield better results compared to the traditional approaches or methods. Therefore, it is recommended that the policy makers should consider the applicability of the Eclectic Approach at all levels of education.
2. It was found that the teacher was not trained in the Eclectic Approach. The researcher provided extensive training to the teacher. So, in order to teach and apply the Eclectic Approach successfully, the teachers should be provided pre-service and in-service training in the Eclectic Approach.
3. It was found that the classroom did not have teaching and learning materials, such as charts, toy tools, audio-video aids, flash cards and dictionaries. The researcher himself provided these materials. Thus, each school and college should be equipped with a language laboratory in order to provide teachers and students the opportunities and facilities to benefit from the Eclectic Approach.
4. This study also proved that textbooks which are more communicative, more student-centered and more activity-based can enhance students’ skills and communicative competence. So, it is recommended that English textbook writers and curriculum planners should develop English books and course contents which are based on the principles of the Eclectic Approach.
5. This experimental study was conducted on male students at elementary level in the rural context. Nevertheless, looking at the encouraging results, it is recommended that more studies should be conducted on both male and female students at all levels and in various contexts of education.

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Model Of Innovative-Creative Potential Development Of University Teacher

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Abstract
The modern state order of the society on the development of personality with mobile thinking and constructive activity determines the need to form innovative and creative potential of the University teacher as a human resource of education. The purpose of the article is to substantiate the model and technology of innovative and creative potential formation of the University teacher, ensuring the productivity of students' educational activities and their professional and personal development. The authors reveal the essential characteristics and structure of the innovative and creative potential of teachers (cognitive, activity, personal-psychological, personal-resource components), their functions and mechanisms of formation, allowing theoretical justifying the possibilities and methods of development of the University teachers' innovative and creative potential in the qualification improvement system. The system of diagnostic materials for monitoring the formation of all components of the University teachers' innovative and creative potential is developed. Didactic and diagnostic materials containing tests of achievements, expert assessments of studies, scientific activities are introduced, providing a comprehensive objective assessment of the degree formation of the University teachers' innovative and creative potential. The article is intended for teachers, heads of educational organizations, and specialists in additional education.

Keywords: innovative and creative potential of the University teacher, model of development of the teachers' creative potential, system of diagnostic materials, additional education, innovative and creative implementation.

Introduction
The modern Russian reality, the Russian society puts forward special demands for the University teacher: he/she must be ready for self-improvement and self-development, Orient in rapidly changing conditions, analyze the situation and find the optimal solution to the problems. The teacher is considered as an intermediary between the educational system and the personality of the future specialist. Professional skills and potential of the teacher, as a creative person, becomes the key to the formation of these qualities with students.
The most important component of these professional qualities of the teacher is his/her innovative and creative potential. This makes it necessary to consider it as a pedagogical phenomenon. Despite the fact that, there is a diversity of innovative and creative potential of the individual and this concept is studied in different scientific fields (philosophy, psychology, pedagogy), it has no unambiguous definition.

The issues of development of creative abilities and creative potential of University Professor are considered in classic and innovative research in pedagogy (Akutina, 2015; Blinov, 2010; Kravchenko, 2016; Polagutina, 2016; Shnipova, 2008; Tastan et al., 2018). Methodical aspects of the development of the teachers’ innovative and creative potential are revealed in the research of E.V. Balakshina (2016), I.V. Buldakova & A.V. Sushko (2014), N.V. Martishina (2007), K.V. Mironova (2017), Davoudi et al. (2018), Fartash et al. (2018) and so on. However, in the scientific and methodical research of the last ten years no one have been identified, who would raise the problem of development of innovative and creative potential of the University teacher, necessary for the organization of modern educational process and training of future specialists, meeting the requirements of society.

Materials and Methods

2.1. Innovative and Creative Potential in the System of Professional Competence of the University Teacher

The essential characteristics of innovative and creative potential are the following properties:

- integration (consistency, integrity). This means that innovative and creative potential is a complex formation with a certain structure of elements and interrelations between them. Different authors include in this system different elements (personal and professional qualities, motives, values, skills, etc.).

- dynamism. Innovative-creative potential is not something given from birth – it is able to develop in the process of activity. At the same time, creative potential is a relatively stable formation (Smirnova & Derzhak, 2015);

- Direction. The authors of the definitions consider that the innovative-creative potential directs towards self-actualization and self-development (Martishina, 2012), participation in the enrichment of available social experiences (Grakhov, Kislyakova & Simakova, 2015; Martishina, 2015), to receive essentially new socially significant, self-generated skills and abilities to action and the result of their implementation in a particular area of professional activity.

Thus, the analysis of innovative and creative potential’s definitions makes it possible to assert that, first, this category should be considered from the standpoint of activity-based and competence-oriented approaches, as innovative and creative potential develops in the process of activity, gradually having been enriched and acquiring versatility. Personal qualities, psychological attitudes, knowledge, skills, personal experience (components of competencies) are integrated, changing into the basis, opportunity, resources for further activities. Second, since innovation and creativity potential is a complex entity, it is necessary to identify the components and interdependencies between them for its targeted development.

Innovative and creative potential of the teacher is a constantly developing system of resources, reserves and opportunities for self-development and self-realization of the teacher in the professional sphere. Its characteristics are the integration, dynamism and direction. The system has a complex, multi-level structure and as components includes personal characteristics, abilities, psychological attitudes, knowledge and skills, acquired professional creative experience.
2.2. Specifics of Innovative and Creative Potential of the University Teacher

Innovative and creative potential of the University teacher has its own specifics, expressed in the integration of scientific, technical and pedagogical knowledge, abilities and methods of action. At present, the problem of innovative and creative potential of the University teacher is not sufficiently developed: if in General terms the structure of innovative and creative potential was studied by different scientists, and on this basis, technologies for the development of creative potential of younger students, senior students, teachers of the school were developed, for University teachers such technologies, taking into account the specifics of the profession, are still not developed enough. In this regard, it is advisable to specify this concept for the University teacher.

First of all, the specificity is manifested in the cognitive-activity component of innovative and creative potential. This means that the theoretical knowledge and content of the actions are different for different types of professional activities. To identify the specifics of the innovative and creative potential of the University teacher, one can consider the types of creative activity.

A.R. Shnipova (2008), identifies the following types of innovative and creative activities: social, scientific, technical, artistic. Y.V. Konovalov (2014), calls it innovative creativity and divides it into types: scientific, technical, artistic, pedagogical.

These classifications are made on a single basis—depending on the type of professional activity. However, it is believed by the authors of the article that these classifications are not entirely accurate, since the concepts of scientific innovation and creative activity and technical innovation and creative activity, scientific innovation and creative activity and pedagogical innovation and creative activity are overlapping concepts. For example, when developing a new technical project or technology, a scientist uses the theoretical knowledge obtained as a result of scientific research. The same can be said about pedagogical creativity.

With regard to the activities of the University teacher, one can note that the content of innovative and creative activities includes scientific creativity, namely, technical and pedagogical. Moreover, all three groups of innovative and creative activities take place in the professional activities of the University teacher. It is advisable to describe in more detail what skills (formed actions) are part of the innovative and creative potential of the University teacher (table 1).

<table>
<thead>
<tr>
<th>Type of activity</th>
<th>Pedagogical innovative and creative activity</th>
<th>Technical and technological innovation and creative activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities on the nomination of fundamentally new solutions;</td>
<td>Creation of new pedagogical concepts and approaches. Theoretical research in the field of pedagogy.</td>
<td>Search for fundamentally new solutions to technical problems, the promotion of new technical ideas</td>
</tr>
<tr>
<td>Activities for detailing, specification, elaboration of this new in order to determine the principal possibility of its practical implementation;</td>
<td>Development of new teaching technologies that implement pedagogical concepts, specification of developed technologies, their adaptation to the teaching of private disciplines. Empirical research in the field of pedagogy: checking the effectiveness of the developed technologies.</td>
<td>Implementation of new solutions, development of technical projects and technologies that implement new ideas. Empirical research: testing of the created technical objects, checking the effectiveness of the developed technologies.</td>
</tr>
<tr>
<td>Activities to implement</td>
<td>Development of programs of new</td>
<td>Development of technical</td>
</tr>
</tbody>
</table>
new ideas in life, their objectification in various material forms. | disciplines, Fund evaluation tools for the diagnosis of learning material’ mastering on the discipline. | documentation and materials for the promotion and popularization of the created technologies.

From the table it can be seen that the pedagogical innovation and creative activity and technical innovation and creative activity differ in their content and direction. It is clear that different teachers can carry out both types of innovation-creative activity in different combinations of the components given in the table. That is, the University teacher, developing his innovative and creative potential, must act in two directions, which, at first glance, is difficult to realize.

The flexibility of innovative and creative thinking of the University teacher is manifested in the ability to find different ways of solving both technical and pedagogical problems: for example, if students cannot find a way to solve a technical problem, the teacher can find another way to formulate it, take as a comparative analysis the solution of a similar technical problem, and so on.

The structure of innovative and creative potential has made it possible to assert that its complexity, multi-aspect and multi-layer implies a long process of development of innovative and creative potential, and its monitoring requires the allocation of a sufficient number of criteria to diagnose the development of each component of the structure of innovative and creative potential.

2.3. The Stages of the Research

Experimental work was carried out in the period from 2013 to 2017 in the Federal state budgetary educational institution "Kazan (Volga) Federal University". 104 students took part in the experiment.

Results

3.1. Criteria and Levels for Development of Innovative and Creative Potential of the University Teacher

Based on methodological studies of modern philosophical bases of creative psycho-pedagogy and psychological bases of creativity in psychology (Akhmetsagirov & Atkochionen, 2018; Filimonyuk, 2012; Konovalov, 2014), one can say that cannot be considered innovative and creative one the pedagogical activity that includes only a reproductive action and mostly traditional, stereotypical techniques and learning tools. Innovative and creative work is a work in which a person consciously changes its program, applies or creates original techniques and means that provide a new product.

According to the ratio of creative and reproductive components one can identify such a classification of levels of methodical innovative creativity of the teacher: 1) reproductive; 2) reproductive-creative (adaptive); 3) creative-reproductive (local-modeling) and 4) creative (system-modeling).

The reproductive level provides the ability of the teacher to solve didactic-methodical tasks by recreating previously learned methods of solutions on the basis of known guidelines, samples, laws and rules. Therefore, the basis of its activity is the theoretical standard, which is inherited, copied in full under the specific conditions of the educational process.

Reproductive and creative level of methodical activity is characterized not only by reproduction of certain ways of activity, but also by their combination, transformation and choice in accordance with the specific educational situation. At this level, the teacher solves didactic-methodical tasks not only on the theoretical standard, but also in accordance with the specific conditions of training, which he singled out as a result of the analysis of the situation. This is an innovative and creative moment in the methodical activity of the teacher.
However, the teacher, who is at the reproductive and creative level, does not yet know how to analyze the dynamic circumstances of the lesson, to formulate and quickly solve didactic and methodical tasks. He/she can successfully cope only with practical tasks, leaving out of sight the question of development and education of students in the educational process.

Creative and reproductive level of methodical activity is characterized by the teacher's ability to effectively solve didactic and methodical tasks to achieve the goal of learning with the unity of educational, developmental and educational aspects, as well as to take into account the conditions of the real situation and use the latest research of modern methodical science. However, at this level, the teacher does not go beyond the well-known learning technologies and solutions are not distinguished by originality. In this case, he/she does not set search tasks, does not experiment.

The creative level provides skills of comprehensive research of possibilities of increase in the efficiency of educational process, methodical search and experiment. This generates objectively new, original forms, methods and means of training, their non-standard combinations.

The proposed levels determine the degree of development of innovative and creative potential of any teacher, for this study the specificity of determining the level of development of innovative and creative potential of the University teacher is of interest.

Thus, the analysis of the criteria for the development of innovative and creative potential presented in the scientific literature shows that on the one hand, there are many criteria for the diagnosis of individual components’ degree of the individual’s innovative and creative potential. On the other hand, there are no criteria that reflect the development of the creative potential of the University teacher in a component and in General. Therefore, the authors of the article developed a system of criteria that determined the level of development of each of the components of innovative and creative potential of the University teacher (table. 2.)

Table 2. Criteria for the development of innovative and creative potential of the University teacher

<table>
<thead>
<tr>
<th>Components of innovative and creative potential of the University teacher</th>
<th>Criteria</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Theoretical knowledge (cognitive component)</td>
<td>Subject knowledge (knowledge in the subject scientific field)</td>
<td>Availability of publications reflecting problem solving in the studied scientific field</td>
</tr>
<tr>
<td>Pedagogical knowledge</td>
<td>Availability of publications reflecting problem solving in the studied scientific field</td>
<td></td>
</tr>
<tr>
<td>2. Possessing of ways of scientific problems’ solutions, search for new and so on (activity-based component)</td>
<td>Knowledge of research methods. The quality of the lessons; Results of the technical problems’ solution.</td>
<td>Test results; student feedback; feedback from colleagues; reviews of experts.</td>
</tr>
<tr>
<td>3. Personal quality (personal resource)</td>
<td>The quality of the thinking: flexibility, originality, efficiency.</td>
<td>Developed materials (technical or methodical) are new, original.</td>
</tr>
</tbody>
</table>
Developed imagination

4. Focus on self-expression and self-development, curiosity, prone to research, and so on. (personal psychological) Innovative potential, Prone to research (Scientific activity.) Number of scientific publications; the number of students conducting their research under the teacher's management.

3.2. Model of Development of the University Teachers' Innovative and Creative Potential in the System of Qualification Improvement

The development of innovative and creative potential of the University teacher in the process of professional training or retraining will be provided under the conditions if: the essence, specificity and component composition of innovative and creative potential of the University teacher is revealed; the levels, criteria and indicators of the educational process effectiveness aimed at the formation of innovative and creative potential of the University teacher are determined; the identified components of innovative-creative potential of a University teacher are included in the content of psychological-pedagogical and professional disciplines; the activity technology development of innovative-creative potential of a University teacher and forms of educational process organization, implementing these technologies are identified and developed; diagnostic tools for monitoring the development of innovative-creative potential of a University teacher on every level are developed and implemented.

One of the ways to implement the formulated conditions (through the introduction of the model for development of innovative and creative potential of the University teacher) is presented below (Fig.1). The model consists of the following units: target, content-technological and diagnostic. Each of these units has its own purpose and specific content. At the same time, the units are interconnected and interdependent. The connection that unites the units in the system is educational goals, described as components of innovative and creative potential, which is understood by the authors of the article as the possession of professional competencies at a high level. The units are arranged in a sequence, corresponding to the structure of the operation.

Target unit. The system-forming goal of creating and implementing the model is the development of innovative and creative potential of the University teacher. This goal has its own sub-goals, which, in turn, are achieved when a set of local goals (for example, the goals of the lesson) is achieved. The goals are formulated in the form of expected educational results (knowledge and ways of activity). Achieving each of these goals requires mastering all the components of the structure of innovative and creative potential: knowledge, methods of action, and the formation of motivation, psychological attitudes, and properties of thinking, the acquisition of experience of innovative and creative activity.

Content-technological unit. It includes the following structural components: external conditions. As noted earlier, innovation and creative activity, and, consequently, innovative and creative potential are formed only in the conditions of psychological protection and availability of opportunities for self-expression and self-realization. Psychological protection is provided by the following conditions: the focus of public discussions of products of innovative and creative activity on constructive criticism. This is facilitated by the introduction into practice of the educational process of such forms of organization of training as group ones; search for advantages and ways to further improve the developed methods of solutions, new areas of their application; providing freedom of choice to perform innovative and creative tasks according to the interests - the content of education. As it can be seen from the model, it includes all components of innovation and creative potential as objects of study. This means that the development of innovative and creative potential should be purposeful and conscious.
The courses of advanced training train learners who already know the generalized methods of action, have a well-formed abstract thinking, and, therefore, have the resources and capabilities to master common methods of action. Therefore, the implementation of the model involves a direct way of management of educational activities and the inclusion in the content of education as objects of study components of innovative and creative potential of the University teacher.

### Target unit
**Purpose:** development of creative potential of University teachers

### Content and technological unit
**External conditions of creative potential development**

| Psychological protection: the focus of public discussions of creative activity's products on constructive criticism, the search for advantages and ways to further improvement; providing freedom of choice to perform creative tasks on interests | Freedom of expression: providing an opportunity to present publicly the developed method of solving a technical and / or pedagogical problem |

### The content of education (objects of study)

<table>
<thead>
<tr>
<th>Subject content (technical field)</th>
<th>Pedagogical content</th>
<th>Meta-subjects content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Methods for solving standard problems of different levels of complexity. Theoretical base of different ways of solving standard and non-standard problems.</td>
<td>The essence of different teaching methods, the main ways of action in standard pedagogical situations. Methodological foundations of organization of the educational process.</td>
<td>Flexibility: non-standard thinking; the ability to put forward hypotheses about the existence and nature of other ways of solving problems. The ability to find several ways to solve a technical or pedagogical problem. Originality: the ability to find fundamentally new ways to solve local technical or pedagogical problems. Cost-effectiveness: ability to find and justify a way to solve the problem that requires the least resource costs Empathy: level above average or high.</td>
</tr>
</tbody>
</table>

### Diagnostic unit (results of education)

<table>
<thead>
<tr>
<th>Levels of development of a technical University teachers' creative potential</th>
<th>Inheritance-copying</th>
<th>Creative inheritance</th>
<th>Imitating creativity</th>
<th>Independent creativity</th>
</tr>
</thead>
</table>
**Figure 1.** Model of innovative and creative potential development of the University teacher

In the developed by the authors educational-methodical complex Theory and technique of development of the University teacher’s innovative and creative potential all components of innovative and creative potential are included in the content of education. This means that learners in the educational process are aware of the structure of innovative and creative potential, the operational structures of actions that are part of the activity-based component of innovative and creative potential, are trained in the methods of purposeful formation of innovative and creative potential of students, master the techniques of development of their innovative and creative potential. Management of formation of learners’ innovative and creative potential is carried out through the use of systems of innovative and creative practice-oriented tasks.

The diagnostic unit includes a set of techniques to assess the degree of formation of innovative and creative potential of the University teacher as a whole and as a component. It should be noted that the results will be not only cognitive and activity-based components, but also psychological attitudes, and personal qualities of learners who are part of the creative potential. In other words, the creative potential is evaluated in all its manifestations. To do this, certain diagnostic techniques are developed and selected. They are shown in table 3.

**Table 3.** The list of diagnostic methods for assessing the level of creative potential formation of a technical University teacher

<table>
<thead>
<tr>
<th>Components of innovative and creative potential of the University teacher</th>
<th>Diagnostic technique for revealing the level of innovative and creative potential component’s formation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive components</td>
<td>Test to identify theoretical pedagogical knowledge. Analysis of scientific works of the teacher and students under his leadership.</td>
</tr>
<tr>
<td>Activity-based components</td>
<td>Cases, expert sheets to assess the degree of realization of creative potential in the conduct of classes with students, feedback from students.</td>
</tr>
<tr>
<td>personality and psychological components</td>
<td>The test, which determines the degree of desire to carry out creative activities, the search for new.</td>
</tr>
<tr>
<td>Personal resource components</td>
<td>Psychological tests to diagnose the degree of personal qualities (empathy) and personal qualities (qualities of creative thinking: flexibility, originality, fluency) formation</td>
</tr>
</tbody>
</table>

It should be noted that the developed complex contains diagnostic techniques that overlap to some extent, so the test Innovation and creativity potential in General is designed to assess the level of development of innovative and creative potential as a whole, its results should be correlated with a comprehensive assessment, composed of the results obtained by diagnostics for individual components of innovation and creative potential. The similarity of the results justifies the substantive validity of the tests. In addition, as it was noted earlier, the assessment of innovative and creative nature of the classes conducted by students and experts allows justifying their validity. Thus, the model ensures the implementation of all the above mentioned conditions for the development of innovative and creative potential of the University teacher.
3.3. The Experimental Verification of the Results after the Model’s Implementation of Innovative and Creative Potential Development of the University Teacher

The experiment was conducted for three years: it was attended by the enlistment for the retraining for teachers of universities of Kazan 2014 - 2015 (35 people), 2015-2016, (32 people) and 2016-2017 (37 people). The enlistment of 2014 was taken as a control group; the enlistment of 2015 was taken as an experimental group. To confirm the reliability of the experimental data, the forming experiment was repeated in the 2016-2017 academic year.

The aim of the ascertaining stage of the experiment was to study the level of formation of innovative and creative potential of University teachers.

The purpose of the forming stage of the experiment was to identify the effectiveness of the methodical system for formation and development of teachers’ innovative and creative potential, clarification of the principles of its functioning. The work was carried out in the following areas:

- Conducting a long-term experiment at the University.
- Development of modular construction of the course’s content Theory and technique of innovative and creative teaching activities, the leading idea of which was the development of University teachers’ own creativity and teaching them to develop innovative and creative abilities of students.
- Experimental verification of the problem module Development of creative abilities of the individual, the module Technique for development of innovative and creative abilities of students.
- Involvement of all subjects, based on the objectives of the experiment and the final result (the formation and development of innovative and creative potential).
- Development and implementation of innovative forms of training courses (intellectual games and psychological training).
- The use of active and interactive methods of teaching teachers, creative technologies and techniques that develop the creative abilities of teachers and teaching the development of these abilities among the students.
- The evaluation and control stage of the experiment allowed to record and analyze the results, as well as to predict the prospects for further activities.

It was assumed that teachers can be ahead or behind in the transition from one stage of formation and development of innovative and creative potential to another. In this case, the individual characteristics of teachers were taken into account and individual educational routes were created. Some conditionality of correlation between the stages for formation of innovative and creative potential and the stages of experimental work and courses is explained by the convenience of fixing the intermediate results of the study and their analysis. During the experiment, the texts created by teachers and under their guidance by students, educational texts (lesson notes and lessons themselves) were analyzed.

When creating a methodical system, we took into account the creative component of each subject, special course, special seminar and the possibility of its effective inclusion in the context of the study. Teachers were consulted in the process of the experiment on the use of creative technologies, interactive methods and forms of training. The authors processed and interpreted the results of innovative and creative activities of teachers in all areas (in particular, the creation of texts), together with teachers of other disciplines outlined ways to further work on the formation of creative competence of teachers.
Fig. 2 shows the dynamics of the change in the average score for each group obtained as a result of a comprehensive assessment of the level of learners' innovation and creative potential in all groups of enlistment.

![Graph showing dynamics of changes](image)

**Figure 2.** Dynamics of changes in the complex assessment of innovative and creative potential

Thus, we see that the level of creativity development in the experimental groups has increased significantly, while in the control group it has increased slightly or remained at the same level. The test results confirm the evaluative judgments of experts formulated by them on the results of observation: the vast majority of students of advanced training courses significantly increased their level of creativity to imitative creativity. During the classes, conducted by the students of the experimental groups, the task of search nature independently developed by the teachers were used, partially-search, research, design methods reasonably were combined and entity-subject relations were built. At the same time, the learners of the control group, basically, remained at the level of creative inheritance. The classes they conducted were mostly designed in accordance with the samples offered to them in the courses, the tasks were mostly of a reproductive nature, and mainly explanatory and illustrative teaching methods were used. In some cases, the author's methods of studying new material were used. That is, creative activity, pedagogical search were carried out, mainly, only in the process of finding ways to explain the new.

We used stochastic criteria of signs and Student to assess the validity of the findings.

The Student test is a parametric analogue of the Mann-Whitney test and is used in cases where there are more than 20 values in a smaller sample. In our case, the smaller sample has 24 values. Since the volume of sample is sufficient for the approximation of normal distributions, the Student t-test can be used.

It is aimed at the assessment of differences in the magnitudes of the average values of two samples that are distributed according to normal law. One of the main advantages of the criterion is the breadth of its application. It can be used to compare the means of connected and disjoint samples, and the samples may not be equal in magnitude.

Thus, for the significance level of 0.1, the conclusion about the significance of positive changes in the development of innovative and creative potential among the learners of the enlistment of 2015 and 2016 is confirmed. For the control group, the conclusion is confirmed only for the significance level of 0.05.

This means that, although the level of development of innovative and creative potential in the control group as a whole increased, but mainly due to the formation of the cognitive component (students of the control group received knowledge). However, this is not enough to significantly increase the level of development of innovative and creative potential of the University teacher as a whole. The significance of
differences in the levels of development of innovative and creative potential in the control and experimental groups is confirmed by this fact.

Experimental verification of the effectiveness of the proposed methodical system of teachers’ innovative and creative potential formation allowed drawing the following conclusions:

1. The analysis of the problems identified at the ascertaining stage of the experiment, related to the low level of professional creative training of teachers, confirmed the relevance of the idea of their innovative and creative potential formation and development.

2. The control stage of the experiment confirmed the real achievability of the projected results in the formation and development of innovative and creative potential of University teachers in accordance with the developed criteria, indicators and stages of this potential formation in the structure of professional competence of the teacher.

3. The conclusions about the significant shift in the formation of innovative and creative potential by the component and in General among the participants of the training courses of the experimental groups are reliable.

4. All the above mentioned allows talking about the viability, practical importance and effectiveness of our proposed methodical system for formation and development of teachers’ innovative and creative potential.

Discussion

At the present stage, there is a great need for professionals who are capable and ready to display creativity in their activities, generate and develop non-standard technical ideas, and innovate. The presence of such professionals is possible only with appropriate training in higher education. Such training can be carried out by a teacher who is able to freely navigate both in technical areas and in the field of professional pedagogy who possesses innovative and creative potential. Identification and consideration of the specifics and composition of the innovative and creative potential of the University teacher will contribute to the effective training of University teachers in the system of advanced training.

Innovative-creative potential of a University teacher is a complex construction, and its formation and development – multifaceted process that can be successful in the presence of a set of conditions, the implementation of which is ensured by the model for development of innovative-creative potential of University lecturers representing the complete pedagogical process (Akutina, 2015; Blinov, 2010; Kravchenko, 2016; Polagutina, 2016; Shnipova, 2008).

Conclusion

Innovative and creative potential of the University teacher has its own specifics, expressed in the integration of scientific, technical and pedagogical knowledge, abilities and methods of action. There are no criteria reflecting the development of innovative and creative potential of the University teacher by component and in General. Therefore, the authors of the article have developed a system of criteria that determine the development level of each of the components in innovative and creative potential of the University teacher, based on its composition.

The model implements the following conditions for the development of creative potential: - identification of the nature, specificity and component of the innovative and creative potential of the University teacher; - definition of levels, criteria and performance indicators of the educational process aimed at the formation of innovative and creative potential of the University teacher; - inclusion of the identified components of innovative and creative potential of the University teacher in the content of psychological,
pedagogical and professional academic disciplines; - definition and development of activity-based technologies for development of innovative and creative potential of the University teacher and forms of organization in the educational process, implementing these technologies: development and implementation of diagnostic tools to monitor the development of innovative and creative potential of the University teacher at each level.

The efficiency of the developed model for innovative and creative potential development of the University teacher is experimentally proved, and the reliability of the conclusion about its effectiveness is confirmed by statistical nonparametric data processing methods.

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Development And Implementation Of Instruments Of Innovative Import Substitution In Selected Sectors Of The Russian Economy

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Abstract

The article analyzes the import substitution policy pursued in modern Russia, examines the interrelationship between import substitution tools and innovation technologies, as well as their impact on the dynamics of competitiveness indicators of the Russian economy on the world market. The main directions of implementing this policy in industries with state support for the import substitution program and in selected Russian regions (on the example of the Republic of Tatarstan) are considered. The main problems of import substitution, export of domestic products, increasing competitiveness are revealed and a conclusion is formulated on the need to develop and implement innovative import substitution as an integrated strategy for socio-economic development of the national and regional economy that ensures the progressive dynamics of economic and social indicators.

Keywords: strategy of innovative import substitution, innovative solutions, national and regional economy, competitiveness, investment, objects of innovative infrastructure, domestic products, dynamics of key macroeconomic indicators.

Introduction

In accordance with modern global political prerequisites, the process of import substitution of domestic goods produced domestically is actualized as an element of Russian economic policy and the subject of legal regulation, due to the intensification of Russia’s emergence in the world space as a state that carries out an independent policy that meets the requirements of national interests and is oriented towards the integration of the Russian economy into the world economic system on the basis of a certain long-term paradigm reflecting the optimality of the synergy of «economic integration» and «economic isolation».

The introduction of restrictive sanctions by a number of foreign states in respect of the Russian Federation (RF) led to the need to develop and introduce import substitution strategies into the management system of the national economy as a whole, the constituent parts of individual regions and individual enterprises, and the implementation of import-substituting strategies. In this regard, it seems appropriate to distinguish three types of import substitution strategies implemented by territorial entities, which differ in the target orientation of their use, the composition of the instruments and the nature of the managed facility. Thus, the strategy of import-substituting industrialization includes a reduction in the volume of imports of final products, which activates changes in the reproductive, sectoral and institutional structures of the economy, is a necessary prerequisite for increasing its competitiveness. The strategy of forced import substitution is determined by the need to neutralize (prevent) geopolitical risks, such as foreign economic sanctions. The usage of such a strategy in the long run leads to the isolation of the national economy and the reduction of its competitive potential. The strategy of import-substituting diversification takes the form of creating, replacing or expanded diversification, implemented on the basis of product and process innovations, the introduction of open innovations and the formation of a closed innovation cycle of information or network type. As part of the implementation of this strategy, qualitatively new objects of the innovative infrastructure are being
formed: science cities, technoparks, industrial parks, business incubators, etc., which use the synergetic effect of interaction of economic entities within the urbanized territories. This type of import substitution can be considered as a source of diffusion of innovations, which, in turn, initiates a progressive macroeconomic dynamics and an increase in the level and quality of life. This allows to conclude that import-substituting diversification in the conditions of a post-industrial economy takes the form of innovative import substitution.

For the choice of innovative import substitution tools, the use of which will allow creating new growth points and zones of advanced development, it seems necessary to analyze the state of economic entities representing various sectors of the economy in respect of which the state has developed and implements appropriate program activities. This determined the choice of the research topic, its theoretical and practical significance.

Review of the Literature

There is considerable experience in the use of import substitution tools in states that are among the developing or implementing policies of structural transformation of the economy. In this regard, the problem of import substitution has been the subject of a comprehensive study in the works of foreign and Russian authors. In the context of this study of considerable interest are the works of A. Strauge and H. Chenery, who analyzed the impact of economic growth caused by the use of import substitution technologies on the structure of world trade (Nazarchuk, 2007). At the same time, they pointed to the direct impact of domestic investment and the increase in the production of domestic goods on the dynamics and trajectory of the economic development of the state. We agree with this thesis. The patterns of urban import substitution in free market conditions were first studied in the works of D. Jacobs (2011), who analyzed the replacement of imported goods with goods produced by the subjects of the urban economy.

It should be recognized that there is no single interpretation of the category «import substitution» in the economic sciences, which is interpreted as economic policy (Peregorodieve, 2013), economic process (Kadochnikova, 2005), tools used in the implementation of targets development of the state (region, enterprise) (Lindert, 1992) or as a development strategy (Sokolova & Kolotyrin, 2017; Davoudi et al., 2018). Among Russian authors there is a position according to which import substitution can take the form of an unregulated process, which is activated at a certain stage of the state's development and leads to the replacement of imported products with goods and services of domestic production. At the same time, they point to the formation under certain conditions of the prerequisites for the development and implementation of control measures on the part of the state aimed at stimulating the introduction of import substituting technologies (Gnidchenko, 2017; Fartash et al., 2018). It should be recognized that some attention is paid to the introduction of import substitution tools at the regional level, which follows their recognition of the openness of the regional economy and the interpretation of the external economic activities of the subjects of the Russian Federation as a significant factor in their progressive development (Makarova, 2011).

Among the sources of legal regulation of the import substitution strategy are a number of bylaws that disclose the content, institutional and functional composition of subjects of import substitution policy and subject composition. Among them are Resolution No. 1044 of the Government of the Russian Federation of October 11, 2014 (Government of the Russian Federation, 2014) «On Approving the Program for Support of Investment Projects Implemented on the Territory of the Russian Federation Based on Project Financing» (as amended on February 21, 2015), Government Decree of August 4, 2015 No. 785 «On the Governmental Commission for Import Substitution», etc. In a number of regions, programs aimed at implementing measures for import substitution in certain sectors of the economy have been adopted.

Methods and Stages of the Study

The theoretical and methodological basis of the study is the positions and conclusions presented in the works of Russian and foreign authors devoted to the problems of economic growth, the theory of import substitution, the theory of innovation and innovative development, the theory of regional economy, etc. The complexity and multidimensionality of the problem predetermined the need for using special research methods alongside with general scientific. The content and tools for implementing the import substitution strategy have been studied using comparative analysis, the method of statistical observations, the variant method, content analysis, etc.

In the course of the research, the conceptual apparatus of import substitution theory was clarified and the author's vision of the content of innovative substitution was formulated, which allowed to systematize factual and statistical material reflecting the peculiarities of import substitution technologies in various sectors of the economy, as well as to formulate conclusions and recommendations aimed at improving the effectiveness of tools used by bodies of state management in the implementation of strategic goals and objectives.

Results of the Study and Their Practical Importance

The policy of import substitution, currently being actively implemented in the Russian Federation, calls for the use of innovative technologies that support the level of country competitiveness and predetermine the essence of the concept of "innovative import substitution", which is a state or regional economic policy that determines the implementation of a set of measures related to the organization of production, as well as ensuring the promotion of domestic products, superior and tailors analogues in effectiveness of the innovative technical solutions.

Depending on the scope of innovative solutions, the type of innovation is determined:

- technological, defining the process of improvement of existing products or the development and implementation of new, possessing previously inherent properties;
- grocery, consisting in the expansion of the assortment of products, as well as making the already available additional feasibility;
- social, conducive to the renovation and modernization of educational, scientific, charitable spheres;
- organizational, ensuring the growth of management effectiveness (Ivanchenko, 2014).

In terms of import substitution, innovative solutions affect all areas of business entities, but within the program of import substitution of state support, the following main sectors of the economy were awarded:

1. The agricultural sector, in which, according to data for the second quarter of 2017, the volume of import substitution of food products amounted to 4.2 billion dollars, by 3.8% over the mentioned period the agricultural production index increased, it is planned to harvest 132 million tons of cereals:

   - the introduction of new domestic equipment is intensified, production of which increased by 7% in the first half of the year and accounted for 45.3% of the total number of agricultural machinery and equipment, while the import of agricultural machinery decreased by 59%;
Yaroslavl “Avtodizel” plant produces engines YaMZ-850 and YaMZ-8501 for industrial tractors, which are cheaper analogs of German engines of MTU and products of «OOO «Klaas», although localizing its production, but not using Russian components in production,

- increase of cropland due to stimulating state measures that support the agricultural producers (farmers);
- development of cows selection due to embryo transplantation.

2. Industry:
- in the field of electrical equipment, the development and active implementation of semiconductor conversion technology (speed control systems based on an asynchronous motor, single-contact combined converters), rectifiers (for example, Pulsar SMART);
- in the field of special machinery, the import of excavators is currently 90%, and in the domestic national market the share of this foreign equipment is 70%, and in accordance with the policy of import substitution at the «Uralwagon» factory, a crawler excavator EO 41211A and wheeled vehicle EO 33222A, at the plant "Uralmashzavod» in 2020, a mass production of hydraulic excavators is planned.

3. Telecommunications and telecommunications industry. For IT-technologies, the positive effect of import substitution is due to the possibility of direct influence on software development, adaptation not only to the specifics of the Russian market, but also the possibility of further and faster adaptation to changing business conditions, low cost relative to foreign counterparts, independence from geopolitical of the situation. According to the results of the first half of 2017, there are 3969 names in the register of Russian software.

As the key task of implementing the strategy of innovative import substitution in the field of IT-technologies is the creation of conditions for the development of high-quality software, which implies an increase in the share of Russian programmers in the development teams. At the same time, exclusive rights to the results of intellectual activity in this sphere should belong to domestic enterprises. Table 1 shows the projected results of import substitution in the field of IT technologies, which should be achieved by 2020, according to the Ministry of Digital Development, Communications and Mass Communications of the Russian Federation (Official website of the Ministry of Digital Development, 2018).

**Table 1.** Forecasted results of import substitution in the field of IT-technologies by 2020 in the Russian Federation

<table>
<thead>
<tr>
<th>Product / technology</th>
<th>Import share, %</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2014 г.</td>
</tr>
<tr>
<td>Business applications (ERP, CRM, etc.)</td>
<td>75</td>
</tr>
<tr>
<td>Antivirus software</td>
<td>60</td>
</tr>
<tr>
<td>Internet services (e-mail, file sharing, browsers, etc.)</td>
<td>50</td>
</tr>
<tr>
<td>Client / mobile OS</td>
<td>97</td>
</tr>
<tr>
<td>Office user software</td>
<td>97</td>
</tr>
</tbody>
</table>

Such a dynamic in the field of IT-technologies will reduce import dependence in other sectors of the Russian economy.
Measures to activate import substitution are changing depending on the sector of the economy. Thus, import substitution in the agro-industrial complex is focused primarily on the production of products for the domestic market, satisfaction of demand from the consumer for quality products. Decree No. 717 of the Government of the Russian Federation of July 14, 2012 (Government of the Russian Federation, 2012a, 2012b) «On the State Program for the Development of Agriculture and Regulation of the Agricultural Products, Raw Materials and Foodstuffs for 2013-2020» states that the fundamental goal of import-substituting policies in the agricultural market should be to reduce the stock, goods and the technological dependence of the market on imports. In this regard, the implementation of the strategy of import substitution in this area should include the following components: methods of state support to commodity producers; tools for the development of industry markets; tools for the development of cooperation and integration; development of infrastructure facilities. The agro-industrial sector is less focused on innovation due to a number of technological and organizational reasons. At the same time, it should be recognized that for a number of regions that are part of the Russian Federation, the implementation of import substitution technologies is becoming a key factor in catching up the decline in the level of interregional differentiation, which is due to the dominance of the agrarian sector in the structure of the regional economy. The solution of this problem can become an important stage in overcoming the depressiveness of regional development and improving the quality of life of the population.

In the Republic of Tatarstan, the Resolution of the Cabinet of Ministers of the Republic of Tatarstan dated September 13, 2016 No. 639 approved the Action Plan for the Development of Import Substitution in the Industry of the Republic of Tatarstan for 2016, which foresees «the promotion of RT enterprises to participate in resource and technological chains of enterprises' cooperation, the turn provides for an increase in the awareness of business entities about the procurement of large companies, including through the use of a specialized single resource for small and medium business smb.tattis.ru; the delivery of products of the republican manufacturing enterprises to the largest Russian companies, such as JSC «Russian Railways», PJSC Oil and Gas Company «Rosneft», PJSC «Lukoil», PJSC «Gazprom», OJSC «AVTOVAZ», ZAO «Transmachholding», JSC «The group «Sinara», etc. » Under the Resolution of the Cabinet of Ministers of the Republic of Tatarstan No. 639 of September 13, 2016 «On the Action Plan for the Development of Import Substitution in the Industry of the Republic of Tatarstan for 2016», «the formation of favorable legal conditions for the functioning of industrial enterprises of the Republic of Tatarstan - manufacturers of competitive products». Among the priority measures, the need was identified for «expanding the geography of Tatartan's trade partners, increasing the export of enterprises' products», «promoting the promotion of products to foreign markets using trade missions of the Russian Federation and the representation of the RT». Particular attention in the program document was given to the implementation of «measures for the development of multi-format trade in import-substituting consumer goods», «Providing information and consulting support».

However, the most significant in the context of the problem being investigated is the activities to promote the implementation of investment projects, which envisages «the creation of infrastructure conditions for high-tech developments, primarily the creation and development of engineering centers and prototyping centers». Such measures are aimed at implementing an innovative component of the import substitution strategy, they envisage the formation and development of innovative infrastructure facilities that stimulate the development of high-tech industries using the potential of engineering centers and prototyping centers. For example, the implementation of the proposed activities enabled JSC «Regional Center of Engineering in the field of chemical technologies» to conduct tests of plastics produced by RT enterprises and to confirm their compliance with industry requirements and ability to advance at the world level. In order to increase the volume of financing for enterprises implementing investment projects for the development of the real sector of the economy of the Republic of Tatarstan on the basis of
the investment-venture Fund of the Republic of Tatarstan, the Cabinet of Ministers of the Republic of Tatarstan No. 248 of April 26, 2016 established the Fund for the Development of Industry of the Republic of Tatarstan and uses the resources of the Industrial Development Fund.

As a tool to ensure the implementation of the strategy of innovative import substitution, tax incentives for investment expenditures, the formation of favorable tariff conditions, the development of innovative clusters, the staffing of the investment process on the basis of the formation of state orders for training specialists by educational organizations in accordance with the needs of import substitution, the formation of effective demand for products of domestic producers, etc.

Despite the development and implementation of federal and regional import substitution programs, it is necessary nowadays to note Russia’s relatively high dependence on foreign technologies with high costs, which complicates the process of improving the quality and increasing the volume of products. In addition, the slowdown in the development process is also facilitated by investing in underdeveloped technologies and the use of imported technologies presupposes a complete product cycle, which determines the activities of Western companies in developing their own business by acquiring appropriate production trends in the world and not at the expense of investments to improve the organization.

In this case, joint ventures are reliable for investment, the main tasks for which are the creation of competitive products in modernized production and its promotion in the world market.

As the main obstacles to leveling the problems of import substitution, export of domestic products, as well as increasing the competitiveness of Russian enterprises, experts identified the following problems:

- there is no support of the state in the formation of projects for the export of domestic products, which makes production inefficient due to a reduction in their incentive level in the creation of products intended for export.
- difficulties in accessing existing government support measures;
- inability to promote products for production, that is, raw materials, components, spare parts of systems, etc., in Russia;
- the complexity of the procedure for lending to export production, the contradictory nature of government policy in the sphere of lending to the real sectors of the Russian economy;
- lack of experience in the field of foreign economic activity for most enterprises in the machine-building industry, with simultaneous negative impact of excessive formalism and asymmetry of information on market conditions, qualified personnel, restrictions on the import substitution process in Russia, etc.;
- low level of stimulation of research and innovation enterprises, lack of knowledge on the commercialization of intellectual property in the export of manufactured products;
- there is no activity in promoting domestic products to the markets of developing countries (to Asia, Africa and Latin America);
- the lack of qualified and professionally trained staff due to the existence of a temporary lag between the requirements of the current situation and the length of training, including obtaining higher specialized education in the required areas and practical training at research and production enterprises (Berezinskaya, 2015; Tastan et al., 2018).

We agree with such conclusions and believe that it is possible to solve a number of formulated problems by introducing management tools in the system of state regulation of the economy that stimulate innovative activity of producers.

Conclusion and Recommendations
Providing the state with favorable conditions for the production of import-substituting products necessitates an awareness of the importance of the requirements for increasing the level of competitiveness of the products, which predetermines the possibility of expanding its exports, thereby raising Russia's rating in the world economic arena.

Analysis of different types of import substitution made it possible to single out innovative import substitution as the most effective from the standpoint of long-term and short-term development results of the state and the regions that make up its regions. Implementation of the strategy of innovative import substitution in the modern Russian economy is hampered by a number of factors, including lack of own technologies, administrative barriers and high level of monopolization. In these conditions, it seems necessary to include in the system of state regulation of the economy instruments aimed at intensifying technological processes, expanding the product line and improving the quality of products. The proposed strategy initiates the multiplicative effect of the increase in aggregate expenditures in general, which will be reflected in the positive dynamics of social indicators, including the level of employment of the population and the quality of its life.

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Modern Social And Environmental Strategies Of Nature Protection: Environmental Paradigm


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Abstract

The relevance of the study is due to the imperatives of environmental protection - the survival of the biosphere and humanity in the era of the global environmental crisis. The solution to this problem is not possible without coordinated actions of the world community, coherent systemic actions of States, societies and businesses, without awareness by the masses of people of threaten to them and their descendants from consequences of environmental dangers. Under the current circumstances, there is a necessity for formation a new ecological worldview of man, the core of which is not traditional anthropocentric, and environmental ethical values based on the unity of man and the environment, on the recognition of the right of all kinds of wildlife to equal value with man - freedom of life on Earth. The study proved the theoretical and practical feasibility of using environmental approach to solving problems of nature protection through limiting the negative impact of human activities on it. During the implementation of environmental monitoring - the leading method of research, the classification, structure and content of environmental ethical values of natural resources’ use as moral strategies for environmental protection are justified. In this regard, the main attention in this article is devoted to the substantiation of the environmental paradigm as a modern strategy of environmental protection. The article reveals the essence, structure and content of the environmental paradigm; the goals, principles and rules, the content of the environmental paradigm’s implementation for environmental protection. On the basis of the study results, the priorities of the environmental paradigm’s ethical values as an innovative strategy of environmental protection are substantiated and experimentally proved.

Keywords: environmental paradigm, ecology, nature protection, survival of the biosphere, human survival, anthropocentrism, globalism, global environmental crisis, environmental monitoring.

Introduction

Environmental problems in the modern world are recognized and experienced in the global dimension, one of the manifestations of which is planetary climate change (Brown, 2010; Nash, 1989; Nikolaevskaya, 2009; Rosenberg & Mozgovoy, 1992). Despite the efforts and huge funds aimed at preventing the negative consequences of human impact on nature, the General trend of adverse changes remains (Shalaev, 2010; Ehrenfeld, 1992). The growing concern of mankind about the state of the environment determines the
need to create a global system of environmental safety, its sustainable development, revision of the legal framework of environmental activities and the use of economic mechanisms of impact on economic entities in order to reduce environmental pollution. It is proved by the experience of the world community that only coordinated system actions of States, civil societies and businesses are able to eliminate or minimize environmental threats in the world (Agafonov, 2009; Birnbacher, 1982; world Charter of nature, 2003; Gary & Alistair, 2012; Hardin, 1968; Callicott, 1994; Catton & Dunlap, 1978). The intensive search for new ideas of environmental protection focused the efforts of specialists on the socio-ecological theory that significantly expanded the interpretation of the ecosystem and the system of relations in it, including all living organisms habiting in the air, water and soil (Vernadsky, 1988; Vasilenko, 1983; Danilov-Danilyan, 1998; Lehmann, 1981). Modern researchers of these ideas stimulate the influence of society on the natural ecological system, estimate the effect of nature protection measures, and develop models of environmental protection (Zabelin, 2000; Kudinova, Rosenberg & Rosenberg, 2013; Kapterev, 2003; Primack, 2002; Solovyov, 2005; Shtilmark, 1999; Davoudi et al., 2018). Along with the growth of living standards, satisfaction of material needs, understanding of the danger of the natural environment’s depletion and reaching the limits of its growth, the ideas of environmental protection are receiving a new development. The moral basis of these areas is the ecological worldview of man, the core of which is not traditional anthropocentric, and environmental ethical values that recognize not only the unity of man and the environment, but also the right of all species of wildlife to equal value with man life on Earth (Underhill, Barrett & Bernell, 2001; Kapterev, 2003; Shalaev, 2010; Yanitsky, 2002; Fartash et al., 2018). The study proved the theoretical and practical feasibility of using environmental approach to solving problems of environmental protection through limiting the negative impact of human activities on nature. In this regard, the main attention in this article is devoted to the substantiation of the environmental paradigm as a modern strategy of environmental protection. The article reveals the phenomenology of the environmental paradigm, its essence, structure and content of development, the classification, structure and content of the environmental ethical values, principles and rules. On the basis of the results of the study the priorities of ethical values, principles and rules of implementation of the environmental paradigm as a moral strategy of environmental protection are substantiated and experimentally proved.

Literature Review

The works of specialists, structured according to the fields of application of the environmental paradigm are of particular importance for the study. Currently, there are several main environmental areas of use of this paradigm, among which social ecology is of particular interest. It is proved that the environmental paradigm has significantly expanded the interpretation of the ecosystem and the system of relations in it, in fact, has become a new stage in the development of socio-ecological theory based on a wide variety of interdisciplinary connections of social and human Sciences (Vasilenko, 1983; Birnbacher, 1982; Brady, 1998; Rosenberg & Mozgovoy, 1992; Shalaev, 2010). The special importance of approaches to environmentally paradigm developed by sociologists and naturalists should be noted (Danilov-Danilyan, 1998; Catton & Dunlap, 1978; Gary & Alistair, 2012; Callicott, 1994; Nikolaevskaya, 2009; Nikolsky, 2000; Primack, 2002; Rosenberg & Mozgovoy, 1992; Yablokov, 1983; Yanitsky, 2002). The results of the research presented in these works are now one of the most promising and their importance is only increasing. It is established that unlike most of the works that consider the environmental paradigm from the standpoint of the determinism of nature’s transformation in the interests of man, these researchers consider it on the basis of ethical values of preserving harmonious relations between man and the environment, taking into account the principle of “do no harm to nature and yourself.” A man in the present study is seen as part of nature, he is in nature, inseparable from it, depends on it as much as it depends on him (Kapterev, 2003; Catton & Dunlap, 1978; Shalaev, 2010; Tastan et al., 2018). It is established that most of the studies (Agafonov, 2009; Akhatov, 1995; Brown, 2010; Gary & Alistair, 2012; Zabelin, 2000; Nikolaevskaya, 2009;
Nikolsky, 2000; Primack, 2002; Rosenberg & Mozgovoy, 1992; Soloviev, 2005; Shalaev, 2010; Shtilmark, 1999; Ehrenfeld, 1992; Yanitsky, 2002) presents the results of studies of the determinants and procedural aspects of environmental protection, focused on solving the global environmental crisis. The authors of the presented works among the topical problems in a special number highlight the use of ethical values of environmental protection as a modern strategy to limit the negative impact of human activity on the environment. However, despite the General understanding of their importance for environmental protection, presented in a significant number of scientific and practice-oriented works, many issues remain unclosed: aspects of the structure and content of the principles, rules and ethical values of environmental protection, the definition of the legal framework of public control aimed at limiting the negative impact of human activity on nature; substantiation of socio-ecological mechanisms of integrative interaction between modern man and the environment on the principles of: man is ecologicalized, nature is socialized. The study attempts to justify the structure and content of principles, rules and ethical values as a moral strategy of environmental protection.

Results

3.1. Features of the Environmental Paradigm Phenomenology

Discursive content "environmental paradigm" has cultural - historical value. The English word environment comes from the French verb environner - "surround". In the semantic content the word means only what surrounds a person, that is, the environment, nature. As a branch of science, environmentalism emerged in the mid-19th century under the influence of a number of new ideas that human beings were largely formed under the influence of the environment. The conclusion of Charles Darwin on the dependence of the survival of species on how they are adapted to the environment belongs to these ideas, in particular. The ideas of German geographers on the importance of the environment (Umwelt) in determining economic and cultural differences between peoples had no less influence on the development of environmentalism. By the end of the XIX century, the concept of "environment" has acquired a modern environmentally oriented meaning, describing the system, which includes all living organisms living in the air, water and soil. Since that time, scientists are actively studying the impact of society on the natural ecological system and evaluate the effect of environmental measures. Together with the improvement of living standards, satisfaction of material needs and understanding of the danger of the natural environment’s depletion and reaching the limits of its growth, the ideas of environmental protection are becoming increasingly important, gradually becoming an independent branch of science. From the second half of the XX century to the present time, the system of ideas about the extreme vulnerability of the environment and the need to protect it (Underhill, Barrett & Bernell, 2001) was considered as "environmentalism". Today, the literature is more common phrase "environmentally new paradigm" (Nikolayevskaya, 2009; Shalaev, 2010). It is established that the basis of this paradigm is the philosophy of the twentieth century environmentalism, the basis of social ecology, which significantly expanded the interpretation of the ecosystem and the system of relations in it and a wide variety of interdisciplinary links of social and human Sciences. It is determined that modern specialists and researchers of the environmental paradigm adhere to several positions that meet the current ideas of environmental protection:

- Protection of wildlife habitats and wildlife themselves (Agafonov, 2009; Gunn, 1983; Zabelin, 2000);

- Conservation of natural resources (Brady, 1998; world Charter of nature, 2003; Kudinova, Rosenberg & Rosenberg, 2013);

- Ecofeminism (Birnbacher, 1982; Hardin, 1968; Callicott, 1994);
- Eco theology (Bezobrazov, 1903; Vernadsky, 1988; Danilov–Danilyan, 1998; Vasilenko, 1983);
- Eco-psychology (Kapterev, 2003; Lehmann, 1981; Nash, 1989);
- Deep ecology (Nikolayevskaya, 2009; Soloviev, 2005; Nikolsky, 2000; Ehrenfeld, 1992);
- Radical ecology (Primack, 2002; Rosenberg & Mozgovoy, 1992; Shalaev, 2010);
- Environmental justice (Manifesto of the movement of brigades for nature protection, 1996; the Establishment and maintenance of the Red book, 2017; Shtilmark, 1999);
- Sustainable development (Nikolsky, 2000; Ehrenfeld, 1992; Yanitsky, 2002);
- Environmental consumerism (Kudinova, Rosenberg & Rosenberg, 2013; Nikolaevskaya, 2009; Shalaev, 2010).

In the second half of the twentieth century, for the first time, mankind was seriously puzzled by the limits of its own destructive consequences. It became clear that the continued use of the proposed models of interaction (consumption) with the environment could pose global threats. The consequences or possible consequences of such processes as the arms race, the development of bacteriological weapons, and the growing human intervention in the earth ecosystem have reached a critical mass. In the 60s, social, cultural and political transformation of state and social systems leads to an increase in the level of activity in the field of nature protection among all segments of the population of developed countries. A new generation of international environmental groups and companies founded in the same period has developed a set of environmental regulations (WWF Materials) that goes beyond the simple protection of wild animals and their habitats. So-called "moral "or" social" entrepreneurship emerged, later transformed into corporate social responsibility of business. The result of this activity was the strengthening of the influence of environmental organizations, the signing of international agreements, the development of codes of social responsibility of business and activation in the field of environmentally responsible upbringing, education and culture (Rosenberg & Mozgovoy, 1992; Shalaev, 2010).

The current stage of development of environmental protection's environmental paradigm is characterized by the development of national legislation on climate changes (greenhouse effect, global warming, extinction of many biological species), whose main goal – the prevention of the degradation of the natural environment, the conservation of biological diversity of the Earth and achievement of a harmonic impact of human activities on nature. Influential coordinators of these areas are considered: the world wildlife Fund (WWF), created in 1961 (Materials of the WWF website) and Greenpeace, created in 1971 (Materials of the Greenpeace website). On the initiative of these funds and commissions of the United Nations since 1992, meetings of state heads, business representatives are held; declarations and programs on environmental protection are adopted. For the first time, the social, economic and environmental spheres of state development have been identified and the Agenda for the 21st century has been adopted to address urgent global challenges. In order to ensure effective implementation of the Agenda 21, the world Summit on sustainable development, entitled "planet Earth", was organized in 2002. This Summit finally completed the agenda for the XX1 century, materialized its goals, forecasts and commitments into concrete, practical recommendations for environmental protection on the principles of the environmental paradigm: man and nature are United and inseparable, therefore, to oppose them to each other is fundamentally wrong and meaningless; man is not able to abolish or change the laws of nature, because they are objective and act beyond his will; man cannot rule the nature, he belongs to it and is inside it; the domination of man over nature is nothing but an activity based on the use of its laws; modern man is ecologicalized, nature is socialized (Shalaev, 2010; Materials of the sites: "Friends of the Earth" (2017);
WWF; Greenpeace; International Union for nature protection; UN environment Programs; UN Framework Convention on climate change; eco-Agreement).

3.2. Structure and Content of Ethical Principles and Rules of Nature Protection’s Environmental Paradigm

In the course of the study, the classification of ethical principles and rules of the environmental paradigm is established, which determine the General types of moral actions on the part of a person in relation to the environment (Callicott, 1994).

Ethical principles of the environmental paradigm:

(1) The principle of non-harming or non-damaging any creature in the natural environment or ecosystem surrounding us. The principle of do no harm is based on the fact that our ignorance of nature far exceeds our awareness. It includes the duty not to kill any organism, not to destroy populations of living species, biotic communities, and ecosystems in General, and also obliges the person to refrain from any actions which can be destructive for them. This principle prohibits harmful or destructive actions on the part of a person (Vernadsky, 1988);

(2) The principle of non-interference. This principle contains two types of obligations: one requires refraining from any restrictions on the freedom of individual organisms, the second concerns the General strategy of "non-interference" with whole ecosystems and biotic communities (Yablokov, 1983).

For any species or ecosystem, freedom is the absence of human intervention in any natural processes similar to the laws of nature. At the same time, attempts to save rare species or restore ecological stability of ecosystems disturbed by past human activity can be considered ethically correct;

3) The principle of decency, loyalty. This principle applies only to human behavior towards individual animals in the natural environment, which can be deceived or betrayed by humans. The most obvious and common examples of violations of this principle are Amateur hunting and fishing. Immoral thing here is the deception of the animal intended to cause him harm. Morally justified can be considered catching rare animals to save them from extinction (Yablokov, 1983);

4) The principle of respect for the rights of animals. It is based on the recognition and respect of the rights of nature as the natural laws of life of living beings, embodied in the legislation and legal culture of man. The rights that can be recognized for all living beings are established:

- At the species level: the right to exist; the right to inherit; the right to a critical habitat; the right to genetic diversity (protection against genetic pollution); the right to prosperity;

- at the level of individuals: the right to life; the right to natural freedom; the right to inheritance; the right to protection from suffering because of human guilt (protection from cruelty); the right to a share of the earth's goods necessary for life; the right to genetic diversity (protection from genetic pollution); the right to custody (for domestic and agricultural animals and plants);
- At the ecosystem level: the right to exist; the right to prosperity; the right to freedom; the right to living space.

Some of these rights have been proven to be more or less protected by law: the law on the protection of animals from abuse; the Right of individual animals to be protected from suffering because of human guilt; the law on the red book protects the rights of individual rare animals and plants to life and freedom; the international Convention on biodiversity protects the rights of all species of living beings to exist; the laws on protected natural areas protect the rights of certain ecosystems to exist and the rights of some individual age-old trees to life (Callicott, 1994; Ehrenfeld, 1992);

(5) The principle of fair compensation. If a person violates any of the above four principles, he commits injustice. Such an action violates the balance between humanity and nature, harms nature, and a certain obligation is imposed on the person who committed this action. The most frequently used methods of compensation are the creation of reserves, breeding of rare species, restoration of disturbed environmental quality, assistance to animals and plants weakened or injured by human activity (Stillmark, 1999).

Rules of environmental ethics. Compared to the principles, they have a narrower scope of application:

1) The rule of self-defense. It is allowed to use force against another living creature, as well as the ecosystem for self-defense only when a person cannot avoid an attack or escape;

2) The rule of equitable distribution. Explains that in case of collision of vital interests of people and vital interests of nature, the conflicting parties should be given an alternative;

3) The rule of proportionality. Claims that in case of conflicts of vital interests of nature and side interests of man the priority is given to nature.

4) The rule of fair compensation. This rule States that if in the case of satisfaction of the people’s interests the nature is harmed, the person must make compensation for the harm. (Vernadsky, 1988; Yablokov, 1983).

3.3. Priorities of ethical values of the environmental paradigm

It is proved by all the course of the historical development of civilization that man is the only creature on Earth that has moral responsibilities before other biological species and nature as a whole. Animals and plants that inhabit the environment as a value in it are moral partners in person. He/she is with them in moral relations, and therefore obliged to protect them as weaker, more defenseless, as their "smaller brothers".

Axiomatic are the environmental responsibilities of man to nature:

- do not destroy species of living beings;
- Not to be cruel to living creatures;
- do not destroy natural areas;
- try as little as possible to kill living creatures, not to kill them just for fun;
- protect the rights of living beings and ecosystems;
- to relate to the natural nature and other living beings, applying the ethical concepts of good, duty, justice, compassion, conscience, etc.;
- remember and understand that unlike the heroes of folk tales, wolves and eagles are not persons capable of answering us good. Do not pursue them for it (world Charter of nature, 2003; Zabelin, 2000; Yablokov, 1983).

The study establishes five fundamental categories of human acts against nature in the content of environmental paradigm:

1) Mandatory actions - the manifestation of good deeds for animals in distress;
2) The ethic virtues - participation in the work of the volunteer teams and the public environmental inspection of nature protection;
3) Permissive actions-those that in any case will not harm nature;
4) Indecent actions - not illegal, but negatively are valued by environmental ethics. For example, sports hunting, this is not prohibited by law, but sharply condemned by ethics;
5) Prohibited acts are acts that are not only immoral but also illegal. For example, poaching.

It is established that all the values of the environment are divided into two main types: external (instrumental) values, which are useful for someone other than nature itself, and internal values, which are useful for nature itself, and useless for man (Agafonov, 2009; world Charter of nature; Zabelin, 2000).

1. Intrinsic value. It is one of the basic concepts of the environmental paradigm.

   It is an absolute, Autonomous, genuine, innate, independent, self-sufficient value. This is something that is valued for its own sake, regardless of the usefulness in achieving some goal by someone else. The presence of intrinsic value of nature is sufficient basis for environmental protection (Kudinova, Rosenberg & Rosenberg, 2013; Materials of sites, Creation and maintenance of Red books, 2017).

2. External (instrumental) value of the environment:
   - Material assets: economic value (is valuable, useful for economy of man - ancient forest is "valued" as a lumber yard); recreational value (tourism, recreational use of natural areas);
   - non-material values: the value of existence: the eternal existence of nature is in itself a value; aesthetic value: the beauty of nature - its highest and most beautiful gift; ethical value: nature is a source of love, respect, humility before it, affection and care, responsibility for its preservation; historical (the territory of the environment have a natural historical value: species of fauna and flora, information about the origin of species and trends of evolution and cultural: the environmental architectural monuments of the past, the objects of toponymy); spiritual value: contact with the natural forces of nature, innate values of the Earth purifies the moral and physical forces of man, enriches and harmonizes, makes wiser and nobler than even the worst man; the scientific value: nature is a resource for research, field laboratory for basic and applied research, it has answers to questions man has not yet formulated; the value of maintenance of life: nature serves as critical habitat for animal and plant life, supporting a genetic Foundation, holds the greatest diversity of life forms; the unknown character of nature: nature is a natural repository of knowledge and values not yet known to man. (Agafonov, 2009; Bezobrazov, 1903; Vernadsky, 1988; world Charter for nature, 2003; Danilov–Danilyan, 1998; Kapterev, 2003; Lehmann, 1981; Manifest of the movement of brigades for nature protection, 1996; Material of sites; Nikolaevskaya, 2009; Nikolsky, 2000; Shitlmark,1999; Ehrenfeld, 1992; Yablokov, 1983).

Conclusion

The results of the study confirm the theoretical and practical significance of the environmental paradigm as an actual social and environmental strategy of nature protection. The growing concern of mankind
about the state of the environment determines the need to create a global system of environmental safety, revision of the legal framework of environmental activities and the use of economic mechanisms of impact on economic entities in order to reduce the risk to the environment. The intensive search for new ideas of environmental protection focused the efforts of specialists on the socio-ecological theory, which significantly expanded the interpretation of the ecosystem and the system of relations in it, including all living organisms living in the air, water and soil. The moral basis of these trends is the ecological worldview of man, the core of which is not traditional anthropocentric, and environmental ethical values that recognize not only the unity of man and the environment, but also the right of all species of nature to equal with the human value of life on Earth. The study proved the theoretical and practical feasibility of using ethical values, principles and rules of environmental protection paradigm in limiting the negative impact of human activity on nature. The article reveals the phenomenology of the environmental paradigm, its essence, structure and content of development; the classification, structure and content of the environmental ethical values, principles and rules. On the basis of the results of the study the priorities of ethical values, principles and rules of implementation of the environmental paradigm as a moral strategy of environmental protection are substantiated and experimentally proved.

The study does not exhaust all aspects of the problem. Their further development involves the design and implementation of environmental models of social movements’ activities in the context of globalization and a more detailed study of climate change phenomenon.

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Corrective Control As Training Quality Improving Factor In University

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Abstract
The relevance of the article is due to the fact that currently the improvement of the educational system is associated with the need to improve its quality, which determines the importance of developing pedagogical control providing information on the degree of its functioning’s effectiveness. The purpose of the article is the development of corrective control, defined as a purposeful information-ascertaining, diagnostic-teaching and reflexive interaction of entities of the educational process. The content of the corrective control is presented in the article: goals, tasks, methods, means, principles of its design. The technology of corrective control is described, which realizes its teaching, educating and developing functions in teaching humanitarian subjects in the university on the basis of a bank of didactic means, including: thematic technological cards for teachers, information cards of trainees, tests, pseudo tests, educational material prospectuses. The article is intended for researchers, teachers involved in the development of pedagogical control as an integral component of the educational process in order to obtain information on the degree of improvement in the quality of the higher education system.

Keywords: teaching control, corrective control technology, training quality, information-ascertaining, diagnostic-teaching and reflexive interaction of entities of the educational process.

Introduction
Pedagogical control is an integral component of the entire educational process, as it provides information on the effectiveness degree of any training system’s functioning, on the basis of analysis of which the strategies are developed to improve the teaching and educational process. In this regard, the issues of monitoring and evaluating the students’ knowledge have been and remain significant problems for pedagogical science and practice. The analysis of Russian psycho-pedagogical literature makes it possible to identify the following areas for studying the problems of monitoring and evaluating the knowledge and skills of students: the psychological characteristics of monitoring and assessment of knowledge (Afanasenkova, 2011); rational organization of control over the process and result of educational and cognitive activity of students (Belogurova, 2010; Bugaev, 2017; Tastan et al., 2018); classification of types, means and forms of control (Pechnikov & Pechnikov, 2015); control functions in the educational process (Vonong, 2017); goals and tasks implemented by the control in the educational process (Babeshko, 2015);
programmed and standardized control of knowledge (Koldina, 2015; Sidorova, 2016); creation of new, non-traditional techniques and control technologies (Dvoryatkina, 2017, Seleverstova, 2014; Fartash et al., 2018). Careful consideration of these directions revealed different points of view in understanding the essence of pedagogical control, its functions, types, methods and forms, as well as the features of interaction between the entities of control and, therefore, necessitated their detailed study. Some researchers of control problems note the direct dependence of the training quality on the completeness of the training control function’s implementation, on the development of personal qualities that contribute to the effective implementation of professional activities Muradyan, 2015; Yasvin, 2013). At the same time, the analysis of the literature on the problem of control and the study of the practice of control organization at the university reveal a number of shortcomings in the implementation of supervisory activities on the part of the teacher (especially for the current and intermediate control, which, as a rule, is not regulated by the requirements of curricula): control is a process of subject-object interaction between a teacher and a student; The result of the control is, as a rule, a quantitative assessment, which does not always take into account the multidimensional qualitative and quantitative characteristics of the educational and cognitive activity of students; the procedures for monitoring and evaluating the knowledge and skills of students are primarily of a determining nature, the developing and nurturing monitoring potential is not fully used; practical monitoring and evaluation systems do not form sufficiently stable skills of mutual and self-control. At the same time, it should be noted that studies on the problems of corrective control do not cover the influence of this type of control on improving the quality of education in the university, nor do they offer modern technologies for monitoring and evaluating the knowledge and skills of students, which make it possible to solve this problem in a comprehensive manner (since the effectiveness of control technologies applied to the quality of knowledge, the level of self-control, the level of training are studied). Summarizing the above mentioned, one can note that the problem under study is relevant for vocational education, but poorly developed and studied. Inadequate scientific and methodical support of the problem led us to the need to develop a technology of corrective control, realizing its teaching, nurturing and developing functions in teaching humanitarian subjects in the university.

Materials and Methods

In the study, we used three basic approaches: information-ascertaining, diagnostic-training, reflexive.

The information-ascertaining approach presupposes an understanding of control as obtaining information about the learning outcomes; the essence of control procedures; control acts as a component part of the management of objects and processes, consisting in monitoring the objects in order to verify the compliance of the observed object with the desired and necessary state provided by laws, instructions, regulations, other regulatory acts, as well as programs and syllabi. Such a definition of control reflects the essence of controlling procedures from the standpoint of a modern understanding of the didactic process as an active interaction of all its participants and emphasizes the subject-object orientation of the entire learning process.

Within the diagnostic-training approach, control is treated not only as information, but also as an analysis of the educational process on its basis and rendering appropriate assistance to students. On the basis of acts of control and assessment of knowledge, each teacher and teaching staff not only know the state of students’ progress, but also get the opportunity to respond in a timely manner to the underachievement of students, direct their work in full compliance with the requirements. Thus, control in the context of the diagnostic-training approach is considered as a set of actions that contributes to identifying the qualitative and quantitative characteristics of the process and the results of training, evaluating and facilitating the mastering of the program material by the students.
Considering the fact that the educational process at the present stage is aimed equally at acquiring knowledge, skills and experience of cognitive and creative independence, and in forming the theoretical and practical readiness of the learner for intellectual, creative and self-educational activity, it is necessary to make the student an active subject of this process. In this connection, the third approach is gaining acceptance - reflexive one. This approach is based on the development of self-management principles, humanization of control. Control is understood as a purposeful subject-subject interaction between the teacher and the trainee, in the process of which both pedagogical leadership and self-organization of educational and cognitive activities and personal development of the trainee's activities in the course of realization of various types and forms of instructional tasks with self-control are carried out.

The following principles of pedagogical control organization in training are singled out in the research:

- the principle of the ultimate goal - any attempt to change or manage in the system of teaching control should be considered in terms of whether it contributes to or hinders the achievement of the ultimate goal of education and upbringing;
- the principle of unity - pedagogical control is considered as a subsystem (element) of an integral system of the educational and upbringing process;
- the principle of connectivity - any component of the system is represented in unity with its connections with the environment;
- the principle of functionality - the structure and functions of teaching control are considered together with the priority of the function over the structure;
- the principle of development - takes into account the variability of the system of pedagogical control, its ability to develop, expand and accumulate information while preserving the qualitative indicators of the pedagogical process.

Taking into account the specifics of the corrective control allowed distinguishing two additional principles of control organization in training:

- the principle of integrity - which implies the identification of order, consistency and interdependence of all components of the system;
- the principle of adaptability - consideration of necessity and sufficiency degree of the control system’s elements for the realization of the ultimate goal of education and upbringing.

An analysis of teachers’ and psychologists’ views on the problem of control functions in the pedagogical process made it possible to identify the following control functions.

The training function is related to the actualization of the acquired knowledge, skills and abilities, it is carried out during the repetition, refinement and generalization that take place during the control procedures, in addition, the implementation of this function contributes to the deepening, expansion and solid mastering of knowledge, abilities and skills.

The educational function is realized through the instruction of students to systematic work and the formation of moral responsibility for results of one's own activity in the process of control.

The diagnostic function assumes a systematic analysis of learning outcomes, the goal of which is to obtain objective and reliable information about the reasons for the failure in training, which allows to make adjustments not only in the pedagogical process itself, but also in the system of monitoring and evaluation of students' knowledge.
The developmental function presupposes the intellectual growth of the trainees, the development of attention, memory, thinking, speech, mastering by the students of the most rational methods and ways of educational and cognitive activity.

The managing function basically has the ability of controlling procedures to provide feedback and thus provides the instructor with information on the progress and results of the learning process.

The checking function is realized in two main directions: the level of mastering knowledge and skills is revealed, the mastering of cognition methods, the methods of empirical and theoretical thinking are verified; the adequacy of the control used for the objects being checked is established.

Methods of Research

Methods of research: a set of research methods was used that included a scientific-theoretical analysis of philosophical and psychological-pedagogical literature, the study and generalization of pedagogical experience, empirical methods (questionnaires, interviews, written interviews, observations), as well as diagnostic-ascertaining and forming experiment, statistical methods of processing the results of the experiment.

Experimental research was conducted on the basis of Kazan universities (the sample of students was 137 people). Experimental work was built in the process of educational and extracurricular activities of students in the university in the framework of professional education, using the possibilities of educational disciplines, in the forms of lectures, seminars, master classes, mini-trainings, role-playing, business games, in the course of training practice; resources of scientific activity (conferences, seminars, round tables); various forms of educational work (debates, reviews, competitions, festivals, thematic events).

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

The second stage is characterized by the development and implementation of corrective control technology, which implements its teaching, educating and developing functions in teaching humanitarian subjects at a university on the basis of a bank of didactic facilities, and an experimental test of its effectiveness. The main methods of work at this stage of the study: modeling, comparison, systematization, questioning, testing, peer review, forming experiments, graphical methods, mathematical and statistical methods.

The third stage is connected with systematization, analysis, evaluation and interpretation of the results of experimental work, theoretical comprehension and generalization of the main conclusions on the problem under study, the formulation of the results of the research performed and the definition of future prospects for work. The main methods of work at this stage: analysis, synthesis, comparison, generalization, graphical methods, mathematical and statistical methods, computer methods of processing results.

Results

Modern theory and practice of teaching humanitarian disciplines in the university put forward urgent demands not only systematically and purposefully to control the formation of knowledge, abilities and
skills on the subject, but also to develop professionally significant qualities, self-control and independence as the basis for self-education.

Our study of teachers’ and students’ attitude towards the existing practice of organizing control in the educational process revealed a number of significant shortcomings in the process of organizing control.

The overwhelming majority of teachers notes the ascertaining nature of their control: for 78% of the respondents the control allows only assessing the achievements of students and making an assessment for a certain level of knowledge, while adjusting and analyzing of the learning process based on the results of control is carried out by 23.4% of teachers, 85.6% of respondents note that self-control is not a subject of special formation in the learning process.

An analysis of the results of students’ survey shows that students also emphasize the ascertaining nature of control (50, 8%).

Table 1. Understanding of control’s role in the learning process by students

<table>
<thead>
<tr>
<th>Control during the lessons at the university...</th>
<th>Percentage of choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>shows the results of my training</td>
<td>50,8%</td>
</tr>
<tr>
<td>helps objectively assess one’s own knowledge</td>
<td>49,1%</td>
</tr>
<tr>
<td>allows you to see your own learning shortcomings</td>
<td>11,2%</td>
</tr>
<tr>
<td>stimulates my learning and cognitive activity</td>
<td>6,1%</td>
</tr>
<tr>
<td>accustoms to independent work on the subject</td>
<td>3,6%</td>
</tr>
<tr>
<td>teaches you to analyze, plan your own activities</td>
<td>2,5%</td>
</tr>
</tbody>
</table>

The implementation of the system of corrective control in the pedagogical process is called upon not only to ascertain a certain level of students' training through a detailed assessment, but also to ensure the maximum possible realization of the teaching, nurturing and developing functions in their unity, which really allows us to speak about the influence of control on the quality of instruction. Therefore, we can consider corrective control in the mode of improving the quality of training, taking into account the following indicators.
Figure 1. Indicators of teaching quality

Based on the foregoing, the technology of pedagogical control as a whole can be defined as a complex integrative system of technological procedures, including the design and organization of the process of testing, measuring and evaluating the knowledge and skills of trainees in accordance with the requirements of the educational standard. Under the technology of corrective control, we mean a complex hierarchical system of technological procedures, which includes the design and organization of the control process that best implements teaching, nurturing and developing functions, and enhances the quality of learning in general.

Thus, it is necessary to designate the most significant provisions of the corrective control technology's projecting:

- the technology of corrective control is a definite way to achieve the goals of education in the university for improving the quality of education;
- The essence of this method is in step by step fulfillment of the operation;
- Operations are developed on the basis of analysis and taking into account the requirements of the educational standard and the educational program on this subject;

<table>
<thead>
<tr>
<th>Quality of training</th>
<th>Quality of teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>- level of motivation;</td>
<td>- content quality;</td>
</tr>
<tr>
<td>- cognitive activity;</td>
<td>- professional competence of the teacher;</td>
</tr>
<tr>
<td>- formation of skills in the organizational activities;</td>
<td>- quality of learning technology.</td>
</tr>
<tr>
<td>- attitude to the studied</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quality of learning outcomes</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- quality of knowledge, abilities and skills;</td>
<td></td>
</tr>
<tr>
<td>- the level of assimilation;</td>
<td></td>
</tr>
<tr>
<td>- the level of formation of professionally important qualities;</td>
<td></td>
</tr>
<tr>
<td>- a set of abilities, skills and</td>
<td></td>
</tr>
</tbody>
</table>
– development of control tools and determination of the volume of monitored information is carried out taking into account the level of student learning and the specifics of each of these levels, which allows each student to form an individual trajectory of learning activity;
– the technology of corrective control is considered as the project for organization the system of this type of control and the activity of the teacher and student, built in accordance with this project;
– this technology itself can act as an element of any pedagogical technology.

The technology of corrective control in the teaching of humanitarian disciplines in the university can be represented in the form of a scheme
Figure 2. The scheme of the technology of corrective control

Result: improving the quality of teaching humanitarian subjects at the University
All of the above mentioned allows us describing the technology of corrective control in the teaching humanitarian disciplines in the university. It should be noted that the specifics of the subject determines the features of checking objects' selection.

Considering the content of control in the training of humanitarian subjects, it should be noted that in accordance with the requirements of educational standards and training programs, the content of control includes:

- lexical knowledge, abilities and skills;
- grammatical knowledge, abilities and skills;
- language skills and verbal reading abilities;
- language skills and verbal listening abilities;
- skills and abilities of speaking.

It should be noted that, in accordance with the concept of a communicative orientation, the main object of control is the students' verbal skills, while the object of current and, consequently, corrective control is the mastering of linguistic material.

The basis for the implementation of the technology for corrective control is didactic means, designed taking into account the requirements for control and the principles of its implementation. The considered technology assumes creation of a bank of didactic corrective control means, which includes: technological cards of Corrective control for the teacher; didactic tools (tests, pseudo-tests, support schemes and training material brochures, plans and response programs); information cards for students.

Creation of technological cards "Corrective control", used by the teacher, meets the requirement of an axiom of technological development of corrective control's information model. The technological card reflects the operations for the implementation of corrective control, the main directions of adjusting the learning process are highlighted.

The main component of didactic means’ bank for corrective control are proper means of corrective control, which include: tests and pseudo tests, reference schemes and training material brochures, plans and response programs.

In addition, when teaching humanitarian subjects it is advisable to use such non-traditional means of control as:

- reference scheme-collage - a schematically fixed display of some part of the content, united by a key concept or problem.

In accordance with the three levels of tasks performed, we distinguish three types of collages:

a) "solar system", there is a core in the center –a key concept, rays are at the edges- directions of additional information;

b) "blind spot" - part of the information is full, part - no;

c) "flash" - the core and rays are filled, that is, the collage reflects not only the basic concepts, but also the connections of objects;

- prospectuses - the form of presentation of the studied material, description of a certain problem in the form of questions and examples that reflect the content of the topic itself.
The student information card is also a means of corrective control. It is necessary to note its special importance, since, as a means of providing feedback, it turns a student into an active participant in the procedure for monitoring and evaluating one’s own learning and cognitive activities, allows more clearly monitor progress in learning, and for the teacher - to adjust the learning process to meet the needs of trainees.

The experimental study implied the implementation of the technology for corrective control and the identification of its impact on the quality of instruction in the general level of student learning. The data obtained at the diagnostic-ascertaining stage of the experiment made it possible not only to reveal the dynamics of individual indicators in the quality of education, but also to predict the possibilities of the implemented technology for corrective control in the teaching of humanitarian subjects as a whole.

For the comparative analysis of the correspondence between the received learning outcomes before and after the formulating experiment, the authors of the article conducted a survey of students on the subjects Foreign Language and Russian Language and Speech Culture. The questionnaire offers 40 questions. The total score is 200 points, which is taken as 100%. Hence the level of training in the control and experimental groups is calculated: 50% - low level - 3; 60-74% - the average level is 4; 75% and higher - high level of training - 5. This scale of assessment of results allows deducing the sum of points for the entire questionnaire for the students of the study groups and determine their overall level of training.

The data obtained as a result of the questionnaire, taking into account their analysis using the apparatus of mathematical statistics, can be presented in the form of a summary table (Table 2).

### Table 2. Comparative analysis of the initial level of training in the control and experimental groups

<table>
<thead>
<tr>
<th>Group (number of students)</th>
<th>( X ) (mean value of the level of training)</th>
<th>( \delta x ) (standard deviation of the totality's elements)</th>
<th>( \nu ), % (intensity of variation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>control group (59)</td>
<td>128,24±4,1</td>
<td>16,1</td>
<td>12,5</td>
</tr>
<tr>
<td>experimental group (60)</td>
<td>128,52±4,0</td>
<td>16,7</td>
<td>12,3</td>
</tr>
</tbody>
</table>

The results of the questionnaire show that the students of the control group have a slight advantage in terms of the level of training, since the average score of training in the control group, taking into account the limits of the confidence interval is 128.24 ± 4.1, and in the experimental 128.52 ± 4.0 points. An analysis of the standard deviation in the level of the training level from the mean indicates a heterogeneity of this parameter for both groups, since the indicated deviation is 12.5 and 12.3 for the control and experimental groups, respectively. The use of mathematical statistics’ apparatus allowed carrying out a more thorough and objective analysis of the results presented in Table 3.

### Table 3. Comparative characteristics of students’ training in the control and experimental groups at the end of the experiment, the final stage of the forming experiment

<table>
<thead>
<tr>
<th>Group (number of students, n)</th>
<th>( X ) (mean value of the level of training)</th>
<th>Dynamics ( \Delta x ) (the dynamics of the maximum sampling error)</th>
<th>( \delta x ) (standard deviation of the totality's elements)</th>
<th>( \nu ), % (intensity of variation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>control (n=59)</td>
<td>133,46±4,1</td>
<td>5,22</td>
<td>16,34</td>
<td>12,42</td>
</tr>
<tr>
<td>experimental (n=60)</td>
<td>140,6±3,8</td>
<td>12,08</td>
<td>16,15</td>
<td>11,63</td>
</tr>
</tbody>
</table>
Analysis of Tables 2 and 3 presenting data at the initial and final stages of the forming experiment allows drawing the following conclusions:

- The average level of training has increased in both the control and experimental groups, but the dynamics of the control group is 57%, while in the experimental group 60%;

- while the dispersion of values around the arithmetic mean in the control group remained practically unchanged, and in the experimental one it decreased in comparison with the initial one, which indicates an increase in the uniformity of the training parameter of the students in the experimental group.

Since one of the criteria for the quality of education as a whole is the satisfaction of the students with the learning process, after the experiment a final questionnaire of the students of the experimental group was conducted. The purpose of this study was to identify the attitude of students to the implemented technology. According to the questionnaire, 79.4% of respondents gave a positive assessment, technology had a negligible influence on 16.3% of students, and the technology had no influence on 4.3%. At the same time, 54.5% of students noted that a significant advantage of the technology was the ability to track the results of their own activities, which increased the objectivity of the assessment as a whole. In addition, 85% noted that they began to analyze their own educational achievements more often.

The effectiveness of the developed technology of corrective control in teaching the subjects of the humanitarian cycle was tested in the course of pilot training, which revealed an improvement in the quality of training in the experimental group as a result of its implementation.

Discussions

Taking into account all the above mentioned facts, it is necessary to note the special importance of the corrective control in the university, since it is this type of control that maximizes the unity of the teaching, upbringing and developing control functions and therefore has a sufficiently large potential for improving the quality of learning. At the same time, it should be noted that studies on the problems of corrective control (Barannikov, 2010; Voronova, 2014; Koltyreva, 2013; Ilyinsky, 2013; Davoudi et al., 2018), do not cover the influence of this type of checking on improving the quality of education in the university, and also do not offer modern technologies for monitoring and evaluating the knowledge and skills of students that can solve this problem in a comprehensive manner. Yu.A. Chernaya (2014) understands by the method of control the method by which the students' performance of the educational, cognitive and other types of activity and teachers' pedagogical work is determined. She considers the following methods of control of learning: oral individual interview, oral frontal control (questioning), written control, practical control, machine control and self-control; a combination of various methods of control, she combines by the concept of combined or dense checking, she separately notes the method of monitoring the activities of students. M.A. Nureeva (2017) interprets the method of control as a method of diagnostic activity, allowing feedback in the learning process to obtain data on the success of training, the effectiveness of the learning process. Accordingly, she distinguishes between the following methods: a conversation, a student's story, an explanation, reading a text, a technological card, a scheme, etc. S.N. Dvoryatkina (2017) identifies two main methods of control: the first - current observations of the students' training activities, the second - a test of knowledge and skills of students. We understand under the control the purposeful information-ascertaining, diagnostic-training and reflexive interaction of the subjects of the educational process, oriented to establishing the conformity of the process and results of education to the educational standard, to improving the teaching and upbringing process and forming stable skills of self-analysis and self-control of educational activities. The effectiveness of pedagogical control is promoted by the technology of corrective control developed by the authors, which implements its teaching, educating and developing functions in teaching humanitarian subjects at the university on
the basis of a bank of didactic means, including: thematic technological cards for teachers; information cards for trainees; tests; pseudo tests.

**Conclusion**

Thus, the results of the study presented in this article provide the basis for the following conclusions:

Corrective control in the educational process of the university is an information-ascertaining, diagnostic-training and reflexive interaction of all participants in the learning process, whose goal is to improve the quality of learning.

Corrective control has a direct effect on the quality of learning outcomes: consistency of results with the goals of training (level of training and quality of knowledge, skills), the motives of learning activity, cognitive activity of students, the level of self-control, as well as the formation of professionally important qualities of the personality of the future specialist (criticality of mind, self-criticism, organization).

The technology of corrective control is a control technology that maximizes the educational, educating and developing control functions in the educational process of the university. It can be presented as a project to implement a corrective control system in practice. The purpose of this technology is to improve the quality of learning in general.

The results of pilot training shows that the introduction of the corrective control technology in the didactic process makes it possible to significantly improve the quality of learning in the university.

Forecast for application: Further development of problems of corrective control and quality of training can be carried out in the following areas:

- Features of corrective control organization at independent work of students,
- improvement of means of corrective control,
- development of peculiarities in application of non-traditional means of corrective control,
- study of the effectiveness and quality of pedagogical activity when implementing the technology of corrective control.

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Creation Culture Of Occupational Forecasting For University Students

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Abstract

The relevance of the article is due to the fact that in modern conditions of orientation to the labor market and social ordering of the society, the modernization of vocational education is actively continuing, which puts forward the task of training a specialist who can predict the change in the existing situation and make strategic decisions that determine the effective implementation of future activities. The purpose of the article is to reveal the phenomenon of professional forecasting culture as a personal integrative formation, which provides an objective justification of decisions made in the mandatory accounting of the future state of social and professional phenomena and processes. The article deals with the content and structural components of professional forecasting culture: axiological, cognitive, praxiological, evaluative-reflexive; describes the technology of its formation, represented by successive stages of the process organization (motivationally-targeted, information-cognitive, process-technological, and evaluative-reflexive) and their methodical support. The article is intended for researchers, teachers dealing with the problems for formation of professional forecasting culture as a condition for modeling career and personal growth of the future specialist.

Keywords: culture of professional forecasting, personal integrative formation, technology for formation of professional forecasting culture, methodical support.

Introduction

Modern post-industrial society is characterized by professional dynamism and a high degree of uncertainty of the vector for economic development, which is manifested in the rapid change of the professional and qualification structure of the labor human resources, rapidly developing processes of globalization. The instability of the labor market is becoming a conflicting reality and creates uncertainty among young people about themselves and their professional future. The solution of this contradiction is possible through the modernization of the entire system of vocational education on the basis of the formation of students’ skills in the field of prognostic activity in relation to their professional future (Andreev, 2010; Borovskikh, 2010; Leontiev, 2003; Lomakina, 2013; Tastan et al., 2018). Speaking of professional forecasting, it is necessary to keep in mind the twofold understanding of the term. On the one hand, we are talking about the forecast, compiled by a professional (a forecaster) (Lopatina, 2008; Symanyuc, 2014; Davoudi et al., 2018); on the other hand, the term means the exercise of foresight in professional activities (Semenov, 2015). A number of scientists were engaged in the study of forecasting in the field of education (Afanasenkova, 2011; Seliverstova, 2014; Fartash et al., 2018). So E.F. Zeer (2014) defines the essence of pedagogical forecasting as determination of the most likely trends in the
development of entities and objects of the educational process which is purposefully focused on the personality and activities of the teacher and manifested as the implementation by the teacher professional forecasting function. A narrower understanding of pedagogical forecasting as a thinking process, which consists in the purposeful synthesis and in conscious anticipation on the future of result of pedagogical problem situations’ resolution is presented in the study of N.V. Ippolitova & N.A. Sterkhova (2012). At the same time, any professional activity, regardless its sphere requires from a specialist the ability to foresee the result of decisions and actions made, to predict the course of processes and phenomena, specific situations. Underdeveloped skills (abilities) of forecasting, especially among the young professionals, lead to errors in professional activity, reduce its effectiveness. At the same time, the analyzed pedagogical studies are primarily concerned with the development of prognostic skills or abilities. We are of the opinion that it is necessary for students to form a culture of professional forecasting, and not separate skills and abilities in this area. Insufficient scientific and methodical support of the problem of professional forecasting culture formation among students in the system of higher education actualizes the need for in-depth study of this process and the need to develop the technology of its formation.

Materials and Methods
The study identified and analyzed methodological approaches that form the basis of university students’ professional forecasting culture formation: activity-based, culture study-based, competence-based, personality-oriented, innovative-reflexive, acmeological, practice-oriented.

The most productive for the study of professional forecasting phenomenon should be considered an activity-based approach. Its use allows identifying and describing the structural components of prognostic activity, to determine the features and possibilities of professional forecasting culture formation.

Reliance on the culture study-based approach in professional forecasting culture formation is due to the objective connection of man with culture as a system of values. In this regard, the assimilation of professional forecasting culture is, first, the development of the student and, secondly, the formation of him/her as a professional.

The purpose of the competence-based approach in our study is to ensure the quality of the student's preparation for the prediction function. The competence-based approach allows for a gradual transition from the structural and quantitative, knowledge-based approach to the definition of goals and evaluation of educational results to approaches based on the assessment of education importance for the development of the individual, its socialization and self-realization.

Personality-oriented approach puts the personality of the student, the development of his/her individual abilities in the center of the educational system. In this study, the need for a person-centered approach is to apply the predictive competence of the individual to its self-realization.

The innovative approach in the process of forming the culture of professional forecasting is implemented in the development of process-oriented models of learning self-constructed new experience. In these models, the student is introduced to the initiative position in the process of mastering the competencies necessary for the implementation of professional forecasting; the teacher takes the position of a partner, an assistant in the expansion and development of students' direct experience.

Innovative-reflexive approach in the educational process provides the context of future professional activities related to forecasting, on the material of a specific subject problem. This approach contributes to the formation of interest in professional problems, as well as a number of socio-professional and socio-cultural attitudes and values.
Acmeological approach allows investigating professional and personal formation and growth of future specialists in the process of formation the professional forecasting culture; to determine subjectively significant achievements of this period of professional development; to organize the process of development and self-development on the way to professionalism.

The practice-oriented approach provides for the use of professionally-oriented learning technologies that contribute to the formation of students' culture of professional forecasting, the introduction of contextual learning, the organization of students' practice in order to immerse them in the professional environment.

As regularities of student professional forecasting culture formation in higher education institution the following are allocated: regularities of the purpose, contents, quality, technologies, management, and stimulation. Purpose regularity: the goal depends on the stage of the professional forecasting culture formation, at each of which the development of its specific component is carried out. Regularity of content: the content in the formation of professional forecasting culture depends on the direction of training, training course, on the material-technical and economic opportunities of educational institutions. Quality regularity: the effectiveness of each new stage in the formation of professional forecasting culture depends on the productivity of the previous stage and the results achieved on it, the nature and volume of the studied, organizational and pedagogical impact of teachers, the learning ability of students and their learning time. Regularities of professional forecasting culture development: efficiency of technologies depends on knowledge and skills in their application, the content of the process of professional forecasting culture formation, students' educational opportunities, material and technical provision and organization of the educational process. The management regularity of the professional forecasting culture formation: the productivity of this process depends on the intensity of backward linkages and the validity of corrective actions. Stimulation regularity: The effectiveness of professional forecasting culture development depends on the internal incentives (motives) of training and external (social, economic, pedagogical) incentives.

These patterns determine the principles of professional forecasting of students.

The principle of personal, educational and professional co-development in the professional and educational space is based on the recognition of the possible, the real and the potential. This principle implies the recognition of social and professional self-development of the individual, the determination of constellations of opportunities, as well as the compensatory adaptation of the individual to the changing systems of education, multi-dimensional professional activity

The principle of interaction of individual, personal and professional development. Biological factors make decisive influence on individual development of personality, socio-economic factors and the leading (professional) activities influences the personal and mental characteristics. This principle focuses the attention of teachers and developers of the process for designing the professional future on the interaction of individual development of a person, personality, professional development.

The principle of social and professional mobility means the possibility for self-organization of the individual to build alternative scenarios of the occupational future, professional self-determination in the changing world of professions and the design of their professional development.

The principle of alternative and multivariate forecasting means the probabilistic nature of the professional future. Trajectories of professional development are determined by vectors (direction) of the forecast of hypothetical goals and terms of their achievement. The alternative and multivariate forecasts are caused by impossibility of simultaneous accounting of a set of the factors influencing the professional future. In its forecasting, the first, priority goals and programs for their achievement, reserve, as well as
those which are conditioned by changing socio-economic situations are determined. The probabilistic assessment of the forecast feasibility and its predictive potential is of great importance.

Research methods

A set of research methods was used, which included scientific and theoretical analysis of philosophical, psychological and pedagogical literature, the study and generalization of pedagogical experience, empirical methods (questioning, conversation, written survey, observation), as well as diagnostic-ascertaining and formative experiment, statistical methods for processing the results of the experiment.

Experimental research was conducted on the basis of Kazan universities (a sample of students was 153 people). Experimental work was built in the process of educational and extracurricular activities of students at the University in the framework of professional education using the opportunities of academic disciplines, in the form of lectures, seminars, workshops, mini-trainings, role-playing, business games, during the training practice; resources of scientific activities (conferences, seminars, round tables); various forms of educational work (debates, reviews, competitions, festivals, thematic events, campaigns, adaptation meetings).

The study included several main stages.

The first stage is devoted to the study of scientific sources, the analysis of normative documents in the field of professional forecasting, the study of its specificity. At this stage, the initial methodological provisions for the formulation of the research problem were determined; the degree of its study in pedagogy; the main contradictions taking place in the field of students’ professional forecasting culture formation. The formulation of the problem and the working hypothesis were carried out; the General logic, methodology and research methods were determined; ascertaining tests were performed to assess the level of the formed culture of University students’ professional forecasting.

The adjustment of a working hypothesis and General research program are carried out in the second stage; terminological provision for the process of students’ professional forecasting culture formation is determined; the theoretical basis for the students’ professional forecasting training as a pedagogical system are identified; the socio-pedagogical conditions of process of students’ professional forecasting culture formation are identified and its educational strategy is justified.

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

Results

During the educational process, students need to be taught a certain algorithm of forecasting and modeling of the possible future. The algorithm is understood as a method or instruction in achieving the goal (Fig. 1).
Figure 1. Algorithm for forecasting and modeling of possible future and professional action

This algorithm is incorporated in the development of technology of students' professional forecasting culture formation, which is represented by successive stages of the organization of the process and their methodical provision. All stages have certain goals, objectives, content and results; assume the implementation of certain pedagogical functions of the teacher.

The first, motivational-target, stage provides the formation of the axiological component of professional forecasting culture - the awareness by the students of the importance of forecasting in professional activities. The second stage-information and cognitive - contributes to the formation of the cognitive component of students' professional forecasting formation - students gain knowledge about its basics, nature, stages, types, methods, requirements for forecasts. The third stage, procedural and technological, provides for the formation of the praxiological component of professional forecasting culture, taking into account the specifics of the areas for training of students - the use of forecasting in future professional activities. At the fourth (evaluative-reflexive) stage, the formation of the reflexive component of the professional forecasting culture is carried out - the assessment of the made forecasts as an adequate probability of the course of events.

As a result, the student, consistently going through all the stages together with the teacher, must approach a certain level of professional forecasting culture. In the study for each stage of the process of University students' professional forecasting culture formation the specific technologies, various professional and cultural events, professional situations are identified.

Information and communication technologies provide an opportunity to enrich students' knowledge about professional forecasting in an accessible and visual form. Among these technologies the
technologies of distance education are particularly relevant, such as problem and thematic webinars, task web workshops, web consultations, chats. Game and training technologies allow forming praxiological skills, which are the core of professional forecasting culture, thanks to the active activity and interaction of students. The use of discussion technologies is justified by the fact that the discussion of various problems of forecasting allows finding their optimal solution. The need for the use of research design technology is explained by the importance of in-depth study of various aspects of forecasting, identification and proof of new theories and laws. The technology of social design contributes to the fact that in the development of projects aimed at solving urgent social problems, it is mandatory to predict the consequences of decisions.

A special place in a number of these technologies is occupied by the technology of the scenario of the personality professional formation. It can be stated that the person is constantly faced with problems that require him/her to determine his/her attitude to the professions, sometimes the analysis and reflexing of one’s own professional achievements, decision-making about the change of profession, clarification and correction of career, other professionally-related issues solving. All this complex of problems determines the scenarios of professional development of a person.

Possible scenarios of professional future depending on the target orientation of the individual and his/her professional behavior are presented in table 1.

Table 1. Scenarios of professional future of personality

<table>
<thead>
<tr>
<th>Scenarios of professional future</th>
<th>Professional future’s forecast</th>
<th>Characteristics of professional behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maximum self-realization in professional activity</td>
<td>Optimistic</td>
<td>Search for opportunities for self-actualization and self-realization in the workplace. Designing alternative strategies for professional development</td>
</tr>
<tr>
<td>Passively following the psychology of the possible professional future</td>
<td>Neutral</td>
<td>Habitation, adaptation to external conditions of life, following the logic of everyday (common) life</td>
</tr>
<tr>
<td>Disorganization guidelines of professional future</td>
<td>Destructive</td>
<td>Lack of interest in professional activities, loss of moral guidelines, the dominance of consumer needs</td>
</tr>
</tbody>
</table>

Sense-forming factors of forecasting these scenarios are independent and conscious choice of the vector for professional development of the person from possible alternative options.

Experimental work.

The aim of the ascertaining experiment was to determine the levels of formed culture of University students’ professional forecasting.

To identify the level of formation of the University students’ professional forecasting culture, we evaluated each component. Axiological component-by the tests for the definition of value orientations (M. Rokich), the definition of value-orientation unity of the group (V.C. Ivashkin, V.V. Onufrieva). Cognitive component-computer testing of knowledge necessary for the implementation of professional forecasting. Praxiological component- by testing for assertiveness (confidence), exercise-test "Sequence of events", test to determine the degree of independence, test "Personal differential", test "assessment of
aggressiveness in relationships", the method of "Q-sorting". Reflexive component — by test on assessment of self-control in communication (A.V. Batarshev), method of research of subjective control level (LSC), the technique "self-assessment of emotional state", test "If You an organized person" test "Your self-esteem", expert ratings, self-characteristics.

The applied techniques allowed studying the level of development of students’ professional forecasting culture and revealed the following General results: low level of professional motivation to success; lack of professional knowledge about the culture of professional forecasting and lack of understanding of its importance; basic skills of self-government; inadequate self-esteem of some students and, therefore, the inability to analyze the results of their activities and the results of others. The authors of the article explain such results by the fact that the features of General education (frontal training, regulation of educational and extracurricular activities, the shift of the purpose of education to the single state exam) do not contribute to the formation of a culture of professional forecasting.

41% students of control group and 43% students of experimental groups are characterized by a low level of professional forecasting culture, that is, they do not have the value of professional activity and the desire to use forecasting in it, which has inaccurate, fragmentary knowledge; prognostic skills are not formed; students are not able to give an objective and complete assessment to the forecasts.

34% and 36% of students, respectively, have an average level of development of professional forecasting culture, which means that there is occasionally a need for qualitative performance of professional activities and the use of forecasting; the presence of correct but not systematic knowledge about forecasting; possession of some prognostic skills; lack of objectivism and fragmentary nature in the evaluation of forecasts.

Only 25% of the students in the control and 21% of students in the experimental groups revealed a high level of professional forecasting culture, which means the values of professional activity in the structure of values, the aspiration for qualitative performance of work, awareness of the importance of forecasting; the availability of accurate, systematized knowledge about all its aspects; the knowledge of all prognostic skills; the ability to give an objective and complete assessment of the forecasts.

Thus, during the ascertaining experiment it was revealed that the culture of professional forecasting of University students is low, which confirms the relevance of the chosen research direction. The work on its formation is carried out with the help of methods and forms that are not effective enough in the present conditions, characterized by weak systematic nature and coordinated actions of the subjects of the educational process. Summarizing the results of the ascertaining experiment, one can note that they confirmed the relevance and legitimacy of the proposed problem of the present study, which determined the possibility and necessity of transition to a formative pedagogical experiment.

The organization of this work with students was preceded by the training of curators, teachers, heads of practice, which was a methodical seminars, consultations to improve their competence, both in the field of professional forecasting culture and technological provision for its development in students. According to teachers (48 people were interviewed), pedagogical conditions necessary for forecasting future professional activity of students are the conditions reflected in table 2.

Table 2. Rank structure of pedagogical conditions necessary for forecasting future professional activity of students (n=48)
The significance of pedagogical conditions (rank place)  

<table>
<thead>
<tr>
<th>Rank</th>
<th>Pedagogical condition</th>
<th>Indicator (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Availability of an accurate algorithm for predicting future professional activities</td>
<td>20.3</td>
</tr>
<tr>
<td>2</td>
<td>Development of the correct mechanism for modeling the possible future in professional activity</td>
<td>18.5</td>
</tr>
<tr>
<td>3</td>
<td>The favorable development of students' creative approach to solving professional problems</td>
<td>15.8</td>
</tr>
<tr>
<td>4</td>
<td>Determination of the sequence for achieving the goal in solving professional problems</td>
<td>13.4</td>
</tr>
<tr>
<td>5</td>
<td>Development of a solution to a professional problem by several options</td>
<td>11.6</td>
</tr>
<tr>
<td>6</td>
<td>Availability of objective information in forecasting future professional activities</td>
<td>9.2</td>
</tr>
<tr>
<td>7</td>
<td>Taking into account the features of the environment of future professional activity in its modeling</td>
<td>6.5</td>
</tr>
<tr>
<td>8</td>
<td>Effective use of resources to support future professional activities</td>
<td>4.7</td>
</tr>
</tbody>
</table>

In accordance with these conditions, a set of relevant methodical materials was developed, both printed (recommendations, collections, brochures) and electronic (presentations, educational films), which allowed ensuring high quality of activities to develop a culture of professional forecasting among students.

It should be noted that the work on the development of professional forecasting culture was carried out in two directions. The first is the culture of forecasting in the sphere of professional activity, the second is the culture of forecasting of one's own professional and personal development. Each of these areas involves the consistent formation of the components of professional forecasting culture - step by step throughout the entire period of education of students in high school, resulting by the end of training to a holistic, integrative formation. At the same time, the pedagogical activity on formation of one's own forecasting culture of professional and personal development had the same content for all directions of training; the work on development of the forecasting culture in the sphere of professional activity coincided partially, only in the field concerning the General bases of forecasting.

The first stage, motivation-target (1st year of training), was aimed at the formation of the axiological component of professional forecasting culture. During the curatorial hours and introductory training sessions in certain disciplines with the implementation of the competence-based approach, teachers paid attention to the fact that any competence involves formed prognostic skills, and the culture of professional forecasting is an important indicator of the competence of the specialist. Teachers in an accessible form explained to students what the culture of professional forecasting is and why it is necessary to form it.

At the second, information and cognitive stage (2nd year of training), the focus was on the formation of the cognitive component of professional forecasting culture. For its implementation, an optional course "Forecasting in professional activity" was developed and tested. The attention of students was drawn to the possibilities of forecasting both in professional activity and in their own professional development.
Students made forecasts for short-, medium- and long-term periods, defining prospects, directions, conditions, risks of professional career development; it was necessary to take into account the relationship with personal life, family creation, birth and upbringing of children, etc. For example, students were asked to describe themselves, their lives in five, ten, fifteen years, the answers to the questions: What is your marital status? Where is the place of your residence? What is the area of your professional activity? What is your position? What is the level of your income? And so on. Such work was carried out during self-development trainings.

At the third stage (3rd year)-procedural and technological – the emphasis was placed on the development of the axiological component of professional forecasting culture. During the study of General professional disciplines, special courses, students analyzed ready forecasts and learned to make them independently, using specific methods of forecasting (depending on the scope of activity): economic, social, pedagogical, etc.

For the formation of prognostic skills (information and analytical, hypothetical, correctional) teachers used special tasks, case method, business games ("Long-term forecast of economic development of the organization", "Forecasting of social development of the region", etc.). The last, evaluative-reflexive stage covered the end of the fourth year of training and assumed the formation of the reflexive component of professional forecasting culture, as well as the assessment of its development dynamics.

At all stages of professional forecasting culture formation in the program of educational and industrial practices tasks related to professional forecasting were included necessarily. For example, to predict the behavior of students in the classroom; make a forecast of sales of a new product/service; predict the course of the court session, etc. Distance educational technologies were also actively used: problem and thematic webinars, task web-workshops, web-consultations, chats, work was organized in the personal offices of students and teachers-consultants on problem and consulting web forums.

In the process of teaching University students' professional forecasting culture formation was carried out in different activities: educational, research, extracurricular. So, the students carried out research projects, term papers, graduation theses with topics related to professional forecasting (e.g. GQW in psychology "features of the predictive abilities of the students in humanitarian specialties of the University," in jurisprudence "Forecasting in the professional activities of a lawyer", in social work, "forecasting features in the social sphere", etc.). According to the results of research, students spoke at scientific conferences of different levels, published articles and abstracts in collections of works of young scientists and scientific journals. Within the framework of the activity of scientific student societies of the faculties, various activities aimed at the formation of students' professional forecasting culture were conducted: lessons of professional skill with the invitation of high-level specialists in their field, master classes ("how to make a plan and forecast of one's own professional development", "Characteristics of a competitive specialist", "the possibility of forecasting in professional activities", etc.), discussions, educational games.

The technology of social design was actively used. During the development of projects aimed at solving urgent social problems related to students, a mandatory step was the forecasting of the consequences of decisions for the current situation.

Changes in the culture of students' professional forecasting were monitored annually, both in individual components and in General. The number of students with a high level of professional forecasting culture grew from course to course, and, accordingly, their number with a low level of this quality decreased.

As a result, by the end of the fourth year, the percentage of students with a highly developed culture of professional forecasting increased by 16%. Also the number of students with an average level of its formation increased (14%). The number of students with a low level of professional forecasting culture
has decreased from 41.0% in the first year of study to 11.0% in the fourth year. Thus, according to the results of the control experiment, most students take the value of professional activity, have a periodically arising need for its qualitative performance and the use of forecasting, they have accurate knowledge of forecasting, possess some of the prognostic skills, are able to evaluate the forecasts, but in some cases there may be subjectivity and fragmentary.

The data obtained in the course of the control experiment prove the necessity to form the components of the professional forecasting culture in the chosen sequence: axiological, cognitive, praxiological, reflexive. Statistical method (Wilcoxon test) was used to test the results obtained in the course of the experiment. These calculations show that at the level of confidence of 95%, it can be argued that as a result of experimental work, there was an improvement in all parameters of evaluation of professional forecasting culture, and they are not accidental, that is, caused by the influence of random factors.

Thus, the results of the experimental work indicate the effectiveness of the implemented technology for students' professional forecasting culture formation in the system of higher education.

Discussions

Human success in various fields is associated with the manifestation of prognostic abilities. From a psychological point of view, forecasting is a foresight, anticipation of the future. Thanks to forecasting, a person can "look into the future", reflect in the mind what is not yet in reality, but what can happen. It is the prediction during the mental "playback" of a number of alternative ways of solving the problem that helps to find the most optimal variant (Karpov, 2015). According to Yu.P. Povarenkov (2013), there is a need for forecasting in any area of human practice, which will contribute to the development of the ability to accomplish it. As it is noted by A.V. Smirnov (2010), professional definition implies independence; it is associated with uncertainty and problem nature. He stressed that in overcoming them, one of the main roles is played by the ability to predict, which could be included in any activity, and could serve as an activity whose purpose is to build a forecast. V.A. Toloche (2015) defines prognostic ability as a set of qualities of cognitive processes of the subject that determine the success of forecasting in any activity, including prognostic. A number of researchers (Zeer, 2015; Zimmaya, 2011; Stenina, 2011; Andronov & Ionova, 2011, Dorozhkin, 2014) believe that one of the grounds for the allocation of actions required in forecasting is the fundamental possibility of knowing the future, due to objectively existing causal dependence of phenomena and processes. Through this form of communication and interdependence a ratio of phenomena is revealed in which one of them generates the other one. We believe that a graduate of the University should have not only a developed mental operation of forecasting, but also a culture of professional forecasting. The culture of professional forecasting is a component of professional culture, the essence of which is the objective justification of plans and decisions, mandatory accounting of the past, present and future states of phenomena and processes, acts as a condition for effective professional activity and determines the level of competence of the specialist.

Conclusion

Thus, the results of the research presented in this article give the basis for the following conclusions:

In the course of interdisciplinary analysis of scientific research, the phenomenon of professional forecasting culture is defined as personal integrative formation that provides an objective justification of plans and decisions with mandatory accounting of the past, present and future states of phenomena and processes, acts as a condition for effective professional activity and determines the level of competence of a specialist.
The culture of professional forecasting includes the culture of forecasting in the field of professional activity, which involves the student's implementation of prognostic abilities to analyze relevant phenomena, processes, objects, situations, the consequences of decisions, actions, and the culture of forecasting their own professional and personal development, which provides for modeling career and personal growth.

The culture of professional forecasting is represented by the following components: axiological, determining the importance of quality professional education for the effective performance of future activities; cognitive, which is characterized by knowledge related to the object of forecasting and the implementation of prognostic activities; praxiological, represented by specific prognostic skills to establish cause-effect relationships, actions of reconstruction and transformation of ideas, the process of hypotheses' putting forward; reflexive, assuming the evaluation of the forecasts as an adequate probability of the events course.

The technology for formation of professional forecasting culture is developed and implemented in practice, presented by successive stages of the organization of the process and their methodical provision. The motivational and target stage provides the formation of the axiological component of professional forecasting culture - the awareness by students of the importance of forecasting in professional activities. Information and cognitive stage contributes to the formation of the cognitive component of professional forecasting culture - students gain knowledge about the basics of forecasting, the essence, stages, types, methods, requirements for forecasts. The procedural and technological stage provides for the formation of the praxiological component of professional forecasting culture, taking into account the specifics of the areas of training of students – the use of forecasting in future professional activities. The evaluative-reflexive stage involves the formation of a reflexive component of professional forecasting culture - the assessment of the made forecasts as an adequate probability of the course of events.

Application forecast:

The prospect of the research is connected with the further study of the process of professional forecasting culture formation at different stages of continuous education, including postgraduate education, improvement of the technology of professional forecasting culture development, enrichment of its innovative content, development of the concept of training teachers to form students' professional forecasting culture.

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Problems Of The Development Of The North Caucasus Of Russia Recreational

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Abstract
The aim of the article is to identify the factors that impede the development of the recreational and tourist cluster of the North Caucasus of Russia. In recent years, the direction of tourist flows has changed significantly both from Russia and to Russia. The international tourism of Russians is declining with the simultaneous increase in the flow of domestic tourism. There is a need to expand the network of recreational and tourism facilities, increase the range of services provided and improve their quality. The following results were obtained during the study: 1) the North Caucasus region of Russia is the most promising in the country for the development of recreation and tourism in view of the unique natural conditions, extensive experience in providing spa services, and a sufficiently developed infrastructure; 2) the first problem of the development of the recreational and tourist cluster in the North Caucasus is the unresolved issue with the financing of the project. The existing programs for the development of the region stipulate that 75% of the funding will be provided from the regional budgets. Depressive regions, such as the constituent entities of the Russian Federation that are part of the North Caucasus Federal District, are not able to provide the level of financing necessary for the large-scale development of recreation and tourism zones; 3) the second problem to be resolved is the complexity of the formation of the necessary confidential relations and the moral climate in the clustered association. The effectiveness of a clustered association is based on decency and trust between the cluster members, which is possible only when all participants can receive real economic benefits from integration. No one will develop other companies to the detriment of their own interests; 4) the third problem of development of the tourist cluster of the North Caucasus of Russia is the weak methodological reinforcement of the creation and activities of the new association; 5) the fourth problem is the pronounced seasonal character of tourist activity characteristic for the given region of the country. The "dead" seasons of the North Caucasian resorts do not allow to fully use the opportunities of the already created infrastructure, lead to uneven employment of the population and are the cause of the unsustainable financial condition of the resort organizations. A possible way to solve existing problems is the creation of a specialized State Corporation for the Development of Recreational and Tourism Resorts in the North Caucasus, which must be provided with a state package of benefits and preferences. A number of privilege are offered, which it is advisable to provide a new state corporation.

Keywords: tourism, Recreation, Cluster, North Caucasus region, Development Issues, State Corporation.

Introduction
The intensive increase in domestic tourism in Russia caused the need to develop recreational and tourist clusters. The creation and development of such associations will simultaneously solve problems in the areas of finance and employment in a number of regions of the country (Asaul, 2004; Vnukova, 2010; Ryaboshapko & Korkina, 2012; Samostrokova, 2012; Tastan & Davoudi, 2015; Ju et al., 2017; Fartash et al., 2018; Prokofieva et al., 2018; Davoudi et al., 2018). The ideology of clustering implies the voluntary integration of organizations into a non-commercial partnership to enhance the effectiveness of joint
activities and development of the region. At the same time, an important condition for effective joint activity is a high level of trust and decency among the participants in the cluster (Samostroková, 2012). The maximum efficiency of the cluster is achieved when it includes complementary organizations, which creates opportunities for the development of joint ventures and achieve synergies. In the case of the unification of organizations, only a tourist and recreational area, it is impossible to achieve a synergistic effect. It is difficult to form the necessary level of trust in recreational and tourist clusters: in the market conditions to develop other companies to the detriment of their interests no one will.

The development of recreational and tourist clusters is highly relevant for the North Caucasus region of Russia, where there is a large surplus of labor resources, developed infrastructure, unique natural conditions. The formation of such clusters is provided for by federal programs (Gosudarstvennaya programma RF «Razvitie Severo-Kavkazskogo federal'nogo okruga na period do 2025 goda», 2010; Oficial'nyj sajt OAO «Kurorty Severnogo Kavkaza», 2017), however, there is no breakthrough development of the region. It is necessary to identify the reasons restraining the development of the recreational and tourist sphere of the North Caucasus and propose measures to overcome them.

Materials and Methods
The research methodology is based on the use of an institutional approach, analysis of literature and normative acts, and official statistics. The article also used macroeconomic analysis, which allowed briefly to review the state and problems of the development of the recreation and tourism in the North Caucasus. Particular attention is paid to the practical aspect of the development and implementation of proposals for the development of a territorial recreational and tourist cluster.

Results and Discussions
In recent years, there has been a significant change in the tourist flows of Russians. For political and economic reasons, the volume of tourist trips outside the country is declining, while the scale of domestic tourism is increasing at the same time. In 2016, the volume of tourist services on the domestic market of Russia increased by 8.1% as compared to the previous year and exceeded 200 billion rubles. Therefore, to develop a regional recreational and tourist cluster, it is recommended to create a State Corporation, which must provide a number of financial benefits.

The composition and orientation of the inbound and outbound flows in the last period have changed greatly (Table 1).

**Table 1. Trends in changes in entry and exit tourist flows in Russia in 2014-2016. (thousand people)**

<table>
<thead>
<tr>
<th>States</th>
<th>Tourist streams to Russia</th>
<th>Tourist streams from Russia</th>
</tr>
</thead>
<tbody>
<tr>
<td>General characteristics including Germany</td>
<td>584</td>
<td>553</td>
</tr>
<tr>
<td>Egypt</td>
<td>11</td>
<td>15</td>
</tr>
<tr>
<td>Israel</td>
<td>150</td>
<td>162</td>
</tr>
<tr>
<td>China</td>
<td>874</td>
<td>1122</td>
</tr>
<tr>
<td>Poland</td>
<td>1772</td>
<td>1725</td>
</tr>
<tr>
<td>USA</td>
<td>245</td>
<td>233</td>
</tr>
<tr>
<td>Turkey</td>
<td>263</td>
<td>239</td>
</tr>
<tr>
<td>Ukraine</td>
<td>8436</td>
<td>8912</td>
</tr>
</tbody>
</table>
As a positive trend, we can note an increase in the flow of tourists to Russia from China, Israel. The number of tourists from Turkey and Egypt has decreased, which is explained by the restrictions imposed by governments due to terrorist acts and the deterioration of relations between these countries and Russia. Despite the leadership of Ukraine, the main flow to Russia from this country is represented by labor migrants, and not by tourists.

In the face of ongoing sanctions, geopolitical complexities and other risks, a large number of Russian citizens have sharply reduced the opportunities for foreign tourism and they are increasingly using the potential of domestic resorts. It becomes obvious the need to expand the volume and composition of services provided by tour operators and hotel companies in the Russian market, as well as improve the organizational and economic schemes for providing them to various categories of customers.

From the position of development of the domestic tourism market in Russia, the most promising is the North Caucasus region. This is a traditional place of tourism and recreation of the country's population with a developed infrastructure and a network of highways. In the region there are numerous tourist facilities and health resorts that provide a wide range of recreational services. The North Caucasus region has serious natural advantages. However, they remain unrealized due to low investment attractiveness of the region due to the unstable social and political situation, complex criminal situation.

In the course of market transformations, there was a sharp deterioration of the situation in this region: many industrial enterprises were closed, and resorts and health resorts fell into decay in the absence of investments. By the middle of 2000 the region became depressed, unemployment increased, the economic and ethnopolitical situation worsened, and terrorist activity began to develop. For the development of the region, the North Caucasus Federal District (NCFD) was established, and in 2010 the Government of the Russian Federation approved the Strategy for the Social and Economic Development of this District until 2025 (Gosudarstvennaya programma RF «Razvitie Severo-Kavkazskogo federal'nogo okruga na period do 2025 goda» 2010). One of the main provisions of the Strategy was the development of a regional tourist cluster. The implementation of the strategy envisaged the development of the real sector of the economy, the development of innovative industries, the creation of new jobs and the improvement of the living standards of the population. However, to date, the socio-economic situation in the region remains very difficult.

Subsidies from the federal budget reach 60% of local budgets, which is 1.5 times higher than in other regions. The funds of the federal budget are directed primarily to the maintenance of the social sphere, and only a small part - to the development of the real sector of the economy. The share of processing industries does not exceed 15%, while the average for the country is 19%. The share of the agrarian sector in the economy of the region reaches 22% (the average for Russia is 5%).

The tourist attractiveness of the region is negatively affected by the prevailing significant surplus of labor resources with a very low standard of living for a significant part of the population. The level of official unemployment significantly exceeds the average for the country and ranges from 8% to 55% for various constituent entities of the Russian Federation that are part of the district. Insufficiently developed network of educational institutions, primarily higher education, does not allow to organize effective retraining of personnel necessary for quality rendering of tourist services.

The country's leadership is taking active steps to improve the situation in this region. The Strategy of social and economic development of the North-Caucasian Federal District until 2025 was developed, approved by the decree of the Government of the Russian Federation No. 1485-p of September 6, 2010. To implement this Strategy, Vnesheconombank established the "North Caucasian Development Corporation", which implements measures of consultative and supportive nature, promotes attracting investments, developing industrial parks, creating business areas, providing financial advisory services, etc. However, this Corporation does not make any real investments in the development of the region. By the Decree of the Government of Russia from February 27, 2016 No. 148 there were made additions and
changes to the state program for the development of the NCFD until 2025, including, in particular, an increase in funding.

The strategy for the development of the NCFD is complemented by a number of Programs adopted in the constituent entities of the federation. Thus, the State Program "Development of Tourism, Resorts and Youth Policy in the Karachay-Cherkess Republic (KCR) for 2017-2020" was approved (Resolution of the Government of the KCR dated October 31, 2013 No. 364).

In accordance with these government documents, the following main directions for solving the problems have been established:
- creation of a modern tourist infrastructure;
- improvement of the image and organization of active promotion of tourist potential;
- increase of transport accessibility of perspective tourist centers;
- ensuring a high level of safety for tourists;
- development of human resources.

The first and the main problem is the unresolved issue of financing the development programs of the recreation and tourist cluster of the North Caucasus. It is assumed that the financing will be implemented:
- at the expense of the federal budget (on a competitive basis and upon agreement);
- at the expense of local budgets (as agreed);
- at the expense of investors.

Thus, it is planned to receive financial resources on a competitive basis in the form of grants to the KCR budget. At the same time, 70-75% of the funds for the implementation of the Federal program should represent the budget of the KCR. The volume of financing for the years of program implementation ranged from 73 to 165 million rubles, which is clearly insufficient to address the problems. The depressed region is not able to provide the level of funding necessary for the large-scale development of recreation and tourism zones. The limited financial capacity of the region makes it possible to channel funds to solve tasks only operationally, but not strategically.

The advantage of the cluster is the ability to combine financial resources for the implementation of investment projects. But in a depressed economy of the region, such resources may simply not be available to the participants of integration. Another advantage of clusters is the possibility of reducing the cost of production and services, due to the synergistic effect (for example, the use of unified transport and distribution networks). But such a reduction is possible if the cluster includes mutually complementary organizations. In the case of the unification of organizations with only a tourist profile, the achievement of a synergistic effect is impossible.

The second problem is related to the fact that the effectiveness of a clustered association can be based only on decency and trust between the participants of the cluster (Samostrokov, 2012). But such trust is possible only when all participants can receive real economic benefits from integration. No one will develop other companies to the detriment of their own interests.

The third problem of the development of the tourist cluster of the North Caucasus of Russia is the weak methodological support for the creation and activities of this new association. No less important, the fourth problem is the pronounced seasonal character of tourist activity characteristic of the given region of the country. It is the "dead" seasons of the North Caucasian resorts that do not allow to fully use the opportunities of the already created infrastructure, lead to uneven employment of the population and are the reason for the extremely unsustainable financial condition of the resort organizations. The solution to this problem could be the full development on the basis of available resorts of a system of providing high-quality medical services that are all-seasoned. However, it is obvious that such a decision requires significant state support measures.
The possible way to develop a tourist cluster is the creation of the State Corporation for the development of resorts in the North Caucasus. The effectiveness of such structures is proved by the Russian practice of the State Corporation for the construction of Olympic facilities and the development of the city of Sochi as a mountain climatic resort (Federal'nyj zakon № 238-FZ, 2007). Such a corporation could carry out a unified management of the development of resorts in the North Caucasus, receive various kinds of benefits and preferences from the state. The creation of a specialized state corporation will require the preparation and adoption of a special federal law, in which it is necessary to present the purpose and tasks of the new structure, the terms of its activities, measures of state support.

**Recommended measures of state support**

1. Organize targeted federal funding for the activities of the state corporation with a special allocation of funds allocated for the development of socially important medical services provided by resort organizations. The amount of funding, broken down by year, is determined on the basis of the business plan for the formation and operation of the corporation.
2. To release from taxes the property complex transferred to the state corporation.
3. To enable the corporation to form special funds and use them for the development of a tourist cluster.
4. To provide for five years of the state corporation tax holidays in terms of VAT and land tax, before the introduction of tourism facilities (including medical tourism) in new territories.
5. Provide privileges to small business organizations participating in the development of the region as subcontractors of the state corporation. The targeting, types and magnitude of benefits in coordination with government agencies are determined by the corporation itself, depending on the specific nature of the work performed.
6. To provide the opportunity for the corporation to conduct tenders for the services provided outside the framework of the law on public procurement.
7. Provide privileges for the promotion of tourist, health and medical services provided by organizations of the state corporation.
8. Provide preferential tariffs for the transportation of consumers of tourist services, arrange charter flights to the region of the North Caucasus Resorts.
9. Organize targeted training of specialists for tourism organizations in the leading universities and training centers of the country.

Similar privileges and preferences apply to other Russian state corporations. They do not violate the competitive situation in the sphere of tourism in the region and in Russia and will contribute to the solution of the important social and economic problem of the development of the tourist cluster of the North Caucasus.

**Conclusion**

The development of the recreational and tourist cluster of the North Caucasus of Russia is impossible without the active assistance and support of the state. The well-known regional development programs stipulate that 75% of the financing of federal programs should be implemented by regional budgets. However, the subjects of the Russian Federation that are part of the North Caucasus Federal District, because of their depressiveness, cannot provide the necessary level of funding. Therefore, to develop a regional recreational and tourist cluster, it is recommended to create a State Corporation, which must provide a number of financial benefits. Such actions do not violate the competitive situation in the sphere of tourism and will contribute to the solution of the important social and economic problem of the development of the recreational and tourist cluster of the North Caucasus.
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Cultural And Philosophical Aspects Of Using Phraseological Units In Teaching Process

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Abstract
The relevance of the study is due to increased attention in linguistic science comparative study problems of the relationship of structural-semantic specificity, stability of the reproducibility of phraseological units (FU), special nature links to lexical units and their functionally semantic possibilities in different languages. It should be noted that different levels of language and the units that belong to them have a different degree of cultural "fullness" and cultural conditioning. In addition, phraseological units are the most complex in foreign languages involved in intercultural communication. The most relevant is a comparative functional-semantic study of phraseological units, i.e. from the semantic function to the form. This will determine the similarities and differences in the ability and share of phraseological units in the formation of such global categories as modality, in different languages and using them in teaching process. The formulation of a solution to this problem involves consideration of such issues as the determination of theoretical premises and the development of a methodology research modal potential of phraseological units, as well as establishing the degree of its implementation in the text.

Keywords: linguistics, culture, phraseology, modality, communication.

Introduction
In modern linguistics, the term phraseology is used in two ways: first, as a scientific discipline, studying phraseological units, and secondly, as the composition or aggregate of such units in the language.

The vocabulary of the language includes not only individual words, but also stable combinations, which along with individual words serve as means of expressing concepts.

Such stable phrases are called phraseological units. However, the concept of FU is ambiguous, and different linguists give different definitions of FU because The criteria of phraseology are not universally recognized.

For example, A.V. Kunin (2004), defines the FE as "a stable combination of lexemes with a fully or partially rethought meaning".

V.V. Vinogradov (2001) gave a more detailed definition. He believed that FU are "stable verbal
complexes, opposed to free syntactic combinations as ready-made language formations that are not created, but only reproduced in speech”.

Phraseological units (FU), reflecting in their semantics a long process of developing the culture of the people, fix and transmit from generation to generation cultural attitudes and stereotypes, etalons and archetypes. Phraseological units, by F.I. Buslaev (1965), are peculiar microworlds, contain in themselves "both the moral law and common sense, expressed in a brief dictum, which bequeathed the ancestors in the direction of the descendants.". It is the soul of every national language, in which the spirit and uniqueness of a nation are expressed in a unique philosophical way.

This principle of classification is sometimes called "etymological". The term does not seem appropriate since we usually mean something different when we speak of the etymology of a word or word-group: whether the word (or word-group) is native or borrowed, and, if the latter, what is the source of borrowing. It is true that it makes a special study of idioms borrowed from other languages, but that is only a relatively small part of his classification system. The general principle is not etymological (Kunin, 2001; Ju et al., 2017; Prokofieva et al., 2018; Tastan et al., 2018; Davoudi et al., 2018; Fartash et al., 2018).

Different types of phraseological units reflect culture differently. Investigating the work on phraseology, one cannot ignore the following classification, which is reflected in the work of several linguists and undergoes a number of changes. So, three groups of phraseological units are distinguished.

1. Phraseological units of a classifying nature. These include the turns that denotes more particular, species concepts in relation to concepts denoted by nouns (second components) outside the phraseological unit, for example, hard money - metal money.

2. Phraseological unity, for example, blind alley.

3. Phraseological fusion, for example, hot air - chatter, brown study, dark contemplation, reflection (Kunin, 1987).

Methodology of Research


A review and analysis of theoretical materials has shown that the method of conceptual analysis, comparative analysis, conspiratorial, linguocultural analysis, the method of phraseological identification and component analysis were used in the work.

The theory of studying the phraseological units of anthropocentric orientation, represents the basis of the phraseological foundation of any language, attracts the attention of such scientists as A.V. Kunin (1987), V.V. Vinogradov (2001), fundamental works of native researchers: V.V. Vinogradov (2001), F.I. Buslaev (1965).

As auxiliary and additional sources of the phraseological material, dictionaries of various types, including etymological, synonymous considered the item. The appeal to them is connected with the fact that the examples in Russian language were selected in parallel, since the Russian language acts as a language - an intermediary of the scientific description of the content of the research.

Results

Phraseological units of a classifying nature. The problem of semantic categories in phraseology as an aspect of investigating semantic links within the systemic relations of linguistic units is one of the important problems of semantics. As the observations have shown, the phraseological foundation of the English language, despite all the diversity of structural and semantic features, is characterized by a number of systemic properties, one of which is the presence of synonymous and antonymic just a position of phraseological units. Such pairs of phraseological units, as with a good grace (willingly) - with a bad grace, as dull as ditch-water (sad) - as cheerful as a lark, gay as a lark (very cheerful) form in the
system phraseology of opposition by value. The ability of such units as be in smooth water (s), be out of
the wood (s), turn the corner (to be chosen from a critical situation, difficulties) should be considered in
its meaning as synonymous with phraseological units. Speaking about the synonyms of the FU, it is
necessary to take into account the co-optative characteristics assigned to the linguistic unit. Considering
the phraseological synonyms in the phraseo-synonymic series, the researcher always pays attention to the
complex, subtle system of differences in the number and nomenclature of the components entering into
the connotative aspect of the value of FU synonyms. I would also like to note that phraseological
synonyms can differ in such components of the connotative aspect of meaning as imagery, intensity,
emotive-appraising component and functional-stylistic affiliation. The FU can be used in teaching
process. The phrases refer to more particular, species concepts in relation to concepts denoted by nouns
second components) outside the phraseological unit, for example, hard money - metal money.

2. Phraseological unity, for example, blind alley.

3. Phraseological fusion, for example, hot air - chatter, brown study, dark contemplation, reflection
(Amosova, 1963).

For example, in the synonymous series with the general meaning of reprimand smb, many
phraseological synonyms have an inadequate figurative basis and, moreover, have a differentiated
criterion as an emotionally-evaluative component (Arnold, 1986).

1. To tear smb. off a strip to reprimand smb. angrily.
   From the idea of striking smb. with a whip and taking off a piece of his skin as a result.
2. To bite (snap) smb's head off - to show ill temperament smb.
   Snarling dogs snap at each other's noses (Bogoyavlinskaya, 1984).

FU synonyms can be distinguished by the presence / absence of such a component of the semantic
structure as the intensity. The intensity component is characteristic for the following FU-terms of the
series:

1. To give it to smb. hot and strong; to punish smb. severely either physically or verbally.
2. To give smb. a dressing down; to reprimand smb. Severely.

Many FU synonyms are members of the phrase-semantic series with the meaning of reprimand smb.
- have a different functional-stylistic use.

1. To call (have) smb. on the carpet (coll.).
2. To come down upon smb. like a ton of bricks (coll.).
3. To tell smb. where to get off (coll.) (Amosova, 1963).

When studying the cultural component of English phraseology, the most interesting is the
classification of English phraseological units developed by A.V. Kunin (1987). The peculiarity of its
classification lies in the "nested" distribution of the phraseological units of the English language, that is,
the original division of all phraseological units according to their key cultural component, for example:
phraseological units that designate a person; phraseological units, denoting labor, love, extrinsity, etc.

For example, having set out to investigate phraseological units that describe a person's appearance,
one can find the following: appearances are deceptive - the appearance is deceptive; all is not gold that
glitters - not all that gold that glitters; fair face may hide a foul heart (or soul) - an intelligent person is not
a sign of the presence of the mind; it does not mean anything. They can be used in teaching process.

The cultural component is "similar to the other, the same": like two peas in a pod - like two drops of
water; they are not distinguishable; the living (spitting) image of smb. - a pouring portrait.

The cultural component of "appearance, in connection with the state" can be found in the following
phraseological units: in the pink - in fine form; the picture of health - a blossoming view; as fit as a fiddle
-like a cucumber; as fresh as a daisy / as a paint.

As can be seen from the above examples of English phraseologies containing a cultural component,
one can deduce that English phraseological units are directly related to the culture of the people.

Discussions

In the works of N.N. Amosova (2004) the following classifications are presented. Taking into account the degree of idiomaticity, the FU can be divided into three large groups:

1. Phraseological fusions are completely unmotivated groups: to kick the bucket - to die, as a rule, is associated with the absolute stability of lexical components and with the grammatical structure of the association.

2. Phraseological unities are partly unmotivated, because their meaning is usually perceived by means of the portable, metaphorical value of the whole FU. For example: to show one's teeth - if to give a semantic motivation with the help of a combined lexical meaning, then the FU data can be perceived in their literary and philosophical meaning.

3. Phraseological collocations are motivated, but consist of words with a special lexical valence, which is explained by the high degree of stability of combinations of this kind. In phraseological phrases, the variety of words used is strictly limited, for example: bear a grudge can be changed to bear malice, but never in bear a fancy / liking (Amosova, 2004).

The problem of studying phraseology by linguists and philosophers are engaged for a long time. The most important point is the systematization of the phraseological material because of the need to penetrate deeper into the semantic systematics of the phraseological types themselves. To date, there are two main linguistic theoretical schools dealing with the problems of English phraseology, founded by N.N. Amosova (2004) and A.V. Kunin (2001). Let's try to trace the main ideas of these schools. According to the theory of N.N. Amosova (2004) a phraseological unit is a unit used in a constant, unchanging context. It is a constant combination of words in which at least one component contains a phraseologically limited meaning; For example, the phrase: a white lie - an innocent lie; husband’s tea - liquid tea; either the meaning of each component of the phraseological group weakens, or completely loses its denotative meaning, it occurs in the idiom: red tape - bureaucracy; mare’s nest - absurdity (Amosova, 2004).

Among the works devoted to the study of FU, a special place is occupied by the works of the world-famous outstanding phraseologist, the author of the first textbook in our country of the phraseology of modern English and the creator of the English-Russian phraseological dictionary of A.V. Kunin (1987). Considering English phraseology from dialectical materialistic positions as a systemic phenomenon, the scientist pays special attention to the study of the stability of the FU, their semantic structure and component composition, the origin of the FU of modern English. In the study of verbal FU A.V. Kunin (1987) observes that "formations of the type of give up - to leave, to refuse, let on - to pretend to be specific to the English language", which he calls stable turns. However, the essence of such phrases is interpreted contradictorily. The nature of the second component, considered by some linguists as an adverb or preposition, and the others as a postpositive prefix causes the greatest number of disputes.

R.S. Ginsburg et al. (1979) believes that the phraseological meaning, unlike the lexical, "is not directly oriented to the world, but through its originally present internal form, through a phraseological representation, i.e. through the meaning and referential correlation of the content of the derivational base of the phraseological unit in its literal, direct meaning".

When it comes to verbal FU you cannot stop separately on the modality. We consider it necessary to recall that there are different understandings of modality. In the broadest sense, modality is viewed as the ratio of the speaker to the content of the utterance and the ratio of the content of the utterance to reality expressed by grammatical, lexical, or phraseological means. With this understanding of modality, a significant number of phrases and all the FU-sentences should be considered as modal (Alekhina, 1988).

There is a more narrow understanding of modality. In the sphere of phraseology, this expression of the FU of affirmation and negation, their designation of a relation to the utterance in terms of its
reliability, desirability, and presumption, as well as the correlation of the FU with modal words. From this point of view, in the modern English language, various structural types of modal FU of non-existent character are distinguished, performing various functions.

According to E.F. Arsenteva (2006), the national and cultural specifics of phraseological units can manifest themselves on three levels.

1. In the aggregate phraseological meaning - it refers to the so-called lexical or lacunary phraseological units, the semantics of which are transmitted by means of lexical units or word combinations, which, when transferred to another language, are also transmitted using lexical, descriptive methods of translation or calculating.

2. The presence in the composition of the FE of specific for this kind of words, representing the designations of any realities known only to the bearers of one nation or several nations, peculiar toponyms, anthroponyms, hydronyms characteristic of one country (Chernysheva, 1974).

3. In the direct meaning of the free phrase, which was figuratively reinterpreted (that is, in the prototypes of the FE, in which the history of the people, peculiar traditions, customs, and character are laid).

At present it is customary to note such an important function of phraseological significance as connotative-culturological. The content of the latter is the relation existing between the figuratively-motivated form of linguistic units and the culturally significant association included in it (Ermolovich, 1981).

In general, phraseological meaning - a phenomenon extremely complex and, of course, it cannot be regarded as a mechanical sum of its components. The semantic structure of the FE can be represented as a microsystem, all the elements of which in close connection and interact with each other.

As part of idiomatic values are three aspects: significative, denotative and connotative. Some linguists believe that the allocation of these aspects is only theoretically possible, as in the real speech activity they are merged (Koralova, 1980).

Limitation

Taking into account the results of this research, we can single out its further prospects: the study of modern linguistics and related sciences believe that the fact of interconnection and interpenetration of language and culture is generally accepted and relevant. At the same time language, being one of the main features of the nation, expresses the culture of the people who speak it. Recent interest in linguocultural studies of the language is explained by the desire to extract the most complete, adequate information about the whole ethnos or about a specific native speaker in the teaching process.

Conclusion

Comparative study of the phraseological significance of the data of the FE and its components at the linguistic and functional-communicative levels; the identification of common and specific features of the FE allows us to identify linguistic and extralinguistic factors in the language. On some problems of phraseology, the views of linguists diverge, since phraseology is a complex phenomenon within any language, a phenomenon specific, not static, not ideal. In the process of development and functioning, many literary languages constantly supplement their vocabulary with a significant number of new words and expressions, including those borrowed from different languages of the world. ‘The need to cultivate ethics of interethnic communication due to the multiethnicity of society, the specifics of the perception of the individual person of a different nationality than the carrier of other culture’ (Kajumova, 2018a, 2018b). The consequence is that the phraseological foundation of any language is a complex conglomeration of primordial and borrowed phraseological units. It is very important ‘in the organization of socio-cultural work with young people not to resort to strict regulation and excessive rationality’. One part of the units becomes obsolete, the other becomes used in completely different
contexts.
There are no languages without phraseological units. Acquaintance with the phraseological foundation of the language reveals many interesting and characteristic aspects of national culture and everyday life, sometimes unexpected and little-known features of this or that people, thereby giving a more complete picture of its centuries-old life, various strata of society, the development of its spiritual and material culture (Supernanskaya, 1986).

Despite the fact that phraseologization as a linguistic phenomenon is universal, it has in each language specific units. This is explained by the fact that extra-linguistic and ethnological factors are involved in their formation, which play an important role in the formation and development of phraseological units, and determine their national character (Selifonova, 2002).

The problem of semantic categories in phraseology as an aspect of investigating semantic links within systemic relations of linguistic units is one of the important problems of semantics. Phraseological value is a factor of language, not speech (Oxford Advanced Learner’s Dictionary, 2004). It is peculiar to formations, for which phraseological stability is characteristic (Collins Cobuild Dictionary of Idioms, 2003). The stability of the phraseological meaning is closely related to the stability of the lexical composition of the phraseological unit (Phraseological dictionary of the modern Russian literary language, 2004).

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Worldwide Models Of Higher Education Management: Country And Cross-Cultural Factors Analysis

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Abstract

The purpose of the article is to classify models of higher education management in modern conditions in order to study the features and analysis of development strategies’ potential. The authors have identified external, internal and socio-technological trends that affect all models of higher education management, as well as implement their systematization. Analysis of cross-cultural and country factors fulfilled allowed us implementing and establishing the country classification as a result of complex interaction of social, economic, pedagogical factors: the state participation in the management of higher education; interaction of the higher education system and the economic sector of the country; the levels of higher education. The main features of the higher education system of each of the analyzed countries and the trends of their development are also identified. The article is intended for researchers, teachers, engaged in benchmarking of education.

Keywords: higher education, education management, management model, country analysis, cross-cultural analysis, classification.

Introduction

The requirements of modern society around the world have caused large-scale processes of higher education modernization, which affect the world system of higher education in General and individual national systems. Education is one of the main carriers and implementers of cultural and scientific forms of life, reflecting the processes of their changes in the past and present. Proclaimed as the main social institution, it not only contributes to the formation and development of a new socio-cultural reality, but also constantly transforms, changing its functional, structural, institutional, organizational, ideological, value characteristics (Belikov, 2010; Gilmeeva, 2010; Gorshkov, 2015; Dzhurinsky, 2011; Ju et al., 2017; Prokofieva et al., 2018; Davoudi et al., 2018; Fartash et al., 2018).

The education sector is in constant motion, reacting to changes in the environment, adapting to its changing needs and at the same time actively influencing the state of the environment and its needs. Any important and large-scale problems faced by society inevitably affect the education sector. It is obvious
that the level of higher education in the country determines its future development and is fundamentally different from other types of education, because it is also a productive sector of the economy which contributes to the increase in human capital and significantly influences the person.

At the same time, higher education is able and obliged to influence the development of certain processes in society, to support them or slow down, to find their own specific solutions to emerging global or local problems, preventing undesirable developments. This understanding of higher education role in society is the basis of the priority importance of education for the development of civilization, the individual state, society and every person (Kusargasheva, Muromtseva & Sabitova, 2013).

Research Methodology

At present, the development of higher education depends on the interaction of three factors: the global processes of the social institution’s modernization associated with socio-cultural changes in the information society; national socio-economic and political transformations of recent decades, which have led to many reforms, including in higher education; regional processes of socio-cultural changes, as a result of which higher education takes on a system-forming role (Ignatyeva & Slobodchikov, 2011; Kalinkovskaya & Fortova, 2013, Zapesotsky, 2014).

Modernization potential of higher education’s country systems determines the external, internal and socio-technological trends:

External trends in the development of education, which conceptually reveal the directions of the entire education system’s development and are closely related to economic and political prerequisites, include:
- **Globalization** (an attempt to develop common canons of democratic, economic, cultural values and technological achievements in the course of growing global communications);
- **Regionalization** (based on the characteristics and specifics of the regional educational systems, with the external position determined by the integration and modernization process, and inside position – culture appropriateness and traditions);
- **Democratization** (the transition to multicultural education, the development of education system of state-society management; the subject-subject approach to the implementation of educational activities; enhancing the autonomy of educational institutions in the implementation plan comprising a variety of programs and opportunities for economic development);
- **Humanization** (implementation of a comprehensive cultural, professional, social and moral formation of the individual in the course of educational activities);
- **Continuity of education** (‘lifelong learning’ due to high rates of technical and technological development, as well as emerging educational needs of the individual of any age);
- **Diversification** (the possibility of using all kinds of educational resources: ways to achieve, different types of educational organizations and directions, forms, technologies, and so on);
- **Integration** (internal - linking education with science and industry, regulating the creation of educational complexes, scientific-industrial and educational clusters, and external, for example, the integration of Russian education in the European educational space, which led to systemic changes in the levels of education and the implementation of the competence paradigm of education).

**Internal trends** are caused by in-country features, state and system transformations of higher education.

Russian higher education is characterized by the following trends:
- **Standardization of education**, which determines the possibility of functioning of educational organizations’ all types as a set of mandatory requirements for the education of a certain level and (or) to the profession, specialty and direction of training.

It should be noted that the requirements of the standard are the **minimum** necessary to determine the quality of education as the degree of achievement. The advantage of standardization is to ensure the continuity of education’s stages, qualimetric analysis of educational activities’ results, the use of technologies for assessing the quality of educational activities, based on a combination of quantitative
and qualitative methods, optimization of time, tools and methods of evaluation; technology and reproducibility of results, availability of use;

- Implementation of the competence-based paradigm of education that helps to ensure the requirements of the labor market for professionals with a certain set of professional and general cultural competencies. The introduction of the competence approach at all levels of education has allowed developing modern requirements for the effectiveness of training. At the same time, contradictions were clearly determined: between a strictly defined set of competencies and objectively necessary needs of the comprehensive development of the individual within the educational activities; between the fragmentary nature of the formed competencies and the need for a systematic consideration of any disciplines, inter-subject relations, due to the theory of the fundamentalization of education; between the need to strengthen the practice-oriented functionality of education and the ability of the professional to act in any unstable situation, the demand for creative abilities in the labor market.

- Activity-based orientation of education, which is manifested both in the process and as a result. The focus of education on the mastery of activities in a certain professional field involves knowledge of the subject area, its objects and understanding of the activities as a set of goals, conditions, actions, practices. This trend leads to a significant change in the content of education, generalization of knowledge in the practice-oriented aspect, didactic transformations, that is, the introduction of such forms, tools, learning technologies (active and interactive), which through the organization of quasi-professional educational environment would provide the formation and improvement of professional and personal potential of students. It is by this kind of educational activities’ organization is possible to level the limitations of the competence-based approach, providing opportunities for professional and creative development of the individual;

- Ensuring of equal opportunities for education, which is a systematic development of access principle to education. This trend has a multidimensional focus and includes: the possibility of choosing educational services; a variety of educational programs to choose by students; the need to meet the educational needs of any person as a social guarantee of the state; the creation of special learning conditions for those in need (inclusive education); the choice of individual trajectories of educational programs’ development. The implementation of this direction involves significant changes in the planning of the learning process, the selection of optimal ways of development of programs, pedagogical forms, methods, technologies, which significantly changes the activities of teachers and educational organizations in the aspect of educational activities’ design and the content of education.

Social and technological trends are determined by the impact of technology on the higher education system. Thus, the Informatization of education that has emerged in recent decades has contributed to a significant change in all forms, methods and means of education, including the mass development of distance education’s system, its penetration to all levels of education, contributing to its continuity and "lifelong learning". At the moment, the use of any information forms and tools, gadgets of various types has become an attribute of any University. However, there was a problem of information selection, formation of a coherent system of knowledge from large information flows. This trend brings us back to the cognitive nature of education, when the first plan is not how to acquire knowledge, but how to get knowledge from the information that forms the basis of education and how to overcome the information barrier of each student. The plurality of knowledge forms on the one hand and the personal capabilities of each student on the other hand, generate flexibility and non-linearity of educational trajectories, and the learning process takes the form of flexible non-linear movement in the space of educational services’ producers, individualizing education.

The presented trends in the development of education require not only to ensure the equilibrium state of the educational system in comparison with others, but also the creation of advanced education, when the educational system forms the views, attitudes, living conditions, defining intelligence (knowledge) as
the most important national resource, becoming a "self-valuable phenomenon and the main source of development and change in society."

**Results**

Under the model of higher education's management we understand a set of logical concepts: about the normative basis of the education system within the state; on the management effects on the education system as an object of management; the expected reactions of the education system to the control effect (response); the interaction of education agents within the framework of the system. The detailing of this model is possible with the detail of the control object: from the system itself to the educational activities of each student (Levina et al, 2018).

In order to identify the best management and pedagogical experience, the authors conducted a cross-cultural and country analysis of modern world models of higher education management. European countries are represented in the broadest description, because despite the significant geographical proximity and attempts to integrate systems within the framework of the Bologna agreement, there are still significant country and cultural differences (Zasypkin, 2008; Vachstein, 2006; Clark, 2011; Matushansky & Borsilova, 2010; Levina, 2017).

So, the UK is represented by two types of higher education: University (Autonomous, elite) and non-University (public, mass education). The system of education intermediaries' agencies, which carry out: General and strategic planning (Department of education and vocational training); financial support (regional Councils for financing of higher education); quality control in education (Agency for quality assurance, Agency for statistics of higher education, Analytical Institute of higher education, Royal Inspectorate). University education is Autonomous; non - University (mainly Polytechnic) closely interacts with the labor market, satisfying its needs. There is a typical two-level system: bachelors and masters degrees. Specialized universities work in the system of state order; academic ("old") universities are Autonomous. The main development trend is a significant reduction in the autonomy of universities.

In Netherlands there are also two-types of universities "old" universities, ensuring the preservation of educational traditions and vocational schools (Hogescholen), implementing a system of "early professional choice"; respectively, graduates of scientific education (wo) and higher professional education (hbo). Higher education is regulated by the National inspectorate in three areas: quality of education, efficient use of resources, and equal access to education; funding is provided through the Central financial institution. Hogescholen is closely linked to business structures; numerous international educational curricula aimed at solving the problems of the international labor market and individual corporations.

Depending on the institution the levels of education are regulated: bachelor, master, engineer (hbo); engineer, doctoral, master of law, or Master (wo). Management structure is the establishment of "independent trusts" (Stichting Vangnet HBO), created on the initiative of universities to reduce the risks of their autonomy. Functions of the trust are anti-crisis management of higher education, secondary education, and audit of educational activities. The main trend is the liberalization of education.

The higher education system in Austria includes universities, higher education schools (applied areas), pedagogical institutes, academies (cultural study area), and colleges (administrative and social study area). The Federal Ministry of education oversees the entire system of higher education. Education is financed by the state and free of charge for the inhabitants of the country. Traditionally, bachelors, masters and doctoral degrees are the levels of higher education in Europe. The main feature of education is an unusually high level of academic freedom for students, realized through individual plans, programs and learning paths. The main trend, along with the liberalization of education, is the attraction of foreigners to study at universities.

The Swiss higher education system is specific—there is no Ministry of education; several government departments deal with education issues, while the education itself is quite traditional - academic and...
applied (after secondary vocational education). Municipal funding (cantons) of higher education, two universities - Federal funding. Under a typical two-level system-bachelor's and master's degrees, a feature is the close connection between applied education and business: research work and paid internships for students. The trend of maximum availability of quality education for all segments of the population is implemented through several types of national programs (Swiss, German, French, American, and Italian).

Germany, as a country with a very deep history of education is characterized by the multidimensionality of higher education: universities, institutes, higher schools (arts or applied Sciences), professional academies. Higher education is managed at the Federal level by the following structures: the Federal Ministry of education and science, the Federal Ministry of economy, the Federal Ministry of labor and social order. In order to implement state programs, budget funding is carried out on a parity basis with enterprises. There are four stages of education: licensee, master, specialist (for technical specialties), and doctor. The main trend is the standardization of education, the expansion of practice-oriented and applied education.

France is characterized by two subsystems of higher education - fast (3 years-service sector or industry) and long (5 years, academic education). The high degree of centralization of education is mainly due to the presence of state funding and supervision of the Ministry of youth, Federal education and science and the Ministry of social policy, labor and solidarity. Such a system determines the following feature-high probability of employment, close connection with enterprises through the system of student internships. The country has a state monopoly on the issuance of diplomas and qualifications. Development trends-standardization and practice-oriented nature.

Higher education in Spain is represented by universities, seminaries, colleges, vocational schools (schools), there is a high degree of autonomy of universities under the General supervision of the Ministry of education. Close cooperation between higher education and the economic sector is regulated by law, with the feature of the absence of bachelor/master degrees (European equivalent of Diplomatura -Licenciatura - Doctorado). At the moment, there are trends towards the Polytechnic orientation of education and its standardization.

In Italy, there are two types of education: University and art education (under the supervision of the Ministry of higher education and research, "academic oligarchy") and non-University (private institutions, institutions for foreigners, vocational education-municipal control). Accordingly, there is autonomy of universities, academic freedom; there are no restrictions on the number of students. The economic sector is involved in education through the organization of internships and the possibility of signing contracts with graduates. This, in turn, requires a focus on the standardization of education.

The Russian system of higher education is characterized by high participation of the state in its activities in the pursuit of universities’ autonomy; the share of private universities is very small. The movement from full state control over the system of higher education to the system of public administration is carried out, and one of the trends - domestic universities have a fairly hierarchical structure: academic universities (Federal universities); national research institutes (locally solving the problem of science within the framework of scientific and educational clusters); branch universities and institutes of Federal and regional subordination; private universities (a very small proportion of); There are some successful attempts to productive interaction between universities and business (as a rule, within the framework of profitable industries, for example, information technology and petrochemicals), in General, the interaction of the labor market and higher education is not sufficiently developed. Higher education levels - bachelor's degree, specialty (only for certain areas of training, for example, physicians), master's, postgraduate and doctoral (which has no analogue in the world educational practice). Trends of standardization and management of education are being implemented in an attempt to preserve national traditions of education.
Israel is characterized by three types of higher education: public (under the control of the Ministry of education); public-religious and independent, represented by universities, higher schools and colleges. There are Public-society administration (Supreme Council of management (political and public figures) and the Senate (professors, University staff, and students). Funding is provided through state grants, charitable organizations and tuition fees. Three typical levels of education - bachelor, master, doctor. Feature is high-quality education, public-social management, and large government investments in education. The development of the non-state education sector is currently under way.

In the Scandinavian countries (Sweden, Norway, Finland) there are two types of educational institutions, academic and professional, and there is close cooperation between education and employers, up to participation in the development of standards, content of training, qualification. At the same time, there are significant differences in the management of the higher education system. In Finland, for example, higher education is controlled by the Ministry of education and culture; it also provides funding and grants for higher education. There is a practical absence of the private sector of universities, administrative autonomy of universities, and the creation of Polytechnic educational clusters.

The levels of education are similar to those in Russia - in universities there are bachelor, master, licensee (similar to candidate of Sciences in Russia), doctor; in Polytechnic institutes – specialist. As a trend, there is a proliferation of education quality systems, university programs, consolidation and merger of universities.

In Norway, on the contrary, about half of the universities in the country are private. Management is public-social management with the involvement of public authorities (Councils). At the same time, higher education in the country is available and free of charge (except for some educational programs). One can note the high decentralization of higher education, the development of international cooperation and the system of continuing education. Sweden is characterized by a high level of implementation of public administration -Advisory councils, the Swedish national Agency for education, including with the active participation of students (the Swedish national Association of students). There is communication between universities and industries, universities meet the needs of production, and there is a diversity of industrial practice at the request of the student. The tendency of education’s democratization is clearly expressed – many educational programs (including private) are free, there are a high autonomy of universities and a single educational standard.

The U.S. higher education system is characterized by the absence of a national education system. Decentralization of education and transfer of control, management and financing of higher education to the state level entails the institutional autonomy of education and its financial independence, direct interaction of the University with the economic system; self-government. The "private sector" of higher education (non-state commercial universities), the absence of "educational intermediaries" and the independence of universities dominate. Levels of education are typical: "bachelor + master +doctoral". The General trend is the strengthening of state influence, attempts to reduce the autonomy of universities.

Public administration and funding of universities in Canada has led to the unification of universities in one Association representing their interests in the public and global market (Association of Universities and Colleges of Canada (AUCC), while the feature is the lack of a single educational standard (jurisdiction of the provinces). Business orientation and development of social cohesion determines the opportunities of higher education. The trend of mass education and its availability has generated a high percentage of foreign students in the higher school of Canada.

Higher education in Australia is focused on public administration (2 private universities in total); the public administration system is implemented through the Council of ministries (MTNCO). State regulation of educational programs has led to the formation of a system of unified rigid educational standards. Business orientation of education, a unique system of internships of students is the features of the system. The promotion of the Australian higher education system in the global education market is
due to the widespread use of distance education.

*Mexico* has a system of public education, strict educational standards, and the national Association of Universities and Institutes sets the rules of education. It also determines the state employment of graduates, maintaining a connection with the labor market. There is a technical and academic orientation of education, the presence of academic educational centers. A feature of education is additional "professional development" (specialist /owner) to the bachelor and master level of education. The trend in the development of education is the development of common national standards.

*Brazil* provides free public education, with a high level (80 per cent) of private universities and a lack of educational standards. The two-level system of "bachelor's + master's degree" requires strengthening of administrative responsibility of the education sector and development of connection of education with science and practice.

Actively developing system of higher education of *Singapore* include polytechnics, University of technology, independent colleges, universities, and national, state, and private universities under the control of the Ministry of education establishing the relationship with the state and the global economy. The internationalization of education, the introduction of training in English allow to implement the transition to international educational standards within the three-level system: (bachelor+ master+ doctoral)

The specificity of higher education in *Japan* is the "cult" of education in the country as a whole. A rigid hierarchy of universities: full-cycle universities (4 years); universities of the accelerated cycle (2 years); professional colleges; technical institutes are available. Availability of public and private universities is under the state management system. The high level of state control and standardization of education at standard levels of education (bachelor and master) led to a strong connection between "University-production", a developed system of distribution and employment of graduates and the transformation of universities into national University corporations.

Higher education in *China* is represented by universities and colleges under the administration of the Ministry of education. A special feature is the state system of distribution of University graduates, strict educational standards allow to focus on the labor market and employers' needs. The departure from the closed system of education led to the development of trends of educational democratization and diversification in the sphere of universities' ownership.

Thus, the results of the analysis of higher education management models’ features in the world community have shown that the world system of higher education is considered a priority, and (except the US) is under the control of the state (or tends to do so). There is a clear trend of decreasing the role of educational traditions in the education system (in all countries): state models tend to market models (economically feasible); traditionally independent models somehow begin to interact with the state; elements of foreign educational systems that neutralize national traditions in the field of higher education are introduced. In General, many foreign, and especially European, higher education systems are undergoing a stage of modernization caused by attempts to unify educational systems during the adoption of the Bologna agreement and the geopolitical crisis, which has exacerbated many social problems and largely reduces the positive effect of educational reforms. Market orientation, positioning of education as a service, and educational institutions as a model organization, largely determine the approaches to the management of higher education.

**Conclusions**

Classification of models of higher education management can be constructed, for example, by the type of state participation in education management (model of Barton-Clark); S.A. Belyakov (2009), considering the model of Barton-Clark to be outdated in the transformation of higher education (after the adoption of the Bologna agreement), describes van Woot classification, in which the model of the education system is described on the basis of the role of the state - "controller" (rational planning and
control of the educational system) or "observer" (self-government of the educational system). A similar point of view is shared by V. S. Vakhstein (2005), believing that at the present time, there is a convergence of these models, and rigidly state educational systems seek liberalization (for example, Swiss, Russian and Japanese models), independent educational systems (England, Ireland, etc.) (except the US and Canada) – to centralization.

The main models of education implemented in the world community today represent a variety of options for the integration of these positions, often fundamentally contrasting them in different positions – from the effectiveness of the system to administrative functions, while each of these systems, having a long experience of existence, is viable (Etzkowitz & Dzisah, 2008; Balmasova, 2016; Shchelkunov, 2017; Wissema, 2016; Tastan et al., 2018). We believe that in General, the type of education management model is determined by the state policy in the field of education, the economic state of the country (market), the level of technology and innovation, the impact of market relations and business structures. Based on the state of these elements and their traditional interactions within the country, strategic plans and programs for the development of higher education as a system are formed.

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Hotel Industry In The Context Of Russia’s Emerging Digital Economy

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Abstract
The article is concerned with the study of conditions and opportunities for development of digital economy in the Russian Federation in the context of applying digital technologies in the hotel industry. To realize the purpose of this study, i.e. to define the role of information innovations in the hospitality sector, the following methods and approaches were applied: systematization, analysis and synthesis, concretization and generalization, comparative analysis, information gathering and observation. Based on the analysis of the digitalization dynamics in certain sectors of the Russian economy, the main trends supporting the development of the digital environment were identified. These include a high degree of Internet coverage of the Russian population and availability of digital services. The revealed positive dynamics of the digital environment enables the authors to explore the main digitalization areas in the hotel industry, which includes selection and use of the PMS that allow for bringing the hotel’s main business processes to a new technological level, including through development of special applications and services that expand the services provided to the guests. All this makes it possible to build relationships with consumers on a qualitatively new level and increase competitiveness of the hospitality sector.

Keywords: hotel industry, digital economy, innovations, digital environment, PMS.

Introduction
The modern society is focused on accelerated digitalization of all processes and phenomena. If the 1980s were about quality and the 1990s were about reengineering, then the 2000s will be about velocity (Gates, 2009).

The digital world induced by new velocities is mobile, it is constantly changing and scaling out, as the virtual reality can change public opinion, making artificial realistic (Ju et al., 2017; Prokofieva et al., 2018; Davoudi et al., 2018). In the conditions of “digital reality” it is necessary to realize that the national states and their institutions are beginning to realize the scale of new challenges (Negroponte, 1995).

All this emphasizes the need for a technological revolution in the Russian Federation, since it will increase the country’s innovation level and competitiveness (Dzhandzhugazova et al., 2018; Tastan & Davoudi, 2015).

Today, certain sectors of the economy are actively involved in innovative development, but the overall gap as compared to the leading countries is still 5-8 years, although the prospects for the growth of digitalization in a number of industries are quite realistic. The program for development of the digital economy in modern Russia is extremely relevant because in the coming years digital technologies will become critical for maintaining national interests and strengthening Russia’s technological sovereignty in
the global market of high technology production (Sagynbekova, 2018; Kupriyanovsky et al., 2016; Fartash et al., 2015). A deep understanding of the ongoing processes gives a clear understanding that the electronic and information revolution in the economy has significantly influenced the transformation of economic relations. At the same time, the specifics of such transformations are that the processes of production, distribution, exchange and consumption of information have become key in relation to other types of economic activity (Yudina, 2016).

At the same time, the current share of the Russian Federation in the global high-tech market is less than 1%, and Russia lags the leading countries in households’ digital expenditures. In Russia they account for 2.6% of the GDP, while in the leading countries this indicator reaches 3.7%. To close the gap, the Government of the Russian Federation has developed a number of measures aimed at forming the Program of Digital Economy of the Russian Federation until 2025, and the Strategy for Development of Knowledge Society in the Russian Federation For 2017-2030 (Digital Economy of the Russian Federation Program, 2017).

The main objective of the Program is to create an ecosystem of the digital economy of the Russian Federation, where digital data will become a key production factor in all areas of social and economic activity, and to ensure effective interaction in business, science, education, including the relations between the state and citizens.

A very important component of the digital economy is the “digital environment”, which will create qualitatively new conditions for the digitalization of the entire Russian economy.

According to the forecasts of McKinsey analysts, digitalization will allow for increasing the country’s GDP by RUB 4.1-8.9 trillion by 2025. This will amount to 19 to 34% of the total expected GDP growth (according to Rosstat estimates, in 2016 Russia’s GDP was RUB 86 trillion). At present, the share of the digital economy in Russia’s GDP is 3.9%, which is 2-3 times less than in the US, China, EU, etc. (Figure 1).

At the same time, by 2025 its share in GDP can be increased 2-2.5 times (Digital McKinsey, 2017).

Despite the obvious difficulties, Russia is already living in the digital environment, as it ranks first in Europe and sixth in the world in terms of the number of Internet users. Over the past three years, the number of smartphone users has increased significantly, the number of users of electronic portals of state and municipal services has been continuously growing (in 2016, their number exceeded 40 million, which is more than a quarter of Russia’s population).

However, it should be noted that the level of digitization in Russia is uneven (Digital McKinsey, 2017). For example, certain economy sectors (ICT, education, finance) are approaching the global level in terms of digitalization, but in a number of others (extractive industry, manufacturing industry, transport) Russia lags behind the leading countries.
The choice of the main digitalization areas is based on the study of availability of digital services for a wide range of users in Russia. The results of comprehensive studies of availability of digital services in Russia performed in 2016-2017, are presented in Figure 2.

Analysis of the data presented in the figure shows a high degree of coverage of citizens by the Internet (73%), including its mobile segment (47%), which, combined with a high proportion of smartphones (60%), indicates significant opportunities for the development of various business types that can be managed using mobile applications.

And in conjunction with the growing share of citizens buying goods and services through the Internet and a very significant proportion of organizations that have their own websites, digitalization of personal and business environment in Russia in the next 2-3 years can reach a new level.
Materials and Methods of Research
In the context of the dynamics of the Russian economy digitalization presented above, the authors of the research focus on studying the possibilities of using digital technologies in tourism and hospitality as the most dynamically developing industry. To realize the purpose of this study, i.e. to define the role of information innovations in the hospitality sector, the following methods and approaches were applied: systematization, analysis and synthesis, concretization and generalization, comparative analysis; information gathering and observation. The research was based on reputable scientific publications; research and design developments of scientific units of Plekhanov Russian University of Economics, and materials of industry and state statistics.

The theoretical and methodological basis of the research is formed by the scientific papers in the field of marketing and digital innovations in hospitality facilities that emphasize the innovative role of the hospitality sector in Russia’s economy, which is scaled out by a series of large-scale international events held in Russia in the last decade.

In this regard, we should note significant opportunities for the tourism and hospitality sector, where an active innovative environment has been already formed. The range of know-how in the tourism and hospitality sector is wide and is represented by various forms of innovations based on the active implementation of IT technologies, in particular, ACS, in traditional business processes, whether in rendering of services, management, technical equipment of facilities or security (Dzhandzhugazova, 2015a).

Introduction of information technologies in the hospitality sector is explained by the speed of changes in the very nature of this business, including the need for operational management of business processes and dynamics of changes in consumer needs due to the greater availability of information (Dzhandzhugazova et al., 2016a).

The actual interest in the use of digital technologies in the hotel industry is caused by the fact that it is possible to transfer the usual communication mechanisms to the digital environment, which allows for using traditional schemes on a qualitatively new digital basis (Dzhandzhugazova et al., 2015).

Due to the high competition in the hotel industry, hoteliers constantly face the need to maintain an individual approach to the guests, which includes use of innovative marketing tools (Dzhandzhugazova, 2015b; Dzhandzhugazova et al., 2016b).

Results and Discussion
A complex and ambiguous problem of digital management of business processes in a hotel enterprise is quite successfully solved by using property management systems or PMS designed for automated hotel management. These systems are a kind of automated control systems (ACS) and are designed primarily to automate the work of the hotel staff and reduce costs.

Initially, the systems of this class were created as platforms for automation of the work of the hotel’s front office, including rooms booking, their distribution among the arriving guests, check-in and check-out, issuing invoices for the services rendered. In other words PMS had to replace paper and manually generated electronic tables, which previously reflected all the information listed.

Subsequently, these systems began to develop actively and now their functions go far beyond the registration desk (Table 1).
Table 1. Capabilities of property management systems (PMS)

<table>
<thead>
<tr>
<th>Capability PMS</th>
<th>Gain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced check-in / check-out capabilities:</td>
<td>− providing services at any time and from any point with an Internet connection, using a mobile cloud center;</td>
</tr>
<tr>
<td></td>
<td>− no need for round-the-clock presence of staff directly at the front desk for check-in, accommodation, provision of necessary services and check-out.</td>
</tr>
<tr>
<td>Improving the level and quality of room service:</td>
<td>− instant delivery of information to the mobile devices of staff about vacated rooms upon the guests’ check-out;</td>
</tr>
<tr>
<td></td>
<td>− more flexible rooms cleaning schedule and increase speed of room service upon receipt of relevant requests;</td>
</tr>
<tr>
<td></td>
<td>− round-the-clock management of room service to ensure that the rooms are always clean.</td>
</tr>
<tr>
<td>Integration of back-office systems:</td>
<td>− integration of management and financial processes: information on invoices issued, receipt of payment, payables and receivables, etc.;</td>
</tr>
<tr>
<td></td>
<td>− recognition of commissions.</td>
</tr>
<tr>
<td>Effective system of rooms distribution:</td>
<td>− increase occupancy of rooms by updating on-line information about available rooms via different distribution channels;</td>
</tr>
<tr>
<td></td>
<td>− growth of direct sales through own website.</td>
</tr>
<tr>
<td>Improving efficiency of revenue management:</td>
<td>− increase in the average cost of the room through on-line tariff management, including semi-automatic management.</td>
</tr>
<tr>
<td>Improving guest data management:</td>
<td>− consolidating all available guest data and improving the quality and completeness of guest profiles;</td>
</tr>
<tr>
<td></td>
<td>− analysis of the guests’ consumer behavior and, consequently, preparation and promotion of targeted packages and services;</td>
</tr>
<tr>
<td></td>
<td>− compliance with national and international requirements for personal data protection.</td>
</tr>
</tbody>
</table>

As shown in Table 1, in the current context, PMS is an integrated system of operations that enables the owner or manager to automate all the customer service cycles and all business processes in the hotel: from the maid service to the generation of complete financial statements and statistics reflecting any indicators necessary for analysis, such as the RevPAR or RevPAC. Also, this class of systems is complemented by functions of automatic synchronization with GDS, which enable agencies from around the world to make booking directly with hotels (Kabelkaite-Vaitkiene, 2018). When choosing an automatic control system, it is necessary to analyze a number of factors, including the nature of the property itself, as the powerful multifunctional PMS such as Opera, Fidelio, Epitome and Edelweiss can be too expensive for mini-hotels, hostels, highly seasonal properties (for example, ski resorts) and at the same time underutilized due to the lack of such needs. Such properties should look at the small scale but not less effective PMS (including those operating on the basis of SaaS-technologies), which are actively distributed and modernized in the current market. A comparative study of some of the best known PMS, both of Russian and foreign developers (with the possibility of using a Russian interface) is presented in Table 2.
Table 2. Supported key capabilities of certain small-scale PMS

<table>
<thead>
<tr>
<th></th>
<th>Bnovo PMS</th>
<th>Frontdesk24</th>
<th>TravelLine: Web PMS</th>
<th>HMA Ecvi</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online booking module for the site</td>
<td>✔️ prices and quotas can be automatically updated in all used online booking systems at once</td>
<td>✔️ guests can view photos and descriptions of rooms, check for available rooms for specific dates, calculate the cost of accommodation and make a booking</td>
<td>✔️ adaption to mobile devices and management through a specially designed mobile application for the module; can be installed on the page of the property in social networks with information on the rooms, photo gallery, the possibility of group bookings and payment by bank cards</td>
<td>✔️</td>
</tr>
<tr>
<td>Online payment</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Integration with online sales channels</td>
<td>✔️ over 100 channels</td>
<td>✔️ 16 channels</td>
<td>✔️ over 50 channels</td>
<td>✔️ directly with Booking.com, through the managers of WuBookChannelManager and TravelLine: ChannelManager with other online sales channels</td>
</tr>
<tr>
<td>Integration with fiscal registrars</td>
<td>✔️</td>
<td>✔️</td>
<td>✗</td>
<td>✔️</td>
</tr>
<tr>
<td>• Uploading data to the Federal Migration Service</td>
<td>✔️</td>
<td>✗</td>
<td>✗</td>
<td>✔️</td>
</tr>
<tr>
<td>Visa support</td>
<td>✔️</td>
<td>✗</td>
<td>✔️</td>
<td>✗</td>
</tr>
<tr>
<td>Hourly booking</td>
<td>✔️</td>
<td>✔️</td>
<td>✗</td>
<td>✔️</td>
</tr>
<tr>
<td>Service Type</td>
<td>Provided for a separate fee, which disadvantages the program in terms of other competing solutions</td>
<td>—</td>
<td>—</td>
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<tr>
<td>----------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>——</td>
<td>——</td>
<td></td>
</tr>
<tr>
<td>Group booking</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>Booking of rooms</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>Reporting</td>
<td>✔️ on payments, revenues, hotel load, sources of bookings, cancellations, debts; reports of maid and agent services, story report, sales of users, etc.</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Financial accounting</td>
<td>✔️ keeping records of taxes, revenues, expenses, recording contributions of founders, payment of wages to employees</td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
</tr>
<tr>
<td>Reputation management</td>
<td>✔️ monitoring of social networks, forums and similar resources to obtain information about the property (published reviews, comments, ratings)</td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
</tr>
<tr>
<td>—</td>
<td>general hotel statistics, report on check-in, check-out, occupied rooms, guests, revenue, additional services, percentage of the hotel's load, average cost of room per day, average income per room, etc.</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>—</td>
<td>daily automatic collection of information on new reviews about the property from the most popular online booking sites in Russia, as well as the possibility of calculating the overall consolidated rating of the property</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Using mobile devices</td>
<td>✔️</td>
<td>✗</td>
<td>✔️</td>
<td>✔️</td>
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<td>----------------------</td>
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<td>---</td>
<td>----</td>
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</tr>
<tr>
<td>• Integration with electronic locks</td>
<td>✗</td>
<td>✔️</td>
<td>✗</td>
<td>✗</td>
</tr>
<tr>
<td>Integration with restaurant systems</td>
<td>✗</td>
<td>✗</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Analysis of competitors’ prices</td>
<td>✗</td>
<td>✗</td>
<td>✔️</td>
<td>✗</td>
</tr>
</tbody>
</table>

**Conclusion**

It is impossible not to highlight the technological and organizational and economic conditions for the development of digital technologies in the hospitality sector. Taking into account the fact that until recently PMS were installed and operated from physical servers. At the same time, hotels faced the need to allocate a certain place for the appropriate equipment, including the need to engage additional human resources for regular updates and improvements of the software that are planned in advance and installed manually. Such difficulties activate the search for new technological solutions, including development of cloud technologies.

We should note the special interest of the hotel industry in the introduction of cloud technologies. To date, the number of cloud solutions for property management has gradually begun to exceed the number of existing “desktop” options for solving problems at this level. Systems that are based on PMS and cloud platforms including mobile devices offer their customers an innovative way of interacting with guests, helping to reduce costs for the purchase of special computer equipment and IT services. These systems are administered by the supplier and are easy to use. Updates and errors elimination are performed automatically, which saves their owners both time and money.

The ability to use applications from any computer device, including mobile devices, from any place with an Internet connection, and the ability to safely store data on remote web servers have made cloud technology an extremely attractive model for software developers in the hospitality sector. It should be emphasized that special applications developed both by individual hotels and large hotel operators, actually open new opportunities for direct communication with customers, which undoubtedly increases their loyalty and commitment to the hotel brand.

Based on the foregoing, it should be emphasized once again that the process of innovative development of hotel industry is not only necessary but also possible, and the successful implementation of innovative approaches in the hospitality sector will ensure that it will outperform development dynamics and
competitiveness in comparison with other sectors both in the domestic and the foreign market, which is extremely important in the current economic and geopolitical situation.

References


Use of L1 to Support Learning at Graduation Level

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Abstract
This study focuses on the need of bilingualism for better understanding and superior learning of arts and science subjects. For, bilingualism could be utilized for lecture delivery, question answering, class presentation, written examination and enhancement of language skills and learning of English as a second language. The sample of study involves 140 graduation level (Grade-15) students, including 70 female and 70 male students belonging to peripheral rural and urban areas, enrolled at a public sector university located in the central Punjab, Pakistan in chemistry, computer, education and mathematics programs. The data was collected through a questionnaire using the Likert scale. Minitab (Version 17) was used to perform a comparison analysis among the responses of the participants. The comparison was made using Tukey’s test. Results of the study show that the majority of students appreciate and recommend bilingualism in teaching. The results of the study also show that the students find it difficult to be taught in English language. Therefore, they are in favour of the use of L1/local/regional languages for instruction and examination purpose. The results of the study suggested the use of bilingualism at graduation level for teaching and examining of arts and science subjects.

Keywords: Bilingualism; Medium of instruction; Teaching of English; Teaching of science; Use of L1 to support learning

Introduction
Whether bilingualism should be utilised in the class to support learning at graduation level or not, the experts are divided in their opinion on this point (Brown 2000: 195). Some consider it advantageous/supportive for the learning process. Names of noted supporters of bilingualism include Drummond (1925) and West (1926). The former is of the opinion that no country can afford to rely on its own stores of knowledge. The later suggests that the majority of the nations of the earth must inevitably, as the time goes on, become bilingual. Agreeing with them, a number of modern linguists have favoured bilingualism. Among them stand Bialystok et al. (2012) who regard bilingualism useful for warding off cognitive decline in older age. Similarly, Kim (2016) recognized different cognitive and cultural benefits of bilingualism. In addition, Bonfiglio (2017) regards bilingualism as highly beneficial for mental development, education, traveling, social opportunities and work place experience. A recent study by Farukh, Ahmad & Ismail (2018) conducted at school level in Pakistani context claims the use of an L1 supportive to the teaching of an L2.

On the other hand, there are some experts who are strongly against the use of bilingualism. Names of some of them are Epstein (1977), Huse (1945) and Hussan (2004). Epstein (1977) embarks on the points that being compelled to use two different languages children are obliged to direct their attention mainly to words and, to a less extent, to ideas. When they speak they express themselves in one language but think in the other. Likewise, Huse (1945: 24) opines that “Bilingualism is supposed to retard mental development or preventing the individual from attaining full intellectual abilities”. And the same point of view is shared by Hassan (2004: 52) who says that “The speech centers of the brain are burdened enough when they cope with one language. When they have to juggle with two, three or more, the signals are likely to get crossed”. Quzia & Folke (2016) regard bilingualism as disadvantageous arguing that it makes
bilinguals suppress one language under the influence of another. Guirgis & Olson (2014) and Shadijanova (2016), on the other hand, consider it both with advantages and disadvantages. Obviously, when experts are divided in their opinion on the same subject, it is far more difficult for a person, teaching at graduation level, to decide whether to adapt/adopt or not to adapt/adopt bilingualism in the classroom. This justifies the need to conduct a study in search of the answer whether bilingualism, supported by L1/local/regional languages, should be used graduation at level or not. In Pakistan, the need to know about the effectiveness of bilingualism to support learning and teaching at graduation level has become more pressing because there are different types of institutes/schools such as public, private, grammar, madrasah etc. It is important to note that the students at these institutes belong to different bilingual and multilingual communities. They use different regional languages at home, school and other places with an addition of Urdu as their national language and English as their second or target language (Mehmood, Farukh & Ahmad, 2017 and Ahmad, Farukh, Ismail & Sarwar, 2018). The students, teachers and managing authorities are all facing the same problem i.e. whether bilingualism should be adopted or not. Thus, this study seeks to check the viability of bilingualism at graduation level. The use of bilingualism in Pakistani setting has been strongly opposed. It has been dubbed as a bane of the entire educational endeavor in Pakistan where the students have to learn Arabic for religion and Urdu as a national language, along with various other local/regional languages. Thus, children have to devote more than half of their time to the learning of different languages leading to the reduction of time for other subjects. European children, on the other hand, are considered fortunate enough for not having the burden of too many languages to learn. For them their mother tongue is sufficient for different practical purposes (Ahmad, 1968).

Bilingualism in classroom setting has also been opposed strongly on the claim that it compels children to use two different languages whereby they start paying more attention to words rather than to ideas. What is more, bilingual children have to think in one language and express themselves in another (Epstein, 1977). In reaction, Bialystok (1992) favours bilingualism discussing about the cognitive abilities of the bilingual students. He states that the students can perceive the stimuli or situations more analytically as compared to the monolinguals. Bilinguals, in the opinion of Bialystok (1992), have greater abilities to select better solutions of critical problems. She adds that bilinguals possess analytical skills as seen in their perception, thinking, language and communication. This skill, according to her, helps them further in creative and divergent thinking and analysis.

A noted work on multilingualism, ‘Remaking of English in Pakistan’ by Hassan (2004) regards it as a burden on the brain. It goes further saying that the juggling with two or more languages produces strange combinations like code switching or code changing. It calls code switching or code changing “a second phenomenon which has different social implications” (p. 52). It also says that, as in the past, the English used to speak French only to appear to be well educated and belonging to the upper class, the same is what the Pakistanis are doing these days. They are using English in Urdu, Punjabi etc. and thus they are producing an “odd mixing” (Hassan, 2004: 52). On the other hand, a recent study by Farukh, Ahmad & Ismail (2018) conducted at school level in Pakistani context finds that the students, taught through Urdu as a medium of instruction, perform better in L2 examination. On the basis of this finding the study favours the use of L1 for teaching an L2.

Aim of the Study
The present study intends to know if the graduation students from different subjects think that the use of their L1 could be supportive to learning if used as a medium of instruction.

Research Methodology
The study was conducted on female and male students at the University of Okara, Punjab (Pakistan). 70 female and 70 male graduation level (Grade-15) students were selected from chemistry, computer,
education and mathematics departments of the said university through a simple random sampling technique. All the participants were studying in the fourth semester of the academic year 2016/2017. These participants belonged to peripheral rural and urban areas of Okara District located in the central Punjab (Pakistan) and were native speakers of Punjabi and Urdu. Along with these languages they also use English as a foreign/second language. They live in a Punjabi-Urdu speaking community and all of them have completed the 14 years of education through English as a medium of instruction. All of these participants are almost homogeneous in terms of their educational, linguistic, and socio-economic backgrounds. They speak Punjabi and Urdu at home, school, college and university with parents, siblings, class fellows and playmates. All of these participants have been studying English as a compulsory subject right from the beginning of their academic career (Mehmood, Farukh & Ahmad, 2017 and Ahmad, Farukh, Ismail & Sarwar, 2018) and the medium of instruction at university level is English. In this way, they have studied in bilingual and non-bilingual settings.

Data Collection
The data for this study have been obtained from 140 students enrolled at the University of Okara through a Likert-type scale. The statements in the said scale were general in nature but had a greater quality of rating the choices. The Likert scale offered five responses including a neutral scale i.e. ‘neither agree, nor disagree’ against each given statement.

All of the 140 participants were asked to opt/tick mark an option out of five responses given against each statement i.e. strongly agree, agree, neither agree nor disagree, disagree and strongly disagree. They were given proper time and basic information about the scale. Difficult terms/words were explained to them. They were also told how to fill in the required places on the scale. They were given free time to provide their responses. The participants knew that their responses were going to become the part of the study. After getting the responses filled in by the participants, the sheets were collected back from them. All the responses were carefully counted and recorded in a table. The whole process was carried out manually.

Data Analysis
The analysis of responses of the likert scale by 140 students, enrolled in graduation level programs in the fields of chemistry, computer, education and mathematics at the University of Okara, (Pakistan), involves following process;

1. Getting the responses from the participants
2. Counting and recording the responses separately
3. Applying Tuskey’s Test through Minitab Version-17
4. Arranging the responses in a tabular form
5. Describing the findings

Results
Minitab (Version 17) was used to perform a comparison analysis among the responses of the participants. The comparison was made using Tukey’s test. Letters are put in superscript in Table.1. If in a row two values have different letters it shows a significant difference among the values.

Table 1. Showing the comparison analysis of responses in favour of and against Bilingualism as medium of Instruction
<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree/Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I appreciate the use of two languages (English and Urdu) in the classroom at graduation level</td>
<td>55.0±5.0&lt;sup&gt;A&lt;/sup&gt;</td>
<td>57±5.50&lt;sup&gt;A&lt;/sup&gt;</td>
<td>10±1.0&lt;sup&gt;B&lt;/sup&gt;</td>
<td>11±1.50&lt;sup&gt;B&lt;/sup&gt;</td>
<td>8±0.50&lt;sup&gt;C&lt;/sup&gt;</td>
</tr>
<tr>
<td>I believe that learning through bilingualism can lead to better understanding and superior learning at graduation level</td>
<td>49.0±3.0&lt;sup&gt;B&lt;/sup&gt;</td>
<td>58±3.50&lt;sup&gt;A&lt;/sup&gt;</td>
<td>11±1.0&lt;sup&gt;D&lt;/sup&gt;</td>
<td>15±3.0&lt;sup&gt;C&lt;/sup&gt;</td>
<td>5±0.50&lt;sup&gt;E&lt;/sup&gt;</td>
</tr>
<tr>
<td>I recommend the use of bilingualism at graduation level</td>
<td>32.0±1.0&lt;sup&gt;B&lt;/sup&gt;</td>
<td>60±1.50&lt;sup&gt;A&lt;/sup&gt;</td>
<td>20±2.50&lt;sup&gt;C&lt;/sup&gt;</td>
<td>23±3.00&lt;sup&gt;C&lt;/sup&gt;</td>
<td>5±1.0&lt;sup&gt;D&lt;/sup&gt;</td>
</tr>
<tr>
<td>I believe that bilingualism makes it easy to learn both arts and science subjects at graduation level</td>
<td>43.0±1.0&lt;sup&gt;B&lt;/sup&gt;</td>
<td>59±3.0&lt;sup&gt;A&lt;/sup&gt;</td>
<td>16±1.50&lt;sup&gt;C&lt;/sup&gt;</td>
<td>15±3.50&lt;sup&gt;C&lt;/sup&gt;</td>
<td>5±1.0&lt;sup&gt;D&lt;/sup&gt;</td>
</tr>
<tr>
<td>I think that science subjects cannot be taught well through bilingualism at graduation level so English should be used for this purpose</td>
<td>29.0±1.0&lt;sup&gt;C&lt;/sup&gt;</td>
<td>52±2.0&lt;sup&gt;A&lt;/sup&gt;</td>
<td>13±2.0&lt;sup&gt;D&lt;/sup&gt;</td>
<td>42±3.20&lt;sup&gt;B&lt;/sup&gt;</td>
<td>6±1.25&lt;sup&gt;E&lt;/sup&gt;</td>
</tr>
<tr>
<td>I believe that use of bilingualism works best when used for question-answer, lecture delivery, presentations etc. in the classroom at graduation level</td>
<td>55.0±5.0&lt;sup&gt;A&lt;/sup&gt;</td>
<td>42±2.50&lt;sup&gt;B&lt;/sup&gt;</td>
<td>18±2.0&lt;sup&gt;C&lt;/sup&gt;</td>
<td>17±1.00&lt;sup&gt;C&lt;/sup&gt;</td>
<td>8±1.00&lt;sup&gt;D&lt;/sup&gt;</td>
</tr>
<tr>
<td>I think that the conduct of written exams in English creates difficulties so bilingualism will give better results if permitted in written</td>
<td>25.0±2.50&lt;sup&gt;B&lt;/sup&gt;</td>
<td>46±2.00&lt;sup&gt;A&lt;/sup&gt;</td>
<td>20±1.50&lt;sup&gt;D&lt;/sup&gt;</td>
<td>34±2.00&lt;sup&gt;C&lt;/sup&gt;</td>
<td>15±1.50&lt;sup&gt;D&lt;/sup&gt;</td>
</tr>
<tr>
<td>Statement</td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Neither Agree/Disagree</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
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<tr>
<td>exams at graduation level</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>I believe that English as a medium of instruction is sufficient enough for the enhancement of speaking, listening, reading and writing skills at graduation level</td>
<td>36±2.0\textsuperscript{B}</td>
<td>67±4.00\textsuperscript{A}</td>
<td>17±1.50\textsuperscript{C}</td>
<td>15±2.50\textsuperscript{C}</td>
<td>6±0.50\textsuperscript{D}</td>
</tr>
<tr>
<td>I think that use of Urdu with English can work better for the enhancement of speaking, listening, reading and writing skills at graduation level</td>
<td>51±5.50\textsuperscript{B}</td>
<td>60±2.30\textsuperscript{A}</td>
<td>12±1.00\textsuperscript{C}</td>
<td>9±1.50\textsuperscript{D}</td>
<td>8±1.50\textsuperscript{D}</td>
</tr>
<tr>
<td>I think English as a second language can well be learnt if taught with the help of national/regional languages in a bilingual setting at graduation level</td>
<td>43±1.0\textsuperscript{B}</td>
<td>58±2.50\textsuperscript{A}</td>
<td>10±1.00\textsuperscript{C}</td>
<td>10±1.0\textsuperscript{C}</td>
<td>10±1.0\textsuperscript{C}</td>
</tr>
</tbody>
</table>

Note: Results are mean±S.D of three replicates, the values in the same rows with different letters are significantly different at 5% significance level.

Table 2. A raw numerical description of responses
The description of results of the study has been given hereunder;

1. The responses of Statement No. 1, as mentioned in the table above, show that the students appreciate the use of two languages. Total number of responses counted was 140 out of which the maximum number i.e. 57 had been found in agreement with teaching in two languages. Other choices being 55 strongly agree, 10 neutral, 10 disagree and 8 strongly disagree. These numbers clearly go in favor of teaching in two languages. However, a number of students have been found to ‘disagree/strongly disagree’, but they are few in number as compared to those who agreed/strongly agreed. In this way, this poll goes in favour of learning/teaching supported with an L1.

2. The responses of Statement No. 2, as shown in the table 1, show that the majority of the students i.e. 58/140, believes that learning through bilingualism can lead to better understanding and superior learning. The number of other choices includes 51 strongly agreed, 11 neutral, 15 agreed and 5 strongly disagreed. It shows that the number of those students who disagree/strongly disagree is small as compared to those who agree/strongly agree. In this way, it also approves that the use of L1 facilitates learning at graduation level.

3. According to the responses of the Statement No. 3, given in the table 1, the students seem to recommend the use of an L1 as 60/140 have opted ‘agree’. Similarly, the number of students in second majority i.e. 32/140 have also showed strong agreement with the recommendation of L1 support in learning. The number of students, who disagreed/strongly disagreed, is 23/5 respectively which appears to be in minority. Therefore, it can be said that the majority of students recommends the use of L1 for learning at graduation level.

4. The findings of the Statement No. 4 show that the majority of the students i.e. 43/140 strongly agree and 61/140 Agree to believe that bilingualism makes it easy to learn both arts and science subjects. The numbers of other students out of 140 who have opted neutral, disagree and strongly disagree are...
16, 15, and 5 respectively. Therefore, this also clearly shows that the majority of the students wants to study with an L1 support at graduation level.

5. Statement No. 5 intends to know about students’ choice of the use of bilingualism in different teaching techniques/methods i.e. lecture delivery, question answer technique and presentation in the classroom. It is interesting to note that the majority of students i.e. 55/140 strongly agrees and 42/140 agrees that lecture delivery, question/answering and classroom presentations be carried with the help of an L1. On the other hand, those who do not like the use of L1 in the classroom for lecture delivery, question/answering and presentations have been found to be in minority i.e. 17/140 disagreed and only 8/140 strongly disagreed. So, the responses of this statement also approve the use of L1 for learning/teaching purpose in the classroom.

6. The statement number 6 enquires about the views of students about the conduct of written exams in English. It states that conduct of written exams in English poses difficulties therefore, L1 support be permitted for better results. The majority of students i.e. 46/140 agrees that English creates difficulty in written exams therefore, they may be allowed to attempt their exam papers in other native/local languages. However, it is interesting to note that the responses of this statement, are much close in number to each other i.e. 25/140 strongly agree, 46/140 agree, 20/140 neutral, 34/140 disagree and 15/140 strongly disagree. In this way, it shows a weak support of the use of an L1 in learning/teaching as compared to the choices of other statements.

7. The Statement No. 7 seeks confirmation of the usefulness of the use of L1 with English for the enhancement of speaking, listening, reading and writing skills. It has been found that the great number of the students i.e. 60/140 agrees and 51/140 strongly agrees with the view that speaking, listening, reading and writings can be enhanced through the use of Urdu as an L1 with English in the classroom at graduation level of education. On the other hand, those who disagreed or strongly disagreed were found small in number i.e. 9/140 disagreed and 8/140 strongly disagreed. In this way, this statement strongly approves the use of national/native/local languages with English for the enhancement of language skills.

8. Similarly, the Statement No. 8 claims that English as a second language can well be learnt if taught with the help of national/regional languages in a bilingual setting at graduation level. The opinion of the majority of students, i.e. 67/140 agreed and 43/140 strongly agreed, shows conformity with the statement. However, a small number of students i.e. 10 disagreed and 10 strongly disagreed with the statement. But these students are in minority. Therefore, their choice stands of less value as compared to those in majority.

Discussion and Conclusion
In the light of above results, it is evident that the majority of the students at graduation level (Grade-15) of education appreciate and recommend the use of two languages i.e. Urdu as an L1 and English as an L2 in the classroom. The students believe that such type of mode of teaching and learning leads to better understanding and superior learning, makes the learning of arts and science subjects easy, works best during lecture delivery, question/answering and presentation in the classroom. They think that the written examinations in English create difficulty for them. They also think that L1 helps the improvement of speaking, listening, reading and writing skills, as well as learning of English as a second language if taught with the help of L1 (cf: Bild & Swain, 1989; Wen & Johnson, 1997 and Lasagabaster, 2001). Therefore, they recommend the use of bilingualism/L1 for learning at graduation level of education. The reason behind the recommendation of L1 support for learning is that most of the students in Pakistani educational institutions are first-generation learners. Therefore, they are strangers to English (DAWN,
2013), and find it difficult to learn through English as a medium of instruction (Mehmood, Farukh & Ahmad, 2017). Other reasons behind the favour of L1 support by the students mentioned in an earlier study are lack of facilities and improper teaching and learning process of English at schools (Aziz et. al. 2015). In this way, the students, failing to learn English properly at school level, rely on learning through bilingualism supported by L1 with which they have been taught with particular support of local and regional languages. Along with these reasons, students’ affiliation for their national, local and regional languages cannot be ignored. Being sincere to their national language, students opt to learn in it and resist being taught in foreign language. They embark on the plea that many countries in the world like China, Korea, US, UK, Russia, Germany etc. are teaching their students in their national languages. Moreover, (Abbas 1998 cited by Memon 2018) also believes that teaching in English in Pakistan at all levels is neither suitable nor a plausible plan. Therefore, Pakistani universities could arrange to teach their students in Urdu (Uddin, et. al. 2015). However, whatever the reasons are, students like to learn in bilingual setting with support of L1 because of the reason that it helps them understand and learn well. They think that bilingualism is highly beneficial (cf. Bonfiglio, 2015), its use is very helpful saving them from cognitive decline (cf: Bialystock, et. al. 2012) and L1 has a positive effect on learning. It has a facilitating role that can really help learning (Miles, 2004). That is why use of bilingualism supported by L1 is necessary at graduation level, until the education system in Pakistan is able to produce good English language skills. Moreover, universities or the Higher Education Commission in Pakistan should expand its language policy by adding local languages along with English. Plus local languages should not be treated as handicaps. Instead, they should be taken as opportunities and be given due place in syllabus and other institutional practices (Memon, 2018).

References


Corruption In Modern Russia: Sociological And Anthropological Aspect Of The Problem

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Abstract
The topicality of the problem under investigation is conditioned by the lack of the social prerequisites, socio-political and socio-economical conditions for the effective overcoming of such negative phenomenon as corruption. In this regard, the present article aims at the development of proposals for improvement of the social mechanism of anti-corruption measures and localization of venality in the narrow social space on the basis of the socio-cultural approach. The methods of anthropological approach sociological interview, sociological analyses and expert evaluations have been applied for the investigation of the problem. The article shows that the current state of the corruption is an integral part of the functioning of the whole system of social interaction in the modern Russian society. The paper reveals the nature of the sociological approach to the study of the corruption at the micro- and macro-levels and the role of personality in the struggle against corruption. At the micro-level this phenomenon is conceptualized in the context of ethnomethodology and social exchange theory, which allows to explain many aspects of corruption in the sociological discourse. At the macro-level the corruption is considered in the context of the structural and functional analysis of social phenomena and processes in the form of social dysfunction, deformation of social relations, specific event, typical for the period of societal transformations. The article states that overcoming of the corruption is possible only on the basis of reformatting of entire system of the social relations in society, the creation of actually performing socio-pedagogical and legal measures, as well as the mechanisms of their realization, allowing to combat the corruption of both "Western" and "Eastern" types. The materials of the paper are of practical value to employees of the federal and regional anti-corruption bodies, experts, involved in the formation of public opinion, workers of law enforcement agencies and authorities.

Keywords: corruption, mechanisms of corruption reproduction, localization of corruption, social interaction, anthropological approach.

Introduction
Legal Approach to the Definition of the Term "Corruption"
Corruption as a phenomenon serves as the object of study and close attention from many disciplines and departments. The dictionaries give the ordinary, most popular concepts of the corruption. Among them:
"Corruption - bribery, seduction, corruption of officials by bribe" (Ushakov, 2005) Explanatory Dictionary or “Corruption (from Lat. Corruption- bribery) - direct use of power by officials or people in positions for the personal gain. As a rule, with disregard for the rule of law (Big Encyclopaedia, 2000).

In the definition of the term “corruption” lawyers and jurists are interested mainly in its criminological aspects. The present phenomenon is defined through such term, as: “illegal action”, “criminal motive”, “against the legitimate interests of the state and society”, “malfeasance” and other similar terms. Among them: “Corruption- abuse of official position, giving bribe, acceptance of bribe, abuse of power, commercial bribery or other illegal use by a physical person of his/her official position in defiance of the legitimate interests of the society and the State for the purpose of profiting in the form of money, valuables, other property or services of material nature, other rights of property for oneself or for third parties, or illegal provision of such benefits to the said person by other physical persons” (The Russian Federation Federal Law On Corruption Counteraction, December 25, 2008, N 273-FZ).

Another interpretation of the corruption is associated with the idea of its notion as socially dangerous phenomenon in the field of politics and government, connected with direct use of power by officials or people in positions for the personal gain in any manifestation, as well as corruption of above-mentioned representatives by bribe. Therefore, in the Russian Federation corruption is a concept that reflects the totality of the law violations of various kinds: from criminal l to discipline. Nevertheless, the Criminal Code of the Russian Federation, as anti-corruption measures, presents the norms, linked with such malfeasance as abuse of authority (p. 285), exceeding of authority (p. 286), barratry (p.290), and forgery by an official (p.292).

Economic Approach to the Definition of the Term "Corruption"

Economic approach is also wide-spread. In its framework the emphasis is put on various aspects of economic activity (Rose-Ackerman, 2013; Jain, 1998). For example: “Corruption - one of the forms of rent-oriented behavior, meaning the purchase and sale of enterprises’ efficiency, which is accompanied by a decrease in their industry average costs and the withdrawal of these enterprises from the legal economy” (Litvintseva, 2003).

Another common approaches are polit-economic. They are conducted from the viewpoint of class analysis of the essence and nature of social phenomena (Donga, Dulleckb & Torgle, 2012; Niehaus & Sukhtankar, 2013). Example: “Corruption is coalescence of the state machinery, officials with the criminal elements in the sphere of governance and economy” (The Economy Explanatory Dictionary, 2000).

Social Approach to the Definition of the Term "Corruption"

A lot of works in the social studies are represented by politological approach which in many ways tries to unite polit-economic, sociological and legal approaches to the research and analysis of present phenomenon. There are two typical examples: The first, “corruption - (Lat. Corruption seduction, bribery, damage, decay -1) decay of economic and political systems in the state, reflected in the venality of officials and public figures; 2) crime, reflected in the use of rights by officials for the personal gain” (Vasilik & Vershinin, 2001). The second “corruption- activity in the sphere of politics or public administration, reflected in the use of the rights and powers by officials for the personal gain” (Doig & Theobald, 2000; Heidenheimer & Johnston 2002). That is why corruption is developing and growing, especially in the conditions of the bureaucracy, forming a certain social strata with a set of perquisites of
power. The corruption at the state level poses a high threat, as it creates a situation when it is impossible to ensure the inevitability of punishment and responsibility in the sharp increase in economic and other crimes (Semigin, 2003).

**Sociological Approach to the Definition of the Term "Corruption"**

At recent times, in the research of the problem of corruption the great importance belongs to the sociological approach which is presented by various directions, as in the context of the classic sociology, so by modern paradigms of the type of ethnomethodology, sociology of daily routine. As an example, let us illustrate the following definition: “Corruption - is one of the ways to avoid the government restrictions. It follows that the more these limitations are, the more powerful the scope of corruption is" (Pinto-Dushinsky, 2000). The problem of illustrated definition lies in the fact that corruption and related corrupt actions are commonplace in many societies and relate to the normal behavior, based on legal and administrative instructions. Such situations is observed among “third-world countries”, countries with the command economy and is connected with the possibility of achievement of the certain socio-economic results (Olken & Pande, 2011; Abhijit et al., 2012). Of course, corruption can not be confined and is not restricted by underdeveloped in socio-economic terms economies. It is spread in socio-developed countries, which can be confirmed by outstanding corruption disclosures in such countries, as the USA (Watergate affair), the UK (Poulson case), and others (Jerry & Jerry, 1999).

Corruption, in the widest sociological sense of this meaning, represents, on the one hand, a form of manifestation of rent-oriented behavior in different spheres of administrative activity, consisting in illegalized use of the advantages of position for obtaining the certain benefits in private or collective interests, on the other hand, the form of stimulation of such behavior of other people of interest, in order to obtain the benefits for themselves.

**Micro-Sociological Level**

Basically, the corruption as a social phenomenon can be regarded as a form of illegalized (shadow), social exchange. Therefore, this phenomenon may be conceptualized at the micro-sociological level within ethnomethodology and social exchange theory. This will allow to explain a lot of aspects of corruption in the sociological discourse which considers the social behavior in terms of interaction, cooperation, supported by achievement the awards and avoiding sanctions (of course, in the conditions when in certain limits the corruption is not regarded by society as a social evil.)

**Macro-Sociological Level**

At the macro-sociological level, in the context of the structural and functional theoretical approaches to the analyses of the social phenomena and processes, corruption can be represented as social dysfunction, form of the deformation of the social relations, specific phenomenon, typical for the societal transformations. Primarily, the corruptions turn from the accidental social phenomenon to the steady and transforms into the mass in the period of the public transit from the society, functioning on the principles of administrative and state regulation of all aspects of social and economic life, to the society, based on the marketing-management relations (market economy). Under such conditions, the corruption, at first, attacks the remnants of the old system and contributes to its distraction, then during the transition period serves as the basis for the functioning of the whole social mechanism, playing the role of a social
stimulant of its activity. Then, by the formation of a new society, based on the marketing-management basis for administration of economy and social sphere, the corruption will gradually localize and stop to have a mass character. The danger of corruption for the modern Russia consists in the fact that it not just brakes the formation of a new social, political and economic system, but also freezes the period of social transit, manifested by the ugliest side of the market economy and the system of the state regulation.

Corruption as a Key Factor of the Slowdown of Civilized Social Relations Development
The modern view on the corruption allows to call it a key factor of the slowdown of civilized social relations development, the factor of deformation of the social interactions, so its overcoming and localization will significantly contribute to the nation’s invigoration, and provide the positive effect on the socio-economic, socio-political and spiritual (socio-cultural) development of the country.

A lot of Russian and foreign authors have devoted their works to the problem of corruption and its overcoming авторов (Persson, Rothstein & Teorell, 2013; Rothstein, 2011; Kaurova, Maloletko & Yumanova, 2013; Ezhev et al., 2017; Semenova et al., 2018; Korneevets et al., 2017). These works reviews different aspects of present phenomenon and the ways of its localization.

Based on the conducted studies and their results, it can be concluded that the main feature of the corruption in modern Russia is its widespread adoption into the substance of social relationships and social interaction, a certain public recognition of this phenomenon as inevitable, social support, especially at the field level, the lack of a real combating with this phenomenon, widespread myths about its inevitability and universal penetration into all government structures, especially at the field level.

Realization of Anthropological Approach as a Strategy in the Fight Against Corruption
Anthropological approach to the study of the legitimation of corruption, especially at its field level, in which venality transforms into a special type of social relations, creates new opportunities and allows to answer a number of important issues. This arises from the fact that a particular feature of this approach is the objectivist attitude to the subject of its consideration - without predetermined frameworks of analysis and research hypotheses, commonly shared universal models, scientific conceptions and evaluation of the observed object (Olimpieva & Pachenkov, 2007).

A further important feature of the anthropological approach is the recognition of the originality of concerned phenomenon consequent to the peculiarities of development of particular society under particular temporal, territorial, cultural and historical parameters of its formation and manifestation.

In the study of corruption, anthropological approach enables to deepen the scientific vision of the features and mechanisms, underlying the corruption processes, using such principles as empiricism, micro-level of the review of the phenomenon, relativism. This allows us to study not the corruption in general and as a whole, but a certain corruption occurrence in a specific social environment and community. In the context of this discourse, there is a clear distinction of the concept of "corruption" as it is understood, for example, in European countries, with their ideas about the "rule of law", "civil society", "social contract", "rational bureaucracy" with the comprehension of corruption in Russia, where such understanding is not quite acceptable and grounded. In Russian society in terms of explaining the "corruption" there are completely different "logics" of social conceptions, associated with long traditions and history of formation of the Russian state. First of all - it is remained rudiments of traditional institutions and customs of "feeding", "clan support", "underdeveloped state of the law", "disrespect for
the law," "gifts for services rendered." All this historical tradition is reflected in the specific "frames" and modes of consciousness, representing notional limits of a holistic perception of the world around (Goffman, 2003). Exactly in the frames and in everyday experience we observe the manifestation of understanding of the law as an opportunity to come freely to an agreement in ways that benefit both sides, and more, that in other societies is unambiguously perceived as a manifestation of corruption.

Thus, peculiarities of the fight against corruption and possibility of its minimization within the anthropological approach are revealed in a clear distinction of two key varieties of corruption.

One of them - "western corruption", which plays the role of a specific criminal and black market of corruption services. The other - "eastern corruption", which represents the entrenched system of social relations, closely intertwined with business, kinship, corporate, fellow and professional relationships. Venality in this case is in many respects a systemic factor in the functioning of society and social interaction, providing a certain and understood order, emerging not from the "jural" society and state, but rather from «thug life."

In modern Russia, various types of corruption, both "eastern" and "western" are presented in different regions (Maksurov, 2015; Pristensky, 2006). Therefore, in the context of anthropological approach, the localization of "western corruption" and action against it requires legislative measures, relating not only to the development of clear and well-defined laws, but also actually performing and well-prescribed mechanisms of their implementation, that will allow placing a reliable limit to the implementation and expansion of corruption manifestations.

As for the localization and research for the measures of struggle against "eastern corruption", there is a need for other approaches to the strategy of its overcoming. Corruption struggle, in our opinion, requires "reformatting" of the entire system of social and socio-economic relations, and to overcome the mass expansion of this type of corruption it is necessary to create a modern, democratic, jural society with the primacy of human rights and freedoms over political expediency and economic situation.

Methodology

The research of the problem of corruption and its localization has been carried out with the help of the following sources of information:

- data of the sociological anti-corruption research;
- statistical data;
- data of inter-departmental commissions, dedicated to the problems of corruption;
- data of the civil society institutions (funds, NPO, parties, social movements);
- laws and regulations of the Russian Federation in the field of combating corruption: (The Russian Federation Federal Law On Corruption Counteraction, December 25, 2008, N 273-FZ);
- proceedings of the scientific conferences;
- scientific publications.

The subjects of the study are: officials, law enforcement personnel, doctors, teachers and other categories that have official powers, and the object - the population of the Russian Federation.

Russian societies, regions, structures of the Government and Agencies of local self-government have been studied as the scope of the phenomenon. Besides, the authors have studied the various forms of the
corruption manifestation (extra-legal, illegal, criminal) and its mechanisms (bribery, friendship, family relationships, service exchange). Such forms and conditions (contributing to the formation of the corrupt phenomena and its development) as deficit, the distribution system, unclear regulation of the activity, underdeveloped state of economic and politic relations, administrative barriers and dictation, tolerance, etc. have been considered in the research. The possibility of the use of such methods of localization of the corruption, as political, economical and sociocultural has been reviewed in the paper.

In the course of the research of the problems of the corruption, the authors have used the methods of the sociological interviewing of the Russian population, based on a representative nationwide selection (in July 2015, 2100 respondents in 47 cities and municipalities of the Russian Federation were interviewed by the method of presentia questioning). On the basis of conducted analyses the main parameters, characterizing the attitude of the population towards the corruption, have been set and basic social mechanisms of reproduction and wide circulation of this phenomenon were recognized.

The results have been used to formulate the recommendations and proposals.

Results
Social Mechanisms of Reproduction of the Corruption at the Level of the Social Interaction

The institutional and ideological background of the corruption:

- In the course of the interview, a considerable part of the Russians (40%) indicates that they would prefer a system of social interactions, alternative to that at which officials do not take the bribes, gifts and services, and never provide the special, privileged conditions in substitution.
- More than 60% of the Russians consider that bribery is a constant feature of the Russian mentality.
- A larger part of the respondents (65%) justifies the Russian corruption, thinking that bribery is a common phenomenon for each country in the world.
- About 80% of the Russians justify the corruption actions if they have universal character, considering, that in the system, where everyone gives and accepts a bribe, people are inclined to act the same.

Corruption as a socially acceptable behavior pattern:

- in a situation, where the respondent requires quick or quality service from different officials, to 40% it is acceptable to give money, to 65% - give a gift, to 60% - to provide a service, to 55% - to take advantage of their connections;
- Every five (20%) Russian in the projective situation of choice of the employee would give a good, high-paid job to a relative, rather than a more qualified person, but a stranger;
- about half of the population (45%) do not believe that those, who are involved in the corruption, behave immoral, about the same take the position that if the law prevents citizens from solving their problems, in some cases, this law can be avoided.

Social Representations of Corruption
Reasons of the Existence of Corruption

Among the major (two main) reasons of corruption in modern Russia the respondents see the lack of real penalty for corruption (light sentences of the court or the lack of prosecution for the corruption, illegal
enrichment of officials (78%), as well as the fat, that many people perceive corruption as an integral part of life (54%).

Corruption in the Authorities and Administrative Bodies: the Scope and Dynamics of the Spread
Ideas of the total corruptibility of power are widespread: 54% of respondents believe that the most corrupt officials are in the leadership of their region, 52% - in the leadership of their local government, 50% - in the country’s leadership.

Corruption index, developed on the basis of the aggregate indicators based on the respondents’ evaluations, has increased over the past three years by 20 percentage points. Corruption index was built on the basis of the issue 34. Each value of the scale was attached by weighting coefficient 1=+1, 2=+0,5, 3 = 0, 4 = -0,5, 5 = -1. Then, depending on the absolute values of each position, all indicators were overweighed by multiplying on conditional score. Scores were summed. The result was calculated from a single base - the total number of responses on the positions, the value of the index was got. The possible continuum of the index values from +1 (maximum, absolute growth of the corruption.) to -1 (absolutely full overcoming of the corruption). At value of 0 - nothing has changed.

Personality and Jural Society
Anthropological effectiveness of the legislation is determined by its anthropological adequacy, i.e. compliance of standards to the basic social qualities and needs of the individual, the ability of rule of law to build relationships in society correctly, to promote the development, actualization and realization of human capacity (Lazarev, 2013). In this context, the primary role in the struggle against corruption is given to the formation of active personality with social qualities that represent the modern, advanced legal awareness and behavior, respect for the law and willingness to follow its requirements and standards.

Corruption, as a social phenomenon, is a result of a specific society and therein-formed public relations. Socio-political and socio-economic consequences of its widespread distribution in the state and society finally concern the fundamental rights and freedoms and undermine the constitutional order. Thereupon, it is important to reinforce the understanding of the need to respect the human rights as the main tool for effective counteraction to corruption manifestations. Increase of clarity and transparency of public administration, cooperation in the fight against corruption with other countries that have positive background in combating this phenomenon, strict observance of human rights and freedoms are fundamental prerequisites to effective anti-corruption program.

Another promising direction of formation of the jural society and the role of the personality in the fight against corruption is overcoming of law nihilism, which is the source of corruption. In this respect, there are revealing results of sociological surveys on the study of public opinion, conducted by the center "Bashkirova and partners", RPORC, ICRAS, and other structures for the study of public opinion. If summarize these investigations, it will be seen that the level of fulfillment the laws does not exceed on average 20-27% of the total respondents.

Discussion
Previously, some of the statements of this study have already been reflected in the publications of some authors of this study (Moskaleva et al., 2018; Oreshina, Povorina & Vinogradova, 2016; Tinyakova et al.,
2017; Vinichenko et al., 2018; Rudenko et al., 2018; Mironova et al., 2018; Razumovskaya et al., 2018) and have generated some scientific and practical interest. As a result of the research, the authors have formulated the following proposals.

Firstly, it is necessary to formulate the conditions for effective combating the corruption from the State, creating a real system of the overcoming of this phenomenon, not a simulacrum, as it happens nowadays and in this way is perceived by society.

Secondly, it is urgent to speed up the market and democratic reforms, as the corruption in modern Russia is largely a product of the intermediate state of the Russian society, breaking of the old and low development of new institutions of the social control and interaction.

Thirdly, in the information and propaganda work it is essential to move against the spread of such mythologems of consciousness that "all countries are subjected to corruption, and we are not worse", that "the main corruptionists are doctors and teachers", that "corruption has a universal character and is part of the social life and mentality of the Russians. »

According to expert evaluations, obtained in the course of the interviewing of a number of leading experts on this issue, the implementation of these proposals in 3-4 years, depending on the specific measures will help to localize the corruption and reduce it by 15-20% to the social-acceptable threshold, due to a breaking of public sentiments in the direction of intolerance to this phenomenon, and personal non-participation in its circulation.

Conclusion

On the basis of the present research, we can conclude that, to achieve the desired level of localization of the corruption it is necessary to consider the sociological and anthropological aspects of the problem, connected with the social and communicative effects of its dissemination and implementation in the social organism of the Russian society, in developing of the management decisions at all levels of government. Another important practical result of the research is development of a situational forecast of the scale of the corruption localization during the implementation of its overcoming measures.

Without overcoming of law nihilism, the acknowledgment of rights as the main regulator of relations in society, the formation of the respect for the law, sense of civic responsibility and consciousness creatable social mechanism of corruption straggle will not work right. The primacy of individual rights and restriction in the state's arbitrariness is an indispensable condition of formation of legal culture, incentives and motives of lawful behavior.

Authors' research shows the need for further work in the field of the use of the evidence-based approaches to the development of anti-corruption system. It is worth to continue the work on the development and implementation of measures aimed at the realization of the proposals for overcoming the corruption.

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The Study Of Criteria Of The Consumer Choice Of Financial Services In Russia

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Abstract
In Russia, however, the problems of consumer choice began to be actively studied only over the past twenty - twenty five years. Despite the certain accumulated experience over these years, there is still an extensive field for research in this issue, since the Russian economy still has transitional character, market relations are at the early stage of development. The article deals with the development of Russian financial market at various stages of its development, the problems of the financial market in Russia are considered. It is established that the Russian financial market is not developing properly for two main reasons: low solvency of domestic consumers: both individuals and legal entities, and low level of their confidence in the Russian financial system. Moreover, the solvency of consumers, especially legal entities, is affected by such factors unique to Russia as severe natural and climatic conditions, a huge length of roads, poor communication, underdeveloped lending and others that must be taken into account when working with consumers. The main groups of consumers and suppliers of financial services, their properties and interests are defined. The further development of the Russian financial market is seen primarily through the implementation of the set of measures according to the best foreign practices aimed at protecting the rights of consumers of financial services.

Keywords: financial market, consumer financial services, consumer protection, consumer choice, insurance, banking, financial intermediary, consumer properties.

Introduction
In economically developed countries the behavior of consumers in the market have been investigated for many decades within many disciplines: marketing, management, economic psychology, macro - and microeconomic theory and others. In particular, the psychology studies behavior of consumers from the point of view of that, how rationally they act on the market; motives of their behavior. On the basis of the sociological theory the behavior of the consumer is described through influence and belonging to a certain class, social group in society. The behavior of the consumer according to the anthropological theory depends on external standards of behavior and living conditions in society (Zhabin, Turks & Volkov, 2017; Yumatov et al., 2017; Mironova et al., 2018; Rudenko et al., 2018).

In Russia, however, the problems of consumer choice began to be actively studied only over the past twenty - twenty five years. Despite the certain accumulated experience over these years, there is still an
extensive field for research in this issue, since the Russian economy still has transitional character, market relations are at the early stage of development.

The economy in the USSR, as we know, was "the offer economy" in which producers were not always interested in improvement of quality of production, in satisfaction of needs of consumers, and the commodity deficiency was often observed. In a triangle: "consumer-service providers-the State" the last one was the most important and influential participant of interaction. In particular, in the financial markets the interests of the State prevailed. State insurance company: Gosstrach, for example, very effectively contributed to the state budget. It is possible to tell that the financial sector in the USSR was some kind of fiscal mechanism accumulating financial resources in the state budgets and funds of different levels. However it should be noted, that the financial system in the conditions of planned economy also brought some benefits for the consumers, and the soviet consumers willingly used financial services. In the USSR property and personal insurance, including voluntary insurance has been well developed, for example: many citizens insured the life and life of their children, personal property, used individual insurance upon accidents, pension insurance, wedding insurance and many other types of personal insurance. So, on the level of development of voluntary personal insurance the indicators of 1990 haven't been reached even by the end of the 2000th years (Volkov, 2017). Nevertheless, the insurance and banking sector has been presented only by the state organizations, and the consumer choice was significantly limited.

This article discusses the research of modern Russian and foreign authors. On the example of reproduction of the system through the paradigm of the perception of consolidated scientific knowledge, such indicators of consumer choice of financial services as the degree of patterns of importance, the impact of instruments of promotion of financial services, the humanity of the methods used are considered.

Methods

Following the system of open systems research methods, the following list of tools was used:
1. The method of abstraction is a Theoretical and empirical method, which allowed in the process of analytical work to distract from random, situational, from insignificant properties, interrelations and interrelations of the studied phenomenon and to reveal the essential characteristics of the phenomenon of interest to us within the framework of the studied phenomenon;
2. The method of analysis and systematization of data-involves the structuring of the resulting analytical actions of materials about consumer preferences, followed by a combination of previously disparate concepts and judgments in qualitatively new information.
3. Bibliographic search method is a method of searching for sources of information (documents and publications) that contain or may contain qualitative information confirming statements corresponding to the logic of the topic disclosure. The use of this method improves the quality of research, as it allows you to get all the necessary information in the traditional information environment in the optimal time.

Data, Analysis and Result

The Russian financial market is unique because it has passed several stages in its development in a very short time according to the historical standards. In the first stage: 1989-1995 there was the emergence of the first joint-stock companies, the formation of the privatization and investment legislation, the admission on the market of foreign investors, formation of the market of the state securities (since 1993). The second stage was characterized by rapid development of the market, various forms of financial instruments and securities developed; the number of commercial companies increased rapidly, up to the default on August 17, 1998. In the third stage, after this crisis, a gradual recovery began, followed by a qualitative improvement, and especially the rapid growth of the market in 2001-2003, interrupted by the
banking crisis of 2004. Then the market grew steadily until the global financial crisis of 2008-2009, after which the new recovery development was interrupted by a recession casued by economic sanctions and unfavorable international situation since 2014. These are the main stages in the development of the Russian economy, which influenced, among other things, on the financial market and the behavior of consumers on it, and the relationship between consumers and financial services providers. Gradually, Russian consumers accumulated experience of behavior in the financial market, increased their financial literacy, and companies also gained experience and improved their interaction with consumers (Moskaleva et al., 2018; Ezhov et al., 2017).

It is important to note that the formation of the financial services market in Russia is using Western mechanisms of organization of these enterprises. The purpose of this business is to make a profit, and not to create a stable social environment for different classes of the population, which is under a layer of philosophical context in the key of humanity of what is happening.

Foreign experience can be found different. In Saudi, for example, the social security system is composed entirely of public investment. The state invests in its people by providing free health care, despite the fact that this approach is criticized by many economists, considering it irrational (Al-Hanawi et al., 2018).

The effects of the rational use of financial products such as insurance, etc. are considered by many economists from different countries. A number of studies show that the impact of the developed financial sector brings social benefits to society (Kvon et al., 2017; Korneevets et al., 2017; Vinichenko et al., 2018). A study by the Stockholm Institute for social research shows the relationship between the developed insurance business and crime among men (Fallesen et al., 2018). The research of the attitude of society to financial instruments through the use of social networks is also an indicative basis for the development of this direction in Russia (Stoeckli, Dremel & Uebernickel, 2018).

In Europe, new trends in the development of the financial instruments market are thus emerging, which forms a consumer choice in the presence of supply. Significant factors and causes of dependencies between economic entities are investigated (Wepner & Giesecke, 2018; Angeles-Martinez et al., 2018; Tinyakova et al., 2017). All these studies allow us to evaluate the current development of the Russian financial services system and the possibility of their promotion in Russia.

Formed after market reforms, the Russian financial market is represented by a large number of financial organizations today. A wide range of financial services is available to consumers in Russia nowadays. Among them: payment and settlement services, money transfers, crediting, deposits and deposits, insurance services, numerous services in the securities market for investment and cash management, financial leasing, precious metals trading, consulting, intermediation, as well as other services. The largest share in the volume of attracted financial resources is occupied by commercial banks. So, the volume of funds of organizations, bank deposits and other attracted funds of legal entities and individuals in rubles, foreign currency and precious metals amounted to fifty trillion rubles at 01.01.2017, including deposits of the population; more than twenty-four trillion rubles (Anokhin & Anokhin, 2017). According to the Bank of Russia, the volume of payments that passed through the banking system of the Russian Federation during 2014-2016, on average, annually exceeded 500 trillion rubles (Kravets, 2017).

Thus, the Russian financial services market can be characterized as sufficiently developed and voluminous. However, it also has a number of pronounced negative features that distinguish it from the financial markets of economically developed countries. First of all, it should be noted that in economically developed countries the financial market is among the most client-oriented sectors of the economy. However, the level of confidence in the financial market in modern Russia remains low, the same is the level of consumer awareness of financial services. One can cite the following figure: only 45% of Russian population know about the existence of the deposit insurance system today. The level of trust to financial institutions in Russia in recent years ranges from 60% to banks, to 35-40% to insurance organizations, which can be assessed as a fairly low level of trust (Astaikina & Papushkina, 2012).
Figure 1. Degree of confidence of consumers

For example, public opinion does not see much benefit in the introduction of mandatory types of insurance (in the first place, one can mention ОСАГО, according to which the percentage of compensation for harm to life and health is too low); expresses outrage at the state support of banks and "oligarchs" during the economic crisis; expresses dissatisfaction with the "offshore" and non-transparent nature of the Russian economy; draws attention to the extremely low quality of insurance services, the lack of prompt payment, the suspiciously high level of profitability and the lack of transparency in the activities of Russian financial institutions (Vinogradova, Maloletko & Shatsky, 2017).

The reason for such facts is that after the market reforms of the 1980s-1990s, hundreds and then even thousands of commercial banks, insurance companies, other financial and credit organizations, and other market participants emerged. They used insufficient financial literacy and consumer awareness in there illegal schemes. It should be noted that for the financial market, in comparison with all other types of markets, including in economically developed countries, there is an information asymmetry between the buyer and the seller, which is caused by the extremely complex nature of the financial service and the long-term, time-stretched process of its consumption. For countries with transition economy and low financial literacy of the population, this is doubly relevant. As a result, today the degree of compliance by financial organizations with the rights of consumers of financial services, including in the field of providing information, is quite low (Kokorev et al., 2015). That leads to a lack of confidence on the part of consumers in the financial sector. This is also due to the banking crises of 1998, 2004, 2008-2009 and latest periods, the functioning of the "financial pyramids", the presence of numerous "financial bubbles" in the credit market and other massive negative phenomena of the recent past and our days. For example, the amount of damage caused to the citizens only by so called "financial pyramids" since 1991 is estimated at more than a trillion rubles.

Immediately it should be noted in this connection that recently the state has started to make active efforts to clean the market from unfair organizations, and the number of insurance companies and banks began to decline. For example, the number of operating banks in Russia on 01.01.2018 amounted to 561, while in 2017 the number of banks decreased by 62. Whereas in 2016 the number of banks decreased by 110 units, and in 2015 by 101 units (Babakaev et al., 2017). The number of insurance companies in 2016 decreased by 73, amounting to 227 companies for 2017 (for comparison: according to Rosstat data, in 2005 there were 983, in 2007 - 849, in 2011 - 594, and in the 1990's - over one and a half thousand insurance companies).
Nevertheless, even today, according to different estimates, only one-third to half of insurance organizations and banks meet the European requirements for solvency and reliability. Meanwhile, trust is the key factor determining consumer choice and the very interaction of the consumer and financial organization. The following laws are known from marketing researches:

- A customer whose needs have been met will tell an average of five other people about it, while a customer who is unsatisfied will tell about it at least ten people;
- Most large commercial companies lose at least half of their customers each year;
- Almost half of the clients do not bring significant benefits to the company due to inefficient interaction with them;
- Increasing customer loyalty by five percent can increase company profits by 100%;
- The cost of attracting one new customer is three times more than the cost of retaining the previous one;
- Most of the customers pay off only after a year of work with them (respectively, if the client "left" before this period, it brought only losses) (Tinyakova et al., 2017).

Accordingly, the majority of specialists consider satisfaction with the quality of service as the most effective way to attract consumers, which serves as the basis for recommendations to other consumers and expansion of the customer base.

Discussion

But the formation of consumer preferences in the financial services market depends not only on the level of trust, but also on the standard of living of the population, on cultural and historical features of development, on psychological and many other factors and phenomena that are related both to each other and to the wider external environment. Also important is the “risk profile” of the consumer, the level of his solvency, skill level and much more. Consumer behavior in the financial services market is affected by changes in the social and cultural environment in society, changes in the educational level of the population, as well as macroeconomic state policy. Thus, the economic crisis leads to a decrease in the standard of living of the population, which in turn reduces the cost of the population to purchase passive goods, which include financial products. A negative consequence of the impact of the economic crisis is also the decline in the number of middle classes, whose representatives in most countries are the main clients of financial institutions. Major demographic changes observed in recent years in developed countries also affect consumer behavior. In developed countries, demographic growth and the average number of families are declining; the population is ageing, the number of single women and the number of women in employment is increasing. In this regard, consumers’ preferences are changing in relation to the range of financial products and services, in relation to the requirements that they have for the quality of the product (Volkov, 2016; Oreshina et al., 2016).

Many researchers of consumer preferences in Russia and CIS countries note that consumer choice in financial markets is significantly influenced by various social stereotypes. For example, banks that carry out larger and more memorable advertising campaigns are considered to be more reliable in the narrow-minded environment. More trust in the mass consumer is caused by banks with an extensive structure of branches in the region; a positive psychological factor is the presence of "presentable offices". It is important to note that the Bank’s reputation is also indicative. Thus, during the crisis of 2008-2009, Alfa Bank, the only Bank that had no problems with payments for its own obligations, earned itself the status of a reliable Bank. This status is due to a number of objective factors, including the Bank's pronounced protectionist policy with respect to risky assets.

Although all these features are not necessarily evidence of the quality of banking services. Pessimistic sentiments in the spirit are also widespread: "all pension savings are meaningless, because inflation will
destroy them by my old age", "how much do not postpone, and in old age you will still have to feel the need" (Maloletko et al., 2016).

Many authors note that for Russian consumers informal channels for obtaining information are the most important in assessing financial services: for example, authoritative assessments of friends and acquaintances based on individual experience. The effect of this method of influence on consumer behavior is rather significant (Demchenko, 2016).

Of course, the factor of the material well-being of the population, its solvency, is of no small importance, we will dwell on this in more detail. In economic theory, for example, the notion: "threshold of insurance poverty" is known. This is the minimum level of per capita income in the family, allowing to allocate funds for insurance. In different regions and socio-demographic groups it ranges from fifty to two hundred and fifty dollars. When overcoming the threshold of insurance poverty, the propensity of consumers to insurance substantially increases, and the average cost of acquired policies increases. However, its increase is not unlimited: there is an upper limit to the valuation of risk, if exceeded, there is a rejection of insurance by consumers (Vinogradova, Chunikhin & Bakirov, 2018). It should be noted that according to most experts, the current supply in the Russian purchasing power of the population, in terms of its standard of living, is closely to exhaustion, so no ads, no "new types of insurance and banking services, "as it is often written in popular publications, are not able in themselves to artificially lead to further extensive market growth.

Thus, the Russian financial market does not develop properly for two main reasons: the low solvency of domestic consumers: both individuals and legal entities, and a low level of their confidence in the Russian financial system. Moreover, the solvency of consumers, especially legal entities, is influenced by such unique factors for Russia as severe natural and climatic conditions, huge length of roads, poor communications, underdeveloped lending, and others that must be taken into account when working with consumers.

But not only low solvency retards the development of the financial market and leads to the fact that many consumers are in no hurry to use financial services. The reason is also that there is a strong misbalance in the interests of the consumer and financial services provider, which makes the financial product uninteresting for the consumer in principle. Therefore, the conclusion that the population and legal entities have a "low financial culture" and that this is the main reason for the lack of market development is not entirely justified.

Further, it is interesting to analyze the specific main groups of Russian consumers of financial services and the types of financial services represented on the market, their properties and interests.

All consumers of insurance products and services can be divided into two large segments: physical and legal persons. Inside, each of the segments is divided by other features. So, consumers - legal entities according to their size are divided into:

- very large concerns and financial and industrial groups that have their own "captive" insurance and financial companies developing convenient financial products for such consumers, based on long-standing established relationships;
- large and medium-sized enterprises that willingly use insurance and banking services, take loans. They are very perspective for the financial market, because they are well aware and calculate their risks, and their representatives have good financial literacy;
- Small enterprises whose "risk profile" is mostly unfavorable in most cases and which use of lending, insurance and other financial services is more often forced, situational and less reliable as consumers. This group often has debts on loans, a bad credit history, and this negatively affects the social stability.
Individual consumers are classified mainly depending on the level of their income: consumers with high, medium and low incomes are allocated, and the level of income is the decisive factor in choosing the types of financial services and the conditions for their use.

A feature of the Russian economy is the fact that many financial institutions depend heavily on the loyalty of several or even one large client, which further exacerbates the problem of sustainability of the development of organizations, especially in times of crisis.

The main motivations of consumers - individuals when purchasing financial services are:

- desire to get benefits, financial advantages;
- desire to reduce risks;
- the influence of advertising and fashion, the desire to achieve prestige, making image;
- acquisition of financial services under the influence of insurance and bank agents, on the advice of acquaintances, etc.

In this case, the main financial products are classified according to the following characteristics:

- for marketing efforts: products for which sales do not require significant marketing efforts (market demand, "buying" types, for example, automobile or pension insurance),
- by the degree of adaptation of the product to individual requirements when selling to the consumer:
  - fully finished products with unchangeable conditions and tariffs;
  - products that allow some adaptation of conditions and tariffs;
  - individual products.

As was already noted at the beginning of the article, the lack of trust and low financial literacy of consumers in Russia are significant problems. Let us focus on this issue in more detail, since this is an essential social problem. To solve this problem, the program of the Ministry of Finance of Russia and the World Bank under the name "Assistance in raising the level of financial literacy of the population and the development of financial education in the Russian Federation" is being implemented. Our attention should be also drawn to international experience. In other countries, various measures of protection of the rights of consumers of financial services are taken place. In Spain, according to the Decree on protection of banking clients from 2011, banks are required to provide a pre-contract information sheet that should be available to all clients requesting information on the mortgage. This information sheet should include information about the financial institution, details of the loan. In Australia, within the framework of banking reforms, the government has introduced information sheets for basic financial products, for example for home loans (Home Loan Fact Sheet) from January 1, 2012, and for credit cards from July 1, 2012 (Kokorev et al., 2015). In the world practice, large insurance companies of many countries systematically use questionnaires to study the demand for their services, as well as research materials of rating agencies, in order to build more effective relationships with customers.

Directives of the EU in the field of financial markets (for example, the Directive of Council No. 93/13/EEC of April 14, 1993 on unfair conditions) content the provisions containing strict requirements to financial intermediaries to conformity of the advertising concerning financial services in consumer contracts; content the opportunity for the consumer of considering the terms of the contract before signing and many other provisions. For example, the term of the contract which wasn't discussed individually with the consumer must be considered as unfair if, in violation of the good faith requirement, it causes a significant inconsistency in the rights and obligations of the parties arising from the contract or to the detriment of the consumer. The condition has to be considered always as not discussed individually when it has been made in advance and therefore the consumer had no opportunity to influence the maintenance of a condition, especially in connection with in advance
formulated standard contract (Maloletko et al., 2016). Unfair commercial practice in the EU is subdivided into "the practice misleading" which can be expressed in the form of actions or inaction of the professional participant of the market and also on "aggressive practice" which assumes rendering pressure upon the consumer for the purpose of motivation to make his certain decision (Semenova & Zemskova, 2016). In the UK since 1981 there was the Ombudsman (Ombudsman) Bureau for insurance. To avoid accusations of prejudicialness, the bureau, in addition to the board consisting of representatives of insurance companies, forms a council consisting of persons not related to the insurance business. A separate study of the theoretical part of the issue should be conducted on the issue of monetary policy of the Russian Federation. The inflationary component of the Russian economy and the rate chosen by the Central Bank make certain adjustments to the behavior of market players. High point inflation, exceeding the threshold of 60% on the one hand, certainly has a positive impact on suppliers of goods and services. But for there to be supply, there must be demand. The demand in this case is formed from the resources of insufficiently protected from the financial point of view of the population.

Conclusion
The further development of the Russian financial market is seen primarily through the implementation of the set of measures according to the best foreign practices aimed at protecting the rights of consumers of financial services. These measures will increase the level of confidence in the financial market, and lead to a real development of the client base and market development, rather than different "redistribution" mechanisms, as it often happens today. The experience of foreign countries in the organization of promotion of financial services among the population has a positive impact on the market. The level of public trust is growing, which qualitatively develops the financial system, filling it with new elements. On the one hand, the financial sector, which should assess the original phenomena of business and its manifestations in Russia, and on the other hand, the people involved in this model of management.

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Chechens Communicative Culture: Psycholinguistic Analysis

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Abstract
The Relevance of the study is due to the increased interest in the national identity and national originality of the peoples living in Russia. In this regard, this article aims to identify the contrasting and endemic features of the communicative culture for the successful organization of intercultural and interethnic interaction. The leading approach to the study of this problem is the Culture Study one, considering the communicative culture of the ethnic group as a set of spiritual, moral, value-based attitudes that allow for intercultural and interethnic relations aimed at the integration of a multicultural Russian society. The article reveals the national-psychological peculiarities of communication among representatives of the linguistic-cultural community on the example of the communicative culture of the Chechens and substantiates the need to study and describe the psychological barriers, cultural shock, gaps in order to properly organize intercultural communication. The materials of the article are of practical value for University teachers, bachelors, masters and postgraduates.

Keywords: communicative culture, personality, ethnos, psycholinguistics, intercultural and interethnic interaction.

Introduction
The integration processes that characterize the modern Russian society require for intercultural and interethnic interaction. The effectiveness of intercultural and interethnic interaction correlates both with the socio-psychological perception and with the level of knowledge of the participants’ ethno-psychological characteristics in this process. In this regard, the problems associated with the peculiarities of the communicative culture of different ethnic groups are becoming relevant.

The communicative culture of each ethnic group is a special world of relations, a set of spiritual, moral, value-based attitudes that allow for intercultural and inter-ethnic relations aimed at the integration of a multicultural Russian society. Cultural norms of communicative behavior, as noted by Yu.E. Prokhorov and I.A. Sternin (2006), are characteristic of the entire linguistic-cultural community and reflect to a large extent the accepted rules of etiquette, polite communication. They are related to the situations of the most General plan that arise between people in General, regardless of the sphere of communication, age, status, sphere of activity.

As it is known, the key role in the communication process belongs to the language, which reflects the national culture. Language is the cultural code of the nation. A person becomes a person only when he or she learns the language and culture of his or her people from childhood. The language of each nation has a great intellectual and cultural value. Familiarization with the work, nature, soul, freedom, memory and philosophy of the people takes place with the help of a language. In the work of V.A. Maslova (2001) V. Humboldt’s words are given that language is "the world lying between the world of external phenomena and the inner world of man". The civilization of each society is organically connected with language. The
language reflects the specifics of national mentality. It is both a product of culture and an important component of it, and a condition for the existence of culture. Moreover, language is a specific way for existence of culture, a factor for the formation of cultural codes. Along with many functions, language is the basis of communication and cognition. Communicative behavior and its main component - speech behavior are determined by national-cultural features of language consciousness in conjunction with the traditions and features of the national communicative style (Kulikova, 2006; Tastan & Davoudi, 2013).

Communication as an act of interaction between people is a condition for awareness of freedom, individuality, ethical and moral responsibility. The basis of humane relations, cooperation, mutual understanding between representatives of different cultures, ethnic groups and religions is a successful communication activity, which also contributes to self-improvement and overcoming personal crises. In addition, intercultural communication is becoming more important today. According to E.M. Vereshchagina and V.G. Kostomarov (1990): "Intercultural communication is an adequate mutual understanding of two participants of a communicative act belonging to different cultures". Based on the above mentioned, the study and description of the contrasting and endemic features of the communicative culture becomes particularly relevant due to the following objective factors:

- The need to study and explain the communicative differences that arise from the expansion of international and intercultural contacts;
- Activation of interest in the national identity and national originality of the peoples living in Russia;
- Increase in the number of ethnic conflicts arising on the basis of ignorance of the ethnic characteristics in communicative cultures.

Therefore, in this article the goal is set to conduct a psycholinguistic analysis of communicative culture on the example of the Chechen ethnic group.

**Literature Review**

Before analyzing this problem, one should answer the question: what place does the language occupy in the process of cultural adaptation and how does the ethno cultural specificity of communication express itself? In terms of psychology, language is presented in two forms: an internal language associated with intelligence and an external language designed to verbalize thoughts and communication. In the process of mastering the native language, a person learns mental representations, the formation of his ethnic identity occurs. The boundaries of the nation’s language mean the boundaries of a particular person’s worldview. Ethnic culture is reflected in the specificity and uniqueness of the native language. It is the native language that fixes the world and the person in this world. Issues related to the relationship of language, culture and ethnicity are considered by the philosophy, sociology, ethno linguistics, lingua-culture study and represent a problem of interdisciplinary nature. Features of ethnic, social and group communication in the context of language are studied by psycholinguistics.

Psycholinguistics as a science is interdisciplinary and integrative in nature. For the first time the term "psycholinguistics" appeared in the German psychological literature of the last quarter of the XIX century, but it entered into active scientific use in the 50s of the XX century. Despite the fact that in the writings of famous psychologists, linguists and psychologists the origins of psycholinguistics have been laid, the problems associated with the relation of consciousness and language remained not enough investigated for a long time. Russian psycholinguistics based on the theory of speech activity, which goes back to the psychological school of L.S. Vygotsky (1982), A.A. Leontiev (2008) determined the initial activity of the subject, its involvement in joint activities. Theoretical psychology and theoretical linguistics did not consider language as a psychological phenomenon. Thus, psycholinguistics was designed to solve issues related to the processes of teaching native and foreign languages, the generation and understanding of
speech, with a mental dictionary, with the phenomenon of bilingualism, with the mechanisms of understanding, memory and producing of speech.

The modern stage of development of psycholinguistics is actualized by the relation of phenomena "language – man – society", including ethno-cultural specifics of communication, intercultural communication, aspects of language pictures of the world. In the context of the problem we are studying, the psycholinguistic analysis of communicative culture allows us to reveal mental features associated with ethnic and cultural specifics. It should be noted that the issues of intercultural communication were considered in works of famous Russian scientists G.M. Andreeva (1999), A.A. Bodalev (1982). In their studies, the issues related to phenomenology, regularities and mechanisms of social cognition are actualized. Interpersonal communication is interpreted by them as one of the parties of the integral process of communication in which there are cognitive, emotional and behavioral components. In addition, they show the manifestation of psychological patterns of communication in the most characteristic and accessible form in speech communication.

In the domestic humanitarian discourse of the end of the XX and beginning of the XXI century there were works devoted directly to the system description of communicative behavior of the people as a whole or separate aspects of communication culture of various ethnic groups’ representatives. It should be noted that in the 70-80-ies of XX century the psycholinguistics sector Of the Institute of linguistics of the USSR Academy of Sciences published three collections devoted to the problems of national and cultural specifics of communication of the peoples in the USSR. In subsequent years, scientist I.A. Sternin (2000) for the first time attempt to describe the system of communicative behavior of one nation. On the basis of the Department of General linguistics and stylistics of Voronezh state University in 2000, an interregional center for communication research was established, which coordinated research in the field of communicative behavior, produced literature, prepared aspirants on the problems of communicative behavior. Under the guidance of Professor I.P. Lysakova at the Department of intercultural communication of the Herzen state pedagogical University, extensive research on national communicative behavior is carried out, collections are published, master's and PhD theses are defended, the technique for teaching Russian communicative behavior of foreign students is successfully developed.

The works we have noted have contributed to the emergence of the science of communicative behavior, but they are not devoted to the description of communicative behavior of the people as a set of norms and traditions of communication, and the description of linguistic and non-linguistic means of such communication.

At the same time, the psycholinguistic features of the communicative culture of a particular ethnic group, or to be more specific, the peculiarities of the communicative culture of the Chechens, have not been studied by anyone. In the works of I.V. Muskhanova (2011, 2014), A.C. Gataev and I.V. Muskhanova (2017), an attempt is made to study moral concepts as mechanisms for regulating the behavior of the individual in Chechen society. However, these studies have considered some aspects of the problem and they are mainly fragmented.

Results and Discussion

The common nature of historical development of the peoples in Russia, despite their linguistic, religious and cultural differences, allows us to postulate their significant psychological similarity. Basic, universal values, which are fundamental, core in the culture of each nation do not exclude the emergence of psychological barriers, cultural shock in the organization of intercultural, interethnic, inter-religious interaction.

The concept of cultural shock implies the realization of a sharp divergence in the material and spiritual culture of different peoples. In the conditions of personal contact of different ethnic groups’ representatives the wrong interpretation, misunderstanding, rejection of foreign culture from the standpoint of their own, native culture, causes cultural shock. The very concept of cultural shock was
introduced into scientific use in 1960 by American scientist K. Oberg (1960). Along with the concept of cultural shock, one should also talk about communicative shock - misunderstanding and rejection of some norms, traditions of representatives of a different linguistic and cultural community, expressed in mental and verbal stereotyped reactions.

The ethnic culture of each ethnic group is characterized by the presence of stereotypes of communication, giving it its own, unique flavor. The communicative behavior of representatives of any ethnic group reflects the cultural space and the circumstances of the historical development of the people. Ethnic culture of communication, communicative behavior of the ethnic group, mental and intellectual features is embodied in the traditional etiquette with its rich semiotic content and close connection with the specific historical conditions of the people development.

According to the typology of cultural dimensions proposed by Geert Hofstede (1980), the communicative behavior of Chechens in all cultural dimensions has different positions. The analysis of such parameters of measurement of culture as individualism / collectivism substantiates the idea of typified features of the communicative culture of Chechens. The communicative culture of Chechens, as representatives of collectivist values, is characterized by conciliarity. Family and personal relationships are important for Chechens, so these relations dominate in the workplace. Consideration of standard communicative situations allows us to argue that the Chechens, in addition to the generally accepted principles of greetings ("Hello (those)", "good morning", "good day", "good evening", "good night"), there are an infinite number of situational forms of greetings (not to distract from the case), for example, to the mower, a form is adopted associated with his specific work, a dining person is welcomed by a formula which is not binding to anything: "Gloza Yurg hiila» - "Bon appetit", to which the latter can answer with a simple nod, which is categorically not allowed in other forms of greeting, especially when greeting with "Assalamu alaikum" - "Peace be upon you", requiring a mandatory response greeting with the mandatory standing up (Khasiev, 2016). In Chechen society, this form of greeting since the time of Islam is covered with a kind of aura of Holiness: "it is used exclusively in the male environment, it is also forbidden to welcome by this formula someone who is making prayer; reading the Koran, it is not used in the mosque, at a funeral, while bathing in a pond, in the toilet, as noted above: during meals..." (Khasiev, 2016). The ranting about life also is not accepted in the mosque ("tekere/chukere"): "Cache Jun dara? Hatta Mel vesarg Mogush vari?" - (What’s new at home? How is the health of family and friends?) etc.

Unity and community of the communicative culture of Chechens often allow them to violate the zone of personal autonomy. So, it is expressed in the questions concerning personal Affairs, feelings, a state of mind, that accompany the daily interaction of the Chechens. It should be emphasized that the violation of the zone of personal autonomy of the interlocutor for the Chechens is a kind of manifestation of attention, concern and participation in the fate of another person. Ending the conversation, for example, regardless of its duration, the Chechens say to each other: "Hyazha humma a dui? - "Can I be of any use?", and it is not just a formality, but a sincere willingness to help, if necessary. Along with the above mentioned, the conciliarity in the communicative culture of the Chechens makes the person to measure his/her behavior with the opinion of others. For Chechens it is very important what will tell others, "Nakha aluchunakh lar valar", beware of what people say. It is more important not only what they say, but what they think. This, in our opinion, is due to the effectiveness of the generic memory. Every Chechen honors the memory of his/her ancestors and strives to live a life worthily, so as not to tarnish the name of his ancestor.

The high level of communicative behavior of the Chechens is shown by the existed until recent years in every village meetings "pkhyuogla". A.D. Vagapov (2011) identified "pkhyuogla" as "gathering, meeting, Cathedral Square, talking shop". Usually the "pkhyuogla" was organized in the center of the village, in the evening, after a busy day. "pkhyuogla" was an important part of the lives of Chechens. There were discussions of almost all problems: rural, domestic and even political. Family problems were not
discussed on pkhyuogl because it was taboo and considered that the house had to have the owner "tisiyan da", which should make a proper solution.

As psycholinguistic features of the communicative culture of the Chechens, one should highlight the lack of clear division of personality and problems, discussion of communication, avoiding the themes of conflict and disputes, rejection from telling of ones disagreement with the opinions of others in the favor of politeness. One of the most striking features of the communicative culture of Chechens is expressed in the non-use of extra-literary vernacular, jargon, expletive and invective vocabulary. This can be attributed to such communicative categories of Chechens as "dagara diytsar" - ("have a heart in talking "dagavalar" - ("consult"), "vovseh khetar" - ("understand each other"), which are endemic and do not exist in the communicative consciousness of many people.

The communicative behavior of Chechens is characterized by a historically established tradition, which is practically absent, in the culture of many other peoples: it is to put a pot with spring water in front of guests before serving the table. At present, the custom to put water on the table in front of the guests has become a thing of the past: instead of it was born a saying: "If the guest does not ask for water - then he is not hungry, and if he asks - he is full" (Jambekova, Ibragimov, 2011). Over time, the custom of putting spring water in front of guests has transformed into a strong tradition that has survived to the present day: it is necessary to offer water to others before drinking it yourself. If the person drinking water at a young age, and those who is offered it are over this age, communication is as follows: young offers: "Hee moliy ah? (asha?) - - "Will you drink water?", the elder answers: "Irs dolush Hjyula, Gloza moliyla!"- "Happiness you, drink for health!" or "dalla vojziyla! Gloza moliyla!- May God love you! Drink for luck!"

No matter how thirsty they are, they politely refuse the proposed water. And if someone will take and drink the proposed water, he risks to be considered ill-mannered. This tradition is associated with the saying: "Khechunga mala, ah tsa olush, mellarg ah moliy alcha, dla ah ietsna mellarg ah - schiy ah jala do" - "He who drinks water, not inviting it to standing (sitting) one around, and he who drinks the water, they are dogs" (Amaeva, 1986).

With the adoption of Islam significant changes in the Chechen communication culture took place. Good wishes associated with the name of God (Allah) appeared: "Dalla veziyla (eziyla); Dala siy doila"; "dela reza khuiliyla"; "Dala dukhva yakha / yakha joila etc.).

Chechen speech communication is marked by a number of communicative taboos of speech and thematic nature. This is due to the age and status hierarchy of communicators. Thus, the communication between parents, children and parents, father-in-law and daughter-in-law, husband and wife shows a high level of their relationship. In this context, it should be noted the concepts that regulate the norms of interpersonal communication of Chechens. In this article, we will discuss such concepts as "evjkhazalla, dastamalla, glillakh, os’dangalla" that are relevant for the Chechen communicative consciousness. The concept in the context of the problem under consideration is presented as a symbol, a national image that allows us to reflect mental characteristics in our consciousness, representation. The formation of personality in Chechen culture meant the development of cognitive, emotional and volitional sphere and was expressed in "Lela Haar" ("the ability to behave") in one's own home, on the street, at a party, in society. At the heart of "Lela Haar" is the inability of the individual to cross some facet of the permissiveness. Each person depending on upbringing, environment of communication establishes this line is non-permissive for him, and it is expressed by the concept of "evjkhazalla".

Linguist A.G. Matsiyev (1961) defines "evjkhaza" - as "relaxed, friendly", "evjkhazalla - ease, courtesy", "evjkhazavala - behave naturally, casually, familiarly". In our view, "evjkhazalla" primarily means, "a violation of, or a transition of the limit of the permitted" and describes communicative behavior. The connotation of the concept "evjkhazalla" allows speaking about its duality. Mental stereotypes evjkhazalla depending on the context, contain a positive or negative sense. For example, "evjkhaza dog dastar" (open one's soul) or "hyoh massarel evjkhaza vu suna" (You are the closest one for me), communication of this
type demonstrates a high level of relationship of communicators. In this sense, the concept of "evjkhazalla" carries a positive meaning. While the "evjkhazal boivli yush vovshatsa" (they crossed the borderline of the permitted) qualifies negative, unworthy, unceremonious treatment.

With strictly regulated communication between members of the Chechen family, which is especially true of the communicative behavior between the senior and junior, father – in-law and daughter-in-law, husband and wife, the concept of "evjkhazalla" is a mechanism for compliance with moral and ethical standards. It is appropriate to give a vintage, communicative tradition of the Chechens "Mott Khabar" ("hold the tongue"). This tradition contains a deep philosophical meaning of the relationship between the daughter-in-law and her husband's relatives. For the first time in the Chechen family the young daughter-in-law does not talk to representatives of a man's half of the house. Metaphorically, it looks like this: "the language I spoke in my parents' home is in the past, and now I'm ready to learn the language of a new family." The relatives and friends of her husband, in turn, should "make talk" - "mott bastar" ("language unleashing") daughter-in-law, making her a valuable present, in the form of a certain amount of money, which, ultimately, are the basis of the budget of the new family. Thus, the concept of "evjkhazalla" represents the model of behavior, as a specific source of reflection of national mentality.

The concept of "dastamalla" as defined by the linguist A. D. by Agapova (2011) "dastam - naughty indecent". The semantic field of the concept "dastamalla" is represented by constructs "dastam, dohar", "dastam khabar", "dastam, lelar". On the semantic content close to the concept of "dastamalla" in the Chechen language is the concept of "miyattasa" which is infrequently used. Communicative behavior, expressed as a "Kherchan da hilar, mat'tasa, vakhar do" - "not to be the owner of a home, so to live unworthy" implies that the person should be responsible, primarily, for his home, family. Only the person, who takes care of his house, home, family, will be responsible to the family, village, Fatherland. This characteristic is relevant in connection with another historically established communicative tradition. The person who lost honor, dignity, in the Chechen society was subjected to public condemnation, alienation, expulsion from the village. This tradition is followed to the present.

Thus, the concepts of "evjkhazalla and dastamalla" governing norms of interpersonal communication in the communicative culture of the Chechens, are fundamental in the characterization of individual behavior. These concepts are closely linked with the concept of "glillakh", being an integrated indicator of the completeness of man's attitude to people, nature, society and self.

"Glillakh" translated from the Chechen language means - education. In the communicative culture of the Chechen concept of "glillakh" is the core and determines the rules of organization and behavior of the individual in the communication process. Chechens considered being a worthy husband ("kjonakhom") only the one who combines, in equal measure, the manners and nature. "Glillakhe stag" (the "educated people") should be humane, respectful, honest, sincere, discreet, fair. The concept of "glillakh" has a synonym as "oz'dangalla" ("culture"). "Glillakhe, oz'da stag" (the "educated, cultural man"), describing the human, noting his positive qualities, these synonyms are used together. One of the first researchers of the etiquette of the Caucasian peoples B.Kh. Bgazhnokov (1978) noted that "ethno - etiquette is a system of norms and moral prescriptions of ritualized communication typical for a given ethnic group in typical, day-to-day situations of interaction". Etiquette, glillakh is an essential aspect of the external culture of society, the culture of behavior and attitude to other people. The main thing in moral education was the development and consolidation of the younger generation's qualities such as respect for elders, parents, to the opposite sex, a sense of duty and honor, honesty, modesty, self-esteem S.Kh. Mafedzev (1989).

In the communicative culture of the Chechens "glillakh" is manifested in words, actions, facial expressions, gestures, tone of voice of a person. "Glillakh stag" must be able to listen to people, hear them, talk to them. " Glillakh " is associated with such communicative tradition as offering water to others first before drinking it himself, standing up at the appearance of the senior ones, not starting the meal before the guest, not getting to sleep before the guest, going on the left side of the elder, etc. In the study of Z.I.
Khasbulatova (2007) it is emphasized that the Chechens gave and give now great importance to glillakh: "Khaza glillakh -ah duine do", the beautiful etiquette – half of the world or "Akȟ'-bakhkh – glillakhkhan dak'ya do" modesty is part of etiquette.

The current stage of development of the Chechen society is complex and ambiguous. Transformations take place in almost all spheres of life of the Chechen society. Naturally the spiritual world, communicative culture is not free from the invasion of a wide layer of foreign culture. However, the basic categories and values retain the key positions and are dominant in the development of communication competencies of the individual.

**Conclusion**

Communicative culture is a set of norms and traditions of linguistic and cultural community’s communication. In different communicative cultures, the ratio of the number of norms and traditions implemented in communicative behavior may vary, which allows characterizing the communicative culture of Chechens as having a large number of traditions.

The considered concepts of "evjkhazalla", "dastamalla", "glillakh" are the Chechen cognitive picture of the world, the stereotypical interpretation of which in the perception and understanding of the world by the person are given by the traditional culture. The communicative culture of a person is determined by the communicative consciousness-a set of mental communicative categories, as well as communicative attitudes of consciousness, reflecting the accepted norms and rules of communication for different typical communicative situations.

In addition, these concepts are endemic and lacunar for other ethnic groups, acting as regulators of moral behavior of the individual in communication. The content of communicative categories and concepts in the national consciousness determines the communicative behavior of a particular ethnic group and individual.

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Urban Youth: Trends To Downshifting In The Internet

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Abstract
The relevance of the research is in the increasing influence of the Internet on the activity of modern society. This situation, in turn, causes a response in the form of information fatigue and a complete or partial abandonment of the "network life". The purpose of the article is, firstly, to identify a trend for virtual downshifting in the youth environment of the city of Kirov, and secondly, to find correlations between the way of youth life of the city of Kirov and its desire for virtual downshifting. The leading method of research is a sociological survey in the form of a questionnaire, which was conducted from May to July, 2018. Young people of the city of Kirov (15-24 years old) took part in a survey. The sample was 381 people (sampling error = 5%, confidence probability = 95%). When analyzing the data, frequency analysis and analysis of conjugacy tables (chi-square detection) were used. The results of the research are: there is a tendency to virtual downshifting among a large part of the youth of the city of Kirov, and there is the dependence (in the case of correlation, the asymptotic two-way significance of the chi-square was not more than 0.05) of the desire for virtual downshifting from everyday life of young people: active young people, who are interested in self-development, is more prone to virtual downshifting than the youth, who lead passive lifestyle. This article is a complex of research on various manifestations of downshifting in modern society. The results obtained can be useful for government authorities, business, non-profit organizations, as well as for teachers working with youth in organizing pedagogical, project, and scientific activities.

Keywords: virtual downshifting, downshifting, youth, Kirov, "slow movement".

Introduction
The place of the Internet in the life of society is currently changing. The results of the all-Russian VTsIOM survey conducted in April 2018 have shown that "about half of the users (45%) in the last year deliberately disconnected their access to the Internet (for a day or more), 66% were forced to stay without a network. At the same time, 83% of them did not feel hurt, and 7% even felt joy and relaxation. The majority of Internet users (77%) recognized the need for periodic rest from the network, about half (47%) choosing a holiday destination would prefer a territory without access to the Internet (even among daily users this share is 44%, among 18-24-year-old people it is 53%)" (https://wciom.ru/index.php?id=236&uid=116780). Obviously, the reason for this is people’ fatigue and oversaturation from the information flow, which daily comes from the Internet. There are special social groups (extremely small), which consciously (partially or completely) abandon the "Internet life", creating various restrictions (the study of such groups based in Kirov was carried out by the authors of this article.
earlier (Moskvin et al., 2017). In the framework of this study, the authors are interested in a tendency to virtual downshifting of a much larger group of people - the youth of Kirov.

The purpose of the study is to identify trends in virtual downshifting in the youth environment of the city of Kirov. The objectives of the study are: identification and analysis of the way of life of social groups inclined and unwilling to virtual downshifting; identification of correlations between people's way of life and their desire for virtual downshifting.

The main method of research is a sociological survey in the form of a questionnaire. To solve the research problems, we used frequency analysis of data and analysis of conjugacy tables (through finding a chi-square).

Works on the subject can be divided into three parts. The first is the study of the phenomenon of downshifting and "slow movement" (these concepts are considered to be synonymous in this article). The second is research aimed to study specific manifestations of downshifting in modern society. The third part is devoted to the study of downshifting in a virtual environment.


The third group of works is small. The phenomenon of downshifting (or "slowing down") in a virtual environment is currently little studied in the context of "slow movement". This phenomenon was first mentioned in the essay «Not so fast» by J. Freeman (2009). Partially virtual downshifting is analyzed by O.E. Yatsevich (2015), P. Kolozaridi (2012) and A.V. Gumenskiy (2017). Virtual downshifting in the city of Kirov was studied by the methods of qualitative sociology on the basis of a small social community by A.S. Moskvin et al. (2017). This article is a continuation of the study of A.S. Moskvin et al. (2017), the authors of the research consider virtual downshifting using more extensive empirical material.

State of the problem development:
- Now there are studies that consider the phenomenon of downshifting and the peculiarities of its various manifestations: "slow food", "slow media", "slow science", "slow education", "slow art", "slow cities", etc., but there are no studies of downshifting in the Internet (that is, virtual downshifting);
- Works devoted to the study of downshifting in modern society are mainly of philosophical, historical, culturological and sociological interest, or are based on specific downshifting cases, but do not reveal a tendency to downshifting of large groups of people.

Theoretical and practical contribution of the article:
- in the course of the research conducted from May to July, 2018, the trend towards virtual downshifting was demonstrated in a fairly large group of people - the youth of the city of Kirov from 15 to 24 years old (381 people in a sample from 50809 total population, sample error - 5%, confidence probability - 95%);
- the tendencies for virtual downshifting among young people of the city of Kirov are: active young people, who are interested in self-development, is more prone to virtual downshifting than the youth, who lead passive lifestyle.

Materials and methods

2.1. Methods of the Research

The authors of the research used the following methods: analysis and synthesis in the search and generalization of scientific sources on problems close to the problems of this study; a set of empirical methods: a sociological survey in the form of a questionnaire, methods of statistical data processing using the computer program SPSS (frequency analysis and analysis of conjugacy tables through the identification of the chi-squared ratio).

2.2. Experimental Research Base

Experimental base of the research is the youth community of the city of Kirov. The study involved 15-24-year-old respondents. According to the Territorial Body of the Federal State Statistics Service for the Kirov region, the number of this age group is 50809 people. The survey involved 381 people. For this sample, the confidence is 95%, and the sampling error is 5%. When selecting respondents, a quota sample was used.

2.3. Stages of the Research

The first stage is the search. At this stage the authors analyzed the degree of scientific development of the topic, during which the problem was identified, stated the goal, the research objectives, chose the methodology and methods, and identified the composition and volume of the necessary sample.
The second stage is experimental. At this stage, a survey questionnaire was developed, and a questionnaire was tested on a small sample of respondents. After the preparation of the questionnaires, based on the quota sample, the questionnaires were distributed in the study community. The third stage is final. At this stage, the received data were systematized, entered the database of the computer program SPSS. Further, a quantitative analysis was carried out, during which a tendency to virtual downshifting among young people of the city of Kirov was revealed, a characteristic of the way of life of respondents inclined and not prone to virtual downshifting was given, and correlations between the way of life and the tendencies for virtual downshifting of respondents were revealed. After analyzing the data, the material was prepared for publication, and prospects for further research work were identified.

Results
The identification of trends to virtual downshifting was carried out in two directions. First, it was found out how much less (or more) time is spent in the Internet by the respondent. Secondly, it was determined whether the respondent creates restrictions when using the Internet. Also, a number of indirect indicators of virtual downshifting were used: the feeling of an overabundance of information due to the use of the Internet, the place of social networks in life and the refusal to use some social networks.

Frequency analysis of the data showed that the majority of respondents spend on the Internet as much time as before (44.6%). At the same time, a fairly large percentage of young people spend less time on the Internet (the answer is "much less time" - 20.7%, the answer "a little less time" - 21.8%). It should be noted that only 9.7% of respondents spend more time on the Internet than before (see Fig. 1).

Restrictions on using the Internet are created by only a quarter (24.4%) of respondents (see Fig. 2). Note that a significant number of young people tend to virtual downshifting.

![Graph showing distribution of answers to a question about the time spent on the Internet](https://via.placeholder.com/150)

**Figure 1.** Distribution of answers to a question about the time spent on the Internet
Let's turn to indirect indicators. The feeling of an overabundance of information due to the use of the Internet is not felt by 54.6% of respondents. Sometimes 31.5% feel it, but constantly 7.3% feel (see Figure 3). Interestingly, the analysis of contingency tables showed that respondents who spend less time on the Internet than before, as well as those respondents who create restrictions on the Internet, have a feeling of an excess of information (the asymptotic two-way significance of the chi-square is 0.011, and 0.0, respectively). We can conclude that the desire for virtual downshifting occurs due to information fatigue of respondents.

Indicators related to the use of social networks were considered separately, because at present this type of Internet activity is most popular. For the majority of respondents (59.8%) social networks have the same place as before, but for 23.1% of young people they are less important and for 15.7% is more important (see Fig. 4). These indicators are similar to the above: about a quarter of respondents also tend to virtual downshifting. It is also interesting that the majority of respondents (67.2%) had in their lives the experience of not using certain social networks.
In the course of the study, respondents were divided according to two criteria (spending time on the Internet, creating restrictions on the Internet): on people with a tendency to virtual downshifting and not having it, and then their way of life was analyzed. The respondents' way of life was considered from the point of view of building their daily life: home, study / work, other places. This analysis was performed using frequency analysis. The most prominent frequencies are given.

Let's turn to the first criterion - spending time on the Internet.

Let's describe the way of life of people who tend to virtual downshifting. They use the Internet for study, work and personal purposes sometimes, at certain times of the day, social networks in their lives take up

**Figure 3.** Distribution of answers to the question about the feeling of an overabundance of information due to the use of the Internet

**Figure 4.** Distribution of answers to the question about the place of social networks in the life of respondents
less and less space. While at home, they constantly communicate with relatives, they always have a lot of free time, often watch films, serials, listen to music, clean up and prepare food. Every day in real life they meet with friends and acquaintances. At work (study) they have a lot of work, but sometimes they can take breaks. In their spare time they visit parks, cinemas, bars, cafes and restaurants.

Let's turn to the way of life of young people, which have no tendency to virtual downshifting. Internet for study, work and personal goals are used constantly, throughout the day, while the place of social networks in their lives does not change (does not decrease and does not increase). While studying (working) they are always very busy, but sometimes they can take breaks. Being at home, they do not communicate often with relatives, only when it is necessary, while they always have a lot of free time. At home they most often spend time on the Internet, chat with friends in social networks, watch movies and serials, and listen to music. With friends and acquaintances in real life they meet occasionally, in their spare time they go shopping and visit entertainment centers, shops, parks and cinemas.

When considering the way of life of the above-described groups of young people, we can come to the following conclusion: people who are prone to virtual downshifting have a noticeable shift in activity towards activities associated with real (not virtual) life.

Let's consider the trends towards virtual downshifting in terms of the second criterion - the creation of restrictions when using the Internet.

Let's analyze the way of life of respondents who tend to virtual downshifting. They constantly communicate with relatives, have a lot of free time, watch movies and serials, listen to music, clean up and cook. They do not communicate often with friends and acquaintances. They have a lot of work, but sometimes they can take breaks. In their spare time they visit parks, cinemas, bars, cafes and restaurants. They spend much less time on the Internet than before, while social networks in their lives occupy the same place as before. They sometimes use Internet for study (work), only at certain points in time. For personal purposes men sometimes use Internet, and women use it all the time.

Let's analyze the way of life of young people who do not have a tendency to virtual downshifting. They constantly communicate with relatives, they have a lot of free time at home, spend it on the Internet, correspond with friends and acquaintances in social networks, watch movies and serials. With friends and acquaintances in real life they meet occasionally. They have a lot of work, but sometimes they can take breaks. Free time is spent in shopping and entertainment centers, shops, parks and cinemas. On the Internet they spend as much time, as before (no more and no less), the place of social networks in their life also does not change. Internet for study, work and personal purposes is used constantly.

Note that the tendencies for virtual downshifting in the way of life of respondents by the second criterion are expressed to a lesser degree than by the first. In this connection, we can come the conclusion that the shortening of the respondent's time on the Internet (than the creation of various rules and restrictions) is a much more significant motivator for virtual downshifting and the change of activity to real (not virtual) life.

Analysis of the contingency tables has revealed the following trends in virtual downshifting. First, there is a dependence from the way of spending free time. People who spend their free time in theaters, museums, and sports centers have a desire for virtual downshifting, and people who visit stores, shopping malls and cinemas do not. This is confirmed by the following results. On the one hand, respondents visiting theaters, museums, and sports centers create restrictions in the virtual environment (the asymptotic two-way significance of the chi-square is 0.02, 0.05 and 0.01, respectively); respondents visiting museums refuse to use some social networks, and also reduce the role of social networks in their lives (the asymptotic two-way significance of chi-square is 0.05 and 0.03, respectively); respondents who visit sports centers feel an overabundance of information from the Internet (the asymptotic two-way significance of the chi-square is 0.01); women attending the theater spend less time in the Internet environment (the asymptotic two-way significance of the chi-square is 0.05). On the other hand, it was
found that men who constantly visit stores and shopping and entertainment centers do not create restrictions on the Internet (the asymptotic two-way importance of chi-square is 0.03), while women constantly visiting shopping and entertainment stores increase the role of social networks in their lives (the asymptotic two-way value of the chi-square is 0.01). Thus, on the one hand, activities aimed at the self-development of a person correlate with the desire for virtual downshifting, and on the other hand, for the most part, consumer activity has no connection with it.

Secondly, there is the following trend: a connection between activity in the real world and virtual downshifting. It can be confirmed by the following correlations: people who constantly communicate with their relatives spend less time in a virtual environment (the asymptotic two-sided importance of a chi-square is 0.03); respondents who have a high workload at work/studies spend less time on the Internet (the asymptotic two-way importance of the chi-square is 0.05); the high workload in studies/work affects the reduction of the place of social networks in the life of the respondents (the asymptotic two-way significance of the chi-square is 0.05); respondents spending time with their child feel an overabundance of information from the Internet (the asymptotic two-way significance of the chi-square is 0.02); women who cook, devote less time to social networks (the asymptotic two-way value of chi-square is 0.04); women, constantly communicating with relatives, do not feel the overabundance of information from the Internet (the asymptotic two-way significance of the chi-square is 0.04).

Discussion
The research studied the youth environment of the city of Kirov in a sociological survey in the form of a questionnaire. Respondents answered questions related to their daily activities and lifestyle, as well as their activity on the Internet. With the help of the survey, the authors revealed tendencies to virtual downshifting (that is, to consciously refuse activity in a virtual environment), as well as correlations between the characteristics of people's activities and their desire for virtual downshifting. The data obtained during the survey were reviewed using frequency analysis and analysis of contingency tables. The analysis of the data revealed that virtual downshifting is not the dominant activity among the youth of the city of Kirov, nevertheless a significant number of people tend to partially refuse activity on the Internet (at least for a fifth of respondents). Comparison of two groups of respondents with a tendency to virtual downshifting showed that the conscious limitation of time spent on the Internet is a more significant motivator for abandoning Internet activity and focusing on real life. In addition, it was stated that people who spend their free time on activities related to self-development are more prone to virtual downshifting than people who tend to consumer activity, and secondly, there is a connection between the virtual downshifting and having more active real life.

The research is part of a scientific discourse on the so-called "slow motion". To date, this movement has been considered deeply enough. Its manifestations such as slow media, slow art, slow tourism, slow fashion, slow cities, slow food and so on have been analyzed. At the same time, the "slowdown" in the virtual environment (that is virtual downshifting) has not yet become the object of scientific interest. There are studies that only medially study this topic. For example, O.E. Yatsevich (2015) critically touches the subject of fobbing. Also indirectly the topic of virtual downshifting is considered by researchers of slow communication A.V. Gumensky (2016), who examines the Internet and information overload through the prism of public relations, and P.V. Kolosaridi (2012), who compares slow communications with other manifestations of slow movement. But from our point of view, virtual downshifting is a broader concept than slow communications, because the Internet is not limited to communications only. Note that the phenomenon of virtual downshifting is actively discussed in journalism (for example, the manifesto of D. Freeman "Not so fast" (2009)). The fact that virtual downshifting is not the object of scientific analysis has forced us to turn to the study of this topic. In 2017, we considered virtual downshifting in the article "Downshifting in social networks" (Moskvin et al., 2017). In this article, we revealed a community of virtual downshifters in the city of Kirov.
(10 people) and considered the features of their life using methods of qualitative sociology. On the basis of qualitative research, we conducted the present study with a larger sample set using quantitative sociology methods.

**Conclusion**
The purpose of the study was to reveal the trends for virtual downshifting in the youth environment of the city of Kirov.

Let's examine the results of the study.

First, it was revealed that virtual downshifting is not the dominant trend in the life of the youth of the city of Kirov, while a significant part of young people tend to abandon Internet activity. Most respondents spend the same amount of time on the Internet as before, but quite a significant group of respondents (20.7%) spend much less time on the Internet. Most respondents do not create any restrictions in the process of using the Internet, at the same time, about a quarter of respondents (24.4%) create such restrictions. A minority (only 7.1% of respondents) constantly have a feeling of an overabundance of information due to the use of the Internet, and 31.5% feel it sometimes. The role of social networks in life is also reduced by the minority (23.1%). In addition, the study proved that the desire for virtual downshifting occurs due to information fatigue of respondents.

We analyzed the way of life of social groups, who are inclined and who are unwilling to virtual downshifting, according to two criteria: limiting the time spent on the Internet, and also specially creating restrictions when using the Internet. It was revealed that the limitation of time spent on the Internet is a more significant motivator for virtual downshifting.

Secondly, when revealing correlations between the way of life of respondents and their desire for virtual downshifting, we came to the following conclusions: active young people who are interested in self-development (for example, visit theaters, museums, sports centers) tend to virtual downshifting, while youth, who is prone to consumer activities (for example, go shopping and visit entertainment centers, shops, cinemas) do not have it. There is a statistical relationship between increasing activity in real life and virtual downshifting.

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Aspects Of Implementing Mixed Training Technology In School Education Programs

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Abstract
Not long ago for the educational process only traditional means such as printed textbooks and a school board were required, but today they are replaced by modern information and communication technologies. Modern teaching technologies should allow students to use resources and educational experience anywhere in the world, starting with their own communities, including the Internet. These opportunities create conditions for growth for all schoolchildren, giving them a higher level of access to high-quality education materials, knowledge, personal education and tools for planning future education. Such conditions can also contribute to teachers' possibility to implement mixed training for their students, to rethink when, where and how students perform various components of the learning process. Approximation of pedagogical technologies of school education, improving components of educational process and characterizing features of target audience remains very actual. Mixed training is a combination of traditional forms of classroom activities with elements of online learning complementing and supporting the education environment. Thus, the goal of the article is to highlight the organizational and pedagogical aspects of the implementation of mixed training technology in school education. The authors of the article determine the methodological aspects of the implementation of mixed training technology. The leading approach in this case is the modeling and designing of the pedagogical system with the inclusion of mixed training technology. As a result of the research (2015 - present time), the authors of the article have defined the main models of mixed training, its components (time, place, path or pace of education), types of integration of mixed training, and the key effects from the introduction of mixed training. The theoretical significance of the article is due to the contribution to the development of scientific ideas on pedagogical teaching technologies aimed to improve the quality of students' preparation. Practical use of the selected aspects allows to organize work on introduction of the pedagogical technology of mixed training at schools.

Keywords: pedagogical technology, mixed training, inverted classroom, e-learning.

Introduction
The Relevance of Research
Pedagogical science has to keep pace with the changes that are observed everywhere in our country, therefore, it is necessary to generalize effective teaching technologies - technologies that allow to create effective educational ties with modern children. Historically, the student's educational opportunities are limited by the resources of the traditional learning environment within the school. On the other hand, throughout the entire period of human educational activity there is also an external education environment that accompanies a person's daily life. It is realized through the personal activity of individuals through communication, reading, visits to various organizations, travel, media, family and leisure activities. Both education environments historically developed independently, including expanding the opportunities for communication and interaction through new technologies. The rapid
The development of technological innovation in the last century (in particular, digital technologies) had a huge impact on education opportunities in both environments (Tastan & Davoudi, 2015; Gorev et al., 2017; Mironova et al., 2018; Fartash et al., 2018). In fact, the external education environment increasingly invades the traditional one. So, for example, today, communication technologies allow to create a productive interaction in real time, organizing joint work, taking into account the educational characteristics of the individual outside the school environment. Thus, for several decades there has been a mixture of education environments. Although it is impossible to accurately characterize the ratio of these two education environments, we can state that the tendency to mix them will continue to grow. This statement can be justified by two existing processes. The educational process at schools moves towards differentiation and personalization of the approach to students through the use of information and communication technologies, that is, the traditional education environment is not limited by school anymore (Razumovskaya et al., 2018). Despite the abundance of information available today to the student on the Internet, the definition of necessary information for the development of the child is associated with educational and professional goals, that is, the external environment is partially dependent on educational and professional tasks, which determines the second process which develops the child. All this accompanies the development of the education system and must be taken into account when choosing the technology of education. One of the most effective pedagogical technologies that takes into account the syncretism of learning environments is mixed training. Mixed training is a combination of traditional forms of classroom teaching with elements of e-learning, where special information technologies such as computer graphics, audio and video, interactive elements, etc. are used (Katkalo & Volkova, 2017; Tastan & Davoudi, 2017; Gorev & Masalimova, 2017). Mixed training is a sequence of phases of traditional and e-learning that change each other. Mixed training often allows students to control the time, place, path or pace of learning (Andreeva, Rozhdestvenskaya & Yarmakhov, 2016; Semenova et al., 2018). In many mixed models, students spend some time communicating with the teacher in a large group, some time - personally with the teacher or in a microgroup and some time studying with their peers. In the mid-1950s, the American behaviorist B.F. Skinner (1957) in "Verbal Behavior" was one of the first to describe an adaptive learning system. PLATO's multi-user learning system (Programmed Logic for Automatic Teaching Operations) was the first experience of of mixed training approbation, where the student practiced computer skills at his own pace, and the teacher showed the direction of development (Skinner, 1957). Over the past few decades, mixed training technology has become widespread in the general and higher education system. It rapidly develops in the field of inclusive, additional and informal education.

**Review of Russian and Foreign Literature**

Studies in Russian and foreign literature on the transformation of pedagogical teaching technologies, which consider the components of the mixed training environment, are rather scattered. The interpretation of the concept "mixed training" has been in the scientific literature since the late 1990s (Rubtsov & Panich, 2016). However, only in 2006 J.B. Curtis and R.G. Charles (2006) in the Handbook of Mixed Training: Global Perspectives, Local Projects, which is still considered one of the most comprehensive studies of mixed training, gave a common definition used by many modern scientists. After that, mixed training in the literature was considered in different aspects. An analysis of the effectiveness of mixed training, conducted by scientists under the guidance of C. Dziuban et al. (2018) and J. Lam (2014), shows a direct relationship between efficiency and usedcomponents of e-learning. Scientists conclude that further development of mixed training will be inextricably linked with modern communication technologies. So, T. Hui and Y. Yan-Jun (2017) in their
works substantiate this correlation, analyze the developing infrastructure of educational organizations (wireless networks, mobile terminals, messengers for organizing a joint discussion).

Another aspect of the effectiveness of mixed training is the dependence on the teacher’s competence to develop a system for analyzing and responding to the needs of students when studying in mixed environments (Boelens, Voet & De Wever, 2018).

The most effective application of technology can be noted when organizing the individual training. Thus, the MBLS multilingual mixed training environment in the research results of such scientists as P. Taecsannathasat, L. Armstrong and P. Nilsuk (2017) proved to be more effective than other technologies. The TIPS training model developed by J. Lam (2014) allows to design mixed training environment, aimed at individual training. S. Chen et al. (2012) proves the effectiveness of mixed training in organizing the individual training. The mixed environment based on Moodle, allows to reduce the gap between students in rural areas. A. Chatterjee and P. Kothari (2015) justify the possibility of using technology in overcoming educational gaps among schoolchildren. The need for individual training can be taken into account in the mixed training of children with special educational needs. U.K. Bose (2014), analyzing the experience of the online platform "School of Planets", operating in Germany, concludes that the technology is effective for inclusive classes. K. Pahines et al. (2008) comes to the conclusion that the selection of online platforms affects the assimilation of educational material, but does not affect, for example, the development of students’ communication skills. Another side of this technology, according to I.Y Kazu and M. Demirkol (2014), is the preservation of the difference between the achievement of male and female students: in both traditional and mixed training environments, female students are more successful than male ones.

Mixed training is actively considered in the organization of lifelong learning. Y. Kudrik, L.S. Lan and A.I. Murch (2009) describe the results of employees’ training in the workplace in the insurance company, O. Kandinskaya (2013) gives the results of the effectiveness of technology use for small organizations.

A number of scientists pays special attention to the need to prepare students for work in mixed training environments. First and foremost, special attention should be paid to the achievement of minimum information and communication competence among students (Roszak et al., 2014; Kong, Chan & Wang, 2010; Yapici et al., 2012). K. Lee et al. (2013) with a team of researchers conclude that an online platform, familiar to students, contributes to the growth of learning outcomes: for example, the use of social networks such as Facebook can reduce the time spent on preparing students for the introduction of mixed training. D.G. Divayana and D.B. Sanjaya (2017) prove the effectiveness of using the CIPP system based on mobile phones in mixed training. H. Chen and M. Huang (2009) consider the other side of the dependence of the effectiveness of mixed training. The results of their research lead to the conclusion that pupils who demonstrate the best educational results with traditional teaching technologies have higher achievements with mixed technology. This conclusion is confirmed also by the works of V.T. Irawan, E. Sutadji and Widiyanti (2017). S.D. Coll and R.K. Coll (2017) make a conclusion about the direct dependence of students’ level of motivation on joint learning from subsequent achievement. A.J. Bingham (2016) in analyzing the effectiveness of technology concludes that, in addition to targeted training of children for work in mixed environments, it is necessary to pay attention to the propaedeutic activities with teachers, administrators and parents.

J. Le (2008) distinguishes 10 subsystems in mixed training: interactive learning environment, environment design, interaction principles, workspaces, time characteristics, training schedule, training materials, expert community, educational trajectories and support services. M.S. Brokato (2016) supports the importance of considering the working space in the organization of mixed training.

**Goals and Objectives of the Research**

The purpose of the study is to identify organizational and pedagogical aspects of the implementation of mixed training technology in school education programs. The author's differentiation of models of the
implementation of mixed training technology suggested in the article shows mixing variations of training environments that exist in practice. The component composition of the mixed training environment (time, place, path and pace of learning) is determined. The successful implementation of the process of introducing mixed training technology into practice is ensured through the implementation of a separate set of training stages. Possibility to develop private training practices based on the key effects of mixed training is also important.

Materials and Methods
Theoretical Basis of the Research
The theoretical basis of our research is the introduction of pedagogical technology of mixed training. Pedagogical technology contributes to the effective achievement of educational results of teaching modern schoolchildren through the use of components of a mixed training environment.

Mixed training
Mixed learning is an educational approach combining teacher's participation with online learning and assuming the elements of self-control of the path, time, place and pace of learning by the student (Bonk & Graham, 2006).

In a mixed learning environment, online learning complements and supports classroom teaching. Mixed training often allows students to control the time, place, path or pace of learning. In many mixed models of education, students spend some part of their personal time with the teacher in a large group, some time - face to face with a teacher or in a small group and some time with peers. Mixed training often benefits from the reconfiguration of learning space to make learning activities easier by providing multiple training zones with technology optimized for collaboration, non-formal learning and individually-oriented learning.

In literature, there are three approaches to mixing of the learning environments (types of integration of mixed learning):

- changing formats;
- inverted class;
- autonomous group.

In "changing formats" the learning process is based on the principle of successive changes in the forms of training: components of the program alternate with synchronous elements of online learning (webinars, collaborative work with documents, etc.), asynchronous elements of e-learning (online lectures, online diagnostics, etc.), structured independent and group work. With this approach, the share of the classroom work should not be more than 50% of the total workload of the discipline.

In the "inverted class" type, the direct transfer of knowledge passes from the group educational space in the classroom to the individual one, and the group space becomes a dynamic interactive environment in which the teacher is a tutor. In the inverted class, the traditional sequence of educational activities has been changed - the presentation of theoretical material in the form of lectures and the organization of homework assignments: students independently study the theory before starting classroom activities, and during the classroom, the teacher creates opportunities for applying knowledge, training skills (exercises, individual discussion of projects, group discussions and brainstorming, other types of activities).

Autonomous group involves the division of the class into two groups: one deals with printed educational materials, the other with online resources. The composition of the groups can vary, but at the same time the educational system keeps records of the work time, quantitative and qualitative indicators of the workload of each student.
Methods of the Research
The following methods were used: theoretical analysis and synthesis while studying and generalizing scientific sources on problems; comparative historical and pedagogical analysis, which made it possible to identify opportunities for optimizing the learning process; pedagogical modeling and design in the selection of models and logic of stages in mixed training; a set of empirical research methods: experiment, pedagogical monitoring, interviewing.

Experimental Research Base
Approbation, synthesis and implementation of the research results are carried out on the basis of four schools of the Kirov region - regional innovation sites supervised by theVyatka State University, where an experimental study was conducted in order to evaluate the effectiveness of using full packaged learning solutions (2016-2018):

- by introducing various models of mixed training into the school learning process, such as rigid model, rotation model, flexible model, self-mixing model that summarizes the virtual model (more than 200 students annually);
- discussion of organizational and pedagogical aspects at seminars and round tables with teachers of schools of the Kirov region within the framework of advanced training courses at Vyatka State University (40-50 participants annually);
- in the form of reports and speeches at scientific conferences and seminars of various levels, including international ones, publications in collections of scientific articles and scientific and methodical periodicals.

Research Stages
The study had three stages.
The first stage was the search. At this stage the authors studied the current state of the problem and analyzed philosophical, sociological, socio-psychological, and pedagogical literature. As a result, the initial parameters of the study, its subject, hypothesis, methodology and methods, the conceptual apparatus were determined.

The second stage was experimental. At this stage the authors defined components and models of mixed training on the basis of different schools, worked at opening regional innovation platforms, developed models of mixed training and prepared teachers of the region for the introduction of mixed training technology.

The third stage was final. This stage included the systematization and generalization of the obtained materials, their quantitative and qualitative analysis, separation of the logic of mixed training stages, preparation of scientific and methodological materials based on the results of experimental work, determination of the prospects for studying the scientific direction.

Results
Let’s describe organizational and pedagogical aspects of the implementation of mixed training technology in school education programs

Models of Mixed Training
Approaches to mixing training environments in practice can be described through five models of mixed training applied at different levels of education. These models differentiate the degree of introduction of the components of e-learning into classroom study of the discipline (see Fig. 1):

- «rigid model» involves the study of material in the classroom; electronic resources are used only to consolidate and deepen knowledge;
- «rotation model» involves the opportunity for students to go online to communicate with experts, other students under the supervision of the teacher;
— «flexible model» assumes predominantly the use of e-learning, but under the online supervision of the teacher, who acts as a coordinator and monitors difficult for understanding topics, then discusses them in a group or individually;
— «self-mixing model» – traditional classroom lessons, but if certain topics require in-depth study, they can be learnt in e-learning mode;
— «generalizing virtual model» assumes an electronic format of training, periodic classroom lessons allow to generalize the studied material and discuss difficult questions. Lessons can be planned, for example, at the beginning, middle and end of the course.

Figure 1. Models of mixed training

It should be noted that these models describe practical variations of mixing learning environments, rather than enumerate all possible theoretical variations of mixing. In addition, one should keep in mind that other pedagogical technologies can be considered based on the use of electronic online content, but they can all be interchangeable or synonymous with mixed training.

Using the concise decision tree proposed by N. Stalker and M.B. Horn (2012), we can represent an extended decision tree about the existence of a particular model of mixed training (see Fig. 2).
Figure 2. The decision tree on the definition of the mixed training model

The above extended decision tree describes the logical process applied to learning technologies with significant online components, and can serve as a basis for determining the presence of mixed learning environments. On the other hand, a tree can isolate the points of divergence that may arise when determining the technology of mixed training or determining the status of mixed components of learning.

Stages of Learning When Mixing Learning Environments
Analysis of possible models in the practice of teaching will make it possible to construct a sequence of five stages of training and to identify their cause-effect relations (fig. 3).

Stage 2. Tell: conceptual presentations in the audience, logic and stages of e-learning, an overview of planned learning processes.
Stage 3. Show: demonstration of learning processes, virtual seminars, learning by example, recording of training sections of the course.
Stage 4. Let: experiments, samples, empirical search for solutions using e-learning, classroom exercises on topics that caused difficulties in e-learning.
Stage 5. Help: permanent access to online resources, study support procedures, answers to frequently asked questions, online help, guidelines and guides, tutor support.

It is worth noting that the first stage is the start of activity and is therefore associated with the second, third and fourth stages. After the start, the connecting stage is the fifth stage, which provides support for resolving the problems that arise with mixed training.

Figure 3. The logic of stages in mixed training

Effects of the Introduction of Mixed Training
There are several reasons why a teacher and a student can choose mixed training. R. Osgutorp and S. Graham (2003) identify six such causes:

- variety of didactic tools;
- differentiation of educational material;
- social interaction;
- initialization of training;
- economic efficiency;
- ease of review of learning materials.

In general, in our opinion, the most common reason is to combine the resources of two learning environments, so the effects of the introduction of mixed training can be identified in the following areas (Katkalo & Volkova, 2017):

- for the organization of the learning process: flexibility of forms of mixed training allows the student to transfer more responsibility for the result of training, while encouraging his independent choice;
- for the teaching methodology: more accurately to select the teaching methods for each student, the wide variability of methods of mixed training allow to create combinations of teaching methods with the possibility of rapid evaluation of effectiveness;
- for the education economy: reduction of the cost of training as a result of the use of online content;
- for the competence of the teacher: the key task of the teacher is to select a wide range of methods for submitting the material;
- for the development of learning technologies: any novelties in electronic technology will be integrated into methods of mixed training with the speed of mastering new gadgets by teachers and students.

Thus, we see the systematization of the main components of the pedagogical technology of mixed training. The presence of practice-oriented models of mixed training, stages of training when mixing the
learning environments and the indicated effects from the introduction of mixed training allows to organize the work of introducing this technology into the practice of a general education organization.

**Discussions**

Organizational and pedagogical aspects of the implementation of the technology of mixed training in school education have been tested when working with pedagogical teams of regional innovation areas of the Ministry of Education of the Kirov region. For example, a group of sites on the theme "Management of professional preferences of students of general educational organizations" introduced components of e-learning to correct professional preferences; for a group of sites on the topic "Organization of profile education in classes (groups) of pedagogical orientation as a means of increasing the prestige of the pedagogical profession" along with full-time training, online courses were used; for a group of sites on the topic "Life Self-Determination of the Student's Personality in the Socio-Cultural and Educational Environment of the Municipality", webinars were used for training courses aimed to select scenarios for professional and personal development in the space of a particular municipality. Each of these areas deserves a separate thorough discussion with the presentation of concrete research results, which will be done later.

It is also worth noting that the above models of mixed training describe the practical variations in the mixing of learning environments, rather than enumerate all possible theoretical variations of mixing. In addition, it is possible to consider other pedagogical technologies based on the use of electronic online content, but they can all be interchangeable or synonymous with mixed training.

**Conclusion**

Thus, a significant result of the study is the identification of organizational and pedagogical aspects of the implementation of mixed training technology in school education programs. This technology allows to create product training links with modern children. As a result of the research conducted by the authors of the article, the main components of pedagogical technology are systematized: differentiation of models of mixed training, stages of learning when mixing the learning environments, and separation of effects from the introduction of mixed training. Practical use of this technology makes it possible to organize work on the introduction of technology into the practice of a general education organization. Among the prospects for further research, it is worth noting the lack of a classification of problems arising from the mixing of learning environments, the lack of perspective models of mixed training, the balance between innovation and cultural adaptation, as well as solutions for bridging the digital gap between students.

**References**


Existential Psycho-Correction Of The Value-Meaning Sphere Of The Personality Of Adolescents With Deviant Behavior

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Abstract
The importance of finding effective social and psychological methods and means of influence while working with deviant adolescents is beyond any doubt. The socio-economic processes that take place in contemporary Russia are accompanied by a change in behavior patterns and consciousness of people. Present-day children and adolescents living in a complex world in their content and structure, and more than any other age categories, depend on the norms and values cultivated in society. The results of the study of characteristics in value and sense bearing constructs of adolescents’ personality as the components of an integral axiological and sense bearing sphere are presented in the article. The dynamic pattern of indices of the axiological and sense bearing sphere of the adolescent’s personality with deviant behavior as a result of psycho-correctional work is also presented. It has been proved that the socio-psychological correction of the value-sense sphere of adolescents’ personality with deviant behavior is an effective method of their correction and leads to the formation of normative structures of value-sense constructs.

Keywords: adolescents’ personality, deviant behavior, existential psycho-correction, value and sense sphere of adolescents’ personality.

Introduction
In a situation when stressful factors mount and extreme conditions of a person’s life activity heighten effect, there is growing interest in studying the characteristics of individual consciousness reflecting the modern reality. In this connection, the issues of a person’s socio-psychological adaptation in the modern society are being discussed broadly, and the issues of the unfavorable formation of individual consciousness structures acquire special importance (Laktionova & Makhnach, 2008; Maklakov, 2001; Tastan & Davoudi, 2015; Razumovskaya et al., 2018). Current trends in social development are more reflected in consciousness of young people, influencing the social regulation of behavior, expressed in various forms, including the form of deviant behavior. That is why, the question of adaptive abilities of young people, depending on the psychological characteristics of the individual, is particularly important (Artamonova, 2017; Efimova et al., 2015; Kalinina, 2017; Lipatova et al., 2015; Salakhova et al., 2017; Tashcheva et al., 2017; Zaretskiy, 2017a; Zaretskiy, 2017b; Tastan & Davoudi, 2018; Semenova et al., 2018).
In early adolescence, the readiness for self-determination is of fundamental importance for the social adaptation of a young person. Society puts a young man before the need for the choice of profession. Professional self-determination cannot become successful beyond personal self-determination based on the construction of a holistic design of life, the projection of one’s life prospects in the future. Therefore,
the central point of the senior school age is “the readiness for personal and life self-determination” which determines actions of an adolescent (Dubrovina, 1987). Thus, the ability for self-determination is expressed in the readiness to build up one’s own time perspective, to comprehend life’s goals and determine life plans.

I.S. Kon (1989) notes that at the age of 15-16 there is growing concern among teenagers about their “I” future. However, comprehending oneself in the future is not an easy process. In a teenager, it is often combined with the reluctance to notice the flow of time, postpone important decisions for “later”. This hampers the socialization of a person. A time perspective is, as N.N. Tolstykh (1991) writes, “the mental projection of the motivation sphere of a person. It represents, to a varying degree, conscious hopes, plans, projects, aspirations, apprehension, claims related to a more or less distant future.” A time perspective of the future acquires its own impetus and has a powerful influence on the development of an individual. Creating a time perspective is directly connected with a young man’s ability to set goals that are adequate to his inner self. Determining one’s life goals, comprehending one’s life is important for the preservation of mental and psychological health. In the adolescent period, the problem of the meaning of life becomes critical to socialization.

In the context of personality conditioning in a person’s socio-psychological adaptation, the interest also lies in the study of value orientations as a regulator of young people’s social behavior in difficult life conditions. According to the dispositional concept of social regulation of human behavior, proposed by V.A. Yadov (2013), value orientations determine the person’s life goals and, accordingly, what seems to be the most important for him. D.A. Leontiev (2002) is of the similar point of view, who asserts that the system of value orientations in many ways determines the formation of a person’s personality. At the same time, the young age is the period of the final formation of the system of value orientations that influences the development of the character and personality as a whole. This is connected with the emergence of the prerequisites required for the formation of value orientations at this age stage: life self-determination, choice of the path in life. However, the formation process may be disrupted, leading to the emergence of the phenomenon of deviant behavior, which recently causes concern among an increasing number of psychologists.

In this sense, it seems important to study the features of value and meaning constructs as components of an integral value-meaning sphere of personality that orient the activity of adolescents in society (Artamonova, Efimova & Khodyrova, 2016; Gaber & Zaretskii, 2018; Kalinina et al., 2017; Masalimova et al., 2014; Zaretskiy, 2018). On the basis of the revealed features, it becomes important to study the forms of psychological influence on the value-meaning sphere of the adolescent’s personality with the aim of correcting deviant forms of behavior. That is why, the goal of the study presented in the article was to investigate the structures of value and meaning orientations of adolescents and their dynamics, taking account of the application of socio-psychological psycho-correction.

The objectives of the study are the following:
1. to study the value and meaning structures of the personality of deviant and law-abiding teenagers and adolescents.
2. to conduct the socio-psychological correction program of the value-meaning sphere of personality in adolescents with deviant behavior.

Methodological Framework
The empirical part of the study was performed at the city gymnasium and the Children’s Social Rehabilitation Center (DSRC). Students of the gymnasium and students of the DSRC, teenagers and adolescents aged 14-16, were respondents. An objective criterion for dividing the overall sample into the experimental (deviant adolescents) and control (normative adolescents) groups was the social situation of their development. For instance, adolescents who study at the city gymnasium are young people with an elevated level of intelligence, who are brought up in good families, who demonstrate socially acceptable
forms of behavior. Adolescents who are in the Social Rehabilitation Center are brought up in problem families, have frequent cases of truancy, demonstrate deviant forms of behavior - disobedience, aggressive behavior, the use of psychoactive substances.

The experimental and control groups (34 people) did not differ statistically reliably by sex and age. Adolescents of the main group underwent a course of the socio-psychological correction program based on V. Frankl’s (1997) logotherapy (15 individual sessions of 30 minutes for 2.5 months). No psycho-correction procedures were applied to the adolescents of the control group. The idea of using existential psycho-correction (logotherapy) was borrowed from the thesis of I.V. Borisov (2001), recommendations to draw up a psycho-correctional program were taken from the training manual by A.A. Osipova (2002), A. Langle’s (2008) Guide for the search for the meaning was used, the conceptual foundation was the works of V. Frankl (1997).

Before the start of existential psycho-correction, the principles of the psychological assistance offered were explained to adolescents. The decision to participate in psycho-correctional work was taken by adolescents of the experimental group independently.

The main stages of existential psycho-correction:
1) a statement by teenagers of the primary ideas of their problems;
2) an analysis of the subjective model of the adolescent’s problems, his value and meaning orientations;
3) clarification and elaboration of the most significant value-meaning disharmony;
4) completion of psycho-correction, the adoption of key decisions and responsibility for them.

For the purpose of diagnosing meaning orientations, we used the test of life meaning orientations offered by D.A. Leontiev (2006), the study of value orientations of adolescents was conducted with the use of Schwartz’s Value Questionnaire (Karandashev, 2004). Testing life meaning and value orientations was carried out in the experimental and control groups before and after psychological correction. To analyze statistically significant differences in the structures of life meaning and value orientations among adolescents without deviations in behavior and adolescents with deviant behavior, Student’s t-test was used. Before the comparison procedure, the empirical data was subjected to normalizing.

Results and Discussion

The analysis of the structures of adolescents’ sense orientations based on the comparison of the mean group indexes in law abiding and deviant adolescents prior the psycho-correction program showed statistically significant differences in Student’s t-criterion for all subscales of life orientations and general indicator of the meaning in life (Table. 1). Lower indexes of the meaning of life orientations in deviant adolescents testify to their general low level of meaning of life. Deviant teens or adolescents do not have a clear idea about their own meaning of life, in their behavior they are guided by situational motives, perceive their lives as not interesting, not eventful. These characteristics tell upon persuasions of deviant adolescents in the fact that a person’s life is not subject to conscious control and, therefore, there is no point in planning anything for the future.

Table 1. Comparison of the mean group indexes in subscales of life meaning orientations between adolescents without deviations in behavior and adolescents with deviant behavior before psychological correction

<table>
<thead>
<tr>
<th>№</th>
<th>Subscales</th>
<th>Mean group indices (normalized)</th>
<th>t&lt;sub&gt;emp&lt;/sub&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>normative</td>
<td>deviant</td>
</tr>
<tr>
<td>1</td>
<td>Goals</td>
<td>0,7941</td>
<td>0,5667</td>
</tr>
<tr>
<td>2</td>
<td>Process</td>
<td>0,7745</td>
<td>0,6547</td>
</tr>
<tr>
<td>3</td>
<td>Result</td>
<td>0,7681</td>
<td>0,6171</td>
</tr>
<tr>
<td>4</td>
<td>Locus of control-I</td>
<td>0,8004</td>
<td>0,6429</td>
</tr>
</tbody>
</table>
Further analysis of the structures of values in adolescents based on the comparison between the mean group indices of normative and deviant adolescents before psycho-correction did not reveal any significant differences in Student’s t-criterion (Table 2). This indicates that in the early teen years, differences in the systems of values are not expressed yet, the system of value orientations of the adolescent’s personality is in the developing stage, that is why social values are still reflected quite homogeneously in the system of social experience both in an adolescent without deviations in behavior and an adolescent with deviant behavior.

Table 2. Comparison of the mean group indices in the system of values of adolescents without deviations in behavior and adolescents with deviant behavior before psychological correction

<table>
<thead>
<tr>
<th>№</th>
<th>Values</th>
<th>Mean group indices (normalized)</th>
<th>t_{emp}</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>normative</td>
<td>deviant</td>
</tr>
<tr>
<td>1</td>
<td>Enjoyment</td>
<td>0.6814</td>
<td>0.6000</td>
</tr>
<tr>
<td>2</td>
<td>Achievements</td>
<td>0.6804</td>
<td>0.6533</td>
</tr>
<tr>
<td>3</td>
<td>Social power</td>
<td>0.4902</td>
<td>0.4958</td>
</tr>
<tr>
<td>4</td>
<td>Self-determination</td>
<td>0.7729</td>
<td>0.7333</td>
</tr>
<tr>
<td>5</td>
<td>Stimulation</td>
<td>0.6863</td>
<td>0.7333</td>
</tr>
<tr>
<td>6</td>
<td>Conformism</td>
<td>0.6446</td>
<td>0.6542</td>
</tr>
<tr>
<td>7</td>
<td>Support of traditions</td>
<td>0.6716</td>
<td>0.6750</td>
</tr>
<tr>
<td>8</td>
<td>Sociality</td>
<td>0.7353</td>
<td>0.6083</td>
</tr>
<tr>
<td>9</td>
<td>Security</td>
<td>0.8333</td>
<td>0.8306</td>
</tr>
<tr>
<td>10</td>
<td>Maturity</td>
<td>0.7605</td>
<td>0.7286</td>
</tr>
<tr>
<td>11</td>
<td>Social culture</td>
<td>0.5448</td>
<td>0.5452</td>
</tr>
<tr>
<td>12</td>
<td>Spirituality</td>
<td>0.6451</td>
<td>0.6533</td>
</tr>
</tbody>
</table>

Along with this, it is worth pointing to a high level of difference in the values for the value-motivational parameter “Sociality” in deviant and normative adolescents. “Sociality” that includes the values of social justice, equal opportunities for all, honesty, fidelity and decency is more significant for normative adolescents. In its turn, the lesser significance for deviant adolescents of these social values characterizes the orientation of adolescents with deviant behavior to deviations from social norms.

Further, the analysis was dedicated to the comparison of the indices in the subscales of life meaning orientations before and after psycho-correction among adolescents with deviant behavior. The analysis of the structures of life meaning orientations in deviant adolescents revealed statistically significant differences in the sub-scales “Goals” and “Locus of control – life” with respect to Student’s t-test, and also by the overall index of the meaning of life (Table 3).

In addition, it should be pointed to a positive dynamic pattern of values for the subscales “Process”, “Result” and “Locus of control – I”. Significant positive dynamics of the subscale indices of life meaning orientations testifies to a rise in the meaning of life among deviant adolescents, the emergence of goals in life, confidence in achieving the goals set, and favorable emotional perception of the life process. This is supported by adolescents’ statements at the final stages of psycho-correction. Many adolescents decided on the future field of activity, and were eager to achieve this. In the process of psycho-correction, life
prospects were also worked out, depending, to a large extent, on the formation of favorable relations with their parents, teachers and peers at school.

Table 3. Comparison of the mean group indices in subscales of life meaning orientations of adolescents with deviant before and after psychological correction

<table>
<thead>
<tr>
<th>№</th>
<th>Subscales</th>
<th>Mean group indices (normalized)</th>
<th>t_emp</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>before psycho-correction</td>
<td>after psycho-correction</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Goals</td>
<td>0,5667</td>
<td>0,7591</td>
</tr>
<tr>
<td>2</td>
<td>Process</td>
<td>0,6547</td>
<td>0,7543</td>
</tr>
<tr>
<td>3</td>
<td>Result</td>
<td>0,6171</td>
<td>0,7207</td>
</tr>
<tr>
<td>4</td>
<td>Locus of control-I</td>
<td>0,6429</td>
<td>0,7600</td>
</tr>
<tr>
<td>5</td>
<td>Locus of control-life</td>
<td>0,5619</td>
<td>0,6905</td>
</tr>
<tr>
<td>6</td>
<td>Overall index of LMO</td>
<td>0,6128</td>
<td>0,7386</td>
</tr>
</tbody>
</table>

* – significant differences at $p \leq 0.05$.

Further analysis of the structures of values in deviant adolescents based on the comparison of the mean group indices before and after psycho-correction demonstrated statistically significant differences in the value of “Achievements” in the t-criterion (Table 4). This value is indicative of the process of changing the meaning sphere of adolescents’ personality associated with the psycho-corrective effect: the significance of public recognition, increasing their competence, and purposefulness in adolescents have increased. Along with this, it is worth noting a significant rise in the significance of the values of “Enjoyment” and “Social power”, which suggests that, despite the increase in the meaning of life, adolescents with deviant behavior are characterized by a hedonistic and aggressive orientation. However, at the same time, the significance of the values “Support of traditions” and “Social culture” has increased, which indicates positive processes in the value sphere of an adolescent’s personality, connected with the reorientation to adhere to generally accepted rules and norms and rejection of deviant forms of behavior.

Table 4. Comparison of the mean group indices in the system of values of adolescents with deviant behavior before and after psychological correction

<table>
<thead>
<tr>
<th>№</th>
<th>Values</th>
<th>Mean group indices (normalized)</th>
<th>t_emp</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>before psycho-correction</td>
<td>after psycho-correction</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Enjoyment</td>
<td>0,6000</td>
<td>0,7833</td>
</tr>
<tr>
<td>2</td>
<td>Achievements</td>
<td>0,6533</td>
<td>0,8133</td>
</tr>
<tr>
<td>3</td>
<td>Social power</td>
<td>0,4958</td>
<td>0,7042</td>
</tr>
<tr>
<td>4</td>
<td>Self-determination</td>
<td>0,7333</td>
<td>0,7556</td>
</tr>
<tr>
<td>5</td>
<td>Stimulation</td>
<td>0,7333</td>
<td>0,7444</td>
</tr>
<tr>
<td>6</td>
<td>Conformism</td>
<td>0,6542</td>
<td>0,6292</td>
</tr>
<tr>
<td>7</td>
<td>Support of traditions</td>
<td>0,6750</td>
<td>0,7792</td>
</tr>
<tr>
<td>8</td>
<td>Sociality</td>
<td>0,6083</td>
<td>0,6625</td>
</tr>
<tr>
<td>9</td>
<td>Security</td>
<td>0,8306</td>
<td>0,7778</td>
</tr>
<tr>
<td>10</td>
<td>Maturity</td>
<td>0,7286</td>
<td>0,7667</td>
</tr>
<tr>
<td>11</td>
<td>Social culture</td>
<td>0,5452</td>
<td>0,6357</td>
</tr>
<tr>
<td>12</td>
<td>Spirituality</td>
<td>0,6533</td>
<td>0,6867</td>
</tr>
</tbody>
</table>

* – significant differences at $p \leq 0.05$. 
For the purpose of confirming the hypothesis that as a result of psycho-correction changes occur in the value-meaning sphere of deviant adolescents’ personality, a comparison was made between the mean group indices of life meaning orientations and systems of values of adolescents without deviations in behavior and adolescents with deviant behavior.

The analysis of the structures of life meaning orientations of the adolescents of the experimental group and the adolescents of the control group revealed a statistically significant difference only in the subscale “Locus of control – life” by Student’s t-criterion. Statistically significant differences were not found in the remaining subscales, and in the overall index of the meaning of life (Table 5). This fact testifies to a positive influence of existential psycho-correction on the meaning sphere of the personality of adolescents with deviant behavior, expressed in a rise of their life meaning.

**Table 5. Comparison of the mean group indices in subscales of life meaning orientations of adolescents of the experimental group and adolescents of the control group after psychological correction**

<table>
<thead>
<tr>
<th>№</th>
<th>Subscales</th>
<th>Mean group indices (normalized)</th>
<th>t_emp</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Goals</td>
<td>Control group: 0.7941</td>
<td>0.8588</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Experimental group: 0.7590</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Process</td>
<td>Control group: 0.7745</td>
<td>0.5199</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Experimental group: 0.7543</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Result</td>
<td>Control group: 0.7681</td>
<td>1.1188</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Experimental group: 0.7207</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Locus of control-I</td>
<td>Control group: 0.8004</td>
<td>0.6732</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Experimental group: 0.7600</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Locus of control-life</td>
<td>Control group: 0.8179</td>
<td><strong>3.0225</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Experimental group: 0.6905</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Overall index of LMO</td>
<td>Control group: 0.7878</td>
<td>1.6468</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Experimental group: 0.7385</td>
<td></td>
</tr>
</tbody>
</table>

** – significant differences at $p \leq 0.01$.

The analysis of the structures of values of adolescents in the experimental group and adolescents of the control group revealed a difference in the values of “Achievements” and “Social power”, statistically significant in Student’s t-criterion, the significance of which in adolescents of the experimental group is higher (Table 6). This fact indicates a change in the indices of the sense sphere of adolescents’ personality of the experimental group, expressed in a rise of the significance of achievements and, at the same time, a rise of the significance of social power.

**Table 6. Comparison of the mean group indices in the system of values of adolescents belonging to the experimental group and adolescents of the control group after psychological correction**

<table>
<thead>
<tr>
<th>№</th>
<th>Values</th>
<th>Mean group indices (normalized)</th>
<th>t_emp</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Enjoyment</td>
<td>Control group: 0.6814</td>
<td>1.2438</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Experimental group: 0.7833</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Achievements</td>
<td>Control group: 0.6804</td>
<td>2.0936*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Experimental group: 0.8133</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Social power</td>
<td>Control group: 0.4902</td>
<td>2.5869*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Experimental group: 0.7042</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Self-determination</td>
<td>Control group: 0.7729</td>
<td>0.2147</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Experimental group: 0.7556</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Stimulation</td>
<td>Control group: 0.6863</td>
<td>0.6656</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Experimental group: 0.7444</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Conformism</td>
<td>Control group: 0.6446</td>
<td>0.2375</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Experimental group: 0.6292</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Support of traditions</td>
<td>Control group: 0.6716</td>
<td>1.3595</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Experimental group: 0.7792</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Sociality</td>
<td>Control group: 0.7383</td>
<td>1.1218</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Experimental group: 0.6625</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Security</td>
<td>Control group: 0.8333</td>
<td>0.7352</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Experimental group: 0.7778</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Maturity</td>
<td>Control group: 0.7605</td>
<td>0.1224</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Experimental group: 0.7667</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Social culture</td>
<td>Control group: 0.5448</td>
<td>1.0961</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Experimental group: 0.6357</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Spirituality</td>
<td>Control group: 0.6451</td>
<td>0.6393</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Experimental group: 0.6867</td>
<td></td>
</tr>
</tbody>
</table>

* – significant differences at $p \leq 0.05$. 

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Conclusions
Existential psycho-correction, based on V. Frankle’s (1997) logotherapy, had a positive influence on the sense sphere of deviant adolescents’ personality.
Changes in the sense sphere of adolescents were expressed in a rise of the general meaning of life, positive perception of the life process. The statements of adolescents at the final stages of psycho-correction also testify to positive changes in the structure of the value-sense sphere of the personality of adolescents with deviant behavior. Clear goals were set in the life perspective, feeling a desire to achieve them, they wanted to establish favorable relations with their social environment.
Positive changes in the sense sphere of the personality of adolescents with deviant behavior also had an effect on the changes in the value sphere of a person towards an increase in the significance of the value of achievements. However, in deviant adolescents, there is also an increase in the significance of the values of pleasure and social power, which may be related to the hedonistic and aggressive orientation of the personality of adolescents with deviant behavior, and which can be mitigated by raising the importance of social traditions and culture.
The results of the present study testify to a positive influence of existential psycho-correction, based on V. Frankle’s (1997) logotherapy. However, taking account of the characteristics of deviant adolescents, it is worth bearing in mind that an integrated approach is needed in psycho-correction of deviant adolescents’ personality for a stronger and more sustainable result. Along with correction of the value-sense sphere of the person, it is expedient to pay attention to such areas as adolescents’ self-esteem and compensation mechanisms associated with it, as well as psychological defense systems, a system of social attitudes expressed in the orientation to manifest aggression in behavior, and other significant personal spheres of adolescents.

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Antisuicidal Potential Of The Person: Theory And Empirics Research

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*corresponding author

Abstract
The problem of the phenomenon of suicide from the positions of integrative, epistemological and axiological approaches is considered in the article, the importance of which is determined by a rising level of the number of suicides committed. Considering suicide as a deep act that brings a person closer to a comprehension of the fundamental philosophical attitudes of being, there is a need to consider risk factors and factors of preventing the suicide manifestation. In this context, hardiness of the personality is discussed as a factor that prevents the risk of suicide. In this aspect, hardiness serves as a strong personal resource to overcome the negative influence of stressful situations, and, thus, the prevention of the suicidal behavior risk. An empirical study was conducted to analyze specific features of the interrelation between hardiness of young people’s personality and the level of propensity for suicidal behavior. The leading method of research was the psychological testing of a sample of young people in terms of their suicidal tendencies, and those who are not prone to suicidal behavior, and further comparative analysis of the results of the empirical study and identification of specific features peculiar to different samples.

Eighty students participated in the empirical study, among them 40 boys and 40 girls. The following techniques were used: D.A. Leontiev and E.I. Rasskazova’s (2006) Hardiness Test, and the Technique for Determining the Propensity for Deviant Behavior by A.N. Oryol (1999). Interpretation of the results of this study made it possible to draw the main conclusions concerning the hardiness characteristics of the personality of young people prone to suicidal behavior, that consist in the fact that a lowered level of hardiness leads to an increase in internal tension in stressful situations, which increases the level of propensity for suicidal behavior. The revealed specific features of hardiness in young people, prone to suicidal behavior, and young people not prone to suicidal behavior, permit them to be used in the development of programs for the socio-psychological prevention of suicidal behavior, and can be applied by specialists in the field of the suicide prevention.

Keywords: being, suicide, suicidal behavior, hardiness of personality, suicide prevention, youth.

Introduction
The most valuable thing that a person has is his life, and, accordingly, the most important purpose of a person is to live. That is why, it seems completely paradoxical that the most reasonable being on Earth...
can take own life, doing it consciously. In this respect D.S. Kagarmanov, Z.G. Maksyutova and L.R. Sergalina (2007) think that suicide is a profound act that brings a person closer to an understanding of the fundamental world view and axiological attitudes of the human existence. V.P. Zinchenko (1992), in the same sense, sees suicide as a representation of the combination of freedom and responsibility of the individual in consciousness that expresses the main ontological principle of a person in the struggle between being and non-being.

Each case of suicide is both a personal tragedy and a tragedy of society. Therefore, the society treats such an acute problem as the commission of suicide by a person with seriousness. Taking account of the tendency of the suicide rise in modern society, characterized by increasing tension, the problem of suicidal behavior does not lose its significance. To solve this problem, scientists and practitioners around the world are doing everything possible to study the phenomenon of suicidal behavior, and to prevent it.

Materials and Methods

The traditional division of manifestation factors of suicidal behavior into biological and social ones is replaced in modern science with an integrative approach that regards the manifestation of suicide as a result of a number of factors. The time comes for philosophical comprehension of the essential features of the suicide phenomenon. Z.G. Gadzhinskaya (1993) in her dissertation study dedicated to the meaning of human life, asserts that «a tendency to suicide cannot be explained by one feature of society or the mental development of an individual». Suicidal behavior arises as a result of a combination of biological, psychological and social factors, and therefore one can speak about the identification of several modern models of suicidal behavior, in which the emphasis is placed on one of the factors or their combination. In this aspect, considering practical work of social services to prevent suicidal behavior, in which the integrative approach is most fully realized, it is possible, nevertheless, to identify three large groups of factors of suicide. For instance, a group of demographic or social factors is distinguished, including age, gender, marital status, and country of residence. Among the social factors in the modern world the factors of the mass media influence, and separately the Internet are also identified (Razumovskaya et al., 2018; Rudenko et al., 2018). Further, a group of clinical or psychiatric factors is identified, including mental illnesses such as depression, schizophrenia, clinical history of the disease, including the commission of suicide by the relatives of a patient. Finally, a group of socio-psychological factors is discerned, including individual and personal characteristics, features of the interpersonal interaction. Personal factors, such as self-esteem, intrapersonal and interpersonal conflicts, the experience of various forms of violence are of particular importance in everyday life.

At the same time, not only factors contributing to suicide, but also factors preventing suicide are of particular importance for the practice of working with suicidal behavior. For example, the report of the World Health Organization says: «While many suicide prevention actions are aimed at reducing risk factors, it is equally important to study and strengthen the factors that have been proved to increase the resistance of a person and strengthen his connections with others, protecting against suicidal behavior». At the same time, such factors as strong personal relationships, religious beliefs and spiritual beliefs are identified, and the way of life is emphasized: the strategies for positive coping difficulties and well-being.

In this respect we would like to pay special attention to positive strategies to overcome difficulties and hardiness as a personal trait that helps overcome difficult life situations.

In the same aspect, the ideas of evolutionary epistemology, whose representatives focus on the study of historical transformations of perception, thinking, memory, consciousness, influenced the initial preconditions of the concept proposed by I.A. Gerasimova (2016). The basis of it was «the principle of the conjunction of the environment (natural, socio-cultural), genetic-cultural factors, experience (practice), thinking and language». An attempt has been made to combine biological, bio-physiological, psychological and linguistic factors into one system. Any kind of activity presupposes the availability and
development of certain abilities, which, in its turn, determine the hardiness of the individual in everyday life and communication.

The beginning of the scientific development of the phenomenon of hardiness was laid down by S.R. Maddi (2004), who synthesized personologic traditions of G. Allport (1982) in his work with the ideas of existential philosophy, representing hardiness as a psychological vitality and enhanced human effectiveness. In domestic psychology, the theme of hardiness has been initiated in the framework of the study of strategies of coping with difficult life situations. At the present stage, in domestic psychology, researches are also carried out into personal adaptive potential, which determines human resistance to stressful factors. D.A. Leontiev and E.I. Rasskazova (2006) considers hardiness as a measure of a person’s ability to withstand a stressful situation, maintaining an internal balance and not reducing the success of activity. In E.Yu. Baukina’s (2014) opinion, a resilient personality «is able to cope with the difficulties and changes that he or she faces every day, and with those that bear a near extreme and extreme character». Since hardiness is a factor, an internal resource that is subservient to the person, then a competent psychological and pedagogical attitude that assigns a value and meaning to life and in any circumstances is capable of reducing a degree of suicidal risk and strengthen the life position.

Thus, hardiness is considered as resistance to stressful situations and a person’s ability to withstand and overcome difficult life situations. Since the risk of manifestations of suicidal behavior is associated with a person who is in a difficult life situation, then hardiness can serve as a factor contributing to the prevention of suicidal behavior. In this regard, one can consider hardiness in more detail, to identify possible mechanisms of preventing suicidal behavior.

Yet S.R. Maddy (2004) came to the definition of hardiness as a disposition, which includes three structural components, such as involvement, control, risk-taking, on the basis of which a hardiness test was developed. In domestic psychology, this test was adapted by D.A. Leontiev and E.I. Rasskazova (2006) with the preservation of the adopted structure. For our research, interest lies in how the components of this structure are determined. Involvement is defined as inclusion in an event. A person with a developed component of involvement gets pleasure from his own activity, which increases the meaningfulness of one's own life, which, as is known, acts as a preventive factor for suicide. In contrast, the lack of such persuasion generates a feeling of rejection, a sense of loss of meaningfulness of activity, which, on the contrary, is a negative factor for suicidal behavior. Control is the persuasion that the struggle allows you to influence the outcome of what is happening, even if this influence is not absolute and success is not guaranteed. The opposite of this is a feeling of one’s own helplessness, which, obviously, is a strong factor in the manifestation of suicidal behavior.

The following component is more ambiguous and interesting: risk-taking, which is defined as a person’s persuasion that everything that happens to him, contributes to his development at the expense of knowledge drawn from experience. And in this regard, a person who considers life as a way of gaining experience is ready to act in the absence of reliable guarantees of success, at his own risk and fear, counting that the desire for comfort and security impoverishes a person’s life, which might seem at first glance, as behavior oriented to a search for risk and thrill in life. However, if you look at this component as an orientation to self-realization, it becomes obvious that this disposition is a strong life-affirming factor that reduces the risk of manifestations of suicidal behavior.

This approach seems to be rational, but it requires consideration of empirical studies related to the study of a person’s hardiness, which will allow us to reveal a modern view of such a phenomenon.

S.I. Kudinov, S.S. Kudinov and S.M. Hammad (2017) in his study of specific features of Palestinian refugees, comes to the conclusion that hardiness is a trait that is a predictor of self-actualization of the personality, while a meaningful combination of components - involvement, control, risk-taking - determines different types of hardiness. A.A. Nesterova (2011), studying hardiness and viability of HIV-infected patients, found a negative interrelationship between hardiness and basic personal beliefs about...
the manageability of the world, which suggests that people with a high level of hardiness realize more realistically the limits of their influence on the circumstances of their lives.

E.V. Shvareva (2011), when studying hardiness as a psychological characteristic of the participants in the educational environment, notes that hardiness serves as a factor determining the willingness to choose a new, uncertain situation, as opposed to an indifferent, impersonal choice, which indicates that hardiness is not reduced to the role of a buffer in a stress situation, but is one of the parameters of the individual ability to mature and complex forms of self-regulation, which determines one of the supporting variables of the personality potential. I.P. Krasnoschechenko (2003) in the study of specific features of the value orientation and hardiness of specialists in the field of management comes to the conclusion that among the most important sources of a person’s hardiness is belief in learning. V.R. Petrosyants (2011) in the dissertation study confirmed the hypothesis that positive self-relationship, personal adaptive potential, internality in the sphere of interpersonal relations are psychological features that contribute to the preservation of high hardiness by "bullying" victims (victims of school baiting).

Thus, in empirical studies, hardiness acts as a personality trait that enhances the personal adaptive potential in difficult life situations. At the same time, the structural components of hardiness determine the individual features of its manifestation, expressed in the desire for self-realization, more realistic perception of the surrounding reality, and forming the ability for a more stable self-regulation of social behavior. A similar perspective in studying specific features of hardiness of the personality is built up in foreign empirical researches. In the article of E. Merino-Tejedor et al. (2015) the role of hardiness as a modeling factor in labor efficiency is theoretically substantiated and the empirically investigated relationship between the indexes of hardiness and the efforts put into work is described. In the work of R. Delahaij, A.W.K. Gaillard and Karen van Dam (2014) and others regulatory processes are treated that help explain how hardiness, as a mediating factor, exerts influence on the way of a person’s response to a stressful situation, the styles of coping behavior and coping self-effectiveness as variables-regulators of behavior are studied. The study conducted by J. Salim, R. Wadey and C. Diss (2015) reveals the relationship between hardiness and stress level in athletes who were previously injured and subsequently returned to sports activity, explaining this by emotional support required in this context.

So, in the context of our article, we can consider hardiness as a personality trait that provides personal adaptive potential, thus acting as a factor in preventing and reducing the risk of suicidal behavior. The ratio of structural components of hardiness could explain the features of behavioral self-regulation, more realistic perception of the surrounding reality and readiness to act in uncertain situations as factors that reduce the risk of suicidal behavior manifestations (Efimova et al., 2015; Efimova, Oschepkov & Salakhova, 2015; Masalimova et al., 2014). However, few studies can be found in this area. For example, in the article of E.B. Lyubov, Yu.A. Sumarokov and E.R. Konoplenko (2015) devoted to the study of hardiness and risk factors of suicidal behavior of small native peoples of the north of Russia, the experience of introducing suicide prevention programs is considered, the basis of which is cultural hardiness, consisting in living in harmony with the world, based on the traditions of indigenous peoples of the north of Russia. In the work of O.A. Sagalakova and D.V. Truvtsev (2017) anti-vital behavior is considered, which includes both suicidal behavior, and various forms of self-destructive behavior. In the article of these authors, hardiness is defined as “the most important factor inhibiting the probability of anti-vital behavior, which consists in the development of adaptive persuasions about one’s own abilities.” Thus, hardiness as a factor of reducing the risk of suicidal behavior acts in the form of personal adaptive potential that reduces the probability of disadaptation and suicide and in this way acting as anti-suicidal potential (Artamonova, Efimova, & Khidayrova, 2016; Efimova et al., 2017; Masalimova & Chibakov, 2016; Ovsyanik et al., 2016; Salakhova et al., 2017; Vlasova, Masalimova & Alamanov, 2016).
Purpose and Objectives of the Study
In connection with the aforementioned, it is necessary to verify the hypothesis of the interrelation between the components of hardiness and propensity for suicidal behavior. Hence the following objectives are:
1. to organize an empirical part of the study of hardiness components in the youth’s personality and to conduct an analysis of the results obtained.
2. to analyze the hardiness structure of the personality of young people, prone to suicidal behavior, and young people who are not prone to suicidal behavior.
3. to conduct a comparative analysis of the hardiness components of the personality of young people, prone to suicidal behavior, and young people who are not prone to suicidal behavior.

Technique
The empirical part of the research was carried out at the Dimitrovgrad Institute of Engineering and Technology, the subsidiary of National Nuclear Research University «Moscow Institute of Engineering and Physics». The study involved 80 students aged from 18 to 20, among them 40 boys and 40 girls. The main criterion for dividing the subjects into samples was the level of propensity for suicidal behavior, diagnosed according to the Scale of propensity for suicidal behavior in A.N. Oryol’s (1999) «Technique for determining the propensity for deviant behavior». In the samples formed in this way, a comparative analysis of the hardiness components of the personality was conducted.

The test of hardiness devised by S.R. Maddi (2004) was used in the study, adapted by D.A. Leontiev and E.I. Rasskazova (2006), which was aimed at identifying the main components of a person’s hardiness, as well as the Scale of propensity for suicidal behavior of the Technique for determining the propensity for deviant behavior (the author - A.N. Oryol), which is a standardized test questionnaire designed to measure young people’s inclination to implement various forms of deviant behavior.

Research Results and Their Discussion
For the purpose of analyzing the components of hardiness in young people who participated in the empirical study, we compared the mean group values of the components of hardiness and the overall level of hardiness in girls and young men not prone to suicidal behavior (YNPSB), and girls and young men prone to suicidal behavior (YPSB), using Student’s t-test. Particular attention was paid to significant differences in the components of hardiness, which could be indicative of the interrelation between the level of hardiness and the level of propensity for suicidal behavior. For convenience of the material presentation, further abbreviations will be used: YNPSB - youth, not prone to suicidal behavior, YPSB - youth, prone to suicidal behavior.

As a result of the comparative analysis, statistically significant differences in levels of hardiness and suicidal behavior were found in groups of young people. In the group of female students, significant differences were found in the components of hardiness “control” ($t_{emp} = 3.0138$ at $\rho \leq 0.01$) and “risk-taking” ($t_{emp} = 3.4179$ at $\rho \leq 0.01$), the significance of which is higher in the group of girls not prone to suicidal behavior (Table 1).

Table 1. Comparison of the mean group values in the components of hardiness between female students not prone to suicidal behavior and female students prone to suicidal behavior

<table>
<thead>
<tr>
<th>Components of hardiness</th>
<th>YNPSB</th>
<th>YPSB</th>
<th>$t_{emp}$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Involvement</td>
<td>38,75</td>
<td>38,00</td>
<td>0,1399</td>
</tr>
<tr>
<td>Control</td>
<td>34,50</td>
<td>29,25</td>
<td>3,0138**</td>
</tr>
<tr>
<td>Risk-taking</td>
<td>21,75</td>
<td>17,75</td>
<td>3,4179**</td>
</tr>
<tr>
<td>Overall level of hardiness</td>
<td>95,00</td>
<td>85,00</td>
<td>0,7723</td>
</tr>
</tbody>
</table>

** - significant differences at $\rho \leq 0.01$
A high index of control as the hardiness component explains that girls who are not prone to suicidal behavior have a strong belief in the structure of their personality of the necessity to struggle for their achievements which extends their own choice of their path in life. In girls prone to suicidal behavior, feelings of helplessness in their own lives are associated with their high level of suicidal tendencies. As for the component of risk-taking, its high level in girls not prone to suicidal behavior is associated with the persuasion that everything that happens to them is associated with gaining experience, negative or positive, and along with it personal development. In girls who are prone to suicidal behavior, on the contrary, the risk is associated with negative experience, which leads to fear of failure associated with low self-esteem, which corresponds to a high level of propensity for suicidal attempts.

Further, as a result of the comparative analysis in groups of young men statistically significant differences were also found in the levels of hardiness and propensity for suicidal behavior. Significant differences were found in the hardiness components “involvement” ($t_{\text{emp}}=3.3245$ at $\rho \leq 0.01$) and “overall level of hardiness” ($t_{\text{emp}}=2.7554$ at $\rho \leq 0.05$), the significance of which is higher in the group of boys not prone to suicidal behavior (table 2).

<table>
<thead>
<tr>
<th>Components of hardiness</th>
<th>YNPSB</th>
<th>YPSB</th>
<th>$t_{\text{emp}}$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Involvement</td>
<td>40.00</td>
<td>33.50</td>
<td>3.3245*</td>
</tr>
<tr>
<td>Control</td>
<td>34.75</td>
<td>31.50</td>
<td>0.6829</td>
</tr>
<tr>
<td>Risk-taking</td>
<td>18.25</td>
<td>19.50</td>
<td>0.4211</td>
</tr>
<tr>
<td>Overall level of hardiness</td>
<td>93.00</td>
<td>84.50</td>
<td>2.7554*</td>
</tr>
</tbody>
</table>

* - significant differences at $\rho \leq 0.05$
** - significant differences at $\rho \leq 0.01$

A high level of the component of involvement in young men, similar to girls with a high level of risk-taking, is explained by the enthusiasm for their own activities, which brings the required personal experience to a person, filling his life with meaning. A low index of involvement in young men, associated with a high level of propensity for suicidal behavior, is due to a loss of meaningfulness, a sense of rejection. A high level of overall hardiness in young men explains the reduced level of propensity for suicidal behavior to prevent the emergence of internal stress in stressful situations due to persistent coping. In young men with a high level of propensity for suicidal behavior, on the contrary, the ability to cope is reduced, which leads to stressful tension.

Conclusions

Thus, taking account of the aforementioned, one can draw the following conclusions.
1. In a number of factors of reducing risk and preventing suicidal behavior, hardiness of the personality can be a strong internal resource for overcoming stressful situations, and thereby preventing the occurrence of suicidal actions. At the same time, hardiness represents a system of components, the combination of which can form specific features of the personal potential in the prevention of suicidal behavior.
2. The conducted empirical study in the samples of girls and boys confirmed the assumptions about the relationship between the level of hardiness and the level of propensity for suicidal behavior. At the same time, in groups of girls and boys, hardiness has its own specific features. For instance, the orientation to personal development through the acquisition of life experience is associated with greater involvement in activity in young men, and in girls with taking risks in their actions. However, in general, hardiness of the personality serves as a persistent persuasion in a person, contributing to the ability to withstand
stressful situations without increasing internal tension, which acts as a preventive factor in relation to suicidal behavior, due to positive self-regulation.

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Social Functions Of Orthodoxy In The Context Of The Formation And Development Of Collective Identity And Civil Society In Modern Russia

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Abstract
In the post-Soviet period, Orthodoxy became an important element of Russia's collective identity, therefore the religiosity of most Russians remains superficial, and religion does not play a significant role in their lives. Orthodoxy is so influential due to not only its dogmatic nature but also more because it is perceived as the basis of national culture, statehood and the source of moral authority. In the post-Soviet situation, the social functions of religion were more in demand than its spiritual-mystical meaning. As a result of the activity of the leadership of the Russian Orthodox Church (ROC) and the Russian political elite, Orthodoxy is gradually politicized and becomes a part of the emerging eclectic civil religion that justifies the specifics of Russian society, the uniqueness of its historical development and political structure.

Keywords: social functions of religion, Orthodoxy, collective identity, national identity, Russian society, civil religion.

Introduction
The post-Soviet period of Russian history was characterized by a profound ideological and identification crisis. The disintegration of Soviet ideology and political community, constructed based on this ideology, gave rise to a semantic vacuum and a large-scale crisis of legitimation not only of political institutions, but also of the social order as a whole. This situation stimulated both purposeful and spontaneous search for ideological guidelines, the construction of new models of individual and collective identities - ethnic, national, religious (Shakhbanova et al., 2018a). At the same time, religion was often a very significant ethno-differentiating feature. In conditions of ideological uncertainty and social instability, the role of religion naturally increased, above all, the role of Orthodoxy as a historically dominant Russian confession. In the post-Soviet period, two trends emerged the growth, albeit uneven, of the number of Russians identifying themselves as Orthodox, and the mutual desire of the ROC and the Russian state for mutually beneficial cooperation. One of the directions of this cooperation was the ideological support provided by the church to the authorities. Russian society needed a new collective identity and unifying...
symbols, Russian power wanted legitimacy and ideological guidelines that could be offered to society. The growing influence of Orthodoxy was a response to both requests. However, what is the nature of this response? Sociological research shows the extremely superficial nature of the religiosity of most Orthodox Russians, the Russian state is secular and the real impact of the church on society and the adoption of political decisions is insignificant. It is impossible to assert that the current Russian state fully relies on Orthodoxy as a new ideology, and a fortiori, it is impossible to talk about "clericalization". At the same time, government officials often use religious rhetoric when addressing mass audience, take part in the most significant Church rituals, and support the Church in defending its economic, and not only economic, interests (Vodenko, Rodionova & Shvachkina, 2017). In addition, the Church (represented by the official leadership) and the authorities demonstrate, as a rule, the unity of views on domestic and foreign policy issues. Thus, the state and society demonstrate respect for the Church, recognition of its importance, but the real impact of the Church on the life of society and on the policy of the Russian state is not too great. Nevertheless, the ideological and symbolic influence of the Church turned to be significant. The paradox is that this influence is caused not only by the dogma but also primarily due to the perception of Orthodoxy as the basis of the national culture and traditions of Russian statehood, as a symbolic moral institution in a society that has not overcome anomie (Rodionova et al., 2017). In the post-Soviet situation, the social functions of religion were more in demand than its spiritual-mystical core. In our opinion, Orthodoxy, understood in secular terms more than in religious, was an important element of post-Soviet collective identity and the emerging civilian religion, which includes, along with Orthodoxy, a number of other elements.

The Russian Orthodox Church as a traditional Russian spiritual and social institution and the largest religious organization in Russia is perceived by the population of our country as a structure separated from political management without access to management decisions, while effectively participating in solving many socially significant problems and resolving contradictions. The socio-cultural space of modern Russia is characterized by a tendency to revive the original cultural and spiritual traditions, the desire to preserve its cultural identity (Sharkov, 2018).

Research Methodology
The problem of identity arises in a specific social context. As B. Dubin (2009) noted, "The concept of identity, introduced by Eric Erickson in his works dated 1950-1960's. [...] was intended to combine the studying of personal experience and the social contexts of its formation in the process of socialization [...] This concept was to link the individual life trajectory with the characteristic of the "historical moment" (Dubin, 2009).

For other Western researchers, the identity problem is often associated with a change in the configuration of the relationship between the individual and society in the era of modernity and postmodernity—a change in the balance between "I-identity" and "We-identity" (Elias, 2003), the replacement of the predetermination of social position and identity by self-determination (Bauman, 2005), the increasing role of individual choice and reflexivity in the formation of identity (Giddens, 1991). Personal identity is a unity of individual and social aspects, but depending on historical conditions, one or another aspect of identity can come to the forefront. Under the conditions of modernity, the importance of the "I-identity" increases and "We-identity" acquires an increasingly abstract and less definite character and needs additional mechanisms for its strengthening.

In recent Russian studies, the analysis of identity is more closely connected with the problem of collective, rather than individual self-determination, which is caused by the disintegration of the Soviet society and the type of its collective identity (Dubin, 2009; Gudkov, 2004).

Researchers' attention to the collective aspect of identity in Russian society can serve as an indicator of the state of this society. In the context of the problem of collective identity (Shakhbanova et al., 2018b), religion appears as a system of ideas, values, symbols, norms, rituals shared by the group, ensuring the
unity of this group, allowing the group to maintain borders with other groups, to distinguish themselves from "others."

Throughout much of human history, religion has played a decisive role in the legitimization of social order, normative regulation and social integration. Religion formed the dominant symbolic universe of archaic and traditional societies, reproduced by the totality of social institutions of these societies and a continuous tradition, a significant part of which consisted of various religious practices. Both society and the individual received their definition and were regulated by religion; the very concept of religion in the context of ancient societies is almost synonymous to the notion of culture, as noted by several researchers (Giddens, 2003). In the conditions of archaic and traditional societies, the collective component prevails in the individual's identity, and the social community, of which the individual is a part, has a sacred character. In other words, for most of human history, religion was the basic element of collective identity. Secularization, which became an important element of modernization in Western societies, broke the strong link between the religious symbolic universe and the social order. The society lost its sacred status and religious legitimacy. Because of the process of socio-cultural differentiation, social institutions acquired autonomy and went out of the symbolic control of religion, which also became a separate social institution with its own specific symbols, values and norms that practically did not affect other social institutions (Riis, 1993; Taylor, 2007). However, ideological and symbolic heritage of religion determined the cultural specificity of secular societies and the secularization process itself did not lead, contrary to expectations or fears, to the disappearance of religion. The forms of its social existence and presence in the cultural space changed. Moreover, this presence became even more noticeable, and in the second half of the twentieth century led to criticizing the concept of secularization and the emergence of new theoretical approaches to the analysis of religion in modern and postmodern societies, for example, the concept of desecularization (Berger, 1999). One of the earliest attempts to revise the ideas of the role of religion in modern societies was the concept of the civil religion of R. Bella (1967). This concept can be used to study the role of religion in post-Soviet Russian society and place of religious affiliation in the structure of the collective identity of Russians.

In the semantic and philosophical vacuum formed after the destruction of the Soviet collective identity, it is religion (mainly Orthodoxy, although in some Russian regions - Islam) that became increasingly important. The specificity of the post-Soviet Orthodox religiosity, identified by sociological studies (Zorkaya, 2009; Dubin, 2009), which does not imply participation in religious practices, knowledge of the doctrine and sometimes even belief in God, indicates that identification with Orthodoxy fulfills not only the religious, but also some other functions.

Results

As sociological surveys show, most Russians consider themselves Orthodox. At the same time, the politicization of Orthodoxy, noted by many researchers (Morozov, 2014; Verkhovsky, 2012), the participation of the ROC in the formation of the official, conservatively oriented ideology, demonstrate the tendency of the transformation of Orthodoxy into the element of national-state identity (Knorre, 2014).

At the same time, the term "national" acquires ethnic, rather than civil meaning in certain circles. Orthodoxy is understood by some representatives of the ROC and the ideological segment of the Orthodox community as an ethnic religion, contrary to the universalist character of Christianity. Ethnic perception of Orthodoxy can be found in some official statements of Orthodox organizations, for example, the "Declaration of Russian Identity", adopted on November 11, 2014 following the results of the XVIII World Russian People's Council meeting. In this case, the fact that an organization associated with the Russian Orthodox Church and claiming to express the views of Orthodox Christians deals with the problem of determining ethnic identity is even more attractive than the content of the document itself.
However, it cannot be said that the majority of Russians associate Orthodoxy with ethnicity. According to the data of VCIOM (Russian Public Opinion Research Center), only 6% of Russians believe that Russians are those "who adhere to the Russian Orthodox faith and its traditions" (Fedorov, 2013). The close connection between "Russianness" and "Orthodoxy" is more an ideological construction than reality. As M. Mchedlova (2016) noted, relying on the research of the Institute of Sociology of the Russian Academy of Sciences, "religion in the series of ethno-differentiating signs takes practically the last place" (Nationalism in modern Russia, 2011). Nevertheless, some researchers believe that religious, ethnic and state identities are traditionally connected in Russia:

"Analysis of various aspects of the contemporary religious situation in Russia leads to the conclusion that there is a close connection between religiosity and ethnicity. [...] This connection is a characteristic and historically inherent feature of the religious situation in Russia, where traditionally there was a correlation between religious and ethnic identity [...]In addition, the historically established close cooperation between the Orthodox Church and the state led to the involvement of the Church in the construction of both religious and other collective cultural identities" (Kazemina, 2009).

There are certain historical preconditions for interpreting Orthodoxy in the ethnic key and the fusion of Orthodox and ethnic Russian identity. The Church-state cooperation that has existed for a long time is developing quite successfully in the post-Soviet period, leading to the strengthening the role of the Church in the process of constructing a collective identity, noted by O. Kazmina. It is quite difficult to answer the question of what exactly is expressed under the declared Orthodox identity of Russians. Data from empirical studies draw an ambiguous picture. On the one hand, throughout the post-Soviet period was an increase, albeit uneven, in the number of Orthodox Christians. In 2012, according to the data of the Levada Center, 74% of Russians called themselves Orthodox, and in 2009 - 80% (74% of Orthodox in Russia..., 2012), while in 1990 the number of Orthodox barely exceeded 30% (Zorkaya, 2009). On the other hand, the religiosity of Orthodox Russians is quite controversial. Studies record that the vast majority of respondents are practically not involved in Church life, very rarely perform religious rituals, even the most simple (prayer). Respondents often do not know the Orthodox dogma, and some do not even believe in God, heaven, hell and the posthumous existence of the soul. It does not interfere with their Orthodox self-identification. It should be noted, that Russians trust the ROC - the level of trust in the Church exceeds the level of trust in other social institutions and organizations. At the same time, the real influence of Orthodoxy on the lives of Russians is not very noticeable, and most Russians, as studies show, do not believe that this influence should grow (Religiosity ..., 2017). However, the activities of the ROC in many areas are aimed at expanding influence; education is one of the important channels of such influence. It is through the education system in modern societies that a collective identity is being constructed (Vodenko et al., 2018).

In 2009, sociological studies showed that 69% of Russians refer to the introduction of the "Foundations of Orthodox Culture" in schools positively (School: Teaching in National Languages and the Basics of Orthodox Culture, 2009). However, the real behavior of Russians differs from declarative approval. Where parents were given the opportunity to choose the course, they chose secular subjects. According to Muravev and Shakhnovich, the choice of parents in 2012 and in 2009 was the same - almost two-thirds chose secular courses: 41.7% of parents chose "Fundamentals of Secular Ethics", 21.5% - "Fundamentals of World Religious Cultures" (Muraviev and Shakhnovich, 2012).

School is a space where the Church meets the community, trying to influence the key to the process of social existence - socialization. School is an important social mechanism for the formation of national and civil identity. M. Mchedlova (2016) notes this duality of attitudes: "In principle, our fellow citizens are calm about the influence of religious organizations on education. Only 6% said that such organizations could provoke negative activity in this area. 53% found it difficult to answer. Thus, about 40% of Russians as a whole are ready to recognize that education can benefit from religious organizations. However, most
Most Russians believe that parents should be engaged in religious education, the same parents who, as the polls show, do not know the basics of the dogma, do not believe in God, do not attend the church and do not perform rituals. Negative reaction to the "invasion" of religion in daily life show the results of the recent opinion poll (Religion: Pros and Cons, 2015), concerning various aspects of the interaction of religion and society. "... If in 1990, the majority of polled agreed that the growth of religious beliefs would benefit the society as a whole (61%), today only a third (36%). 41% of the respondents predicted a positive effect for themselves, at present - 33%. Today the danger of the spread of religious beliefs is much more often spoken about: for society as a whole - from 5% in 1990 to 23% in 2015, for themselves - from 3% to 18%, respectively "(Religion: Pros and Cons, 2015).

It can be assumed that the deterioration in the attitude towards the spread of religious ideas in society is associated with fear caused by the growth of activity of radical fundamentalism. However, this factor is hardly able to influence the assessment of the value and significance of religion "for myself", which also declined, although to a lesser extent. A noticeable factor may be an increase in public activity of the Church itself and its public representatives. The results of the polls show the discrepancy between the declared Orthodox identity and the real - minor - influence of religion on people's daily lives.

The time of the meeting of Church Orthodoxy and real life for a large proportion of Russians are Orthodox holidays, Christmas, Easter and Epiphany. The most popular Orthodox holiday is Easter. In 2016, it was going to be celebrated by more than 60% of Russians, more than 70% of Orthodox (Lent, Easter, 2016). In general, participation in the holiday means preparation of festive dishes; about 20% of Russians also visit the cemetery. The overwhelming majority of the population do not observe the Fasting before Easter.

The cultural and social significance of the holidays is the interruption of everyday life, the actualization of common values and the strengthening of the sense of community through ritual and the creation of a special emotional state. Orthodox holidays have acquired great symbolic significance, they are widely covered in the media, and representatives of the political and cultural elite take part in them. Thus, the importance of these holidays is fixed in the public consciousness. At the same time, being detached from other forms of religious behavior and thus from their religious content, these holidays are for the majority a demonstration of respect for "right" values without their internal awareness and acceptance, the expression of unmet need for something high. However, religious holidays are less important than some secular holidays. According to the data of the Levada Center in 2014, the most important for Russians were: New Year, birthday parties of family members, own birthday, Victory Day (Important holidays, 2014). Easter takes the fifth position, Christmas - the sixth, ahead of other official and semi-official holidays.

The choice of major holidays shows that for Russians it is more important to have holidays connected with the family than holidays expressing the unity of values, collective unity and affirming the common collective identity. At the same time, Easter is largely a family holiday - the preparation of festive dishes and their consumption occurs in a family and friendly circle; the moment of "collectivity" is associated with the consecration of Easter cakes in the church, but not with participation in solemn worship (Lent and Easter, 2016). Among the holidays connected with a feeling of unity, the most important is the Victory Day, rather than Orthodox holidays.

The place of Orthodoxy in the Russian image of "We" is evidenced by polls aimed at revealing the opinion of the Russians about their identity. Answering the question "Who do you consider yourself with pride," variant "believer" in 2008 was chosen by 15% of Russians. For comparison - the answers "father (mother)", "Russian man", "a citizen of Russia", "a resident of the city, the village" were chosen, respectively by 53, 50, 47, 34% of respondents (Dubin, 2009).
According to VCIOM (Fedorov, 2013), only 10% of Russians perceive themselves as members of a religious group. At the same time, "citizens of the Russian Federation", "residents of their city", "people of their generation", "their nationality" - respectively, 57, 35, 16, 16%. The word "Motherland" is associated with "faith and religion" only by 2% of respondents.

This survey demonstrates not only the place (far from being central) of a religious component in the structure of collective identity, but also the predominance of "macroidentity", national identity in the minds of Russians. Collective identity "common interests" is not significant - only 4% of respondents identify themselves as people of "common culture" ("we are fans of classical music", etc.) The commonality of political views is important for the identity of 2% of Russians. Against the backdrop of such low rates of identification of Russians with virtually all social groups they face directly in everyday reality, the number of self-conscious members of a religious community - 10% - does not look so small.

The above data indicate that the Orthodox identity of most Russians has "spectator character", if we use the expression of B. Dubin (2009). It expresses the recognition of the importance of certain symbols, images and values by Russians. In the structure of the collective identity of Russians, the state identity and the ethnic identity are clearly expressed and more important than religious identity.

Nevertheless, Russians believe that religious values and beliefs should not be insulted - this is confirmed both by polls and by the negative reaction of a large part of society to cases of desecration of religious symbols and support for the position of the ROC in such matters. Against the backdrop of such low rates of identification of Russians with virtually all social groups they face directly in everyday reality, the number of self-conscious members of a religious community - 10% - does not look so small.

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Discussion
The problem of civil religion was discussed, albeit not too widely, by Russian researchers (Verkhovsky, 2012; Lunkin & Zagrebina, 2017) and publicists, including those involved in the ROC (Legoyda, 1999). It can be said that at some point this concept replaced the "national idea" popular in the 1990s. A. Hoffman (2003) wrote about the functional and substantial similarity of the "civil religion" and the "national idea". Like the American civil religion in the interpretation of R. Bella, the emerging Russian civil religion does not imply a clear confessional identity of "adherents" and a religious way of life, does not exclude adherence to different religions (for example, the representatives of the Russian Orthodox Church constantly talk about the unity of "traditional Russian confessions"). Russian civil religion, like the American one, stands above confessional differences, although it appeals mostly to Orthodoxy, justifying its symbolic dominance by historical tradition and cultural heritage.

The formation of the civil religion is evidenced by the transformation of the official language of power, in which religious terminology is increasingly encountered. Religious rhetoric as an expression of civil religion was also noted by R. Bell. At the same time, the use of such rhetoric contributes to the further validation of the importance of religion, as well as to a certain deformation of religious beliefs. Analyzing the religious rhetoric of Russian parliamentarians, B. Knorre (2014) notes that the frequent use of religious clichés in public speech can generate new meanings that are different from those that exist in the proper religious tradition.

The Russian civil religion differs from the American one not only in its content, but also in its way of formation. The first emerged spontaneously, the second is largely designed purposefully and the ROC participates significantly in this process. Official documents adopted by the Russian Orthodox Church, for example, "Foundations of the Social Concept of the Russian Orthodox Church", "Foundations of the Russian Orthodox Church's Teaching on Dignity, Freedom and Human Rights", as well as public statements of the Patriarch and other representatives of the Church contain significant political and ideological components. Focusing on the national objectives, XV World Russian People's Council worked out the draft of "Basic Values" for the Russian society (Basic Values, 2011). Particular attention was paid
to such a value as patriotism and the problem of patriotic education of youth. Patriotism, service to the Fatherland, the need to confront harmful external influences, destroying Russian identity, are popular issues of public speeches among the representatives of the Church. Public speeches of official representatives of the Russian Orthodox Church are more devoted to secular - ideological, cultural, social issues than the actual issues of spiritual life and salvation. Understanding the role of the Church by Russian society is also completely secular. The survey conducted in 2013 by the company "Sreda" (Image of the Russian Orthodox Church, 2013) revealed the following popular features of the image of the Church:

1. Commitment to traditions, protection of the past (30%)
2. Helping people, parish and social work (30%)
3. Magnificent rite, beauty and splendor of divine services (22%)
4. Openness to everybody, clarity and friendliness (21%)
5. An important part of state, a government agency (17%)

The survey showed little difference between the real and desired characteristics - so people would prefer the greater social activity of the Church and the lesser connection with the state, but in general the real and ideal image of the Church almost coincide. It is surprising that the very essence of the Church, "spiritual mystical life", is claimed by only 5% of respondents. Moreover, even fewer respondents "would like" having such a characteristic - 2-3%.

It is significant that for the Russians the Church is associated with the protection of the past and statehood. These aspects of the Church image are directly related to maintaining a collective identity. Functions of the Church, aimed at overcoming mutual alienation, mistrust, and social insecurity are also important for Russians (Gafiatulina et al., 2018).

The simplified and secularized, Orthodoxy devoid of mystical essence, does not exhaust the content of the emerging Russian civil religion. Its important element is a complex of symbols and ideas associated with the Victory in the Great Patriotic War, and the significance of this complex is constantly increasing, as evidenced by the growing emotional significance of the Victory Day. The real history turns into a sacred history, which is expressed not only in more or less spontaneous forms of festive collective behavior, but also in official rhetoric - both authorities and representatives of the ROC, in the creation of new symbols and rituals, in the practice of protecting the sacred symbols of victory from desecration, religious interpretation of the war history. This tendency of religious understanding of military events is not simply planted from above - it is typical for the consciousness of Orthodox believers themselves. Thus, the legend of the meeting of St. Matrona with Stalin is an example of Orthodox folklore, rather than ideological construction.

An important component of the emerging civil religion is the Russian historical and cultural heritage as a whole that is ideologically interpreted. Orthodoxy, as a "culture-forming religion," is often seen as an important part of this heritage, even as the basis of the civilizational specificity of Russia. This position is shared by the ROC leadership.

According to O. Morozov (2014), we can talk about the specific "historical policy" of the ROC. Both the Church and the state are engaged in the construction of a new acceptable image of the past, the presence of which is the necessary foundation of the collective identity (Emirbekova et al., 2016) and the basis of the civil religion that sacralizes the most important historical events and the nation as the subject of this history.

Conclusion
Orthodoxy is one of the most significant aspect of the collective identity of Russians. The specificity of mass Orthodox religiosity makes it possible to say that for most Russians Orthodox identification is not so much connected with spiritual and moral issues as with the awareness of the importance of Orthodoxy for national culture and involvement in it. The majority of Russians perceive the Church more as secular
than the actual religious institution, which is confirmed by the prevailing ideas about its functions in the public consciousness. The secular approach to religion is also evidenced by the weak involvement of the majority of Russians who identify themselves as Orthodox, into church life, poor knowledge of the Orthodox dogma.

In addition, in post-Soviet Russia there is a constant strengthening of the ideological influence of the ROC, its presence in the media space, in mass culture and education, thanks to which the corresponding symbols and rhetoric become more and more common. The Church seeks to declare and disseminate its views on a wide range of social and political issues, to provide ideological support for the state policy. The state, for its part, is inclined to give some preferences to the Church and use its symbolic and cultural capital for the state ideological purposes. As a result, in recent decades, the process of constructing a civil religion is unfolding in Russia, one of the most important components of which is Orthodoxy.

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Designing Electronic Lab Sessions for Computer Science Class: Elementary School

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Abstract
The purpose of this study is to design an electronic lab session for elementary school using computer science teaching methods and an availability approach. Theoretical and methodological basis of the research are the Law of the Republic of Kazakhstan on Education, State Compulsory Educational Standards of the Republic of Kazakhstan, and State Information Technology Program designed for the Elementary Education System. The authors have described the structure of an electronic edition, as well as the significance of teaching computer science at the elementary school. A concept of electronic reading, e-edition’s structure and the requirements for it was introduced, as well as units that disclose the importance of teaching computer science at the elementary school.

Keywords: Information technology (IT); Electronic textbook; Electronic educational resource; Online training course; Practical and educational complexes.

Introduction
Any educational establishment forms in students a new way of thinking and raises their interest in computer science by introducing information and communication technologies into the teaching and learning process (Buabeng-Andoh 2012; Vinokur 2015; Büyükbaykal 2015). Community is one of the basic requirements for such a process in an elementary school (Uluyol and Şahin 2016). Applying e-resources for designing special training systems is one of the key issues nowadays (Medic and Markovic 2017).

Teaching aids and electronic textbooks are forms of computer-aided learning (CAL) (Voogt et al. 2017). IT introduction is also affected by educational standards in the country. Since ITs are rapidly evolving sector of life, new technology called e-learning is also catching up the trends (Guo et al. 2017). E-learning can be divided into three main units: presentation unit is a computer science course unit; knowledge solidification; knowledge assessment. CAL combines basic textbooks, definitions, reports and labs (Gaebel et al 2014). Electronic textbooks applied in each field of education allow stimulating not only student’s cognitive activity, but also to creativity when it comes to shaping logical thinking. Therefore, modern information society cannot move forward without electronic media (Bidaybekov et al 2014).

An electronic edition is an educational product, but unlike ordinary textbooks, it can be seen only through a computer. Electronic textbooks must also meet certain requirements. Electronic teaching aids are finished materials intended for student use. They should be applied more often than textual information and/or media technology when the electronic edition is being designed, as they help to keep information at hand.
Modern life is becoming more developed, students easily learn computer science. According to psychologists, the best period for a child's logical thinking to be shaped is his/her primary school time (5-11 years).

In modern society, any teacher should teach a child how to think logically by interacting with him/her and analyzing his/her responses. In schools, information is taught according to individualized programs, which basic content is as follows: mathematical continuity approach; reasoning tasks and games introduced to teach how to solve problems at the target level.

Primary curriculum provides for developing a personality, his/her abilities, positive attitudes and skills useful in developing strong skills of behavioral culture: learning, writing, calculating, linguistic communication and creative self-expression (Khasanova 2016). IT introduction improves the quality and efficiency of all the stages of educational process through innovation technologies and personal goal achievement.

In our life, information technologies are being actively introduced. The education sector has also undergone significant changes due to information technology. Modern educational process includes electronic textbooks, simulators, laboratory applications, test/control systems, media teaching aids, interactive whiteboards and other auxiliary teaching aids (Ageev 2008).

Informing about education is one of ways to improve country's knowledge in accordance with social, political and business transformations. At the moment, we have to integrate information technologies in the field of information and information space (Białecki, Jakubowski and Wiśniewski 2017). Currently, competitiveness of education and upbringing is one of the most challenging issues, as well as bringing educational standards to a higher level. Teacher's competence is related with developing information and teaching tools. Each teacher should be able to use modern IT to achieve desired outcomes (Baturay, Gökçearslan and Ke 2017; Luongo 2012). In the Republic of Kazakhstan, State Program of Education Development for 2011-2020 provides for that 90% of secondary schools will run based on the electronic education system. In elementary school, children work in groups using e-learning tools. This method is to provide grammatical knowledge and dialogue between pupils. This makes it possible to plan the activity of gifted children.

Applying computer technology is one of many ways to conduct effective collectivization. This requires higher professional competence, more cases with modern teaching tools to be applied, and teacher's continuous self-development. The amount of information that students receive in class is very high. Therefore, cases with Internet resources and multimedia complexes applied will be taken into account, as they contribute not only toward information sorting, but also toward the processes of shaping logical thinking, forming creative search, increasing information activity (Agbatogun 2012). The most effective methodology for education development is one of the major features of our time - educational establishments run in accordance with various programs. The most important thing is that there are introduced electronic teaching aids that provide new opportunities for education.

Transition to a new education paradigm is a component of e-learning in the context of combining teaching and information technologies that provide high quality of education for all at the background of effective teaching (Coan 2017). Thus, the aim of this research is to achieve the following research objectives: determining teaching potential for online computer science labs as interactive homework in elementary school; defining pedagogical requirements for electronic labs; applying online computer science labs in elementary school; experimental testing.
Methods

Electronic textbook

Electronic textbook is a combination of models designed for pedagogical, educational and cognitive work based on the integration of ICT; software product that provides automated online interaction of teachers and students. Student’s e-learning tools are sources of information that allow them to independently fill their knowledge and prepare for classes and exams in the electronic format.

The Law on Education states that the main goal of the education system is to create an environment for one’s personality and professional development based on national and common values, and science achievements. In the State Compulsory Educational Standard of the Republic of Kazakhstan (2007), there are the following requirements for graduates: ability to organize own activity on a science basis and to master computer skills (information collection, storage and sorting); methodological and psychological readiness for interdisciplinary projects on changing the type and nature of own professional activity.

At present, improving education and raising its significance are the major problems. The rich use of electronic textbooks contributes not only to higher creative activity of students, but also to creative projects on developing a system of logical thinking (Kao et al 2016). However, the way the teachers apply them does not meet modern requirements. Therefore, information environment is not a place where one can move forward without media. Students know and recognize the environment, but every child has a different perception. People perceive information generally in three ways: visually, by ear and by touch (90%, 9% and 1%, respectively). If the information provided by psychologists and educators does not meet student's primary needs, there may be problems.

Improving knowledge, skills and way of thinking is one of the major reasons why the e-learning tool is used (Jones and Brown 2014). Electronic teaching aids save student’s free time, but the e-learning tool is a system intended to use teaching methods and information technologies. Online learning characterized by teacher’s focus on individual creativity is paradoxical. Electronic textbooks can be considered as an information-driven learning system. This is a methodological tool not only for students, but also for teachers.

There have been currently developed electronic textbooks for a wide range of courses. They are effective since they reflect any content as a number of sequent images is an attractive manner. Surfing through the Internet is a common phenomenon nowadays.

Methodological program support will be of great importance for the e-learning tool creation. When it comes to e-learning tools, basic stages of all educational systems should be automated to control the content of knowledge sources and make a proposal for outcome assessment. In this case, all compulsory teaching materials are easily understandable and interesting. The intellectual content is presented in the form of games, as the latter is the most effective media technology – drawings, including interactive voice form. Hardware and visual aids are not enough to create an effective e-learning tool. A electronic textbook should not only show text and images, but also focus on the content (Mohammadi 2015).

The e-learning tool, in turn, encourages teachers, students, designers and other users to download software to hard and soft disks and maintain the content in accordance with the main textbooks. Typical e-learning tools for elementary students are often supplemented and, if possible, are the most effective project: it provides feedback, quick access to particular information. It can save time on requests for optimal interpretations of hypertext, and also briefly explain, reproduce, identify and interpret any object (Gogia et al 2017). Student’s knowledge is checked in a special unit.
Handing electronic teaching aids
Electronic teaching aids are used for:
- uncontrolled education;
- making conclusions on performance control for the subjects studied with special control questions;
- final testing.

High technologies provide qualitatively new opportunities for online learning. We have developed an e-learning tool as a tool for self-learning mainly based on high information technologies in order to increase learning outcomes.

Electronic teaching aid is also required when it comes to online learning. The teacher can find the electronic textbook handy enough for:
- monitoring student’s work in class and/or lab;
- saving time, showing examples and simplifying goals;
- facilitating the process of making homework properly.

Efficiency and prospects of applying electronic teaching aids in the learning process
In traditional education system, there are only 4 advanced levels of knowledge (reproductive, algorithmic, heuristic, creative) taken into consideration. As a result, materials are not used in full swing, and the knowledge is not taken in, not strong. Working on a computer can be classified as a heuristic and creative level. In the electronic edition, test questions are presented as complex tests and simplified tests. School children working on a computer begin to understand the topic better and participate in the research and begin to develop research skills.

Structure and requirements of the electronic textbook
The education system improvement plays an important role in achieving these goals. Electronic teaching aids are materials used with media technologies. E-learning tools are used by the companies and educational establishments.

There are several ways to assess e-learning tools:
- methodology-based assessment criteria;
- out-of-schedule experimental test;
- expert assessment.

Technological criteria – textbook capability fits the computer requirements:
- requirements for installation (availability of an installer, autocomplete possibility, etc.);
- requirements for learning tools (no falling down due to improper operating system, mouse and keyboard control, availability of controls, etc.).

Ergonomic criteria – criteria that meet the ergonomic requirements of electronic devices:
- requirements for the interview (simple information, availability of interactive interviews, availability of information and comments, etc.);
- requirements for visual environment (design quality);
- requirements for text and markup parameters (text reading);
- requirements for media (graphics and video fragmentation, computer graphics, sound support, changeable the sound level).

Pedagogical criteria – criteria corresponding to pedagogical requirements of the electronic textbook:
- pedagogical ambitions (compliance with requirements documents, teaching requirements);
- knowledge variability (several problem periods, nonlinear materials, various means of communication);
- requirements for psychological and pedagogical calculation (available components, tools, etc.);
- methodological support (available methodological materials, electronic journal, etc.).

The majority of electronic textbooks currently offered to consumers are tested in different conditions. In most cases, however, developers evaluate the software quality themselves by conducting pedagogical experiments. Finally, serious errors and omissions are reported. The quality of e-learning tool can be assessed by means of a free certification system designed to certificate educationally oriented hardware-software. Representatives, who successfully passed the test, were given the right to use the certificate that proves that the product is of high quality and raises its market competitiveness.

Visible part of the electronic textbook
If the textbook is being tested, then learning material should be presented in three different structures:
- rendering – synthesis of text, images, diagrams, tables, graphs, etc. In this case, codes can be presented as computer elements: animation, video, sound effects;
- diagram – graphic representation of shortened textual content. This will help the student to understand the structure of learning material and its main ideas. Visualization through graphic images greatly contributes to associative memorization;
- self-control system – learning material is presented as questions and answers using a special interactive system. Testing systems are often the most important part of the textbook, as they are used to verify the level of knowledge. Such a system consists of tests created by the textbook authors. They can also be used for testing and examinations.

The electronic textbook includes: title page; table of contents; abstract; diagrams, graphs, illustrations, tables; tasks; test control system; text search system; information about authors; instructions.

The title screen should be bright. In this regard, one can use animation (scrollbar) to exclude the abstract. On the one hand, learning material should be filled with elements, but on the other hand, it should be the same size as the screen. A good e-textbook has a complete set of student books, texts and graphic images. There should be a task at the end of each topic. If the task is not done, the student will not move on to the next topic. This forces him/her to carefully repeat the learning material.

The Final Test is intended to assess the level of knowledge. It is provided in the form of text questions, which types and forms are selected by the textbook authors, who have already answered them. The electronic textbook contains simple, easy-to-use student books. It simply allows anyone to find the necessary textbook, because it takes some time to find the data in the textbook. It is personality-oriented – in other words, the system tests the student’s knowledge of a particular unit and shows short codes, descriptions, models, etc.

Currently, there are the following requirements for e-learning tools:
- e-learning tool should be introduced as completed course notes;
- each unit must contain audio or video information. If there is possible to teach a lecture from anywhere within the compulsory live lecture interface, textual information can repeat some parts of live lectures;
- illustrations of complex models and devices should contain quickly generated explanations that appear and turn off;
- text units should be provided with a set of references to shorten the search time;
- hard units should contain animation or video information. In this case, it takes 5-6 times less time to understand the material than in the case of traditional textbooks.

Video is very useful learning tool, as any student understands a phenomenon better is it was observer in live action. Videos allow speeding up the demonstration, slowing it down or even refusing.

There are the following effective teaching tools suitable for electronic textbooks:
- traditional algorithmic languages;
common tools;
- media tools;
- hypertext and hypermedia tools;

Electronic teaching aids have three main operating modes: uncontrolled learning; controlled learning and test control. At the end of each chapter/unit, student checks his/her by means of a test.

Currently, various testing methods are used. One has to develop practical problem-solving skills, as well as theory, in order to success in a specific subject area. In this regard, he/she has to learn how to build a mathematical model of research processes and materials. There is a number of programs that provide graphic illustration of the algorithm contributing to the improved understanding of the matter, better intuition and imagination. These programs should be included in the aid.

Basic features of the electronic textbook are the following: convergence; regularity; aesthetic beauty; speed, etc.

Structure of the electronic textbook:

1. Text, diagrams, graphs, images, tables and other elements are described in detail, as in the traditional textbook.
2. Textual content is described as a graphic image – textbook illustration. This is called the graphical representation of fragments defining the main idea of the topic.
3. Self-test contains questions and instructions that determine the outcome.

Structural elements of the electronic textbook:
- Front flyleaf;
- Title screen;
- Authors;
- Table of Contents;
- Complete content;
- Summary;
- Additional literature;
- Self-assessment system;
- Self-control system;
- Search box;
- Manual control system;
- Abstract.

The e-learning algorithm is as follows: content assessment; students' skill/knowledge formation, self-education, preparing lectures and tests; preparing electronic and lab materials.

The key stages of e-learning are as follows:
- data source selection;
- making a list of contents and concepts;
- text restructuring by chapters;
- introducing as HTML file;
- computer support;
- analyzing and generalizing media materials;
- introducing audio files;
- preparing material for visualization;
- visualizing the material.

This student book is designed for self-study. Therefore, e-learning is based on a self-test system. It location (at the end of each unit) is very practical because the student can learn the material by repeating it and by watching attached video lessons. The main requirements for the textbook interface are as follows:

- easy-to-use design – a user must immediately understand how the program works. The program can fall down due to excessive elements.
- flexibility.
- Standardization – all modules must be of the same type. Students should be able to navigate after viewing multiple windows.

The interface design of our textbook includes the following elements: Main Menu, Submenu and the Primary Window with links. Learning material is displayed when a student clicks on the item (one-level structure). Any topic can be viewed instantly in the Primary Window. The same interface structure is designed to simplify the navigation process. Designing tasks for electronic lab session is a process that requires a lot of work and knowledge of computer technologies. Thus, several design stages were identified.

Electronic Lab Session was designed with the Macromedia Flash 8.

Our computer science e-textbook is designed for elementary school children (2 grades) working on any computer. It has the following units:

- learning materials;
- video clips;
- interactive tasks;
- games;
- tests.

Each unit has its own characteristics and benefits.

According to pedagogical standards, the possibility of realizing an acceptable contrast must be well thought out in the color system from the very beginning (Zymina 2007).

According to UNESCO, students receive 12% of audio information, 25% of visual information and 65% of audio-visual information. Thus, electronic textbooks allow students to learn educational material well.

At the new lesson, teacher will be able to present additional interesting materials, deliver large-scale themes with reference drawings and demonstrate new ideas in an effective and attractive manner. This has a great impact on the team and individual work. Presentations, graphic drawings, textual information, video and audio materials make the class more interesting. A radical change in teacher’s teaching style and methods, student’s personality development, interdisciplinary learning, allows creating something new. According to the informal society, teacher and student should have a fresh look and ideas. Therefore, e-learning will be useful to attract the younger generation wishing for creative work.
Results
Designing computer science e-textbook for second grades (elementary school)
The purpose of the computer science e-textbook designed for the 2nd grades is to use new technologies in order to teach students the peculiarities of computer science. This electronic textbook is an original media tool of a very high quality. This aid takes into account the age peculiarities of second-grade students. The great part of the lesson students performs interactive tasks and shape their own logical thinking by means of a game. Methodological support plays an important role in developing electronic teaching aids. All e-learning stages follow the paper textbook. Thus, all compulsory textbooks are bright. In the e-learning tool, one should focus not only on drawings and definitions, but also on basic principles. In the computer science e-textbook designed for the 2nd grades, left side of the title page should contain the following tabs:
- Footnotes;
- User guide;
- Links/References
- Authors;
Figure 1 illustrates the e-learning guide designed for the 2nd grade.

![Learning guide designed for the 2nd grade](image)

In the middle of the same page, there is a Main Menu button (Figure 2). The student can enter the Main Menu by pressing the left mouse button. In the Main Menu, there are the following buttons:
- Learning materials;
- Video;
- Interactive tasks;
- Rest time;
- Games;
- Test.
Learning materials chosen for computer science e-textbooks designed for the 2nd grades

Providing learning materials for electronic textbooks designed for 2nd grades is one of the basic principles of e-learning (Figure 3).

The textbook contains the following learning materials:
- Computer Security Rules;
- Basic Computer Devices;
- Computer Hardware;
- Information about Information;
- Working with Paint.

The Significance of Interactive Tasks provided in the Computer Science e-Textbook designed for 2nd Grades

The XXI century is an age of rapid IT development. Therefore, it is important to use interactive technologies in modern education system, as they help to improve the quality of education by strengthening the organizational skills of teachers. One of the major goals of using this technology is to strengthen student's intellectual potential, develop mentality and improve the quality of teaching at all stages of the education system.
Media apps can be improved in terms of efficiency by using methodology that takes into account student’s needs, teacher’s teaching style, teaching capabilities of media and pedagogical principles of media application. They can also be improved through the optimal selection of teaching media programs and their combinations in accordance with the lesson objectives, student’s level and information culture development peculiarities.

Another distinguishing feature of interactive technologies is that they increase student’s motivation and interest in the subject, the learning environment and ability to perform tasks and make timely decisions independently.

When it comes to this technology, interactive tools are very important. Such tools are created with many different programs: AutoPlay, Adobe Flash, Camtasia Studio, Macromedia Flash, Delphi, NeoBook. These special computer programs allow designing high-quality graphics, animation, sound, interactive tasks and video clips.

The textbook can be called interactive, if it immediately answers all student’s questions. If the hot problem arises while the student has the opportunity to get information, then there is a close connection between the student and the computer.

The main purpose of designing interactive tasks is to teach students to find an answer to their problem, because their intellectual activity cannot be tracked when they give ready answers. Their intellectual potential increases only when they find themselves and learn to solve the problem.

Out textbook contains several interactive tasks:
- Find all computer devices;
- Hated letters.

Each task has its own peculiarities. Find all computer devices introduces the student with several photos. The student, in turn, has to find the right objects (Figure 4).

![Figure 4. Find All Computer Devices game](image-url)
At the lesson, game’s main purpose is to combine education with the game, improve team relations and ensure that the child is actively involved in the game. The game contributes to:

- logical thinking;
- individual work skills;
- rich vocabulary;
- student’s attention;
- mutual respect;
- student’s interest.

Students, who have completed the above-mentioned interactive tasks, are allowed to move to the rest time and learn with special videos (Figure 5).

The game consists of several mini-games:
- The World of Twisters;
- Word Illustration;
- The Jewel of Knowledge (Figure 6).
These games improve student’s creativity, skills, attention and self-control.

The World of Twisters is a game based on puzzle-solving.

Pictorial puzzle is a game in which one can find hidden words, phrases, images, letters and symbols. It is also known as rebus. The word itself appeared from the Latin phrase Non verbis sed rebus, which means: Not with words, but with the help of things. There are three basic pictorial puzzles:

- photo-rebus;
- letter-rebus;
- math rebus.

We have used the Image Rebus that was introduced in (Figure 7).

![Image Rebus](image.png)

Figure 7. Image Rebus

Word Illustration is a game, where words are introduced as images.

The Jewel of Knowledge is a game based on riddle-solving. Riddle is a small literary genre characterized by a specific subject or phenomenon.

In the textbook, there are computer science riddles, which must be solved using photos: (Computer). (System unit) (Printer)

Since children percept in different ways, video lessons have a big impact on them. In the textbook, learning materials are introduced also as several video lessons (Figure 8).

![Video title](image.png)

Figure 8. Video title
A test allows determining the level and structure of student's knowledge on the specified issue. There are several versions of test problems. The test improves student's performance because it is difficult to remember or copy a large number of tasks. The test is useful not only for student's character research, but also for teaching students. The test allows determining true educational background of each student quickly. There are many types of tests. For example:

Right Answer Test – there are several answers. The student has to choose the right one.

True-False Test – there are two answers (yes/no, true/false). The test is to checks how well the student learnt complex rules and definitions.

Multiple-Choice Test – there are several answers. The student has to choose the relevant options.

Closed Test – students must complete the question or phrase.

**Computer Security Test**
1. It is not allowed to enter the class:
   a) Walking on the furniture;
   b) Gently;
   c) With teacher’s permission;
2. May I turn the computer on without teacher’s permission?
   a) -;
   b) If the magic word was said;
   c) Not an option;
3. How should I work on a computer?
   a) With my hands dirty;
   b) Slapping the keys;
   c) With dry hands;
4. My back/shoulder pain is caused by:
   a) Long period of sitting in front of a computer;
   b) Sitting improperly;
   c) No eye protection used;
5. Distance between the table and the body is:
   a) 10-15 cm;
   b) 20-25 cm;
   c) 14-16 cm.

**Microsoft Paint Test**
1. MS Paint is useful for :
   a) writing;
   b) painting;
   c) records;
2. What tool allows drawing straight lines?
   a) Curve;
   b) Line;
   c) Pencil;
3. What tool allows adding text?
   a) Text;
   b) Record;
   c) Letter;
4. What tool allows cutting fragments?
   a) Eraser;
   b) Eraser;
   c) Pencil;

5. How to choose the line thickness:
   a) line thickness is not changeable;
   b) text size should be bigger;
   c) line type is displayed at the bottom when the Line Tool is selected.

**Computer Hardware Test**

1. What device is not part of a computer?
   a) keyboard;
   b) mouse;
   c) book;

2. What is the function of a monitor?
   a) information processing;
   b) information storage;
   c) information display;

3. What is the most important part of a computer – its brain?
   a) System unit;
   b) Joystick;
   c) Keyboard;

4. Choose an input device:
   a) monitor;
   b) keyboard;
   c) system unit;

5. Choose devices attached to a host computer:
   a) System unit, keyboard, monitor;
   b) Monitor, scanner, mouse;
   c) Keyboard, joystick, modem.

Tests for each topic consist of 5 questions and 5 correct answers, respectively. Each correct answer is rated at 1 point (maximum score: 5 points).

Testing allows the students to determine how well they have learned the subject and to find out if the learning outcomes are appropriate.

**Conclusion**

To sum up, child’s intelligence is rapidly developing in elementary school, so teachers should include programs that will help to shape child’s thinking during the learning process. Changes in thinking can lead to changes in mental processes, such as emotions. Availability of advanced technologies and educational resources, as well as creating an environment for mental, physical and spiritual development can be regarded as main areas of education quality improvement.

Applying electronic lab sessions is one of the ideas for applying such technologies in teaching and learning. Parents wishing to increase child’s interest in class can use our textbook not only during classes, but also at home. Electronic lab sessions designed for computer science class allow increasing student’s
motivation; developing creative abilities; shaping logical thinking; developing student’s self-control skills; and improving student’s memory.

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The Role of Personality Characteristics in Forming EFL University Students’ Attitudes towards Learning English as a Foreign Language: A Case Study

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Abstract
The role of attitude as a crucial factor that impacts learners’ management and performance of all language skills and activities has formed a focal point of study and interest on the part of the majority of scholars specialized in language teaching, learning, and acquisition. This is so because attitude through its main three components, namely cognitive, affective and behavioural, uncovers the ways that learners think of the new language, feel of it and behave in doing all its relevancies. The present study is intended to investigate the attitudes of EFL university students towards English language learning. It hypothesizes that there are no differences between the attitudes of male and female university students towards learning English. To bring about the aims and test the hypothesis, a questionnaire has been administered to a randomly selected sample of 96 EFL 2nd year students at the Dept. of English Language, College of Humanities, University of Zakho, Kurdistan Region, Iraq during the second term of the academic year 2016-2017. The quantitative and qualitative data collected by means of the questionnaire reveal that (1) students in the sample have positive attitudes, in terms of the cognitive, affective and behavioral aspects, towards learning English, and (2) there is a statistically significant differences between the male and female students on the basis of gender.

Keywords: Attitude, EFL learners, Gender, Language Learning, Language Acquisition

Introduction
Learning a new language forms an inseparable aspect of every body’s life. This is because language is the best means of communication as it can help in expressing opinions, hopes, and even our dreams (Tavil, 2009, p. 338). As such, there are constant attempts, through investigation, study, analysis, research, laboratory work, etc., to improve language learning and increase human abilities to retain what is already learned. Such endeavours would remain ineffective unless the plethora of factors, namely age, personality, attitude, intelligence, aptitude, motivation, anxiety, etc. (Gardner & Lambert, 1972), that influences the process of language learning is accounted for and closely looked into.

Attitude, due to the wide range of the secondary factors represented by its already referred to components, is viewed as the prime factor that influences the language learning process either positively or negatively. “Attitudes towards learning besides opinions and beliefs have an obvious influence on students’ behaviors and consequently on their performance” (Abidin, Pour-Mohammadi, & Alzwari, 2012, p. 119). In other words, learners who have positive beliefs about other languages usually tend to boost further positive attitudes towards learning the language; just opposite to the learners who have negative beliefs and would duly experience anxiety, demotivation and boredom (Victori & Lockhart, 1995). Such viewpoints have led to is a general consensus that the most effective way to get insight into the learning process is to study the learners’ attitude towards learning the language (Tahaineh & Daana, 2013, p. 160). As such, the present study seeks to shed more light on the role of attitude in learning EFL by exploring the attitudes of Kurdish EFL University students towards English learning, duly specifying which component, namely cognitive, affective and/or
behavioural, is mostly dominant or prevalent among the sample under study, and designating the existence of any statistical difference in the sample’s attitudes according to gender.

To evaluate the role of attitude, as one of the most crucial psychological variables, that affects the process of FL learning, educationalist have sought to put forward a definition of attitude that might work as an all-embracing definition that accounts for the varied and wide aspects of the concept. This is on one hand. On the other hand, the bulk of literature on attitude works as a source for suggesting many definitions of attitude throughout decades. Green stated that “this fact is largely a consequence of the breadth of the concept, which permits various definitions reflecting the theoretical point of view of the individual student of attitudes” (Green, 1977, p. 111). Ahmed (1989, p. 87) stated that “among the most agreed-upon points in the early” and, likewise, updated definitions of the concept of “attitude” is the reference made to a “specified topic” or an “object” to denote the direction of behaviour. Such a definition finds a solid ground in what is stated by Gardner (1985) who remarked out that attitude is but an evaluative reaction to some referent or attitude object, usually concluded or determined on the basis of individual’s beliefs. Concerning the nature of “attitude” and its main components, Montano and Kasprzyk stated that attitude is determined by the individual’s beliefs about outcomes or attributes of performing the behavior (behavioral beliefs), weighted by evaluations of those outcomes or attributes. Thus, a person who holds strong beliefs that positively valued outcomes will result from performing the behavior will have a positive attitude toward the behavior. Conversely, a person who holds strong beliefs that negatively valued outcomes will result from the behavior will have a negative attitude. (Montano & Kasprzyk, 2008, p. 71)

Attitudes are said to have three interconnected aspects or components, viz. cognitive, affective and behavioral. Such a nature of attitudes definitely applies to FL learning settings and as follows: The cognitive aspect accounts for the beliefs, opinions and points of view FL learners have or hold towards whatever is related to the teaching-learning process of the language with main focus on teachers’ and teaching materials as these last two elements in addition to learners form the corner stones of the whole process. The affective aspect attends to learners’ feelings in terms of what they like or/and dislike of the process a whole and its subsidiaries. H. D. Brown (2001, p. 127) stated that “attitude is characterized by a large proportion of emotional involvement such as feelings, self, relationships in the community”. Finally, the behavioural aspect or component outlines learners’ inclination to adopt or discard certain behaviours or actions pertinent to the process of language learning (Wenden, 1991).

The preceding aspects of attitudes are covertly as far as the cognitive and affective aspects of attitudes are concerned, and overtly in terms of the behaviours/actions that FL learners undertake form the bases of learners either positive or negative attitudes towards the foreign language and its relevancies. Learners’ positive attitudes are indispensable for the successful learning of the FL, while failure in performing or managing the varied FL tasks is ascribed to learners negative attitudes; a point that is heavily heeded by the people concerned and has simultaneously made scholars think that attitudes as one of the learners’ personality characteristics and in order to prove their positivity or negativity should be measured by means of efficient tools (Ajzen, 2005). Accordingly, the present study has been launched to examine the attitudes, as a main personality factors of a sample of EFL university learners towards English with focus on first on the attitudes three components, cognitive, affective and behavioral, and second on the impact that the learners’ gender, male and/or female, on the formation of such attitudes, whether positive or negative.

Rational of the Study
It is believed that this study will be beneficial to the researchers interested in the study of FL learners demographic variables and the adopted educational policies concerning FL teaching. It is expected that this study would shed light on the process of English language teaching and learning as it accounts for the attitudes that a sample of Kurdish EFL university students have towards EFL and the benefits that learning English would entail. Additionally, it is expected to provide insights for research on attitudes towards language at large and the role of learners gender in forming such attitudes especially within a foreign context of learning English. Finally, it is thought that no sufficient investigation of Kurdish EFL university attitudes, in terms of attitudes components that are reflected in
learners’ personality characteristics, towards EFL has been conducted. Accordingly, the current study may be interesting to teachers of English through the presentation of a set of learners personality characteristics, namely needs, interests, inclinations, opinions, etc., all of which are expected to assist teachers in setting more appropriate programs and activities so as to make learners develop more positive attitudes towards learning EFL.

**Study Objectives**

The present study is set to investigate EFL university learners’ attitudes towards learning English. It further aims at specifying the role that learners’ gender plays by highlighting the type of attitudes, i.e. positive or negative, that male and/or female learners have toward learning EFL. The study also seeks to answer the following research questions:

1. What role is played by the cognitive, affective and behavioural components in determining the attitudes of EFL learners at University of Zakho towards learning EFL?
2. Are there any statistically significant differences between the EFL university learners’ attitudes according to gender?

**Literature Review**

Attitudes, as focal and important affective and psychological factor, play a vital role in the process of FL teaching and learning. Hence, the growing relation between the learners’ nature and the importance of language use (Saidat, 2010) has led to the carrying out of a bulk of studies during the past 60 years in different parts of the world in an attempt to identify and highlight the role that attitudes play in FL learning.

**The Importance of Attitude**

The indispensable role of attitude in language learning has been closely studied worldwide. The prevalent belief is that learners’ performance of the different aspect of the language they are learning is noticeably affected by the attitudes they hold, positive or negative and that “attitudes are important to us because they cannot be neatly separated from study” (Reid (2003, p. 33). As such, it can be deduced that intellectual capacity does not suffice to achieve success in language learning and that learners’ personality, through its varied affective and behavioural elements, contribute to the process of language learning in one way or another. In other words, the process of FL learning should not be viewed as purely academic approach, but rather psychological and social as well. This is so because many studies, of which Kiptui and Mbugu’s study (2009 as cited in Abidin et al., 2012) is an example, have proved that attitudes when negative lead to poor performance in EFL. Such a claim finds a solid ground in Gardner and Lambert (1972, p. 216) who stated that “the ability of the students to master a second language is not only influenced by the mental competence or, language skills, but also on the students’ attitudes and perceptions towards the target language”, and that attitudes boost the learning process, influence learners’ beliefs and behaviors towards the new language, its community and culture, and finally identify learners’ inclination to learn the language. Added to that, Baker (1992, p. 9) stated that “in the life of a language, attitudes to that language appear to be in language restoration, preservation, decay or death.” In a study conducted by De Bot, Lowie, and Verspoor (2005), they claimed that “language teachers, researchers and students should acknowledge that high motivation and positive attitude of students facilitate second language learning” (p. 15). Hence, uninterested learners with no tendency to engage in learning the FL. Therefore, if learners are not interested and do not have tendency in the learning of the FL would definitely have negative attitudes. They will also be demotivated and feel noticeable levels of anxiety in learning it.

**Attitude Formation**

The well-known scholar Brown (1994) pointed out that “attitudes, like all aspects of the development of cognition and affect in human beings, develop early in childhood and are the result of parents and peers’ attitudes, contact with people who are different in any number of ways, and interacting affective factors in the human experience” (p. 168). As such, it is evident that attitudes are developed or formed due to the positive or negative impact of a number of stimulants. To be more specific, the process of learning an FL is expected to be a positive change in the learner’s personality with regard to its cognitive, affective and behavioural domains. This is so due to the fact that on
learning a specific subject, a learner is supposed to think and behave in a different manner and have distinguished beliefs (Kara, 2009, p. 17).

Components of Attitude
As already mentioned, attitudes are structured from cognitive, affective and behavioural components, each of which has been approached, studied and analyzed on the basis of the perceptions, feelings and behaviours displayed by human beings at large and FL learners in particular.

Cognitive Component of Attitude
The cognitive component of attitude includes the way that learners think of the knowledge about the FL they are receiving and the way they perceive the process of learning the FL in general. The cognitive component of attitude is reflected in the four steps of “connecting the previous knowledge and the new one, creating new knowledge, checking the knowledge, and applying the new knowledge in many situations” (Abidin et al., 2012, p. 122).

Affective Component of Attitude
With regard to the affective component of attitude, Feng and Chen (2009, p. 94) pointed out that the “learning process is an emotional process, and it is affected by different emotional factors, the teacher and his students engage in various emotional activities in it and varied fruits of emotions are yield.” In other words, FL learners’ attitude reflect or rather express their interest and inclination to the objects and situations surrounding them, and hence influence their perspectives of learning the language (Choy & Troudi, 2006).

Behavioral Component of Attitude
The behavioral component of attitude outlines the learners’ ways of behaviour and reactions to specific situations. Kara (2009, p. 102) found out that “positive attitudes lead to the exhibition of positive behaviors toward courses of study, with participants absorbing themselves in courses and striving to learn more. Such students are also observed to be more eager to solve problems, to acquire the information and skills useful for daily life and to engage themselves emotionally”.

Related Studies
Many studies have been conducted to investigate learners’ attitudes towards FL learning. Al Mamun, Rahman, Rahman, and Hossaim (2012) investigated the attitudes of undergraduate students of Life Science School of Khulna University towards English language, and found out that the respondents have positive attitudes towards English language. Likewise, the investigation of the attitudes of High School students towards learning English and their success in reading comprehension, Momani (2009) found out that the students have positive attitudes towards learning EFL. There had been also a strong correlation between learners’ attitudes towards English learning and their reading comprehension performance. Such results had also been arrived at by a plethora of studies that indicated students’ positive attitudes. Example are (Al-Magid & Al-Mamun, 2009; Al-Tamimi & Shuib, 2009; Hashwani, 2008; Kara, 2009; Momani, 2009).

As for gender variable, Ahmed (1989) investigated Preparatory School students’ motivation and attitudes towards learning EFL and if there were any differences in the attitudes of male and female students in this respect. It was found out that the participants had positive attitudes towards learning English. The finding also indicated a statistically significant difference in the attitudes of male and female students.

Abidin et al. (2012) investigated the three attitudinal components, namely cognitive, affective and behavioural, of Libyan Secondary School students towards learning English and whether there was any significant difference in the attitudes of male and female students towards learning English. The participants showed positive attitudes students towards English learning. Besides, data analysis showed a statistically significant difference in the attitudes according to gender.

Just in line with the outcomes of the two preceding studies, Eshghinejad (2016) studies learners’ attitudes towards learning English and whether there was a significant difference in the attitudes of male and female students. The findings underlined learners’ interest in, high enthusiasm to, and positive attitudes towards learning English. There
was also a statistically significant difference in the attitudes of male and female university students towards learning English in favour of females.

The current study is intended to follow suit as far as its objectives, in comparison to those of the previous studies, are concerned. The choice of the topic, the purposeful selection of the sample of the study and that of the object, namely learning EFL, are all intended to fill a gap and to contribute even partially, through the results arrived at, to the process of English language teaching and learning in Kurdistan region, Iraq.

Methodology

Participants
A sample of 96 2nd year EFL students, 37 male (38.5%) and 59 (61.4%) female, were, randomly selected from among a population representing the 4 study stages at the Dept. of English language, University of Zakho, Kurdistan Region of Iraq.

Research Design
The design of the present study is of quantitative nature, i.e., inferential and descriptive. Hence, the only measuring instrument was an adapted questionnaire. The participants were asked to be attentive and honestly answer the items of the questionnaire. They were required to give their responses to a set of items concerning the ways they think and feel about the three aspects of attitude, namely cognitive, affective and behavioural. The demographic profile with focus on gender was a further point that participants were asked to heed.

Research Instrument
A questionnaire for investigating “attitudes” was the only instrument used to collect the data for the current study. The items were partly adapted from different resources, viz. Boonrangsi, Chuaymankhong, Rermyindee, and Vongchittipinyo (2004) and (Gardner (1985). Based on the researchers’ experience and to bring about the aims of the research, some items were added. As such, the items became 30 in number and were all selected and set to address the three attitudinal aspects and as follows: Items 1-10 (behavioral aspect), items 11-20 (cognitive aspect), and 21-30 (affective aspect). It is worthy to note that for proper research investigation and to minimize the effect of intentional ignorance and improper responding on the part of the participants, the items of the questionnaire were distributed to be 19 positive items and 11 negative ones. Finally, the participants were supposed to give responses according to Likert’s 5-point scale that ranges from “strongly disagree” to “strongly agree”.

Reliability and Validity
To ensure the validity of the research instrument, i.e. the questionnaire, it was given in the first place to a panel of juries, of the teaching faculty of University of Duhok, specialized in psychology and teaching EFL. Their suggestions in terms of adding, deleting or modifying the items of the questionnaire were taken into account and hence the questionnaire was approved for administration.

To prove the reliability of the questionnaire, a pilot study was conducted on a randomly selected sample of 25 students. The collected data were analyzed by using Social Science Program (SPSS) version 20.0. The reliability coefficient test indicated a Cronbach Alpha value of 0.963 which indicated that the questionnaire was highly reliable and that the items were absolutely suitable to bring about the aims of the study.
Data Collection and Analysis
The data were collected by means of the adapted questionnaire which was a administered to a randomly selected sample of 96 male and female sophomore EFL students at the Dept. of English Language, University of Zakho. SPSS program was used to analyze the data quantitatively aiming so as to get accurate answers for the two research questions. Besides, the T-test was applied to find out if there were any statistically significant differences between the attitudes of the male and female participants towards the three attitudinal aspects, namely cognitive, affective and behavioural.

Discussion of Results
Concerning the first research question which states “What role is played by the cognitive, affective and behavioural components in determining the attitudes of EFL learners at University of Zakho towards learning EFL?”, the descriptive analysis of the result demonstrates that participants scored a mean value 41.143 (SD = 4.6177. This outlines that the participants had a positive attitude towards English language learning. This is supported by the mean values scored for the cognitive 39.9753 (SD = 4.01254), affective 41.3571 (SD = 4.52584) and behavioral 36.2141(SD=4.65841) aspects of attitudes (See Table 1).

Data Analysis and Discussion of the results Related to the Cognitive Aspect
Analysis of the responses to items 1-10 revealed both negative and positive attitudes towards English learning English as far as the cognitive aspect is concerned. When asked that “they are learning English just because it is enjoyable for them”, 75.5% of the participants strongly disagreed and only 2.3% agreed. It is evident that the sample’s orientation is not limited to short-term objectives such as passing the exam. In other words, the participants had integrative rather than instrumental objectives behind learning EFL. This is enhanced by their “Strongly Agree” and “Agree” responses to the items 1, 2, 3, 4, 5, and 6 which indicated that learning EFL would help them gain more information, be more knowledgeable, and understand other subjects, and enable them to communicate efficiently. It can be concluded that the participants had positive attitudes towards learning EFL in terms of the cognitive aspect.

Data Analysis and Discussion of the results Related to the Emotion Aspect
Analysis of the data obtained via participants’ responses to both positive and negative items 11-20 showed participants’ attitudes towards learning EFL in terms of the cognitive aspect. Since having good feelings, being in a good emotional state, highly significant, proud, and highly confident are all signs of enjoyment and settlement, analysis of the data revealed that more than half of the participants 66.1% strongly agree and only 7.3% disagree that learning EFL and attending English classes are amusing, enjoyable and interesting things for them. Added to that, high percentages of the respondents 80% and 88% have positive attitudes in terms of choosing EFL to learn and having good feelings towards the process. As far as interest in learning EFL is concerned, the results revealed that participants have positive attitude. The high percentages, namely 85.1% and 75.0%, of responses to the negative items once again highlight participants’ paramount interest in and favour of learning the language.

Data Analysis and Discussion of the results Related to the Behavioral Aspect
Through the analysis of the last 10 items on the behavioral aspect of attitude, some surprising results were arrived at: A number of negative items scored 55.6% strongly disagree and 2.9% strongly agree, which indicates participants
positive attitudes since on scoring negative items, values are reversed, i.e. 5 becomes for “strongly disagree” and 1 for “strongly agree”. As for the positive items got 61.1% “strongly agree” and 4.1 “strongly disagree”. Participants’ responses on both sets of positive and negative items highlighted their interests in learning English language. Accordingly, the participants had positive behavioral attitudes towards learning English.

Data Analysis and Discussion of the Results Gender and Attitudes towards Language Learning

Generally speaking, concerning gender as a crucial factor that affects attitudes towards learning EFL, analysis of the data revealed that mean scores were 40.1208 (SD = 4.50142) for female participants and 37.8312 (SD=4.8823) for male students. This means that females, compared to males, have more positive attitudes towards learning EFL. This is on one hand. On the other hand, using the T-test to identify any differences between female and male participants in terms of their responses to the items belonging each one of the three attitude aspects revealed the following: On the cognitive aspect, female participants scored a mean value of 41.0237 higher than that scored by male participants 37.987. The same applies to the affective aspect as female participants also scored a mean value of 43.2157 again higher than that scored by the male participants 39.027. Accordingly, it can be deduced that there are significant differences between male and female participants’ attitudes, in terms of the cognitive and affective aspects, towards learning EFL in favour of female participants. Finally, both male and female participants scored mean values of 36.4781 and 36.1342 respectively as far as the behavioural aspect of their attitudes towards learning EFL is concerned. Such similar values, and through the application of the T-test, did not indicate any significant difference in terms of the behavioural aspect and according to gender.

Comparison between the Findings of the Current Study and Other Studies

The findings of this study are in line with a number of previous studies conducted on attitudes toward learning EFL in general and the cognitive, emotional and behavioral aspects of attitudes in particular. Yu (2010) who investigated Chinese undergraduate students’ attitude toward English language and concluded that participants, regardless gender, showed positive attitudes towards English language learning. (2) Al Mamun et al. (2012) who found out that the respondents had positive attitude towards learning English by reporting that they liked both the speakers of English and English language. They further believed that speaking English made the community members have a good impression of them, and Abidin et al. (2012) who investigated the attitudes of female and male students towards learning English and found out that female students had attitudes that are slightly more positive than those of the male students. On the contrary, our findings are not in line with those by Fakeye (2010) who reported that there was no significant difference between female and male students’ attitudes towards learning English in terms of gender. In terms of the comparison between male and female students’ attitudes towards learning English, As for attitude aspects, again our findings agree with those arrived at by Eshghinejad (2016) who found out that both male and female students had positive attitudes in terms of the cognitive, affective and behavioral, aspects, towards learning English. Contrariwise, the findings of the current study do not agree with those arrived at by Abidin et al. (2012) who investigated the cognitive, affective and behavioral aspects of attitudes of High School Students toward English learning as a foreign language and found out that the respondents had possess negative attitudes in terms of the cognitive, affective and behavioural aspects of attitude toward learning foreign language.

Conclusion

As it has been reported in the literature, various factors such as gender, years of study, specialization, learning environment and the surrounding community influence the learning process and lead to the formation of attitudes towards it. The current study aimed at investigating Kurdish EFL University students’ attitudes towards learning EFL. As such, theoretically speaking, the present study has tackled the concept of attitude as a key factor in the process of FL learning, with much focus on the three main aspects (components) of attitude, namely cognitive, affective and behavioural.

Practically speaking, it was hypothesized that there was a significant difference between attitudes towards learning English in terms of gender variable. Analysis of the collected data had provided satisfactory answers to the research questions. The results showed that Kurdish EFL University students University of Zakho had positive attitudes, in terms of the cognitive, affective and behavioural aspects (components), towards English language learning. It has also been found out that female students had attitudes that are significantly different in terms of the cognitive and
affective aspects, but slightly different regarding the behavioural aspect. Such results indicates participants’ realization of the importance of learning English and that a successful process of language learning is usually based on the way it is perceived by the learners and on the interaction that takes place between the learners and the teacher. It is believed that the findings of the current study have implications for different parties represented by curriculum designers, education policy-makers in Kurdistan region of Iraq, FL/SL learners, and researchers. For instance, a perception has been provided regarding the way Kurdish EFL learners comprehend the varied aspects of the process of learning EFL. Added to that, this study puts forward some new valuable perceptive insights into Kurdish EFL students’ attitudes towards the status of English language, the educational system policy, and their goals behind learning the language. Finally, the findings of the present study are expected to add to a growing body of literature on the attitudes of EFL learners towards English language and people.

In the light of the results arrived at and since learners’ personal characteristics and the ways they think and feel of learning EFL play a vital role in bringing about success, it is recommended that helpful studying and learning environments should be provided in the educational setting and language classes. Added to that, education-policy makers should always attend to learners’ needs as far as the provision of effective and balanced curricula, effective educational technology and teaching activities is concerned. Finally, EFL teachers, on their part are required to show respect to all learners, guide them, cooperate with them, put them back on the right track when lost, and encourage them so as to boost their attitudes towards learning EFL.

It is worthy to note that this study is limited to one state university in Kurdistan Region of Iraq and that the participants do not represent all EFL learners in the Region. Hence, it puts forward a mini picture of the ways that Kurdish EFL university students think, feel and behave with regard to EFL. On this basis, the arrived at results can be generalized only in case similar studies are conducted in other universities.

Finally, this study leaves the door open for the carrying out of further studies on other topics relevant to attitude, particularly attitude change with focus on the factors that cause changes in attitudes at large and in those of EFL students towards learning English in particular.

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The Poetical Genre Of Kazakh Literature - The Dedication (Arnau)

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Abstract:
Background: The scientific article is devoted to the study of the history of origin of the genre arnau - verse-initiation, and in general Kazakh verse in the Kazakh literature. In addition, the nature and conditions of the genre of initiation are revealed.
Methods: In the article, special attention is paid to the nature and condition of the emergence of the genre, which is formed and known in the people as arnau - verse-initiation - its stages of development, addressees, the formation of unique genre forms, is possible only when studying it in connection with the history of the people, its traditions and rituals.
Findings: In this article, we focus on the problem of investigating the genre of initiation, its level of study in Kazakh and world literature in order to reveal the nature of the genre of initiation, its periodization of development from philosophical to satirical, which was perfected by the great Kazakh poet Abay Kunanbayev.
Improvements: The novelty of the proposed method is that the genre features of the works written in the form of initiation are revealed in the course of the study and are considered, first, the comparative-historical, second, the genealogical, third, content aspects and, fourth, given the dialogical nature of the initiations. The similarity of the arnau genre with the dinar in the Karachai-Balkarian, Simphera in the East Georgian, the Surat and the Sadekh in the Tajik, and the Kushiklar in the Uzbek folk poetry are considered.
Keywords: literature of Turkic peoples, Kazakh literature, folklore, poetic genre, verses-dedications (arnau), poems-meditations (tolgau).

Introduction
It is impossible to examine the history of the origin of Kazakh verse in isolation from tradition, culture, craft, people's consciousness. Therefore, to reveal the nature, the conditions for the emergence of the genre, which is formed and known in the people as arnau - verse-initiation - its stages of development, addressees, the formation of unique genre forms, is possible only when studying it in connection with the history of the people, its traditions and rituals. The concept of "oleng" in Kazakh poetry ("poem") is very extensive. Especially extensively it is its genre diversity. One of them is verse-dedication. This kind of poetry began to emerge not in the form of meditations, as poems of akyn-zhyrau, but as an independent poetic work, which determines its main difference in the author's poems. Therefore, verse-initiation and formed as an independent kind of genre. According to the execution and the form of submission, the verses-initiations were presented as a term, there are also the concepts of "dedication-term." This term was used by many researchers at one time, thus, first, recognizing belonging to the genre of "dedication", secondly, specifying the genre of "term."
Considering the fact that the themes of the "term" genre can be diverse, as well as the possibility of writing poetry-dedications in the form of a term, as well as in other poetic forms, it will be correct to attribute these two genres to one genre system. At one time, such disagreements were in the case of genre
poetry-meditation (tolgau) and verse-term. However, S. Medeubekov thoroughly studied and resolved this dispute in his scientific research on the genre term [20]. Since the peculiarity of the verse term is the enumeration and disclosure of the basic qualities of the object, this brings the initiation closer to the genre, however the constancy of the number of syllables of the verse contradicts the free dimension of the verse-initiation. You can also see the signs inherent in the verse-terma and verse-dedications, in some works of oral folk art. For example, the lines from the records of the sorcerer Elubai addressed to the ruler of the wolves, from the standpoint of the structure and orientation to a particular object, can be regarded as a dedication, and from the position of the intonational system they are identical with the term-verse.

**Literary Review**

S. Medeubekov on the problem of distinguishing the term genre from verse-initiations and verse-meditations, singling it out as an independent genre, writes: "... the term's genre began to separate itself from other words known to us as verses-edification, free phrases and fusion (tuydik) songs (zhyr), poems-meditations (tolgau), in their own, only inherent characteristics – solo performance, improvisational beginning of poets-zhyrau, didactic techniques" [20]. Hence it can be concluded that the main feature of the term is its form of execution. In verse-dedications, it is not the form that is important, but the content of the work, its stylistic design, the integrity of the structure of the verse, the orientation toward a particular object.

In the history of Kazakh literature the identity of several types of genres is a frequent natural phenomenon from ancient times. In the article "The World of Fantasy and the Trends in Modern Kazakh Fantastic Literature" we examined genres of folklore and modern Kazakh literature [4]. Now consider the genre arnau (verse-initiation). An example is the definition of a single work by different terms: tol'au (meditation), term (edification in musical-poetic form, verse-song), zhyr (legend in verse) or, for example, epic works at the same time as epic, dastan (epic verses) heroic poems, Kissa (epic poem). The reverse side of numerous opinions is the development of Kazakh literature at the junction of folklore, improvisatory poetry, and written creativity.

If the obligatory sign of the genre of initiation is the presence of the author and the destination object, then for the term, it is not so important: the author can be specified and he may not be. The main purpose of the term is the education of morality, the condemnation of human vices and shortcomings, the variability of social consciousness. Common signs, characteristic of both the term and initiations, are the use of the reception of praises and reproaches, as well as a small amount. Widespread use of phraseological units is a specific sign of the genre of initiation, that for genre term, on the contrary, their absence is their main peculiar feature [1].

Particular attention should be paid to the problem of investigating the genre of initiation, its level of study in Kazakh and world literature in order to disclose the nature of the genre of initiation, its periodization of development from philosophical to satirical, which Abay perfected.

Based on the opinions of the above-mentioned researchers, analysis and identification of genre features of works written in the form of initiation can be realized by studying, firstly, the comparative-historical, secondly, the genealogical, third, content aspects, and, fourthly, the nature of initiations. In the Kazakh literature, verses-initiations were first considered as an independent genre in the works of A. Baytursynov. The scientist cites the classification of initiations, dividing them into 3 types: initiation-questions (suray-arnau), initiation-mourning (zarlai-arnau), initiation-notification (jarlai-arnau) [7].

Another opinion of academician K. Zhumaliev on initiation, allocates it as a lyric work: "Dedication is a work that is addressed to an individual or a group of persons. Poets express their inner states through the verses-initiations" [12]. Then the researcher repeats the classification of A. Baytursynov.

In the Dictionary of Literary Terms, verse-dedications are given the following definition: "Poetry-initiation - a separate poetic creation, whose purpose is to describe the image, the character of a particular

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person. The main feature of these verses is not just the expression of respect for a particular person, but also the characterization of his human qualities" [2], thereby again highlighting the integrity of the structure of the work.

The scientist M. Myrzakhmet proposed to study the verses-initiations in his connection with the historical stages: "Dedication is a poetic genre. The ideological content of each work is directly connected with the era in which his author lived, with the socio-political environment that surrounded him" [22]. K. Seidekhanov expressed his opinion on verse-dedications from oral folklore: "Literature and folklore of other peoples often contain poems dedicated to an individual and a circle of persons. But it should be noted that in lyrical works of other nations they are not distinguished as an independent kind of genre. In Kazakh literature, this kind of poetic works belongs to the most ancient genres" [24].

The researcher B. Karibozov, who studied the genre features of modern Kazakh poetry, divides lyrical poetry into verses-initiations, poems-meditations, poems-narratives. The scientist gives another definition to the verse-initiations: "Dedication is composed as an appeal to a specific object, not necessarily to nature, phenomena, events. They are distinguished by their specificity, factuality. The main task of the poet in verse-initiations is to consider the other, the reverse side of the described object, describe and characterize it" [15]. Other statements about the verses-initiations, in general, are not significant.

Many scholars who spoke about the genre of initiation determine this type of poems, bringing them closer to the objects of their studies and, accordingly, differently call the term "initiation": verses-initiations, meditations, dedications, terminations, etc. However, they are all the same in his opinion, that this type of genre is dedicated to a particular object. This is also evident from the etymology of the term - initiation (arnau) [18]. But it is difficult to agree with the objectivity of works. Since many of the above-mentioned scientists took into account the changes to which the form of execution, versification, as well as changes in the philosophical basis of the genre, historical events, ways of expressing human feelings, were subjected to.

**Methodology**

The thoughts of poets, the subjective vital thoughts of poets-improvisers about life and life, feelings, emotions, contemplation of time, the description of behavior, character, actions of individuals, praise and praise - all this is the subject of poetic dedication.

The consolidation of verse-dedications as one of the types of genre is characteristic not only of Kazakh literature, but also of many other peoples. For example, "messages" in Russian poetry enter the classical genre system and in modern Russian literature they often turn to this kind of poems.

It should also be noted that in Kazakh poetry, both in the present and in the past - varieties of the same genre. When we talk about verse-dedications in written monuments, it can not be ruled out that national literary sources influence one another creatively. In any case, we can not deny the fact that we know the history and fate of our people, various facts and events, circumstances, phenomena, the fate of certain famous sons and daughters of our people from art texts, including verse-dedications.

You can see the genre uniqueness and originality in the artistic semantics of the verse-initiation. The problem of disclosing the national character in the totality of the research in the context of its internal genre possibilities, the significance of the techniques and methods of the technique of writing, the state of the literary character and the controversial moments of individual examples of initiations, the genesis of poems-initiations, its history of development, its present state, species, differences from other genres, artistic and formal features. As the name implies, initiations are written in the direction of a particular person, phenomenon or object. This direction, which affects its compositional structure, that is, the description of the object of initiation, on the one hand, and other related subjects, phenomena, on the other, is considered a characteristic feature of the initiation verses. Here we can once again make sure that the dedications are a poetic, authentic creation, and therefore descriptiveness prevails in them. The division of initiations into reliable and unreliable depends on which of the objective and subjective
descriptions plays the main decisive role. But at the same time, it is impossible to admit an incorrect interpretation of the secondary role of the author (subject). In verse-dedications, the role of the poet does not decrease, moreover, it increases and the author’s "I" comes to the fore. Here the variability of the author's functions in creating the verse is observed.

The fact that the dedications have their worthy place in the modern literature both in quantity and quality, logically echo and connect with the works of initiation of oral creativity, classical poetry, the poetry of Abay Kunanbayev and Magzhan Zhumabayev - all this proves the true nationality of the genre in Kazakh poetry, and also shows their strength in the history of literature, longevity, stable development. That is why it is unambiguous that the national tradition of Kazakh verses can not be imagined without initiations, it is impossible without them and a full study. Undoubtedly, they have a national character, characteristic of our poetry in contemporary literature. It is possible to show national features of initiations in comparative terms with other poetic genres through the study of the protagonist of initiations, not only as a character, but also as a composition line, structural feature, method and image reception, external descriptions.

Studying the genre of initiation in Kazakh literature provides opportunities to comprehensively reveal the nature of initiations, to go deeper in solving the problem - namely, on internal genre possibilities, features of methods and methods of genre formation and shaping, characterization of struggle, national features and historical development paths, comparison with other similar lyrical genres, similarities and features of poetry [17].

After poetry zhyrau and "era of grief" (zar zaman), there were many periods when poetry-initiations were developed and perfected in a meaningful and structural way. One of these periods was the years of the Great Patriotic War. People's poets, led by Zhambyl Zhabaev, revived and updated classical examples of ancient types of initiations, wrote many dedications to their native land, people, and personalities. Some initiations in the form of lamentations, weeping, others - in the form of a term, others came to listeners in the form of a lyrical verse. And, although their form is different, they are one in preserving the properties specific to the genre only: initiation - appealing to the object of verse, constancy of form and structure, etc. The reason for this is that the subject of ancient forms of initiation - about the defenders of the native land from enemies, the call to the people - was historically in demand at this time. This is why Zhambyl Zhabaev and other of his works were particularly warmly received by the poets "To the people of Leningrad", and the genre itself was widely spread in the works of the poets of that time.

Poems-dedications - a genre, known and common in the literature of many Turkic-speaking peoples. But it developed in different ways, depending on the stages of the historical development of each people. It shows the antiquity of the history of this genre and the fact that initiations are part of different genres. For example, in the Uzbek literature poems are regarded as historical zhyry (psalms). One of the researchers of historical poems M. Muradov in his work systematizes them as follows: 1) historical and heroic zhyry; 2) historical-revolutionary zhyry; 3) zhyry dedicated to specific historical personalities; 4) poems dedicated to significant historical events [21].

As we see, poems dedicated to historical events and individuals are regarded as one of the subspecies of historical verses-zhry. Given that the basis for the birth of Kazakh heroic songs were poems-initiations, it can not be wrong to recognize the decision of Uzbek scientists to attribute initiations to historical verses. In Karachaevo-Balkaria, dedications to heroes known to people are treated as mourning laments, song-lamentations. The scientist A.Karayeva writes: "Samples of poetic songs-kyu, composed for the purpose of praising courage, heroic death of people, are called" Umar". In them, the elements of lyricism are manifested in the unity of heroic poems and lamentations" [13].

In verse-kyui, not only the death of heroes who fell on the battlefield or in a battle due to blood feuding is described, not only their good deeds are lamented, but their images are strengthened and raised through the comparison of his (dead man) with the loss of the mountain, river and rock. Poems-kyuui were not
dedicated to persons who died their death or for other reasons. One can consider the genre of Karachai-Balkar folk poetry - inara similar to Kazakh verses-initiations, based on such features as the presence of one's own theme of verse-kyu (initiation to a certain object), his own melody, the composition formed [19].

As we see, on the one hand initiations are works designed to mourn and praise heroic personalities, and this attitude is observed in the poetry of other peoples. Commendable songs are mainly targeted at honorable people who ruled the country, the people, defended their interests.

Related to subjects and compositions to verse-dedications, genres are found among the peoples of Eastern Georgia. This - the genre of the simphere, which is dedicated to the hero, courageous man of courage. They are also dedicated to a certain addressee, as are the verses-ku of Karachay-Balkar people.

The researcher of the oral creativity of the Karachay-Balkar people Kh. Malkonduyev in his work "Genres of Karachai-Balkar folk poetry" classifies poetry: a) Suimenlyk zharlar (love poems); b) inara (mourning verses); c) cui (verse-initiation); beshkas zhylar (lullabies), which brings them closer to the Kazakh folk verses. From these examples we see that the verses-initiations known as "kyu" exist and develop as a separate, independent genre. In Kyrgyz, Karakalpak, Uzbek, Tajik poetry, genres similar to poems-initiations are also often found.

Studying the folk songs of the Tajik people, R. Amonov divides the folk lyrics into such species as bayt, ashula, sorud, and Sadekh [5]. Surud and Sadeha are similar genres of initiation.

From this point of view, it is obvious that initiation is a separate genre: the verse is dedicated to one object, the theme is known, the content clearly indicates the name of the genre.

S. Katash, who wrote a research paper on the folklore genres of the Altai people, said: "In the song repertoire of the Altai peoples there is a large cycle of commendable poems" Altai atayga "(his mountains, forests, waters) [14].

There is no doubt that these initiations are rooted in poetry born in those days when the Kazakh people defended their land, preserving unity.

Results

Scientists who express opinions on the genre of initiation, as the basis for determining the genre specificity, took the content of the poem. Examples are the views of the above scientists on the genre of initiation. The similarity with other genres in works dedicated to the genesis of verse-initiations is widely considered.

The first signs of verse-initiations are found in ancient poems-lamentation. The first poem-lamentation represented the deceased person in the form of praise, E. Tursynov mentioned in his work: "Poems dedicated to spirits, not in the form of weeping, but as praise" [25].

In the past, when the table was laid in honor of the deceased, at that time commendable poems were devoted to him. In a praiseworthy poem, they talked about his courage, generosity and wisdom, begun with the birth of the deceased.

In difficult times, when faced with the enemy face to face, during the battle, the soldiers called for the help of the spirits of their tribe. Therefore, in the Turkic-Mongolian people before the battle, raising the spirit of the soldiers, the poets read poems describing the courage of their ancestors. "The Turkic-Mongolian peoples," says the scientist E. Tursynov, "the singing songs were performed by singers, in Angola, these obligations were carried out by the" Abuvagis ". Along with the fact that they composed commendable verses in honor of the dead batyrs and khans, but there were also commendable poems dedicated to the living warriors, khans and wars who performed heroic deeds, as well as commendable poems representing the righteous deeds of khans and leaders. Such praiseworthy poems are called "ekievug" [25].

Thus, the verses-dedications of the Kazakh people can be attributed to the ancient praiseworthy poems that originated on the basis of the cult of ancestors. One of the examples of the commendable verse is a
written monument to Kultegin, Bilge-kagan, which was found in the valley of the Orkhon and Talas rivers in the 6th-8th centuries.

Kultegin is a great commander,
He went to the capital Oguz.
Riding a white horse,
Cultegin wanted to attack one enemy,
The shooter and commanders are captured.
The weapon was delivered to the kagan
We defeated the troops [9].

The image of Kultegin (684-731) in verse is not a fictional character. He is a well-known military commander of the ancient Turkic state, known from ancient history as a prominent public figure. The poems describe the heroic exploits of Kultegin, bloody battles for his homeland, unprecedented victories.

Listen, the Turkic people!
If there is no Supreme in heaven,
If the land is not broken,
Who humiliates your country?
Sacred hope within the people!
They were advancing, then retreating,
What did they earn during their campaigns? [9].

The scientist M. Zholdasbekov, who studied Orkhon monuments as a poetic work, wrote: "All this is for the Turkic people, whose people are sometimes unhappy, and sometimes even advance." We believe that the monuments written in the form of initiation were created for the purpose of appeal and propaganda, despite the fact that they treated poems about courage. This can not reduce their epic value. Because the Kazakh epic is also associated with dedication [11].

The ancient Turkic peoples worshiped the god of Heaven, the god of the Earth and water, the mother of Umai, the keeper of the family, before the spread of Islam, this is evidenced by the lines from the poem "Tonykok":

"Tengri Umai, Holy Land-Water,
The victory is given,
Why do we run [10].

And after the Islamic faith penetrated our land, poems appeared that praised our Creator, called for morality. One of them is the book "The Last Days" of Suleiman Bakyrgani, a poet who lived in Turkistan in the 12th century:

Oh, the Almighty, you know,
Who do I have except you?
You are and you are one,
Who do I have except you?
Where will I go without you,
Whom will I tell about myself?
Who do I have except you?
I worship you,
You are my beginning and the end,
I do not know how to grow without you.
Who do I have except you? [9].

Verses dedicated to the God, who created mankind and presented his mercy, are also reflected in our religious books:
I wholeheartedly praise the God,
I sincerely praise his holy name.
I wholeheartedly praise the God,
I will not forget all the good that he has done for me.
He forgave all my sins,
He healed my illness.
He saved me from death,
And gave mercy and compassion.
Satisfied my good wishes,
And he gave me freedom as an eagle [9].

Obviously, the verses-initiations were born and developed along with traditions, beliefs and religious concepts. The dedication of poetry to the country, the land, to the landlords is a phenomenon characteristic of many Turkic-Mongolian peoples. A special genre appeared that sent ancient scriptures of poetry to propagate ancient beliefs, customs and traditions, the heroism of batyrs. Poetry-initiation, directed to a specific object. Although this is the main criterion in the definition of poems-consecrations, one can not exclude the fact that verses-initiations have a peculiar construction, scope and features of the scope of the object. Russian scientists who studied this genre also pointed out that the origin of the verses-initiations is closely connected with the laudable poems.

Considering the fact that in the history of mankind social phenomena are carried out in a certain pattern, we see that the commendable verses of the Kazakh people and the ancient Roman, Greek and Russian ode have common roots. For example, in ancient societies, commendable poems are dedicated to special events in the life of a person, the courageous character of people and the unusual phenomena of nature. Most likely, therefore, the poetry of the ancient Greek poet Pindar later became the basis of the lyrics of many peoples. This phenomenon was reflected in the praise of Ancient Rome and its leader Augustus. The historical fact is that this phenomenon can be traced in the Orkhono-Yenisei inscriptions in honor of Kultegin and his elder brother Bilge-kagan, the renowned ruler of the East Turkic Khaganate.

The odes that were reflected in the French people in the sixteenth century and the commendable poems that have risen to a new stage of development since the 15th century have a direct link, but, undoubtedly, from the genetic point of view, verses-initiations are unique in every country. Such poems were reflected in Eastern poetry as "Qasida. "Qasida is an eulogistic poem, praising some influential person. This form of poetry is widely used in the works of Firdausi, Nauai, Maktimkuly, Nizami.

If you compare the literature of the ancient centuries and the later verses-initiations, you can see that the verses-consecrations include satirical works, major enlightenment works.

Discussion

In the encyclopedic dictionary it is said that the genre of initiation has a wide meaning, from philosophical flexibility to a satirical description. There are many different genres of initiation, depending on the topic, to whom the verse is dedicated, the different connection with nature. Here one should not forget the question of "genre thinking". If we do not, then any word-dedication we need to consider as an object of the genre. Dedication to the theme of love is a genre of different stages of the historical and literary process. Genre dedication in literary criticism at all times is seen as a lyrical genre [3]. But nevertheless, no one denies the "philosophical-theoretical, didactic-journalistic, love, satirical" nature of the genre of initiation [9]. All researchers recognize that the main reason for the thematic change in the genre of initiation is the social state. It is recognized that from early times until today, the genre of initiation is referred to as a private object.

Defining the nature of the genre of initiation, A. Kvyatkovskiy expressed the opinion that initiation is "an ancient genre of monologic poetry" [16]. However, the author's attempts to explain this concept in the "form of writing" led to the understanding that the genre would disappear.
Russian researchers do not recognize that the Turkic peoples began to apply the genre of initiation in a monologic form, including the special development this genre received in Kazakh poetry. Nevertheless, the fact that M. Gasparov dedicates "moral-philosophical" or didactic content is considered separately is a recognition of the genre of initiation, which spread among other peoples through the poetry of the Turkic peoples [6].

Systematization of the genre The dedication inherent in Kazakh folklore and literary criticism, according to G.N. Pospelov, shows that bringing into the system of spiritual values is assessed both by national originality and by the nature of the nature of the work of art. According to the scientist, "it is necessary to search for the genre similarity of the work in its content, dedication - the motivation of the lyrical action addressed to one or more people. This is usually only an external personification of thought. In itself, dedication can not show to anyone and what the poet wants to say. Such a method can be used in different genres, such as ode, elegy, romance, lyrical satire, epigram" [23].

And, since the initiation is considered from the point of view and on the basis of Russian literature, the above-mentioned signs are not suitable for Kazakh literature. In Kazakh poetry, dedication has a clear national sign, a permanent form, but its orientation to a known object and similarity with other genres is inherent in Kazakh verse-dedications [2].

Dedication to a single object of a poetic work is a widely used method in the art of the word, but along with the internal laws of poetry, it begins to acquire special genre qualities. The main features of this genre is the dedication of the poetic work to some event or person, its content and construction, intonational-style transfer, song rhyme, which shows a peculiar place of dedication in Kazakh literature. The theme of dedication to an event or person affects the content and construction components. Therefore, probably, about the dedication of Russian scientists at different times expressed a different opinion. For example, L.V. Chernets dedication did not refer to the genre, but to the form of the lyrics. In his opinion, the main sign of dedication is the "rhythmically-branched composition" [26]. But this concept is suitable only for terme, zheldirme, rubai, gazelle, sonnet, but not always for initiations in Kazakh verses. Scientist A. Seydimbek in his studies said that in quatrains the theme and the content of initiation are not of primary importance. A rhythmically branched composition is inherent not to dedication, but to the genre term. Many of our scientists, considering initiation from this point of view, in some cases referred initiation to the genre term. The definition of genre features of initiation in our time is a difficult task for folklorists and literary critics. Modern scientists put forward different opinions in determining the genre of poems - initiations. Some points of view are suitable for determining the genre of initiation in Kazakh poetry, while others are not. The definition of the genre by origin and composition does not cover its attributes according to thematic content. One can not ignore the connection between the national characteristics of initiation and the historical period. At the same time, analysts of verses-dedications speak about the signs inherent in other genres. This once again proves that the genre of initiation is a syncretic phenomenon, since in determining the genre by origin, by pathetic problems, we could not unite all the genres created at different times. At first we talked about the syncretic features of initiation, i.e. quality, in the course of development to collect the signs of different genres. This was the reason for the difficulties in classifying verses-initiations, meditations, lamentations, term and other types of lyrics. In Kazakh literature, initiation has its own characteristics and is distinguished by its distinctive features in different historical periods. Due to the requirements of the era, the aesthetic object of initiation changes, and the current problems that concern people are changing. All the above-mentioned problems are superfluous proof that the dedications in the Kazakh literature were not appreciated. The problem of the role of verse-initiations in the literary process and peculiarity in comparison with other genres of literature has not yet been considered. One of the reasons for this is that theoretical conclusions about the lyrics have not yet been made, including the folk lyric poetry.
One of the methods that help to reveal the genre differences of verses-initiations is to study them on a historical-literary basis. Here you should pay attention to the works of B. Tomaszewski, B. Eichenbaum, L. Ginzburg, etc. Scientists, along with the content, pay attention to stylistic features, genetic connections, peculiarities of the transition from everyday to problematic themes. With such inferences, it becomes possible to study the typology of the genre from the point of view of aesthetics, to determine its role in the literary process.

As it was mentioned above, Kazakh scientists worked on this basis, although they did not carry out special research on this issue, but devoted theoretical material to other issues: A. Baytursynov, K. Zhumaliyev, Z. Kabdolov, Z. Akhmetov to the literature of the ancient era and the kissa-dastans, M. Zholdasbekov, A. Kyraubaeva studied the literature of the colonial era, M. Myrzakhmet, K. Madibaeva and T. Kozhakeev satirical dedications.

The meaning of initiation is always addressed to the addressee and is worthy of his perception. In this respect, M. Bakhtin said: "Any literary word in some sense recognizes its listener and contains in itself a high destiny" [8]. In fact, in verse-initiations, the focus is on the listener and it is important to preserve the structure of the verse.

Conclusion

Summarizing the above, it is possible to give the following definition of genre singularity of verses-initiations. Initiation is an appeal to a specific addressee (person or generalized concept). This poetic work, in the text of which there are revelations on a certain topic (philosophical, aesthetic, socio-political) with its object. The addressee of initiation can be present in direct (explicit) or in absentia (implicit) form. In another case, the appeal in the work is expressed in the form of an invitation, request or question. This gives the product a dialogic coloring, internal reflections, by which the author shares with the object of initiation. In any poetic condition of the work, this genre allows the author in a poetic form to convey his conclusions, drawn from different life circumstances and experiences, turns a certain goal into a work of art.

Initiation is understood as a genre of poetry, giving the opportunity to conduct a dialogue with the addressee. This is his feature, which distinguishes him from other genres of literature, since in other genres the aim of the narrative is different. For example, the goal of an ode is praise, the purpose of a monologue is the transmission of thought, and satires and epigrams through laughter convey their opinion of it without entering into dialogue with it.

At the heart of the verse-initiations lies the dialogue with the addressee, who has long had a role. Here the addressee can act as a friend, enemy, country, land, nature, etc. Such a variety of addressees allows the author to convey his conclusions, thoughts, mood and other moments.

The initiation has great opportunities in terms of dialogue. Zhyrau, a poet to convey his thoughts can talk or consult with a single person, himself, earth, water, natural phenomena, the historical era. In Kazakh improvisational poetry, verse-initiations changed in proportion to the historical epoch and were able to convey the thoughts of their time. From this point of view, it should not be forgotten that the addressee can be a collective way. This collective image is considered one of the components that created the genre of initiation.

In the dedication, the situational relationships are the theme of the work, it is a sign that the poetic thought, personifying a concrete form, is aimed at a certain object. In the consecration there is no complete content and transmission of thought as in dramatic works. Initiation is similar to monologic reflections, but not just monologic, but a conversation with a specific object, regardless of its abstractness or concreteness.

In the initiation there is a dialogical transmission of thought, but this is not a full dialogue with its completeness of thought and form, but the transmission of its details. This shows that initiation can
receive a response at any time. The conditions for entering into a relationship with a particular object are not only the main sign of initiation, but also its formative component.

In the construction of initiation, the theme of initiation is the first place, then the content, internal features, the form of the direction of thought, the size of the verse, the supposed answer and other qualities. In improvisational poetry, the intonation of the transfer of initiation also plays a role. The form-building components here include the construction of questions and answers, imperative, polemical-rhetorical figures.

The dialogical beginning is a sign deeply embedded in the nature of the poetry of initiations and determining its stylistic originality. Even if the addressee of initiation was not named, he has a dialogical meaning and contains not only the author's thoughts, but also other characters. Initiation has a semantic value, words have a double meaning and act as the words of the author and the addressee.

The genre of dedication is a complex genre. His role in Kazakh improvisational poetry is significant, given that even poems - the dedications of Abay were distributed orally. The value of verses-dedications in oral folklore is that along with aitys, poetic word, poetic reflections, white verse, they enrich our folk spiritual literature in the genre aspect.

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Correction Of The Sensory-Perspective Sphere In Children With Down’s Syndrome By Means Of Hippotherapy

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Abstract
At the present stage of development of defectology science and practice, the problem of correction of the cognitive sphere for children with disabilities, in particular children with Down’s syndrome, is of great scientific and practical importance. Expansion of educational opportunities for children with Down’s syndrome and the choice of an educational route determine the need to organize and determine the content of early targeted comprehensive psychological and pedagogical assistance. The article scientifically substantiates the use of hippotherapy in corrective-developing work with this category of children with disabilities. The effectiveness of the program of correction of the sensory-perceptive sphere of children with Down's syndrome using hippotherapy has been experimentally proven. It is clearly shown that the use of hippotherapy means in corrective-developing work with children with Down's syndrome promotes an increase in the level of development of perception of colour, size and shape, influences the formation of visual correlation skills and orientation in the body scheme.

Keywords: comprehensive psychological and pedagogical assistance, children with disabilities, Down's syndrome, mental development, sensory-perceptual sphere, sensory experience, perception, corrective-developing work, corrective-developing program, hippotherapy, hippotherapy means.

Introduction
Down’s syndrome is a chromosomal disease, one of the forms of oligophrenia, in which mental retardation is combined with a peculiar external appearance of the patient. The cause of this disease is the chromosomal pathology, when instead of the usual 46 chromosomes, a person appears to have one superfluous chromosome. Newborns with this diagnosis are found at a frequency of 1 at 600-900. Half of them are born with congenital heart defects. Children with Down's syndrome often have vision impairment: epicanthus, astigmatism, strabismus, and other disturbances in the visual analyzer (approximately 50% of the children have some degree of myopia and another 20% have hyperopia) [7, 10]. The development of higher mental functions has the following features. Fixation of attention in children with Down’s syndrome occurs on single images of the subject, they try to avoid complex visual configurations, preferring simple stimuli. Most of the mistakes of children are due to the peculiarities of attention. They are quickly distracted by brighter images, they find it difficult to concentrate and highlight the necessary detail [4, 12]. Children with Down’s syndrome are prone to infectious diseases of the middle ear, decreased hearing acuity, low muscle tone, a small oral cavity, and difficulties are also associated with a delay in intellectual development. The frequency of deafness in children with Down's syndrome is much higher (60-80%) than in children with other forms of mental retardation. In addition, children with Down’s syndrome have small and narrow ear canals. All this negatively affects the auditory perception. The undifferentiated nature of visual perception in children with intellectual insufficiency leads to difficulties in distinguishing objects from colour, form, and magnitude. The children do not possess such generalizing categories as color, shape, width, height, etc. Reduced colour sensitivity in children with Down's syndrome is manifested in the fact that they have difficulty in recognizing and naming intermediate and slightly saturated colors. With remoteness and poor lighting, the contours of perceived objects are blurred, children do not see fine bends, and the shape of the object...
becomes simplified. For these reasons, children with Down’s syndrome have a violation of selectivity, integrity, generality, meaningfulness, pace, accuracy, completeness, constancy of perception [1; 17]. Hippotherapy is a method of rendering psychotherapeutic help through interaction with horses and their symbols (images, drawings, toys). Hippotherapy as one of the technologies of social work with people with disabilities is a complex multifunctional method of correction and rehabilitation [16]. S. D. Derebo and V. A. Yasvin singulate five main functions of hippotherapy in correctional work:
1) psychophysiological - interaction with horses relieves stress, normalizes the work of the nervous system, the psyche as a whole;
2) psychotherapeutic - the interaction of people with horses contributes to the harmonization of their interpersonal relationships;
3) rehabilitation - contacts with horses are an additional channel of interaction between the individual and the surrounding world, contributing to both mental and social rehabilitation;
4) the function of self-realization - one of the most important human needs is the need to realize one's inner potential, the need to be meaningful for others, be represented in their lives and in their personality;
5) the function of communication - one of the most important functions that animals can perform in the process of human interaction with them is the function of tactile communication partners. Children love to hug and pat horses, which reduces the level of stress and gives children the opportunity to express their feelings. Animals do not criticize and ask nothing in return [8].
A. Atmadjan notes that the use of hippotherapy as a means in the rehabilitation and habilitation of people suffering from various types of intellectual development disorders gives positive results:
1. Facilitates the removal of sluggishness. 2. Reduces feelings of anxiety. 3. Organizes adaptations to real space and time. 4. Promotes the achievement of independence [3]. Thus, interaction with horses performs such important functions as correction, rehabilitation and communication. And, as a rule, the child does not need any additional knowledge about the animal – their task is simply observe, listen, pat or actively interact with the horse. In addition, hippotherapy promotes the activity of the cognitive sphere of the psyche of those engaged. The need for constant attention during riding, concentration, the maximum possible self-organization, the need to remember and plan the sequence of actions, both during riding and caring of an animal, activates mental processes. Auditory-motor and visual-motor coordination of those involved develops. [2; 6; 11; 16]. The use of hippotherapy for the development of the sensory-perceptual sphere of children with Down's syndrome has not been sufficiently studied. To assess the role of animals, qualitative research work in this direction is required. Hippotherapy in the development of perception in children with Down’s syndrome allows to expand the sensory experience of the child, to use several analyzers at once, to adjust to the classes and without any special efforts to keep the child's attention during the entire therapeutic process.
Analysis of theoretical sources and practical activities in the aspect of the problem being developed showed that the issues related to the correction of the sensory-perceptual sphere of children with Down’s syndrome by means of hippotherapy and the influence of dysontogenesis on this process remain today an insufficiently studied field of scientific psychological and pedagogical knowledge and practical activity, which made it possible to formulate a hypothesis for investigating this problem: a developed program for the correction of the sensory-perceptual sphere by means of hippotherapy will positively influence the development of objective perception, perception of the shape, size and colour and the integrity of the perception in children with Down’s syndrome.

Materials And Methods
In accordance with the hypothesis, the following problems were stated and solved in the experimental study:
1. Theoretically analyze the main approaches to the problem of the sensory-perceptual sphere of children with Down's syndrome, as well as study hippotherapy as a means of correcting the sensory-perceptual sphere of children with Down's syndrome.

2. To develop diagnostic tools for studying the sensory-perceptual sphere of children with Down's syndrome and to study the integrity of perception, perception of shape, size and color in children with Down syndrome.

3. To develop and test a program for the correction of the sensory-perceptual sphere of children with Down's syndrome using hippotherapy.

4. To evaluate the effectiveness of the program of correction of the sensory-perceptual sphere of children with Down's syndrome using hippotherapy.

The methodological positions of the research were determined on the basis of the fundamental principles of domestic psychology about the objective laws of the mental development of the normal and abnormal child, the foundations of which are laid in the theory of cultural and historical development of the higher mental functions by L.S. Vygotsky, achievements of modern psychology in the study of the socio-historical nature of human psyche and self-regulation (A.A. Bodalev, A.N. Leontiev, S.L. Rubinshtein, etc.); the unity of age patterns in the normal and abnormal mental development of the child and the role of the subject factor in this process (L.S. Vygotsky, V.V. Lebedinsky, V.I. Lubovsky, V.G. Petrova, U.V. Ulenkova, et al.), as well as the principles of determinism, systemic nature, development and the main provisions of domestic defectology on Down's syndrome developed in the works of E.F. Davydenkova, I.S. Liberman, N.B. Lurie, S.D. Zabramnaya, M. S. Pevzner, E. N. Samodumskaya, G. E. Sukhareva; and the main studies of hippotherapy and therapeutic horse riding of domestic researchers (P.T. Gurvich, A.I. Denisenkov, G.G. Orlova and others) and foreign researchers (M.M. Rukhadze, Yu. D. Khabibulin, D. M. Tsverava, etc.) In accordance with the methodology of the research the following methods were used: theoretical comprehension and analysis of data of psychological and pedagogical studies on the problem of interest; ascertaining experiment, including the conduct of the method of evaluation of sensory-perceptual development by T.V. Nikolaeva, observation, conversation; quantitative and qualitative analysis of the results; forming experiment that includes the development and testing of a program for the correction of the sensory-perceptual sphere of children with Down`s syndrome using hippotherapy. Based on the specifics of the study, at the detecting stage of the study, we developed a battery of techniques that takes into account the structure of the sensory-perceptual sphere of children with Down's syndrome:

1. The method of assessing the sensory development by T.V. Nikolaeva is aimed at studying the perception of the shape, colour and size of objects.

2. Techniques "Know who it is?", "What objects are hidden in the drawings?", "How to patch the rug?" Are aimed at studying the integrity of the perception of children with Down's syndrome.

Given the specific underdevelopment of speech in children with Down's syndrome (A.R. Muller, V.L. Orlova, etc.), most of the tasks in our study were non-verbal, they did not require the participants to have a detailed verbal account of the actions they performed, but provided for understanding verbal instructions, presented by the experimenter.

At the forming stage of the experiment, the following materials were used:

1. L. G. Grishko. The program of psychological and pedagogical support of students with a moderate and severe degree of mental retardation "Paw in the palm".

2. I.V. Ganicheva. Bodily-oriented approaches to psychocorrectional and development work with children (aged 5-7) [5].

3. E. A. Strebilev. Correction-developing education and upbringing. The program of pre-school educational institutions compensating for children with intellectual disabilities for developing the perception of colour, shape and size in preschool children [9].
The basis of the study was the regional public organization of parents of disabled children “Dorogoju dobra” (“Path of kindness”) in the city of Kirov. 10 children with Down syndrome aged 4-5 took part in the experiment.

At the first preparatory stage, scientific literature on the research problem was studied and analyzed; the scientific research apparatus was determined; the research base was determined; the ascertaining stage of the experiment was conducted aimed at studying the perception of children with Down’s syndrome.

At the second stage, the use of hippotherapy in the rehabilitation of children with Down’s syndrome was scientifically justified; a program was developed to correct the sensory-perceptual sphere of children with Down’s syndrome using hippotherapy; the forming stage of the experiment aimed at implementing the program was conducted.

At the third stage, the analysis and processing of experimental data were carried out, theoretical and experimental conclusions were refined, the results of the study as a whole were systematized and generalized.

Results

When analyzing the level of development of colour perception, it was revealed that children with Down's syndrome can clearly distinguish colour standards and, without any mistakes, give a similar colour object. However, understanding the instructions by ear and making mistakes when performing such tasks allows us to conclude that in children the level of development of colour perception is still at its first stage, when children learn to distinguish colours without naming them. When analyzing the level of development of perception of form, the same regularities were found as in colour perception: children correlate well, but they struggle to show the object. The most familiar standards are a circle, a square and a triangle. Most of the children confused the oval and the circle, the rectangle and the square. The task "mailbox" deserves particular attention. Some of the children acted by trying the figures to the slots and tried to force them in there. The remaining children visually selected the desired object, but also experienced difficulties when they inserted a three-dimensional figure. All the subjects experienced fatigue towards the end of this task, some children refused to finish the task, some of them trying to speed up the process began to rush and make gross mistakes. None of the children fulfilled this task without errors.

Analyzing the level of development of perception of the magnitude of objects, we came to the conclusion that this standard is formed least of all. The children did not understand the instructions. When asked to show the largest triangle, children at random pointed to a series of triangles, one by one, until they guessed the right one. The same was at the request to show the smallest object. The greatest difficulties in performing tasks aimed at assessing the level of development of the integrity of perception, was caused by the technique of "Guess who?". On average, children recognized the dog from only the 3rd picture. Some of the children were able to select an analogy from only the 4th card. Similar problems were caused by noisy images. The children did not see large images, however, they found smaller ones much more easily. All children had difficulties in distinguishing between an oval and a circle, a square and a rectangle. The most severe difficulties in children with Down's syndrome are actions that require a mental choice of the leading signs of the sample in the design and modeling. These features were discovered when solving problems on the spatial arrangement of cubes with reference to a sample according to strictly defined rules, when performing the task "mailbox" and selecting the missing part in the coloured mats. Tasks of this kind were done not on the basis of mental analysis, but through sorting and sampling, which indicates the underdevelopment of visual-figurative thinking, the dominant of visual-action operations. Thus, the results of the study led to the conclusion that children with Down's syndrome in the preschool age are just beginning to form sensory standards that are the basis for intellectual development. Children have reduced colour sensitivity, they struggle to differentiate similar shades. The same features are observed when distinguishing similar figures. Preschoolers with Down's syndrome have difficulties in understanding instructions by ear and making mistakes when performing such tasks allows us to conclude that in children the level of development of colour perception is still at its first stage, when children learn to distinguish colours without naming them. When analyzing the level of development of perception of form, the same regularities were found as in colour perception: children correlate well, but they struggle to show the object. The most familiar standards are a circle, a square and a triangle. Most of the children confused the oval and the circle, the rectangle and the square. The task "mailbox" deserves particular attention. Some of the children acted by trying the figures to the slots and tried to force them in there. The remaining children visually selected the desired object, but also experienced difficulties when they inserted a three-dimensional figure. All the subjects experienced fatigue towards the end of this task, some children refused to finish the task, some of them trying to speed up the process began to rush and make gross mistakes. None of the children fulfilled this task without errors.
syndrome make gross mistakes in tasks that require orientation in the notion of the magnitude of objects. Lack of meaningfulness and generalization is their characteristic feature. Polymorphism and specificity of mental underdevelopment in children with Down's syndrome testify the need for early corrective support of the child's mental development with biologically determined pathology [15]. According to T.P. Medvedeva, a child with Down's syndrome gets to know the world through the actions that he does with the objects surrounding him [13]. Interaction with animals will make it possible to transform correction and learning processes into an interesting game, rich and diverse. A horse can be an effective means of motivating children to acquire knowledge, and at the same time reduces the level of psychological discomfort [14]. Hippotherapy is characterized by the formation of a particularly trusting contact of the child and a specially trained animal. The program developed by us is built on the basis of the person-oriented and environmental approaches to the child's personality, taking into account the specifics of the defect. The aim of the program is to correct and develop the sensory-perceptual sphere of children with Down’s syndrome using hippotherapy. Main tasks: development of subject perception; development of perception of colours, shapes and sizes; development of visual correlation; development of orientation in the body scheme; development of the integrity of the subject. The implementation of the program was carried out with the help of didactic games, the Makaton method (elements of gesture speech), respiratory gymnastics, physical warm-up and interaction with horses. All classes were conducted individually using the game and with frequent changes of activities. The program consisted of a set of activities, distributed over the following blocks: 1. Development of the skills to perceive real animals, to find the similarity of the image to real animals. 2. Development of colour, form and size. 3. Development of skills of visual correlation. 4. Development of orientation in the body scheme.

Evaluation of the effectiveness of the correction program showed that the level of development of colour perception in children with Down's syndrome has improved noticeably. Sensory standards were adopted by all children. Improvements were also noted while analyzing the development of the level of perception of the form, especially it became noticeable in the absence of confusing figures: an oval and a circle, a square and a rectangle. However, some of the children still experience speech difficulties. Not each child shows the right object at the first attempt. While analyzing the level of development of perception of magnitude, it should be noted that children began to distinguish between concepts such as the largest and the smallest. Some of the children copes with the search for identical in size figures. Most children with guide help build the figures from the smallest to the largest. The level of development of the integrity of perception has become higher, approaching the norm.

Findings

In our experimental study, we found that the sensory-perceptual sphere of children with Down's syndrome is characterized by the fact that they are not able and cannot integrate their senses – they fail to simultaneously concentrate, listen, watch and respond and, therefore, do not have the possibility in a single moment of time to process signals from more than one stimulus. The undifferentiated nature of visual perception in children with intellectual insufficiency leads to difficulties in distinguishing objects by colour, form, and magnitude. Children do not possess such generalizing categories as colour, shape, width, height, etc. Reducing of colour sensitivity in children with Down's syndrome is manifested in the fact that they have difficulty with recognizing and naming intermediate and slightly saturated colours. Children with Down's syndrome experience violation of selectivity, integrity, generality, meaningfulness, pace, accuracy, completeness, constancy of perception. Visual perception is the basis of the organization of corrective action in order to form cognitive activity. The goal of hippotherapy is the disclosure of additional opportunities in the provision of psychological and pedagogical assistance to children with disabilities. The basis for the development of a program for the correction of socio-perceptual development with Down syndrome by means of hippotherapy was a person-oriented and environmental...
approach. The main principles of the program were comfort, reliance on inner motivation, activity, personality-oriented interaction, consideration of the etiopathogenetic, individual and psychophysiological characteristics of each child. The program was aimed at developing the subject perception; the development of perception of flowers, shapes and sizes; development of visual correlation; the development of orientation in the body scheme; development of the integrity of the subject.

The implemented program of correction of the sensory-perceptual sphere in children with Down’s syndrome by means of hippotherapy proved to be effective - the level of development of perception has increased significantly.

Conclusion
Thus, the conducted research makes it possible to draw the attention of psychologists and educators to the fact that the polymorphism and specificity of sensory-perceptual underdevelopment in children with Down's syndrome determine the need for the organization of early targeted comprehensive psychological and pedagogical assistance. Development and implementation of programs for early intervention in the development of a child with Down’s syndrome from the moment of their birth. This direction is most promising and progressive and coincides with the concept of the child's mental development in ontogeny, adopted in domestic psychology. Different specialists are engaged in intervention in the development: specialists on mental defects, doctors, speech therapists, psychologists, etc.

The development of such a system can be considered as an actual promising direction, continuing this research topic.

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

Literature


Surveying the effect of the age of the offender on criminal discount (Mashhad- 2017)

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Abstract
The age of the culprit can be a factor affecting the judge mind to sentence him/her with milder punishment. In other words, regarding the age of the culprit and the judge's legal range of freedom for determining mild and severe criminal penalties, the judge may sentence him/her with mild punishment. In this research, the possible effect of this variable on the determination of punishment in the criminal justice system of Iran and its introduction as one scale for determination of penalty, classified into young and old age, are assessed. The results show that the old age of culprit does not affect the determination and discount of punishment but the judges would like to protect young-old culprits from the consequences of criminal penalties. Although this case is acceptable and defendable but this discount is not involving old-age culprits and it is not psychologically reasonable because the goal of punishment is not implemented for these culprits.

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Keywords: Young age of offender; Old age of offender; Criminal discount

Introduction
The body of each society is formed by its individuals who have different ages, and the most important and major part of a society includes children. The childhood has high importance and should be considered sensitive period in terms of behavior, due to its importance in forming virtues and morals. In fact, one group of a society exposing to crudities and inelegances, and sometimes commit crime, are children and adolescents, and their crimes do not result from their evil nature but from misunderstanding of rules and wrong and right actions and lack of knowledge about consequences of these actions. Although the reaction of the society to these crimes is natural due to implementation of general discipline and establishment of security, the legislator in Iran passed protective laws due to reforming, training and education of children personality, and to come back this group to the society. The other group of culprits exposing to crudities and inelegances are the old age of offenders. These culprits possess criminal responsibility and the survey shows that the crimes in this group decrease as well as the crimes be higher. This group of people in the community has gone through their moral and personal developmental stages, and it is natural that their impact on social needs and benefits is sometimes very low. In principle, as the age grows, tendency to commit crime is lowered. And the person's future prospects make him a cautious person. Losing his physical and biological capabilities is in this direction.

The age of the offender
The age of the offender can be one factor affecting determination of punishment for different offenders with the same crime. In fact, it is possible that the judge sentence dissimilarly the offenders with different age committed the same crime, and this dissimilarity can be assigned into the age of the offenders. It seems that the age of the offender has reduction function on the severity of punishment so that when the age of the offender is young or old, the severity of determined punishment decreases. In fact, it seems that if the offender is an adolescence or old man, her/his punishment is more discount.
Theoretical explanation for this case is that the society and the judges think that less severity of punishment is enough to reach the goal of punishments and criminal discount is more useful for them due to some advantages. Thus, it is necessary to check the goals of punishments briefly and explain why to reach this goal in these persons is easier after implementation of the discount, and then review advantages of criminal discount in these persons according to the judges and the society ideas.

Generally the following goals are counted for punishments:

- Reforming and training of offender: the reforming and training of offenders is the main goal of the punishment because the aim of the punishment should be the effort for re-socialization and the reforming of the offender (Noorbaha, Reza, 1385). Thus, if the aim of the implementation of punishment is the reforming of offenders with the young age, reaching this goal is possible with less severity punishment because these persons are more amendable and they are more sensitive to punishment due to standing in their initial social life. Actually, the accused adolescent may repent even before punishment and facing to the judge, and promises to him/herself that doesn’t repeat this crime no longer. Thus, the severity of the punishment decreases as well as the effect of punishment on reforming the adolescent offender increases because reaching to the reforming of adolescent and young offenders is easier and more rapid. Compared to the adolescent and young offenders, this case is not always right for the old-age culprits, because their personality have formed many years ago and unlike the first group, they have less variability. Nevertheless, it should not be thought that the effect of punishment on reforming of these persons is appeared very slowly because their physical weakness and spirit causes to hardly bear punishment and consequently surrender to the society demands which is the return of these persons to the correct way and no interest into crime.

- Implementation of justice: implementation of justice also is the one goal counted for the punishment. In fact, implementation of punishment satisfies justice sense which is latent in the human spirit, and morally, punishment results from the need of the society for justice. In other words, when the man see the punishment of an offender or cruel feels ideal sense and otherwise feels despair and injustice. Thus, if the goal of punishment of adolescent or old accused is to feel justice in the society, this feeling is also generated by less punishment because physical weakness and spirit of these persons and hardly bearing the punishment cause to raise feel pity in the society and consequently people satisfy with less punishment for justice implementation.

- Fighting against offence and keeping discipline and security also are the goal of the punishment and sometime are cited as the main goal of the punishment. Based on this standpoint, usually enforcements, such as compensation of disservice and detriment, alone is not efficient and the society for keeping the discipline and inevitably security needs to implement punishment. In fact, human interests in keeping his life, freedom, prestige and honor, and menacing these cases can prevent individuals from offence to other's right. If reaching to the above goal is the reason for the punishment, it can be say that intimidation performance of the punishment is more useful for adolescent and old culprits because these persons emphasize more on keeping his/her prestige and honor, and if the punishment scares these persons to the loss of life, freedom, prestige and honor, it has more effect on adolescent and old persons because the interest of an adolescent in keeping his personality and honor is more than the others and his fear of the loss of freedom is more in this period. Also, the old persons usually would like to keep their honor, and fear boring prison during the final period of their life.

- The protection of the society is also possible. On one hand, the punishment along with education and training prepare the offender for renascence in the society and on the other hand, the society is kept safe from offender by excommunicating them. The rate of education and training of offender depends on their corrigibility, and as cited above, this ability is more in adolescent and old persons. Thus, with reforming adolescent or old offender, the society also is protected. Also, adolescent and old offenders usually show
less dangerous condition and the society needs less to be kept away from them and consequently wants less punishment for them.

- The other goal of the punishment is the feeling of satisfaction in the offender. The implementation of punishment removes feeling guilty in the offenders, and causes to relax and satisfy them. In this case, the inner satisfaction is also achieved by criminal discount for adolescent or old culprits because annoyance of punishment is more for these persons and they bear more pain during punishment, and consequently their conscience is satisfied by the discount. In the social relationship, it is usually observed that the persons ignore the faults of the adolescent or old persons and less punishment is assigned for them. Thus, it is perceived that in spite of different goals cited above, reaching to these goals is possible for adolescent and old persons with less punishment than the others. Some research performed in the USA show that the severity of the punishment increase as well as the age increase from 21-40, and then the increase of the age decreases the severity of the punishment. According to the results of this study, the offenders under 21 years old are sentenced to less punishment, and this punishment rapidly increases along with the increase of the age of the offender with 30 years old, and then decreases again in the offenders with 40-50 years old (Steffensmeir and Ulmer, 1998).

- The some advantages discounting punishment in adolescent or old culprits are included:
  - The necessary to keep away the adolescent from dangerous environments such as prison. Primarily, the main goal for the keeping offenders in the prison is the reforming of these persons in the controlled environment and under the control of law officer but unfortunately the performance of the prison is completely different and has changed into a place for educating different kinds of offences (Mozaffari, 1387). On the other hand, disability of prison officers in controlling behavior of prisoners resulted in extension of immoral and dangerous behaviors such as injection of opium and sexual contacts (Mozaffari, 1387). These reasons changed prison as the dangerous and polluted environment, and so judges try to keep adolescents away from prison and protect them from irreparable damages. Thus, the criminal discount for adolescents resulted in minimum contact with the prisoners can be justifiable.
  - The adolescent and old persons more hardly bear the punishment. The penalties established in Islamic penal code, especially the penalties established for Taziri punishments are usually as imprisonment and whip, both of which are harder for adolescent and old offenders. Incarcerating these persons can also cause dangerous body consequences and it is obvious that their tolerance to whip is lower than others. For this reason, it is thought that the judges notice to physical and spiritual abilities in these persons and sentence them to less punishment. To achieve standpoints of the province judges, the young and old age as a variable were assigned in the questionnaire for discounting.

Methodology
The present study is an applied and descriptive survey that has embarked on collecting data to test the hypotheses or answer to questions on the current conditions. The results of this research cut through one of the problems of the organization and present an appropriate solution.

Operational definition of “young age” and “old age” of offender
Variable refers to a characteristic, trait or factor that is common among people in a society and may have different quantitative amounts and values. Independent variable plays the role of a cause and affects the other variables. Dependent variable is an effect and subordinate to changes of independent variable (Hafeznia, M., 2007:45).
In the current study, the young or old age of the offender refers to assessment and measurement of severity of crime as independent variables. Also “mildness or severity of votes in determining the punishment by judges” is considered as a dependent variable.
Operational definition of mildness and severity of votes in determination of punishment by judges
This variable is dependent upon the independent variable; in other words, the cause of mild and severe sentences is subordinate to the factor of young or old age of the offender, and characteristics of independent variables affect the mildness or severity of sentences; a matter on which the hypothesis of this study is based and is going to be proved by the to-be achieved results.

- First hypothesis: the factor of young age of the offender has meaningful effect on determination of the minimum punishment by the judge for the criminal.
- Second hypothesis: the factor of old age of the offender has meaningful effect on determination of the minimum punishment by the judge for the criminal.

Time & Place
The present study was carried out in 2015 within the jurisdiction of Mashhad as one of the five largest cities of the country. The judges of Lower Courts (public and criminal) and Courts of Appeal under Mashhad jurisdiction, including 53 individuals, comprised the statistical population of the research. 48 questionnaires were collected out of the total mentioned population due to shrinking away of a number of participants from cooperation. Therefore, 48 participants were considered as samples because of two reasons; first, the required data of all members of the population was not collected completely; second, the researcher believe that the achieved results of this population could be generalized to entire country. A five-point Likert Scale (a two-item questionnaire with options of very low, low, medium, high and very high) was used to assess variables of the research. In the aforementioned questionnaire, the variable of age of the offender was asked from the judges of criminal courts in terms of young age and old age of the offender. To determine the relationship between variables, a one-sample T-test was used employing the SPSS software

Data analysis
The data of opinions of the participants to the study about the effect of young age of the offender on determination of the minimum punishment is demonstrated in Table 1 and Fig..

1. How much the young age of the offender affects the minimum punishment?

Table 1. Frequency distribution of item-1, young age of the offender

<table>
<thead>
<tr>
<th>Amount</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Very low</td>
<td>3</td>
<td>6.3</td>
</tr>
<tr>
<td>Low</td>
<td>1</td>
<td>2.1</td>
</tr>
<tr>
<td>Medium</td>
<td>17</td>
<td>35.4</td>
</tr>
<tr>
<td>High</td>
<td>18</td>
<td>37.5</td>
</tr>
<tr>
<td>Very high</td>
<td>9</td>
<td>18.8</td>
</tr>
<tr>
<td>Total</td>
<td>48</td>
<td>100</td>
</tr>
</tbody>
</table>
According to Table 1 and Fig. 1, 56.3% out of participants believe that the young age of the offender has very high or high effect on determination of minimum punishment. Therefore, participants put that the above factor does affect significantly the determination of punishment toward minimum level.

\[ \text{Young age of the offender} \]

![Graph showing frequency distribution of young age of the offender](image)

**Fig. 1. Frequency of item-1.**

1. How much the old age of the offender affects the minimum punishment

**Table 2. Frequency distribution of item-2, old age of the offender**

<table>
<thead>
<tr>
<th>Amount</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>1</td>
<td>2.1</td>
</tr>
<tr>
<td>Very low</td>
<td>6</td>
<td>12.5</td>
</tr>
<tr>
<td>Low</td>
<td>5</td>
<td>10.4</td>
</tr>
<tr>
<td>Medium</td>
<td>19</td>
<td>39.6</td>
</tr>
<tr>
<td>High</td>
<td>13</td>
<td>27.1</td>
</tr>
<tr>
<td>Very high</td>
<td>4</td>
<td>8.3</td>
</tr>
<tr>
<td>Total</td>
<td>48</td>
<td>100</td>
</tr>
</tbody>
</table>
According to Table 2 and Fig. 2, 35.4% out of participants believe that the old age of the offender has very high or high effect on determination of minimum punishment, and 28% maintain that less than medium effect on the minimum punishment comes from the old age of the offender. Therefore, participants put that the above factor does not affect significantly the determination of punishment toward maximum level.

The desired hypotheses of this study are presented in the following lines. In order to identify the required statistical test, a normality test, i.e. the Kolmogorov–Smirnov test, was used. The result is shown in Table 3.

### Table 3. Kolmogorov–Smirnov test

<table>
<thead>
<tr>
<th>Factor</th>
<th>Sample size</th>
<th>Statistic Z (Kolmogorov–Smirnov)</th>
<th>Meaningfulness level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Young age of the offender</td>
<td>48</td>
<td>1.273</td>
<td>0.066</td>
</tr>
<tr>
<td>Old age of the offender</td>
<td>48</td>
<td>1.184</td>
<td>0.107</td>
</tr>
</tbody>
</table>

Given the meaningfulness level of two factors in Table 3 of Kolmogorov–Smirnov test are larger than 0.05, the factors are considered normal. Considering the normality of the factor, one-sample t-test was used to examine the first hypothesis. The null hypothesis in this test is the average amount of influence of desired factor on determination of minimum punishment by judges.

### Table 4. T-test of impact of young age of the offender on minimum punishment

<table>
<thead>
<tr>
<th>Factor</th>
<th>Test Value = 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>t</td>
</tr>
<tr>
<td>Young age of the offender</td>
<td>4.080</td>
</tr>
</tbody>
</table>
According to Table 4, the meaningful level of this factor is 0 which is larger than 0.05 error of the test and suggests acceptance of the null hypothesis. In other words, the influence level was medium that is not significant. Therefore, with 95% confidence, the members of the population under study believe that young age of the offender does affect significantly the determination of minimum punishment by judges, and the first hypothesis is here to proving.

Given the normality of the factor of old age of the victim, one-sample t-test was used. The null hypothesis in this test is the average amount of influence of the factor of old age of the victim on determination of minimum punishment by judges.

Table 5. T-test of impact of old age of the offender on minimum punishment

<table>
<thead>
<tr>
<th>Factor</th>
<th>Test Value</th>
<th>Freedom degree</th>
<th>Meaningful level</th>
<th>Mean Difference</th>
<th>Safety distance</th>
</tr>
</thead>
<tbody>
<tr>
<td>old age of the offender</td>
<td>0.121</td>
<td>47</td>
<td>0.904</td>
<td>0.02083</td>
<td>-0.325 0.367</td>
</tr>
</tbody>
</table>

According to Table 5, the meaningful level of the desired factor is 0.904 which is larger than 0.05 error of the test; however, In other words, the influence level was medium that is not significant. Therefore, with 95% confidence, the members of the population under study believe that old age of the offender does not affect significantly the determination of minimum punishment by judges, and the second hypothesis is here to rejected.

Conclusion

It is obvious that the age of the offender has remarkable effect on the punishment. The low and high age of the offender is a decreasing scale for the sentence in all criminal justice systems in different countries. On the standpoint of penology and apart from each kind of punishment goal, it is obvious that the punishment of adolescent and old offenders results in dangerous destiny. On the other hand, sentence of severity punishment for old offenders is not the justice implementation. The suitable policy in criminal system for young age offenders makes necessary differential criminal pattern. This case is also necessary for the old offenders. The analysis of data showed that most judges notice to low age of offender in criminal discount and children and adolescent do not sentence to severity punishment. This case is a good and acceptable work but in contrast, the factor of high age in the old offender has not this effect. In other words, high age is not important for the judges in criminal discount. This case is not compatible with the goals and criminal policies which are based on prevention, reforming and training of offender. Mental personality of the old offender has formed previously and passed the stages of the development, thus, it is obvious that the punishment does not affect their adaptation of personality and training. Thus, it is necessary for legislator to change the mind of judges to legislate obvious and useful laws instead of the sentence of the old offender to severity punishment.

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Iranian Teachers’ Perception of the Role of Computers in Classroom

Ali Soyoof
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Abstract
There have been many discussions about the advantages of computer-assisted language learning (CALL) in classrooms. The assumption underpinning those benefits are that computers can be used in a student-centered class and can be utilized as a tool for adopting constructivist learning approach, departing from teacher-centered teaching approach. The use of computers in the classroom, nevertheless, differs depending on the teachers’ perceptions and expectations they have from computers. There is little known about the EFL and, in particular, Iranian teachers’ beliefs and perceptions of the role of computers in their classrooms. This study investigated eight Iranian EFL teachers who enrolled in both a teacher education program and an advanced certificate for educational technology program. In this study researchers attempted to benefit from grounded theory in order to understand these teachers’ perceptions of computers in their classrooms. For data collection, each participant was interviewed for 30 minutes. The findings of this study indicated that teachers ascertained that computers can play a pivotal role as an instructional tool. Notwithstanding the fact that these teachers had a considerable acquaintance with computer, it seems, however, that there is still a long way for Iranian EFL language teachers to reach the desirable benchmark.

Keywords: Language teaching, educational technology, Computer-assisted language learning

Introduction
The important role of technology in contemporary life is undeniable; nowadays, it is clear that Computer Assisted Language Learning (CALL) can provide numerous solutions for settling the issues that were deemed as an impossible issue in traditional language classrooms. Scholars have enumerated numerous benefits for this kind of learning namely, privacy and stress-free atmosphere where language learners can be exposed to infinite input. Moreover, they can learn language at their own speed (Neri, Cucchiarini, Strik & Boves, 2002). In the primary phase of computer-assisted language learning (CALL), few ESL/EFL classes, and teachers had the potentiality to benefit from CALL within their classroom for practice. As a result, CALL and its advantages were restricted to those teachers who had considerable knowledge of and were interested in computer technology (Kim, 2008). After the growth in the use of the internet and computers, nonetheless, the application of CALL in ESL/EFL was deemed to be a general teaching method, and it is no longer limited to only few technological experts (Kim, 2008). In this study, researchers aimed to uncover to what extent Iranian language teachers are acquainted with computer technology and to what extent they believe computer assisted language learning (CALL) is applicable in Iranian context.

Literature review
The Role of the Computer in Classrooms
In the primary phase of CALL application, a computer was considered as a tool that is unable to make an action on its own (Ahmad, Corbett, Roger, & Susse, 1985).

Most investigators believed that a computer needed to be controlled for every action, and it cannot do anything by itself. As a result, computers were mostly used as a tutor (Taylor, 1980) or even as a machine for teaching. For example, computers were mainly being used for the sake of drill or practice objectives or for teaching materials or texts to language learners which help them to practice particular skills in accordance to their speed (Kim, 2008). This style of using computers was in line with what Roblyer (2006)
stated a direct method, such as “integrating computers to remedy identified weakness or skill deficits, to promote skill fluency or automaticity, to support self-paced instruction and to support self-paced review of concepts” (p. 48).

By considering various approaches and computer use and its superior techniques, computers and their power have developed far more broadly than what most language teachers imagined and speculated. Additionally, teachers’ and students’ acquaintance with the internet and also multimedia can provide numerous benefits and uses for both ESL/EFL contexts (Kim, 2008). Regardless of the impact of teachers’ instructional tool, benefiting from multimedia along with the internet creates an environment where language learners can experience learning materials through these tools authentically, and they can explore numerous L2 resources. (Kim, 2008).

**Computers’ use, Student-oriented Teaching, and Constructivist Domain**

Meskill, Mossop, DiAngelo and Pasquale (2002) maintained that teachers who have a considerable experience in technology prefer to concentrate mostly on student learning and empowering their students rather than focusing on instruction that is relevant to the teacher or to managing students. Even though there is some vagueness in the way language teachers perceive computers within their classrooms, whether teachers consider computers as a suitable aid for a teacher-centered or a student-centered approach, the advantages of CALL are mainly in line with student-centered teaching or teaching in constructivist way. In effect, the assumption underpinning the use of computers is that teachers should benefit from them in a student-centered as well as constructivist learning approach. As Miller and Olson (1994) and Cuban (2001) reported, computers were being used as vehicle for transmitting teachers’ pedagogical practices from a teacher-centered to student-centered ones.

A constructivist learning approach can be considered as a key factor in student-centered teaching, where learners interact with their environment, engagement in constructing meanings, and take control of their own learning (Jonassen et al., 1999). Finding out about students’ necessities and enthusiasm can enhance their engagement more actively by expanding a feeling that is related to their own learning activities (Rodriguez, 1996). Taking advantages of computers in student-centered teaching establishes an atmosphere where students can inquire about information or new material and co-construct knowledge with their classmates (Sandholtz, Ringstaff, & Dwyer, 1997). Wang’s (2002) investigation, nevertheless, corroborated that most of pre-service teachers still tend to benefit from computers in an approach in which teachers are the authority of the classroom (e.g., utilizing computers as instructional tools).

**Methodology**

The participants of this study were eight Iranian EFL language learners who have had experience with technology. They were selected based upon convenience sampling, all male and their age ranged from 26 to 40; five of them were graduates, and the others were undergraduates. They all had the experience of teaching English for at least 3 years. They were all interviewed regarding the impact of technology upon teaching new materials in an Iranian context. The role of the computer was classified into five major themes namely, computer as a benefit in a teachers’ kit, computer as a simulating tool, computer as an ancillary tool, computer as an entraining tool for learning. Eventually, the gaps exist in the use of computer in Iran.

**Data analysis**

**Computer as a benefit in teachers’ kit**

The first theme focused on resources, tutoring, communication, presentation, and writing. All of teachers believe that computers can play pivotal roles in helping students. Nonetheless, they believed that students should work under their teachers’ tutelage, and that a teacher should control students’ action especially on terms of internet, in order to help them to focus on what the purpose of a particular task is.
Participant (1)
Sure, there is no doubt that computers can help students for gathering data, but what should be considered is students’ progress, especially when they work with the internet, the teacher should guide them and make sure that they are moving in the right direction.
One of the great benefits of CALL is the privacy it allows a student. In effect, language learners can practice language at their own pace of learning new material. Our participants also corroborate the advantages of computer in teaching new material privately.

Participant (3)
In my opinion, computers are great tools for tutoring because of the privacy they provide for language learners. In addition, they are very adaptable to students’ needs. For instance, students can adjust computers to their own pace of learning new materials, or they can listen to a file two or three times. Computers can make all the impossibilities into possibilities in terms of communication. It is very cheap and easy to communicate with a native speaker or your friend without being in trouble. Also, teachers can communicate and allocate more time for their students by benefiting from computers.

Participant (2)
Using a computer, students can communicate with native speakers or other students throughout the world. It is also possible for teachers to have more communication with their students out of the classroom. Without spending a considerable amount of money, students can communicate authentically. There is no doubt that how miraculous computers are for presenting new material. They offer different software packages, which can not only ease teachers’ presentation but also make the presentation more intriguing. Also, they can help teachers make a better impression upon his/her audience.

Participant (2)
Computers can help us prepare a presentation in a shorter time. Moreover, they enable us to improve our presentation by using various tools. Besides, the interesting atmosphere computers provide can help us to make a better impression on our audience.
Computers can help teachers with writing; the most useful program for this purpose is Microsoft Word, which can enable language learners as well as teachers to make it the most of its worthwhile tools. It helps both teachers and learners at different stages of writing, including changing their drafts and correcting their papers.

Participant (5)
Computers can help not only teachers, but also students in their professional writing; the most well-known program that is very widespread is Microsoft Word which can help both teachers and students in various phase of their writing from draft to the final copy. Besides, it offers feedback, which can help students along with teachers to improve their writing.

Computer as stimulating tool
All of the participants believe that one important reason why most teachers and language learners reinforce and embrace computers in educational contexts is due to the motivation it creates for learning a new material.

Participant (7)
Computers are new trends for teaching new material. In fact, computers are always considered as new tools for learning language using various methods, the interesting atmosphere computers create and the new environment they provide is good news for language learners.
Other reasons that can be considered for why computers are good motivators are the privacy they provide for language learners alongside the facilitative role they play for providing new materials. Additionally, computers provide a stress-free environment where students can learn new material based upon their learning tendencies and differences.

**Participant (8)**
The private and stress-free environment computers provide for language learners can crucially help them to develop their language skills. Moreover, computers facilitate the process of learning new material. What is more, language learners can study language in accordance to their learning preferences.

**Computer as an ancillary tool**
Five teachers out of our eight teachers believed that the computer should be used as an ancillary or a supplementary vehicle for minimizing the limitations and restrictions that exist within the classroom context. Moreover, they highly recommended computers as extracurricular tools through which both language teachers and students can boost their language proficiency.

**Participant (7)**
In classrooms, the focus should be allocated to traditional approaches, and computers should be used as a supplementary tool for decreasing the limitations of both teachers and students. However, outside of the classroom, computers can influence students to improve their language skills.

**Computer as an entraining tool for learning**
Another significant use of computers is to be used for entertainments. There some studies which show that computer games are useful for not only education in general but language learning in particular. There are especially helpful in enhancing intrinsic and extrinsic motivations, self-confidence, automaticity, vocabulary learning, stress reduction and so forth (Soyoof & Jokar, 2014; Soyoof & Sedighi, 2013; Sedighi & Soyoof, 2013; Soyoof & Talei, 2013).

**Participant (6)**
Computer games are very fruitful from my perspective. They are full of motivations which help students to try harder for playing and learning. Besides, students can attain the language of games as the time passes by and be autonomous in language learning of the computer games. Finally, the atmosphere of computer games is very intriguing and free from stress and tension.

**Computers’ gaps in Iran**
Computers are not used widely in Iran for numerous reasons. First, it is not possible for schools or institutes to provide enough computers for their needs. Second, many language teachers do not have the necessary knowledge of how computers operate. Third, language teachers are not familiar with various programs that can help students to promote their different skills. Fourth, syllabus designers do not have any flexibility to change the syllabus. Fifth, there is no correspondence between theory and practice. Tellingly, syllabus designers do not apply the most current research and theory to their works.

**Participant (3)**
There are not enough computers in schools or institutes. In addition, many of my colleagues are not familiar with computers and different programs that can help students enhance their language proficiency. Moreover, syllabus designers are not flexible enough to change their previous syllabus.
Participant (7)
In our country, there is no relationship between theory and practice, and if there is, our daily method and approach is not the most recent version. As a result, benefiting from computer is not widespread because the idea of CALL is not very common in Iran, especially in most schools.

Conclusion
The pivotal role CALL can play in second language learning is clear for all investigators and scholars. Computers can provide solutions and minimize the limitations and restrictions of the classroom. Nonetheless, language teachers are sometimes at odds with the role of computers in the educational contexts. In the first phase of this study, the participants of this study were asked about the role of computers as a benefit in teachers’ kit, all language teachers ascertain that computers can facilitate and precipitate students’ learning. Nevertheless, computers should be used under the auspices of language teachers in order to prevent any waste of time and energy within classrooms. In the second phase, language teachers were asked whether students were stimulated by computer learning. Again, all language teachers believed that computers can motivate students considerably owing to its ease of use and the interesting atmosphere it offers. In the third phase, language teachers’ perspective with regard to computer as an ancillary tool, the majority of language teachers believed that computers should be used as a supplementary tool for minimizing the limitations of classrooms. Next, the role of computer as an entertaining tool has been probed. In this stage, computer games the role of computer games were asked. Participants mainly believed that they are very beneficial in augmenting students’ intrinsic and extrinsic motivation, automaticity and better vocabulary learning. In addition, in the final phase, language teachers were questioned about the gap in computer use in Iran. They enumerated several reasons why the use of computers in Iran is so limited; the most crucial reason of which was lack of budget for providing computers, little knowledge in computer software and its use, lack of flexibility from syllabus designers, and finally, lack of any correspondence between the most current theories and practices.

References


On Changing Semantics Of Former Religious Concepts In The Modern World

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Abstract

The article is devoted to the changing semantics of some religious concepts in the modern world, in particular such notions as “friend,” “enemy,” “sacrifice,” “tolerance” etc. which in the Pagan and monotheistic civilizations had, as a rule, strictly religious connotations. The authors demonstrate that knowledge of semantic shifts in the meanings of words and word combinations pertaining to religious discourse is essential for adequate perception of information, in particular for political, social and economic impact of the communications act. These changes are due above all to the change of people’s civilizational mentality. They had one meaning in the Pagan era, another in the era of monotheism and yet another in the civilizational era marked by scientific perception of the world and a dramatic change of the living conditions of the majority of the planet’s population beginning from the era of Enlightenment and Reformation in Europe and then on other continents. Today we witness the emergence of a fundamentally new human community on the scale of the whole planet driven by powerful migration and integration processes. Therefore adequate conveyance of the meanings of words and concepts (above all in translating texts in the international sphere) takes on particular relevance for peace and tranquility of the whole international community.

Keywords: religions, extremism, value-based world, mental civilizations, Holy Scripture.

Introduction

Semantic shifts in the word stock of languages have taken place at all times. There is nothing surprising about it. It is common knowledge that the linguistic existence of any human community, for all its uniqueness and originality, is governed by general regularities of development characteristic of the whole mankind. These regularities are linked not only with the change of extra-linguistic conditions of human existence and constant linguistic contacts with other tribes (ethnoses and peoples). They are also connected with the laws of historical development of human societies arising from changes in their civilizational mentality; with their inevitable historically conditioned transition from one civilizational mentality to another; from Paganism to monotheism and from monotheism to the scientific perception of the world. (Oganesyan & Farre-Trenzeleva, 2011; Oganesyan, 2013; Oganesyan, 2014; Oganesyan, 2016).

It is easy to trace in the texts of the Holy Scriptures and Holy Legends how the same words and expressions had one meaning in the Pagan era, another in the era of monotheism and yet another in the era of the scientific perception of the world. Today, when ethnoses and nations with various civilizational mentalities have to come into contact and to find a modus vivendi together, when powerful integration and migration processes create a fundamentally new worldwide community, correct transmission of the meaning of words and concepts (above all in translating texts in the international sphere) becomes particularly important because it has a direct impact on mutual understanding among people and hence is vital for peace and tranquility of the whole international community.
Some of the most vivid manifestations of “civilizational” change of semantics are such commonly used words as “enemy,” “a close one,” “brother,” “friend,” “sacrifice,” “tolerance,” etc. They also include words which have acquired a new meaning in the mental civilization of the scientific world perception such as “parents,” “mother,” “father” and even such an expression as “offending the honor and dignity” which many modern states have included in their legal acts. This article looks at the changes in the meaning of some of the above-mentioned words under the impact of the new mental civilization connected with the new perception of the world and new conditions of life activity.

Because it is impossible within a single article to address the entire word stock which has undergone major semantic shifts, we propose to dwell on just some lexemes which we believe to be part of the active word stock of many modern languages.

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

Results and Discussion
The results of the study reported in this article show that the semantics of the above-mentioned and many other words and expressions has undergone substantial changes as many ethnoses and nations of the world have entered a fundamentally new civilizational epoch, the epoch of “scientific world perception.”

One need hardly say that knowledge of the changing semantics of specific words in a language is crucial primarily in the course of contacts between people belonging to ethnoses and nations with different civilizational mentalities.

Thus, for example, the replacement, in Russian and other languages, of the word “Mohammedan” with the word “Muslim” in the middle of the last century effectively supplanted the general notion of “believer in one God” with a more specific concept of “believer in God according to the Koran.” Meanwhile, according to the Koran, Muslims include all those who worship One God, i.e. also Judaists and Christians (Oganesyan, 2014; Oganesyan, 2016).

And according to the Koran, the Torah, the Gospel and the Koran itself represent three equal messages of One God to the humanity vouchsafed at different times to the peoples which in terms of their mental characteristics were mature enough to embrace monotheism (Oganesyan & Farre-Trenzeleva, 2011).

So. In order to trace the change of the semantics of the above-mentioned words and collocations in the new mental epoch (civilization) let us turn to the texts of the Holy Scriptures of monotheism (the Torah, the New Testament and the Koran).

But first let us remind the reader of our view that beginning from the epochs of Enlightenment and the Reformation of the church mankind began to develop a totally new mentality. The influence of hard-and-fast norms and rules bequeathed by the ancestor-gods to their descendants (as in Paganism) and vouchsafed by the One God to all the peoples and tribes (as in monotheism) began to wane as human reason became the basis for the laws of human being (Oganesyan & Farre-Trenzeleva, 2011). Just like monotheism replaced the value world of the epoch of “Pagan ignorance” through “blood” and “torment” so today we see a far-from-smooth replacement of monotheism by the scientific world view. Hence the change in the meaning of many words and expressions.

Let us illustrate the above by looking at the changing semantics of the words “enemy” and “friend.” All the Holy Scriptures, including Pagan texts, clearly indicate who is an “enemy” and who is a “friend” (“brother or close one”) and prescribe a corresponding attitude toward them.
Monotheistic Scriptures distinguish, not without reason, “external enemies” and “internal enemies.” For Pagans external enemies are other tribes which have their own patron gods while those who preach monotheism regard as enemies the Pagans as well as those who have accepted monotheism but then relapsed into Paganism. (Koran, 2008).

For Pagans, internal enemies include members of the household or tribe who violate the “ancestral behests” (Fustel de Coulanges, 2010). Those who worship One God regard as internal enemies those of their co-religionists who systematically diverge from the norms and rules of behavior bequeathed by God and represented in the Scriptures (The Bible, 1992; The Koran, 2008; The Torah, 1993).

It has to be said at this point that the Holy Scriptures clearly set forth the mechanism of forming the “enemy image” well known in modern psychology which leads to an extreme attitude to the enemy and justifies any means and methods of eliminating the enemy. For the world view of the Holy Scriptures excludes “the enemy” from the categories of people who possess reason and prescribes treating him as “an evil element” that impedes the establishment of “God’s world” on Earth. Accordingly, destruction of the “enemy” is deemed to be a righteous and morally justified act.

To support the above statement let us cite several episodes from the Holy Scriptures which clearly show the attitude to “enemies.”

The Torah thus speeds the sons of Israel into battle: “When you go out to war against your enemies, and you see horse and chariot, a people more numerous than you, you shall not be afraid of them, for the Lord, your God is with you Who brought you up out of the Land of Egypt. And it will be, when you approach the battle, that the kohen shall come near, and speak to the people. And he shall say to them, “Hear, O Israel, today you are approaching the battle against your enemies, Let your hearts not be faint; you shall not be afraid, and you shall not be alarmed, and you shall not be terrified because of them. For the Lord your God, is the One Who goes with you, to fight for you against your enemies, to save you.” (Torah, 1993).

However, not only Pagans were to be destroyed. The Torah is equally intolerant of those Israelis who have stepped back from their almighty God, that is, of internal enemies. They have no chance of survival. The law demands that even the closest friends and relatives, if they stop worshiping the One God, should be stoned to death. The One God demands not to spare or have mercy on any apostates so that the whole of Israel hears and is “horrified” and does not commit “such evil in its midst” (Torah, 1993).

The attitude toward the closest relatives and friends who have failed to worship the One God and have become enemies of God and the People of Israel is highlighted in the Torah episodes cited below: “So Moses stood in the gate of the camp and said: ‘Whoever is for the Lord [let him come] to me!’ And all the sons of Levi gathered around him. He said to them: So said the Lord, the God of Israel: ‘Let every man place his sword upon his thigh and pass back and forth from one gate to the other in the camp, and let every man kill his brother, every man his friend, every man his kinsmen.’ The sons of Levi did according to Moses’ word, on that day some three thousand men fell from among the people.’ And Moses said: ‘Initiate yourselves today for the Lord for each man with his son and with his brother so that He may bestow a blessing upon you this day’” (Torah, 1993).

It is clear from the last episode that when the sons of Israel killed people in their midst who did not believe in the One God Moses was able to tell his people that they were initiated for the Lord. And what is more, disbelievers were killed by their kinsmen and friends. And the sons of Israel only received atonement after they demonstrated that they were ready to kill their own son and their own brother on God’s order.

The behest of Moses to his people cited in the Torah demands that each of the descendants of Jacob Israel stone to death all of his “brothers and kinsmen” who would seek to persuade him to renounce serving his God and offer him to worship “other gods.” Moses makes it clear that if an apostate turns out to be your
brother, the son of your mother, or your son or your daughter, or your wife or your bosom friend an
Israeli must kill the enemy of God and of his people (Torah, 1993).

Jesus likened people who do not accept the Heavenly Father’s teaching to withered branches of a vine
which bring no fruit and are therefore to be severed and burned: "Yes, I am the vine; you are the
branches. Those who remain in me, and I in them, will produce much fruit. For apart from me you can do
nothing. If a man abide not in me, he is cast forth as a branch, and is withered; and men gather them, and
cast them into the fire, and they are burned” (The Bible, 1992).

According to Jesus, only those who follow the New Testament teaching are friends for whom one can and
must give his life but those who reject His teaching are enemies: “Greater love has no one than this: to lay
down one’s life for one’s friends” (The Bible, 1992). Jesus has no mercy for the enemies of the Father in
Heaven: “Whoever acknowledges me before others, I will also acknowledge before my Father in
heaven. But whoever disowns me before others, I will disown before my Father in heaven.”

“Do not suppose that I have come to bring peace to the earth. I did not come to bring peace, but a
sword. For I have come to turn a man against his father, a daughter against her mother, daughter-in-
law against her mother-in-law – a man’s enemies will be the members of his own household” (The
Bible, 1992).

The Koran, sticking to the definitions of “enemy,” “friend,” “kinsman and brother” in the Torah and the
New Testament maintains that Allah himself punished infidels by shutting their ears and hearts to
warnings: “Indeed, those who is all the same for them whether you warn them or do not warn them –
they will not believe. Allah has set a seal upon their hearts and upon their hearing, and over their visions
is a veil. And for them is a great punishment” (The Koran, 2008).

According to the Koran, those who reject the behests of the Almighty are in evil and will go straight to
Hell: “Yes, whoever earns evil and his sin has encompassed him - those are the companions of the Fire;
they will abide therein eternally” (The Koran, 2008). “So who is more unjust than one who lies about
Allah and denies the truth when it has come to him? Is there not in Hell a residence for the
disbelievers?” (The Koran, 2008).

It is perfectly logical that thousands of years after the Torah was sent down when the majority
of people
had reached a higher mental level, the New Testament and the Koran included such a notion as the
“enemy” who penetrates man’s soul diverting him from the path bequeathed by the Most High God
(Oganesyan & Farre-Trenzeleva, 2011; Oganesyan, 2016). The name of this tempter-enemy is Satan (devil,
demon).

Thousands of years after the Torah was sent down the commandments, laws and prescriptions of the One
God set forth in the New Testament and the Koran were not as imperative as in the Torah which
expected unreserved and unconditional abidance (“in the simplicity of one’s heart”) by all the norms and
rules sent down from above. The New Testament and the Koran pay attention above all to people’s
internal “spiritual” (psychological) world, offering alternative choices, explaining the rationale of this or
that norm sent down by the Most High.

For example, the notion of “jihad” contained in the Koran obliges man to overcome his inner vices which
run counter to God’s prescriptions and behests.

Indeed, the 41 references to “jihad” in the Koran carry no aggressive meaning with regard to other people
(the Koran, 2008, 370, 393, 554 etc.). It is first and foremost man’s struggle to control one’s feelings,
passions and desires which are not righteous in the light of the rules sent down by the Most High. It is
thoughtless and deliberate distortion of the notion of “jihad,” especially by the mass media, that has
invested the concept with a meaning that is opposite to its meaning in the Koran. For the Koran even on
this point follows the injunctions of Jesus who, six centuries before Mohammed’s prophesy, warned of
the need to overcome “worldly temptations” that lie in wait for man at every step: “Woe to the world
because of the things that cause people to stumble! Such things must come, but woe to the person

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through whom they come! If your hand or your foot causes you to stumble, cut it off and throw it away. It is better for you to enter life maimed or crippled than to have two hands or two feet and be thrown into eternal fire. (Bible, 1992, 21).

As for the need not to spare one’s own life in the name of God, more precisely, to comply with the norms and rules bequeathed by God, the analysis of the texts of the Torah, the New Testament and the Koran gives ample grounds for saying that religious consciousness and religious perception of the world are inseparable from the notion of “sacrifice” in the meaning it has in these Scriptures (Oganesyan, 2016).

Leaving aside the notion of “sacrifice” with the Pagans which has been extensively described in the literature (Fustel de Coulanages, 2010; Cowan, 2001) let us recall the episodes in the Torah, the New Testament and the Koran which show that readiness to make sacrifices is the dominant motive of someone who believes in the One God. A supreme example of sacrifice is of course Abraham who sacrifices to God his heir, his son from Sarah. It will be recalled that it was this act that God counted as “righteous” whereupon Abraham had the benevolence and blessing of the Almighty and became “a father of the peoples” pleasing to God (Torah, 1993; Bible, 1992).

According to the Koran, it was on account of his “righteousness,” dedication and staunchness in faith that Allah (the One God) did not only give Abraham the name of Halil, or “beloved friend” (Koran, 2008, 127), a name not bestowed on any other prophet, but made Abraham “a leader of people” (Koran, 2008). The Koran urges: “So follow the religion of Abraham, inclining toward truth; and he was not of the polytheists.” (Koran, 2008).

From this it follows that religious terrorists are not imbeciles or people under the influence of psychotropic or other substances. They are people who believe that they preach true religious values and consciously face death for the achievement of the goal clearly set in the Holy Scriptures: creation of a Godly state oriented toward the law and moral values of the Holy Scriptures, that is, the building of a theocratic state. The religious suicide bomber is sure that by performing an act attesting to his piety, according to the New Testament and the Koran he will gain immortality in heaven.

The suicide bomber is a representative of a moribund mentality who regards the contemporary mental civilization as hostile, and those who belong to modern mental civilization as his “enemies.” A suicide bomber can only be called “a lost soul” because he is not aware of the close interconnection, in terms of world view and plot, of the three messages from the One God, as noted in the Koran, and of the strategic direction of mankind’s development clearly set out in all three Holy Scriptures. Therefore he should either be enlightened and disabused of his misconceptions by specially trained people or be punished with all the severity of the modern law. He should also be condemned by those who believe in the One God.

One can trace in the texts of the New Testament and the Koran how God’s attitude to “enemies” changed over time, how it gradually became more tolerant than in the Torah.

Thus, Jesus reminds the Pharisees of the words from the book of the prophet Hosea admonishing him for eating with tax collectors and Pharisees, of the Holy Scriptures which say: “For I desire mercy, not sacrifice, and acknowledgment of God rather than burnt offerings” (Bible, 1995, 881). Jesus says to the Pharisees: “Go and learn what this means: ‘I desire mercy, not sacrifice.’” (Bible, 1992, 10).

The Koran preaches that man’s punishment for not believing in or not fulfilling the will of the Almighty comes from God Himself and not from man, even if he is a prophet. Thus, the Koran says to Mohammed: “So remind: you are only a reminder. You are not over them a controller. However, he who turns away and disbelieves. Then Allah will punish him with the greatest punishment. Indeed to Us is their return. Then indeed upon Us is their account (Koran, 2008, Surah 88:21-26). Moreover, the Koran categorically forbids coercion into faith (Koran, 2008, 71).

Thus, intolerance of people of other faiths who are seen as enemies is a characteristic feature of radical religious perception of the world, both of Paganism and monotheism. But the main message of both the
New Testament and the Koran is that man must renounce any and all earthly temptations and be ready to sacrifice one’s life and not merely deprive other people of their lives for the sake of one’s own imagined and false ideas of “good and evil.”

The distinctive feature of the new civilized mentality is highlighted by the change in the semantics of the word “tolerance” which differs in its semantic field in modern Russian from that of many other languages, for example, of Europe. The majority of native Russian speakers, owing to their civilizational mentality which is strongly influenced by monotheistic ideas, cannot be tolerant of homosexuality, especially of same-sex marriages. So the word “tolerance” which the Russian language borrowed from English in the post-Soviet period came to be associated for Russians with the need to be tolerant of those whom the Torah, the New Testament and the Koran consider to be perverts (gays, lesbians, etc.).

The notion of “tolerance” became current in scientific and public discourse in Europe in the 18th century. In Russia, the concept of tolerance began to be used in journalism in the middle of the 19th century. In the USSR it dropped out of the political lexicon for ideological reasons before reappearing in the early 1990s, i.e. in the years of perestroika. However, unlike the original meaning of the word “tolerance” which meant to tolerate “adversity, something unpleasant” the word entered modern Russian from English with a somewhat different meaning. In particular, it meant not to “suffer something” but to show an understanding and acceptance of the behavior and convictions of other people even if a person disagrees and disapproves of them. The word tolerance owes this new meaning to the mental civilization of the “scientific world perception.” It is not by chance that the UNESCO did not formulate and approve the Declaration of the Principles of Tolerance until humanity in its development reached a corresponding mental level. It happened in 1995, two centuries after the beginning of the epoch of Enlightenment. The Declaration recommended each and everyone to accept without aggression the behavior, norms and rules, world perception, thoughts, means of self-expression, traditions, customs and the entire way of life of other peoples, ethnoses and individuals. In other words, to treat with understanding and respect “the rights and freedoms of other citizens.” The problems of fostering tolerance are being studied intensively in psychology, sociology, philosophy and many other sciences, but the results of these studies leave a lot to be desired. The reason is, in our opinion, that scholars typically fail to take into account the features of the mental civilization which is being actively joined by modern ethnic groups and peoples. For example, sociologists are struggling to find solutions to the problems arising from religious, racial, ethnic and other differences and the relations among people. However, they ignore the fact that tolerance in the religious sphere cannot be considered on a par and along with other human features. For religious mentality does not only stand above ethnic, class, educational, gender, family and other differences among people, it brings forth and shapes definite mental types of people and social groups with their own norms and rules of behavior and predetermines their relationship with the surrounding world.

Not surprisingly, religious relations among people are the most vulnerable and conflict –generating. Hence the definition of such concepts which are key for every religious person as “close ones and brother”, “us and them.” It is no secret that in religious mental civilizations these words and the concepts they express are fundamental both for self-identification of the individual and for building relationships with other individuals. Therefore to some extent the words of the Declaration about “sustainable harmony among different confessions” can be regarded as utopian. As we have shown in our works citing concrete historical facts, “harmony” between confessions can exist only when religious perception of the world outlives itself completely and ceases to dominate mass public consciousness.

Reflecting as they did a certain period in humanity’s civilizational development no religious teaching or movement could be tolerant of all the other teachings. For it was that religion which at a concrete historical period determined and secured the features of families and tribes (under Paganism) and then ethnoses and peoples, as well as the political sovereignty of states (under monotheism) on the world stage.
However, as humanity develops a fundamentally new civilizational mentality resulting from the demographic explosion on our planet, on the one hand, and on the other hand powerful integration and migration processes take place, the need for tolerant coexistence of each and everyone has become apparent. There has been no discussion of the problem from the angle presented in this article in specialized literature devoted to changes in the semantics of words.

**Conclusion**

Our contemporary in the course of language contacts with members of other ethnic groups and peoples must take into account the fact that, first, the concepts of “enemy,” “brother,” “close one,” “self-sacrifice,” “tolerance” owe their new meanings to the new mental civilization of “scientific perception of the world”; second, that humanity is in a period of transition from monotheistic to scientific mentality. Therefore one should be careful in using the words which carry different connotations for different ethnic groups and peoples because of their different civilizational mentalities; and third, that the above-mentioned words, like many others, will only acquire uniform semantics after the whole humankind finally enters the civilization of “scientific world perception.”

In the framework of this article we have looked only at some instances of changing semantics of words due to the changes of the values embraced by a significant part of humanity; changes that need to be taken into account by all those who communicate verbally. For the concepts and phenomena which until recently were perceived by the bulk of humankind to be strictly positive, may be perceived as negative in the fundamentally new mental epoch.

**References**


Modern Approaches To Professional Development And Education Of Teachers

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Abstract
The purpose of the article is to justify the need for psychological education of teachers in various spheres of education that will ensure not only a more comfortable interaction between the teacher and students in a personal and professional manner, but also an increase in the level of education of students, development of positive social and psychological characteristics of their personality. The article defines the importance of the psycho-emotional state of a teacher in the educational process due to the specificity of the profession, which has a sufficient influence of subjectivity in making appraisal decisions. The presence of the deontological code of the teacher should be supported by the additional education of the teacher. The article describes the results of psychological support of teachers within the educational modules of the system of intersectoral interaction "Proflab", implemented since 2014 for teachers of various specializations and aimed at acquaintance with new methods and directions of work, development of practical skills in interaction with troubled adolescents, including physically disabled and with deviations. Each theme of the course contains a psychological and pedagogical block whose main tasks are to change the outdated ethical paradigm of approaches to the development of adolescents. The course is based on the progradient approach, which includes both team work within the teaching staff and self-assessment of the teacher. It is supposed that this method can be amplified to create and maintain the most comfortable and trustful habilitation environment in the educational institution for both teachers and students.
Keywords: Psychological support of teachers, deontological code, additional education, personal endurance, psychological education, psychological (self) attestation, progredient approach, professional burnout, subjectivity of pedagogical decision, environment, socially oriented project.

Introduction
The current status of the profession of a teacher is determined, first of all, by increasing the requirements of the society both to the educational system as a whole and to the professional qualities of the teacher. In 2010 the requirements for the specialty were updated, and in 2014 the order of qualification tests and further certification of pedagogical workers were renewed.

In addition, the first decades of the XXI century were characterized by the attention of society to the personal characteristics of people who have assumed the functionality and responsibility of teaching. For example, in 2012 a set of measures was identified to adopt codes of professional ethics for workers providing services in the social sphere, qualification tests for applicants of a teacher’s specialty or certifiable pedagogical workers in addition to legal, psychological, pedagogical, subject-methodological and information and communication blocks are supplemented by knowledge of the deontological code of the teacher.

The Code defines the great social significance of the profession as a great social responsibility, allows, as far as possible, to regulate the moral and ethical sphere of the teacher’s relations with students, colleagues, and society as a whole. With all existing types and levels of control and regulation of the rights of the profession, the actions and decisions of the teacher can be significantly influenced by his (her) subjective views, so the formalization of moral definitions and evaluation categories allows us to hope for a reduction in the number and to reduce the possible negative consequences of such actions and decisions of the teacher.

In addition to the traditional loads of the teacher in the cognitive (the requirements for the level of professional knowledge and skills), social (hierarchy and regulation of relationships), physical (pressure on the visual, auditory and voice apparatus) and psycho-emotional (a large number of contacts and, accordingly, the effect of "cargo communication" - the need and responsibility to show emotions of different modalities, to experience the influence of other people's emotions, including being their moderator) aspects, the present moment with a difficult economic and / or human resource situation in some regions (increase in teaching load, the intensity of labor), revolutionary changes in technology (increasing the volume and speed of obtaining information, changing sources and technical means of obtaining information), the requirements of the society for the humanization of educational and educational processes, the introduction of a person-centered approach (increasing requirements for the level of psychological knowledge and skills) make the profession of the teacher vulnerable enough from the point of view of preservation and development of professional competence, and in terms of psychological comfort of labor activity, occurrence and consequences of professional burnout.

All these regulations determine the need to develop modern approaches to the professional development and education of teachers.

Researchers (Vodopyanova & Starchenkova, 2018; Stepanova, 2015; Formanyuk, 1994) distinguish three main factors affecting the psycho-emotional state of the teacher - personal / psychological; social / role, organizational / corporate.

The teacher's reaction to working conditions manifests itself in a constructive or non-constructive behavior model, that is, according to (Vodopyanova & Starchenkova, 2018), in a healthy, active, prosocial or passive, antisocial, inefficient copying. The negative influence of the profession can be realized in the so-called syndrome of professional burnout: the physical and mental health of the teacher is deteriorating, the effectiveness of the work is decreasing up to the possible destructive influence on the students’ learning outcomes and mentality. A brief description of the factors and examples of the burnout syndrome is given in Table 1.
Table 1. Factors affecting the psycho-emotional state of the teacher.

<table>
<thead>
<tr>
<th>Factors</th>
<th>Parameters</th>
<th>Risks of development of negative states</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal, psychological</td>
<td>Propensity to extraversion or introversion; special traits of temperament, emotional response; level of empathy, sensitivity (impressionability), self-esteem, stress resistance</td>
<td>Reduction of social adaptation, activity; manipulation; manifestation of protective mechanisms of substitution, refusal, avoidance as a reaction to frustrating situations, (for example, sending anger to the student as a discharge of depressed emotions on the object, representing less danger or more accessible than those that caused negative emotions and feelings); emotional exhaustion, decreased reactions of empathy, responsiveness to the feelings / emotions of another person; increased anxiety, suspiciousness, exaggeration of the danger of events, limiting the ability to relax.</td>
</tr>
<tr>
<td>Social, status and role</td>
<td>Psychological compatibility of an employee with an activity, with colleagues and students, social status, relationship style</td>
<td>Depersonalization, deterioration of relations with other people in the team, including incontinence, authoritarianism, rivalry, aggression; the emergence of behavioral stereotypes; role conflicts (for example, “family or work”, “friendship or mentoring”); the appearance of a sense of inferiority, the reduction of professional achievements.</td>
</tr>
<tr>
<td>Organizational, corporate</td>
<td>Working and recreation conditions; presence of administrative support, corporate culture, regularity of the working day</td>
<td>Excessive workload, overtime work, intra-firm conflicts, uncertainty of responsibility, irregularity of the working day, inadequate material and moral compensation of labor stimulate the development of professional burnout.</td>
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As in any other activity, there are two main directions of activities to overcome the negative factors of pedagogical work: preventive (development of constructive behavior patterns, training in communication skills and abilities, psychological self-management, and, according to (Formanyuk, 1994), "personal endurance") and rehabilitation (restoring healthy adaptive reactions to stressful situations, developing personal resources, overcoming frustration in oneself and one’s professional activity).

We agree with the researchers (Stepanova, 2015) that the importance of studying this phenomenon can be related to the fact that professional activity is the point where the interests of the individual and society converge, where a harmonious combination of personal and common interests is possible and necessary. Work provides an individual not only with a livelihood and a certain place in society, but also brings self-satisfaction and gives meaning to life. The labor activity of its members allows the society to solve economic, political, social issues. Accordingly, the issues of the influence of professional activity on the personality and personality on professional activity are of significant importance for each individual and for the state. In many countries, various aspects of this syndrome and ways of overcoming / preventing it in the professional activities of teachers are being studied (Arvidsson et al., 2016; Brudnik, 2009; Buonomo, Fatigante & Fiorilli, 2017; Gil-Monte, Carlotto & Camara, 2011). Also we are close to the statement (Vodopyanova & Starchenkova, 2018) that the increase in communicative competence
enhances the effectiveness of interaction with subjects of professional activity and reduces the risk of emotional burnout. Psychological prevention of the emotional stress of teachers should consist in (Fedorenko, 2003; Fedorenko, 2009) understanding the causes of the emotional and professional burnout of the teacher, its influence on the quality of the educational process, the development of ways to relieve the emotional stress and the possibilities of preventing it.

Conducting trainings which have blocks of psychological relief and classes with methods and techniques of mental stability and self-regulation of behavior, are one of the solutions as the restoration of the physical, mental, occupational health as the prevention of the appearance of symptoms of the syndrome of professional burnout.

A large number of publications have been devoted to the definition and description of symptoms of the syndrome of occupational (mental, emotional) burnout since the 1970s and until the present time (Gil-Monte, Carlotto & Camara, 2011). Among the studies, we would like to highlight scientific works that laid the theoretical and methodological foundations for studying the phenomenon and determining the signs and development of a symptom (Freudenberg, 1974; Perlman & Hartman, 1982; Maslach, 2003) of psycho-emotional burnout (Orel, 2014; Boyko, 2003; Vodopyanova & Starchenkova, 2018), including with an emphasis on social professions (Borisova, 2005; Dudchenko, 2015; Roginskaya, 2002; Formanyuk 1994; Khukhlaeva, 2008).

In addition, the study of emotional values and their influence on the personality and vital activity of an individual have delivered great assistance in the exploring the issue (Ilyin, 2001; Rokeach, 2008; Goleman, 2009), and especially we would like to mention the concept "emotional intelligence" (Goleman, 2009), consisting of such components as self-awareness; self-control; motivation; empathy; social skills, because, according to the research, for the effective professional activity the level of development of emotional intelligence is two times more important than the level of cognitive development and the level of professional skills (in the author's formulation - IQ and technical abilities).

Compilation of psychological blocks of the course program, including the development of questionnaires in terms of diagnosing the psycho-emotional state of the participants of the course was based on methods and recommendations (Babich, 2009; Boyko, 2003; Goleman, 2009; Nikiforov, Dmitrieva & Snetkov, 2003; Fedorenko, 2003; Bandura, 1997; Rokeach, 2008).

An important condition for successful pedagogical activity, regardless of age and seniority, subject specialization, type, status and geographic location of the educational institution is the preservation and development of the professional and personal abilities of the teachers themselves. We find progradient approach the most effective in the professional development and education of teachers, which immanently creates conditions for the prevention of the emotional burnout syndrome and includes the following format of supplementary education activities, refresher training, practice-oriented courses of professional (re) training of specialists:

- Development of the program taking into account and in the aggregate of the following components: successful case studies of world practice in the field of teaching, communication with colleagues, knowledge of the child's psychology, development and care characteristics; personal experience of the teacher;
- Integration into the programs of separate psychological sessions;
- Formation of groups with participation in each representative of different specialties and different hierarchical levels.
- Building classes according to the principle of seminars and workshops; the use of principles of team work in the classroom, including conducting exercises for teambuilding, communication with people of different psychotypes, etc.
- Full-time format (in extreme cases video format) of events.
In addition, it is necessary to organize external support (periodic diagnostics of the psycho-emotional state, recommendations for the optimal organization of the working space and interaction, the provision of exercise cycles for self-fulfillment) for the longitudinal effect of training.

Materials and Methods

Stages of Research

In 2013 in Russia construction of centers started to promote family education for developing a single space of the rehabilitation of families and children in need of the state assistance. In this regard the hypothesis was formulated that a new type of institutions require a different quality of training professionals. Accordingly, a set of social, legal and psycho-pedagogical services was developed for both facilities and subjects of such centers. This complex was accepted for testing and implementation with the support of the state-financed institution “Center “Childhood” and the Department of Labor and Social Protection of the Population of Moscow. Further, based on the interaction of a number of Russian non-governmental organizations (CF "Lifestyle" and others.) and universities, preparations for training programs for professionals working with children with disabilities and serious multiple developmental disorders started, which came to be known later as “Proflab” Education Course. In 2014 the first activities under the ‘Proflab’ program were prepared, organized and implemented, primarily with an emphasis on participants’ getting practical skills in working with children of different ages, for example, adolescents. In 2015 a system of intersectoral interaction and the exchange of professional experience of employees of social institutions was developed, and approbation started in the centers for the promotion of family education. In 2016 and 2017 years the program became the winner of the Competition of subsidies for socially-oriented non-profit organizations conducted by the Moscow City Public Relations Committee. Each cycle of events is carried out according to a single organizational algorithm, the content part is adjusted taking into account new scientific, technological, practical developments, the specifics of the educational institution, the wishes of the participants.

In 2018 the course “Proflab” covers all the centers for the promotion of family education in Moscow, and is also being implemented in the Kaluga region (with the support of the Presidential Grants Fund, contract reference number on the allocation of the grant, No. 17-2-003061).

Approbation of the Study

Approbation of the study was carried out to ensure the following tasks:

- development and introduction of the algorithm for conducting classes, which allows obtaining the repeatability of the result;
- development and implementation of criteria for diagnosis and evaluation of key parameters: professional and psycho-emotional level of participants before and after the course; the effectiveness of introducing knowledge and skills into practice; supervision of independent projects carried out by participants of training;
- introduction and preservation of the mobility and adaptability of content on the topic and submission of material, while maintaining the following principles: a personal, humanistic approach; practical orientation; motivation of participants for the competent implementation of their professional tasks; acquaintance with new directions and methods of interaction with students, foster children; clarification of their rights, needs, opportunities; engagement of recognized expert practitioners in their field for teaching;
- the use of progredient approach in training, namely the formation of groups of mixed age, managerial, professional staff for maximum activation of personal resources of the participants; creation of a confident, comfortable atmosphere on site; active use of psychological and multicultural components in the cycles of classes, contributing to the longitudinal nature of the consolidation of the result.
The Method of Planning

The method of planning, organizing and conducting the educational module represents a universal algorithm filled with a content component, depending on the specialization of the educational institution and the main tasks of the planned course in relation to this institution. The description of one complete cycle of the educational module is presented in Table 2.

25 teachers are participating in the program. First of all, these are the teachers and staff of the regional charitable public organization “Center for Curative Education”, interregional public organization “Road to the World”, charity fund “The Volunteers in aid of Orphans”, charitable public organization “Prospects”, the Center for Interdisciplinary Technologies and Rehabilitation and autonomous non-profit organization “Physical Rehabilitation”.

The number of members in a model group is expected within 25-45 people.

Today, taking into account labor employment of participants and teachers, on the one hand, and need of integrity of the course period, on the other hand, conducting 6-8 thematic educational training seminars (16 hours each) within one cycle is recognized the most appropriate scheduled plan.

The standard project documentation is the following:

- criterion-diagnostic decisions;
- the project of the content of training seminars and scenarios of exercises;
- questionnaires of three types of questioning (at the initial stage, after completion of the module, while monitoring the introduction of new technologies);
- the schedule of classes;
- the attendance record;
- printouts and provision of presentations of final projects and visual materials to them on other media (presentation files, photographs, layouts, posters);
- academic record

Table 2. Algorithm of one cycle of the educational module of the intersectoral interaction system and the exchange of employees of professional experience of social institutions

<table>
<thead>
<tr>
<th>Stage</th>
<th>Description</th>
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<tbody>
<tr>
<td>1. Course Planning</td>
<td>Drawing up training schedule and its coordination with the institutions and teachers; Creation of an online resource with access for all involved in the system of interaction; Development and distribution of questionnaires;</td>
</tr>
<tr>
<td>2. Monitoring the level of professional competence of employees</td>
<td>Performance of tests and interviewing employees of educational institutions; Analysis of the results; Consultations with the management of educational institutions; Adjustment of the program, taking into account the request of institutions to expand training on a specific topic;</td>
</tr>
<tr>
<td>3. Informing society about the project; interaction with industry guidance and government officials</td>
<td>Press conferences, placement of information about the project in local television programs, on regional Internet sites and other open sources of mass media; if necessary - a request for resource assistance (logistics, sites, etc.)</td>
</tr>
<tr>
<td>4. Creation of training (model) groups to participate in the educational model of professional competence</td>
<td>Each group should include representatives of various specializations of the institution (management, educators, medical workers, psychologists, teachers, etc.). Groups can</td>
</tr>
</tbody>
</table>
be divided in the workplace of participants (one group
includes employees of the same enterprise)

5. Conducting an educational module based on one of the institutions.  
Provision of educational space and logistics activities;  
Attendance monitoring;  
Verification of the visibility and availability of the material;  
if necessary - an operative correction of subjects, methods,  
group exercises, etc.  
Control of the fulfillment of tasks; conducting cross-section  
of knowledge and skills;  
Solution of administrative issues (correspondence by e-mail,  
compilation of reports, etc.)

6. Final tests  
Protection of group and individual projects by the participants

7. Monitoring of participants' evaluation of the course  
Performance of tests and interviewing employees of  
educational institutions  
Supplying participants with additional information (on request),  
Adjustment of programs of the following cycles

8. Monitoring changes in the level of psycho-emotional state of the participants  
Performance of tests and interviewing employees;  
Analysis of results  
Discussion of results with employees and heads of institutions

9. Monitoring the implementation of new practices and technologies  
Performance of tests and interviewing students and foster children of educational institutions, their parents and guardians  
Mentoring and practical assistance  
Discussion of results with heads of institutions and representatives of state authorities

Results
Statistical information is given on the example of one complete cycle of the educational module in the institutions of Kaluga region and the educational module in one of the institutions of Moscow in 2018.  
380 people replied to the questionnaire in the initial period. The questionnaire contained both closed and open-ended questions aimed at ascertaining the level of motivation and professional competence of the staff of institutions. 75% of employees gave socially-approved answers, more than 95% did not use the opportunity to provide their own answers in such positions as: “personal sense of professional development”; “the values and importance of further training in the field of social work”. These data gave grounds to assume a low awareness and low motivation to master modern technologies and effective methods, which confirmed the need to actively familiarizing employees to the actual development of pedagogical support.  
A high level of professional burnout was found in 79% of respondents (6-8 points on the questionnaire “Professional (emotional) burnout” (Vodopyanova & Starchenkova, 2018), 61% showed symptoms of professional deformation. 50% showed signs of chronic fatigue.  
The monitoring conducted allowed not only to identify the problem areas in the professional competence and psycho-emotional state of employees, but also to make some modifications in the planning of content and exercises to obtain a more effective result.
Classes are held based on a progressive approach. Model groups have been created from 60 employees of three educational institutions of Kaluga region (state public institution “Polotnyano-Zavodskoi boarding home for disabled children”, state public institution for orphans and children deprived of parental care “Azarovsky Children’s Home named after V.T. Popov”, state-financed institution of Kaluga region for orphans and children left without parental care “Kondrovsky Children’s Home”). In addition, 20 representatives of the guardianship and custody agencies and more than 30 volunteers willing to participate in the programme of the representatives of other educational institutions and related organizations who received the status of external students with the right to participate fully in the educational module, but without providing their projects for protection and without obtaining a Certificate of Training took part in the project. The employees of the Family Education Promotion Center “Kuntsevsky” (Moscow) in the number of 32 people (a model group), 15 people (volunteers), 24 people (auditors-teachers who had been trained on selected topics) were engaged to attend training course. We note that the academic attendance was observed at 95%.

Informing the public on the progress of the project was carried out in the news programs of television of Moscow and Kaluga region and in Internet resources, including on the website of the Ministry of Labor and Social Protection of Kaluga region. Materials on the project were posted on the websites of institutions.

There were conducted 8 training-seminars for 16 hours each aimed at mastering professionally significant knowledge and skills in pedagogical activity, including in the sphere of work with children in a difficult life situation and in the conditions of an educational environment that provokes a professional emotional burnout of the teacher. For example, in the process of participating in the training-seminar “Communication between specialists and departments”, the participants learned about the methods and techniques of group work, increasing the level of team cohesion; mastered the skills of individual diagnosis and correction; strategies of behavior in the group establishing communication between specialists and between departments.

The participants of the educational module provided research projects on such topics as: “Social training apartment”; “Health-saving technologies”; “Formation of productive relationships in the process of teamwork” and etc. Projects were provided in the form of presentations and were evaluated by the commission members on 5 selected criteria, including conclusiveness and novelty. The emphasis was placed on the possibility of introducing the acquired knowledge and skills on the course.

Scientific, methodological, organizational, consulting support is provided to the institutions of Moscow and the Kaluga region in the direction of optimizing their activity, methodological literature and educational materials containing necessary information on the problem of teaching are delivered.

The reviews we obtained from the heads of the institutions, whose employees received training, recognized the impact of classes on the qualitative leap both in positive self-change and motivation of employees and in the achievements in the work of the institution after the introduction of new methods.

In the reports of the teachers the level of training students is defined as “high enough”, the dynamics of changes in the motivation and psycho-emotional state of the participants as ‘positive’ and ‘significant’.

The subject matter aroused great interest and active discussion, despite the complexity of some issues under consideration both on subjective parameters (the complexity of restructuring the mindset of adjusting the emotional field (Pak, 2016) and objective reasons (the complexity of implementing a number of technologies due to economic conditions, lack of barrier-free environment and etc.).

After the completion of the course 92% of the trainees noted in the questionnaire a growth of interest in improving professional skills, satisfaction with the acquired knowledge and skills in the classes in the educational module, especially in related fields, which creates the conditions for effective interaction of all structures of the educational institution.
In the course of studies, the development of modern approaches to the professional development of teachers was actively offered:

- so, special attention was paid to the development of the principles of the curative approach to children, especially adolescence with developmental peculiarities;
- also in the classroom it was introduced the person-oriented approach in communication with the teachable and raised contingent, in general;
- requirements of the progredient approach to the format of holding classes and the range of topics discussed during the training, including issues of the prevention of the syndrome of professional burnout of teachers were the basic foundation for the development of the course.

According to the results of the final questionnaire, the process of professional development of employees is evident, which is reflected in 1) the growth of the level of empathy with respect to students at the emotional level, 2) awareness of the rights of each child in the social aspect, 3) activation of cognitive processes, for example, it affects the aspects of studying features of a child with a violation of attachment, with false psychological defenses as a consequence of a reaction to a difficult life situation with problems in self-identification and development. The results of studying the dynamics of the professional development of teachers are summarized in Fig. 1.

![Figure 1. The dynamics of the professional development of teachers](image-url)

**Explanation of Symbols.**
- PZ - SPI of Kaluga region “Polotnyano-Zavodskoi boarding home for disabled children”,
- Azarovo - SPI of Kaluga region “Azarovskiy children’s home”,
- Kondrovo - SPI of Kaluga Region “Kondrovsky orphanage”,
- Kuntsevo - FEPC “Kuntsevsky” (Moscow).

The highest results of professional development were achieved by the employees of SPI “Polotnyano-Zavodskoi boarding home for disabled children” of Kaluga region, this is due to their demonstrated motivation for learning, willingness to expand their knowledge and develop new skills that are important for their professional activity.

In general, the paradigm shift of the personal values registered in the replies of the participants reveals the improvement of the quality of the institution as a whole, as the level of staff motivation and,
accordingly, their own approaches to fulfilling their pedagogical mission is changing. As confirmation of this thesis serves visually shown improvement of quality of services of social service for more than 300 foster children of institutions.

Discussion

The research tasks include the search and the introduction of effective ways to prevent the destructive influence of the professional deformation of the teacher. During the development of measures, it was taken into account that there are two main universally accepted factors of the emotional burnout syndrome: objective - organizational, economic, social characteristics of the professional functioning of the teacher, affecting his (her) personal characteristics, and subjective - the manifestation of individual characteristics of a person, the choice of psychological defenses in stressful situations. In addition, it was important for us to take into account the two vectors of the negative impact of the consequences of the syndrome: directed inward, on the psycho-emotional state of the teacher, and directed outward on students and / or foster children. The solution was found in the organization of classes in the mode of the progredient approach, as well as in combining the professional educational subjects and psychological blocks of exercises. A special emphasis was placed on offensive stimulation to the study and use of the humanistic, personality-oriented approach in the pedagogical process and educational activities, the basic principle of which is the ability to find in every concrete case such a line of behavior, words, deeds that safeguard the honor and dignity of each student or foster child without exception, without humiliating or glorifying the honor and dignity of the teacher / educator himself (herself), which meets the requirements of the modern strategy for the protection of childhood (Fatigante & Fiorilli, 2017; Stukalova & Beregovaya, 2018).

Already in the process of implementing the educational module of the “Proflab” system, one more aspect has been revealed. Attention to the learner’s personality, the progredient approach, the comfortable educational environment in aggregate increase self-esteem, reduce the effect of negative psychological defenses. Flexible mode of conducting classes makes the process of mastering new knowledge and skills more efficient, which gives each student confidence in his (her) abilities. Interdisciplinarity, intersectorality of themes and mixed composition of groups provide not only an expanded volume of knowledge and opportunities for professional development, but also the potential for personal growth. In other words, participation in training is a catalyst for positive motivation. We propose to define this effect as an “internal social elevator”, which not only increases the readiness for improvement in professional status, but also the ability to rebuild work, to use models of constructive behavior, to be more adaptive and stress-resistant, more satisfied with the quality of life as a whole. Indirect confirmation of the correct direction in the choice of content and format of conducting classes is the appearance in the program of the so-called lecture-goers who have independently decided to receive training, having learned about the program from colleagues or from open sources of mass information.

We consider an important result to be the fact that the algorithm of the educational module, developed and successfully having been used for three years, is universal enough and is ready for scaling in educational institutions, regardless of their type and specialization.

Conclusion

It is impossible to overestimate the importance of the psycho-emotional state of the teacher in the educational process. The system of intersectoral interaction and professional development of "Proflab", implemented since 2014, allows teachers of various specializations and representatives of other specialties in an educational institution to get acquainted with new methods and directions of work, to apply them in practice in communication with adolescents, including physically disabled and with deviations. The regulation on the possibility of amplification of the project is supported by the development of an
algorithm for planning, organizing and conducting educational modules and its application for institutions in different regions and with different functionality. The results of the educational module, determined both by the answers in the questionnaires, reviews, and by our own observations in the working and communication processes of the educational institutions, indicate that the participants of the classes are interested in obtaining knowledge and are ready to apply this knowledge and skills in practical work. There is an improvement in the quality of performance of labor duties. Changing emotional settings allows to overcome the burnout syndrome, reduce the risk of its development in the future, provide decent conditions for the functioning of the employee himself, and for training and education in the sphere of their professional influence of children.

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On the question of the «Karlsbad text» in Russian poetry

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Abstract

Objectives: The article comprehends the authorship of an anonymous poem «The wild life do we lead in Karlsbad…», distributed in Russia in the lists in the middle of the XIX century. Methods: In the process of studying, we use socio-cultural, comparative-historical and historical-typological methods of research, as well as methods of comparative analysis. Findings: The authors put forward an idea that this playful work is written by P.A.Vyazemsky, which is confirmed by new archival data. The details of the writing and distribution of the poem under analysis and its punning subtexts are also being revealed; the dialogical background of a «Karlsbad text», peculiar for Russian poetry, is being illustrated. Novelty: The affiliation of the poem «The wild life do we lead in Karlsbad…» to Vyazemsky can be proved both by his letter to Ya.N.Tolstoy, and by the poem itself, organically fitting in the biography and creativity of the poet. The text distribution among the male friends of the writer (A.S.Golitsyn, Ya.N.Tolstoy, M.Yu.Vielgorsky, P.Ya.Chaadaev) in the lists was due to its punning frivolity.
Keywords: Karlsbad, Russian poetry, chronotope, tradition, reminiscence, P.A.Vyazemsky, A.S.Golitsyn, M.Yu.Vielgorsky.

Introduction

The Austrian and now Czech spa Karlsbad (Karlovy Vary), located in a picturesque forest canyon, earlier was a favorite holiday destination and treatment of the West European and Russian aristocracy, explored by Prince B.I. Kurakin in 1705 and by Peter the Great in 1711–1712. This topos also attracted domestic classics, for example, Prince P.A. Vyazemsky, who used to live with his wife, and sometimes with his granddaughter E.P.Valuyeva (Golitsyna in marriage) there in 1852–1853 and later, and who left some diary and poetic traces of his stay in this blessed place: «To the Russian winged squad» (September 1852), «Monument to Peter the Great in Karlsbad» (April 23, 1853), «Although congratulating in absentia…» (Prague, July 1853), «Karlsbad» (1858), «Sketches of Karlsbad» (1858) etc. (Vyazemsky 1878–1896: 4, 377–379; 11, 42, 62, 302–307).

Literature Review

Karlsbad pages of life and creativity of P.A.Vyazemsky were touched upon in the monograph by L.S.Kishkin «Czech-Russian literary and cultural-historical contacts», in his articles «P.A.Vyazemsky and the Czech Republic», «Czech motifs in Russian literature» (Kishkin 1973: 103–126; Kishkin 1983; Kishkin 1988: 58–79), and also in V.V.Bondarenko’s book «Vyazemsky», published in the popular series «The Life of Remarkable People» (Bondarenko 2014: 535, 551). At the same time, no special studies devoted to the «Karlsbad text» have been conducted to date in Russian literature in general and, specifically, in the work of P.Vyazemsky.

Materials and Methods
The material for the analysis was the anonymous poem «The wild life do we lead in Karlsbad...», the works of P.A.Vyazemsky and his predecessors and contemporaries, as well as the epistolary, the memoir and critical responses to the current literary process of the mid-19th century. In accordance with the subject of study, we used socio-cultural, comparative-historical and historical-typological methods of research, the methods of complex, problematic, aesthetic and comparative analysis, allowing us to look at the facts and circumstances in terms of the historical, literary and cultural experience.

Results
Sad lyrical notes of the aging muse of P.A.Vyazemsky in the poems of the Karlsbad cycle, and in other works of his mature years, are juxtaposed with humorous, and often mischievous chords. So, when recalling the arrival in the resort of the an aide-de-camp, the director of the Foreign Trade Department, M.V.Pashkov (1802–1863), his wife, M.T.Pashkova, nee Baranova (1807–1887), their son and six daughters – Alexandra, Catherine, Maria, Julia, Leonilla, Olga (Fedorchenko 2005: 171; Vyazemsky: Unknown and Forgotten: 2013, 174–176, 548), he writes: «Merry circle of happy youth, / Beauties! A comely live wreath / or of fresh roses! On the feast of spring / Young guests with a clear and carefree / Smile, with a cheerful heart, / a bail of heart calm! / A winged squad of free Birds (here and below boldface is ours. - N.V., D.Z.). / A young flock of bright, sweet dreams, / Life, joy, brilliance, poetry, and painting, / Magic world, world of songs, a flower world!»; «And you are not here now! Karlsbad has orphaned; / Karlsbad fell silent, emptied without you»; «And your Karlsbad! Was a live scene, when you were here, / When Petersburg, Paris, Athens, Vienna, / Berlin and London were in the Russian style / They echoed you – your brilliant Karlsbad / Has turned to hospital again, / Where, sadly remembering the previous life, / We drink Schlosbrunn salted water / To your and our health» («To the Russian winged squad»). Cf. a later entry relating to 1853: «<June> 12–14. Pashkova has come with her winged squad, with her husband and son. They came from Paris and her son – from St.Petersburg» (Vyazemsky 1878–1896: 10, 56).

In the three-part «Sketches of Karlsbad» the poet describes the beautiful autumn landscapes of the town, after which he dissects the everyday routine resort boredom: «Life in Karlsbad is carefree / Flowing like a quiet stream; / Vegetative and animal / Life we lead here in Karlsbad. // Every day is like another, / You rarely notice them; / Legs and stomach wander, / But not the head. // There are no tasks to think of, / There is no place to work and struggle; / Thought of modest size, / Is silently toiling in itself. // Quietly, carefully and piano, / Comfort cuddles us; / Early to bed, get up early / Then to the watering place, // Drinking Mühl-brun or Sprudel: That’s the problem! and then / You are, like a swallow or a poodle, / Having no care at all. // You boldly roam on the tops, / If your legs have wings; / If not – then you every now and then measure Wiese (Alte Wiese, or Old Louka, street in Karlsbad. – N.V., D.Z.) / along and across // Monotonous as it can be, / Every day here brings / Poetic idleness and / Contemplative laziness».

Vyazemsky’s lyrical revelations about the high-society resort life, being too personal to become aesthetically and universally valid and to find consonance with the writers-democrats, especially in the epoch of the «sixties», caused a parody reaction of the «Iskra-ists».

V.S.Kurochkin in his sarcastic «review» of the anniversary collection of the poet «Away and Home» (Moscow, 1862) ridiculed the venerable author: «We in advance know that we will travel with comfort, as people of good taste travel. First we drop in Europe... <...> We repeat: we will travel like people of good taste, subtly developed and prepared by European education and Russian humility to sympathetic enjoyment of the beautiful God’s world. This is how the best Russian people travel – the aristocracy of the mind, the meekness of feelings and talents. In his book, our poet has expressed in verse, now fragrant, and then spicy, all the moral world of these privileged people. The only pity is that our poet is somewhat long in his creation. In our opinion, the whole overseas section of the book, which is a good hundred pages, could be placed on some four or five pages, in ten to twelve stanzas, like the stanzas of "Eugene... »

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Onegin": "<...> Ah, how nice and carefree / We, Russians, live in Karlsbad, / So vegetative and animal ... / Does our life flow in a quiet stream. / When awoke, drink Mühl-brun or Sprudel, / Then walking like a poodle, / After the sunset, sleep at home ... / In the morning again on the watering place... / Bathing in the life-giving moisture, / I felt so lazy, / That suddenly I sent a poem to the "Day": / About what?.. about Prague, I seem ... / And wishing the strength to gain, / to a Slavophile in Karlsbad I became»; «When traveling from Karlsbad by train I looked at the comet. The thought carries me back to the sweet Karlsbad. Admiring, on the one hand, the dear Karlsbadians, on the other - the comet, I even composed a poem»; «Benediktov himself is likely to envy the following two lines: "Where the braid of the Virgin of Fire / is shaggy gold"; «When a pretty little girl was gazing at the comet, I tried to penetrate the childish dreams of a Karlsbadian with my mind’s eye»; «In Karlsbad there is a monument to Peter the Great. I wrote a poem in honor of the monument. I know, what will I get from the Slavophiles in Moscow for this, but what am I to do – only to write this»; «Oh, what kinds of women are there in Karlsbad! / So many misses and ladies! / Forgetting Mühl-brun, I drink a healing balm / From every look of them / Calling all of them as, / "The Winged Russian Squad", - / Because Russians they are, / And this is most joyful for me! / Madrid, Athens, Vienna, London / Everybody here is in Russian style: / Everybody speaks French / Such a Russian tone they give here. / Karlsbad, captivating Karlsbad, / You are Russian women’s heliport!»; «He sent a business card-portrait with verses to a Russian-Karlsbad lady. He asked to rewrite the verses, sending them to Moscow to "Our Time" for printing». (Kurochkin 1957: 558, 561–563). Cf. the real circumstances, concerning V.A.Golitsyna, nee Stolypina – the addressee of Vyazemsky’s letter (circa 1820-1853) – sister of the poet’s daughter-in-law: «15 <June 1853>. Yesterday I learned of another sad death. Poor princess Vera Golitsyna died in Berlin. When I sent her my portrait with verses from Dresden on the eve of the Bright Resurrection, I had a momentary feeling, that all of this would not reach her in time. And in fact, all this came to Berlin when she was already desperately ill and, she seemed, she had not seen either my portrait or the poem. How long had she been in Constantinople in the full bloom of health, strength and beauty? Our Russian priest also died in Berlin and, and so a priest from Paris had come to princess Golitsyna» (Vyazemsky 1878–1896: 10, 56).

More subtle associations – random or nonrandom – with Karlsbad motifs of Vyazemsky’s creativity are contained in the parody poem of the «New Poet» I.I. Panayev «Far-niente» (1855): «He’s been living in Valuyevka village for thirty years, / Drinking medicinal herbs every appointed hour / Regularly eating three times a day / With his wife Fedosya Ermolavna. / He usually smokes after a meal, / Invariably following the habits for forty years; / Yawns, coughs, blows his nose, spits, / Raises – and goes to sleep... / Having covered his fat face from the restless flies, / He plunges into a huge down-bed/ / And sleeps until evening. Thus the life flows so smoothly... / Fedosya Ermolavna will come to wake him, / He will rise; pointing with a swollen hand / to a glass of cowberry water / He drinks it in one gulp; then he will scratch his back / Lazily going to the porch, / To refresh his swollen face... / Meanwhile, the cattle is driven to the watering place, / The sun is going down - and sometimes / suddenly the smell of mowed grass comes from the garden. / The sunset fire glitters through the dark grove, / And every leaf shines and joyfully flutters...» (Poets of 1840–1850-s 1972: 375–376). It is known that Vyatimsky’s son-in-law was a count, a statesman, and a writer P.A.Valuev (1815-1890), who was visiting the Vyazemsky couple together with his daughter in Karlsbad (Baskakov 1989: 387–389). Cf. «2 <July 1853>. <...> All these days, i.e. before the current 8th, there was nothing special, except for the arrival of Lisa Valueva and her father. After spending two days with us, he went back to his Mitava Voivodeship. This meeting with them aroused many feelings and sad memories in me <...>» (Vyazemsky 1878–1896: 10, 64).

Meanwhile, Vyazemsky as a singer of overseas resort life had many predecessors and adherents among contemporaries, including very distinguished ones, for example: «Seek health and freedom in a foreign land, / But it is a sin to forget the North, / So listen: hurry to drink Karlsbad waters, / So that to again

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drink wine with us» (A.S. Pushkin. To N.L. Kiselev. 1828); «Or do you hurry to **Karlsbad** your health to refresh / By *idling*, air-breathing and walking?» (N.M. Yazykov. To P.V. Kireevsky. 1835). However, there were also some ironic poetic statements, besides those mentioned earlier, for example: «Having lost my money to the Germans on the road / In a game of chance – I will wander to **Karlsbad** on foot: / There, exhausted, I’ll plunge right into the **bath** / And, sitting in the bath, in a strong impatience / I will wait for income from my estate to come» (B.N. Almazov. Tourist. 1859); «Two hundred years ago / the Tsar deigned to be born… / Once, after arriving in **Karlsbad**, / he decided **Sprudel** to drink» (A.N. Apukhtin. Concerning the jubilee of Peter the Great. 1872); «Let the chocolate sour at your gaze, / Let the lace, where» (A.N. Apukhtin. Prayer of the sick. 1872); «One day in the face of the host / Of Bohemian mountains / There was a dispute between **Mühl-brun** / and the brave **Sprudel**» (A.N. Apukhtin., Dispute. 1872). M.I. Tsvetaeva also did not pass the Karlsbad «chronotope»: «– To Moscow! – / To **Karlsbad**! – / My back sags» («Ratcatcher», 1925).

One of the noteworthy works, related to Karlsbad as a notable place, where *dolce vita* and *far niente* were cultivated, was the humorous poem «The wild life do we lead in Karlsbad …», which authorship for some time now needs justification and comments.

In 1880, an official of His Imperial Majesty’s own office for the Kingdom of Poland, in combination a historian and bibliographer, N.N. Golitsyn (1836–1893), published a collection of information about their noble family. There, among a small list of dilettante works of his father-in-law, the husband of Eugenia Alexandrovn Golitsyna (1852–1919), one of the daughters of A.S. Golitsyn from the second marriage (The history of the families of the Russian nobility in 1885: 1, 191) – Prince A.S. Golitsyn (1789–1858), he quoted the poem «The wild life do we lead in Karlsbad …», (1853), «the autograph of which is in the Imperial Public Library. (Its report of 1870, St. Petersburg, page 134)» (Materials of the complete genealogical list 1880: 143–144):

> The wild life do we lead in Karlsbad!
> With Polka going to bed, with Polka getting up,
> Early in the morning, drinking hot drinks.
> Down with all cares and mental torture!
> A prince, a merchant, a baron, an artisan, a marquis,
> Different patterns of peoples and estates, –
> Are seeking one thing: health and health!
> There’s only one thing that occupies our mind:
> We climb the mountains to go down to the rear,
> Wandering **three hours** to go down once for hour!

A.S. Golitsyn was one of the younger sons, sung by Derzhavin in the poem «Autumn during the Siege of Ochakov» (1788), of Catherine’s time prince S.F. Golitsyn and his wife. He was G.A. Potemkin’s great-nephew (on the maternal line), a pupil of I.A. Krylov, he was familiar, in particular, with A.S. Pushkin, K.F. Ryleev, S.A. Sobolevsky. According to N.N. Golitsyn, he was on friendly terms with Vyazemsky: «In the papers of Prince A.S., we found a rare lithographed portrait of Prince P.A. Vyazemsky <…> with the following lines: «Witzleben, your bold pencil has wonderfully / surpassed the Nature in a close imitation. / Nobody will give a pfennig for an old original, / Everyone admires your good work. / Dresden. March 1853. K. Vyazemsky» (Vyazemsky 1878–1896: 11, 27); « Signed: In memory of our olden times To K. Alexander Golitsyn. **Karlsbad** July 6 (18) 1853 <…>» (Materials of the complete genealogical list 1880: 143–144). In a note to this small work in Vyazemsky’s Complete Collected Works, it is said: «The facsimile of this poem was placed under the portrait of the author, written by Witzleben and appended to the X volume of his Complete Collected Works. Under the verse there is a note: “Dresden, March, 1853.” It was first printed in *The Citizen*, 1878, No. 35, p. 619» (Vyazemsky 1878–1896: 11, 464). Vyazemsky’s
portrait, drawn by Witzleben, with a facsimile of the poet’s autograph, opens the 10th volume of the “Complete Works” of Vyazemsky.

Vyazemsky and Golitsyn were really familiar, at least from 1818, when they were both serving in Warsaw. The first was recalling in his notes: “Let us conclude our long mensal chronicle with a story about a dining adventure that could have ended both tragically and comically. One day, Pyotr Mikhailovich Lunin was traveling to Russia from abroad through Warsaw. He was very famous in the Petersburg and Moscow societies from the beginning of the century and earlier. They loved him, being often amused by his weaknesses. Among them was his passion for embroidering the different colors and incredible patterns. But all this was innocuous. Once Lunin, being long acquainted with N.N. Novosil'tsev (1761–1838), a statesman and a vice-president of the provisional council in 1813–1815, the Duchy of Warsaw administrator, later the representative of Alexander I at the Council, administering the Kingdom of Poland, since 1821 the adviser of the viceroy of the Kingdom of Poland and confidant of the Grand Duke Konstantin Pavlovich – N.V, D.Zh., drove to him. He invited him to dinner. "Willingly, answered Lunin, but under one condition: my friend and uncle travels with me (Lunin was already very old then), let me take him too". He turned out to be an old French chef, seemingly named Aimé, who had long been practicing in Petersburg and not without dignity. Novosiltsov laughed at this strange request; but, of course, agreed to it. At dinner there were only a few Russians, among them Alexander Sergeevich Golitsyn (one of the younger sons of the famous Prince Sergei Fedorovich), a colonel of the Guards Ulansk regiment. He was known as redheaded Golitsyn. He was loved in Warsaw both by the Poles and by fellow countrymen. He was distinguished by some Russian valor and wit; he could drink a lot, but he never got drunk; but only, according to his dear drinking companions, you see the steam, rising from his red head. This Golitsyn cracked a joke directed at Louis XVIII. This happened in the first year of Restoration. The chef gets up from his chair and speaks loudly: „The scoundrel (so we translate the strongest French phrase, used by the cook) is the one who dares insulting the sacred person of the King. I am ready to confirm my words, where and any way you like. It is not the first wound I will get for my King”. And then he takes off his coat, rolls up the sleeve of his shirt, pointing to his arm. Whether this wound was obtained from a kitchen knife or from a sword is not known for certainty; but the challenge was made in a formal order. You can imagine everybody’s surprise and embarrassment. Golitsyn accepts the challenge. It took a lot of efforts for Novosiltsov and some of those present to pacify this storm and settle the matter without bloodshed. Needless to say, how much incongruous and wild could be the duel of the Russian Prince, the Russian colonel and the French kitchen master. At first it was not worth laughing; but afterwards we laughed a lot, recalling this dinner quarrel! (Vyazemsky 1878-1896: 8, 376-377). In 1830 and, probably, later Vyazemsky and Golitsyn exchanged letters in French; they are preserved in the Russian State Literature Archive (f. 195, inventory 1, unit of storage 5083, sheet 358-360; f. 195, inv. 1, unit of stor. 4138).

There is another mention of Vyazemsky about his old friend in the diary entries of 1853 relating to his stay in Karlsbad: «18 <June>. <...> In the evening at Wiese, music was celebrating the arrival of Prince Esterhazy, former ambassador to London. There also arrived Count Krasinsky, a Warsaw ruin, and the redheaded Golitsyn, also a fragment of the former Warsaw life» (Vyazemsky 1878-1896: 10, 57).

Let us return, however, to N.N.Golitsyn, who attributed the authorship of A.S.Golitsyn to the poem «The wild life do we lead in Karlsbad...». Such testimonies are unreliable as the misconceptions of relatives of writers that the works, found at home archives in the form of lists, belong to them, can be even taken for granted by the experienced literary scholars; this happened, for example, to S.A.Vengerov, who attributed the popular anonymous poem of the time of Crimean War to the little-known poet V.P. Alferiev (1823–1854) on the basis of his wife’s information (Vasiliev Zhatkin 2017: 133–145). Collectors of such information focus their attention on the concentration of biographical and bibliographic information about the particular person, without verifying them, since this is not their main task.
It is quite natural that the newest biographer of the writer A.S. Golitsyn relied on the information of N.N. Golitsyn by concretizing it: «Of the many poems of <A. Golitsyn> "in case" is known «The wild life do we have in Karlsbad...» (1853), recorded on the cover of Vyazemsky's poem "Shrove Tuesday on a Stranger's Side" (the copy is kept in The State Public Library), published in the same year in Dresden, and representing a kind of reduced parallel of the latter» (Dmitrieva-Maimina 1989: 606). Note that the very indication that someone has written down a poem in someone else's book, given to him, rather testifies in favor of the attribution of such a text to the author. But in this case there are some more serious arguments for this conclusion!

The poem, interesting to us, is found... in Vyazemsky's diary entries ("The Old Notebook, 1853–1878"), published in «The Complete Collection of His Works» with cuts, as a result of which it remained an archival «artifact» - which slavic L.S. Kishkin drew his attention at: «In the entry of July 4 of the notebook dd. 1853, which reproduces the text of the letter to Tolstoy ((L.S. Kishkin does not comment on who is in question, Ya.N. Tolstoy (1791–1867) - is a writer, an expat, living in Paris, an old acquaintance of Vyazemsky. - N.V., D.Zh.), is interrupted by a comic poem about life in Karlsbad. It was not published, the poet, apparently, was aware of its imperfection. However, this poem to some extent reproduces the mode of life of the Czech spa, the atmosphere, surrounding Vyazemsky, and his mood. Therefore, it seems appropriate to quote it <...>» (Kishkin 1973: 121). Cf: «It's not up to reading here. We have to live the life of an animal, but not mental. <The omitted text of the poem!> With all this, the Tsaregrad affair is also preoccupying us, so we are looking forward to the outcome of the major issue. <...> When I was in Paris, in the office of the embassy, I saw a small French pamphlet about Holy Places, written, as far as I remember, by a clergyman in our favor. Would you send it? I also have itching to write something about this, in response to the pamphlet of Pujul. Soon I will finish my water drinking and then I would start to work. <...> There is your former ambassador, Count Palen, and his brother, the cosmopolitan, here, and many other Russians. The weather does not pamper us very much, but we do not lose our heart, drinking and breaking away in full swing» (Vyazemsky 1878–1896: 10, 58–59).

As you can see, the author of the article is mistaken, having believed, that this poem was not printed before; but she correctly defined its status as a poetic insertion in Vyazemsky's letter, which is absolutely organic and interspersed with prosaic continuation on the same page of the notebook, preserved in the Russian State Literature Archive (f. 195, inventory 1, unit of stor. 1122, sheet 34–36 cover). Note that the researcher inexacty quoted this text from an archive source: «Here is the prince, the merchant, < the baron!>, the artisan, the marquis»; «In different images (?) of peoples and estates»; «We go three hours to (?) clear out for an hour». And she did not see anything reprehensible in the «comic poem», except for the aesthetic «imperfection»... As, incidentally, did not see also N.N. Golitsyn, who mentioned, by the way, some frivolity of other works of A.S. Golitsyn.

The poem, however, contains immoderate punning subtexts, characteristic of the poetics of Vyazemsky, - as a result, it can be assumed, that it did not become part of the «Old Notebook» at the will of the writer himself or the publishers of his legacy.

First, it was the ambiguous word polka, which was used with the meaning of a fashionable secular dance with the corresponding musical decor in the middle of the XIX century, it was apparently a regular accompaniment of morning mass therapy in Karlsbad, the musicologists were repeatedly writing about: «Being alive and simple in form, this dance won wide popularity in Slovakia, Serbia, Hungary, Austria at the beginning of the 19th century; in the 40s it spread like a ballroom dance across Europe» (Encyclopedic Music Dictionary 1959: 212); «...one of the most popular national Czech dances. <...> Z. Needli assumes that the word "polka" means "Polish" <...>. According to another point of view, the name comes from the Czech půlka - "half-step" (Lyakhova 1979: 371). Many Russian writers were also talking about the new social dance, for example: «The theater was not the same - / With its the scenery / It was looking into a huge hall, / Poured with light from everywhere, / And its floor, though very simple, / Was not looking...»
like parquet, / But on their easy feet / The ladies could still glide over it, / in a noisy polka...» (A.A. Grigoriev. Meeting. 1846); «Sometimes salon shine, mazurka, polka, tears, / Sometimes a gloomy grotto and a languid moon...» (I.I. Panaev. «In vain they say that I am chasing glory...». 1847); «In the winter, we will go to the Merchant Assembly. Just see us! We’ll be dancing polka» (A.N. Ostrovsky. Insiders always arrange. 1849); «But, evenly pounding her feet in the polka / Where is she gazing so intently?» (E.P. Rostopchina. Circus of the nineteenth century. 1850); «The walkers admired the sea and listened to beautiful music. ...» I stopped to listen to familiar motives from operas and unfamiliar polkas, mazurkas» (I.A. Goncharov. Frigate «Pallada». 1855); «The public borrow thoughts and feelings from overseas, the mazurkas and polkas too, whereas people draw their life from their native source. The public speaks French, whereas people – Russian. The public wears German dresses, the people – Russian. The public has Parisian fashion. The people – their own Russian customs» (K.S. Aksakov. Experience of synonyms. Public – the people. 1857). At that time the lexical homonyms have already started to paradoxically combine: «My wife loves the rites / Of magnificent social ladies, / Buying the outfits during the day, / Wandering around the balls during the night. / First she was captivated by Polka, / Then the noble Greek came up... / What was to be done?.. / Only spit, / As a noble person» (F. A. Koni. Biography of a noble man. 1848).

It is probable that Vyazemsky’s poetic pun is not only caused by his Warsaw memories, but also, for example, by the Polish roots of the first and second wives of A.S. Golitsyn – Carolina Stanislawowna Khodkevich, born Valevskaya (1778-1846) and Eleonora Osipovna Zarzhitskaya (1823-1895) (see: Russian Biographical Dictionary 1997: 137) and the Karlsbad environment of both. Cf.: «23 <June 1853 > M-me Sukhozanet came from Warsaw with her beautiful niece» (Vyazemsky 1878-1896: 10, 60). The pun is also based on the expression of getting up going to bed with the cocks (compare, for example: «...Now we are not celebrating, – / Rich in important works, / We do not sleep long at times, / We get up in the morning with cocks...» (N.M. Yazykov. To W<ull>, T<yutchev> and Sh<epelev>. 1826)), a saying to go to bed with chickens, get up with cocks. See also in the poem «Sketches of Karlsbad»: «Early to bed, get up early / Then you’ll go to the watering place».

Vyazemsky could also be provoked on his ritual wit by the memory of a playful, with a poetic inscription too, letter of A.S. Pushkin to him (about November 7, 1825), who only once (Dictionary of Pushkin’s language 1956–1961: 3, 523) used a lexeme polka in his texts: «In the wilderness, tired of the lean life, / Dead with my belly, / I do not soar, but sitting like an eagle / Sick with a diarrhea idleness. / / But your fancy dung / Nicely tickles my nose: / It reminds me Khvostov, / The father of toothy pigeons, / And my spirit again urges / To the defection of former days»; «Thank you, my soul, I kiss you in your poetic << - - - >> since I was in Mikhailovskoye, I only laughed twice; when analyzing the new poetics of fables and at the dedication of << - - - >> << - - - >> yours»; «My tragedy is over; I’ve reread it aloud, alone, and I’ve clapped and shouted, ah yes, Pushkin, ah yes, son of a bitch! My holy fool, my amusing chap; you have << - - - - - >> on Marina – because she is polka, and is superb herself <<...>>» (Pushkin 1994–1997: 13, 239–240).

Secondly, the skatological, bottom associations, present in Pushkin’s cited letter, also arise in Vyazemsky’s poem: «We climb the mountains to go down to the rear, / Wandering three hours to go down once for hour!». And, although the meaning of these lines is not completely clear and artistically uniformed, there is a feeling that there is some lyrical prank, a space for guesswork, for example, the assumptions about allusions to digestive and excretory functions of Karlsbad «tourists’» organisms, activated or, conversely, braked as a result of strong «water» procedures, to protracted collective pedestrian travel in conditions of prolonged «abstinence» of natural human needs. («Legs and stomach wander»). Cf., for example, the following ironic remark of Vyazemsky: «13 <May 1853>. Although it’s forbidden to do business on water spa, it’s still good to always have the necessary papers in your pocket
with you. This stupidity reminds me of Krylov’s anecdote, which he himself told me. He was walking or, more likely, was sitting on a bench in the Summer Garden. Suddenly he .... He grabs his pocket, but there is no paper. There is the place to hide, but not the paper. Fortunately, he sees the approaching Count Khvostov in the alley. Krylov rushes to him: „Hello, Count. Do you have anything new?” – Yes, I have just received my newly printed poem from the printing house; and he gives him a sheet. „Do not be stingy, Count, give me 2-3 copies”. Pleased with such unexpected greed, Khvostov fulfills his request and Krylov hurries with his prey to do his work» (Vyazemsky 1878-1896: 10, 46-47).

There is another provocative pun in the poem, related to the ambiguous phrase «hot drinks», imitating in the context of «wild life» strong liquors and their misuse from early morning to evening; humor is based on the high temperature of curative thermal springs of Karlsbad. In this case, «hotter springs are prescribed to people with high acidity and having irritable bowel syndrome. Springs with a lower temperature are suitable for people with low acidity and suffering from constipation»; «Source number 1 "Geyser" (72° C) is prescribed for the treatment of gastrointestinal tract. In the Geyser Colonnade there is thermal mineral water at a temperature of 30° C and 41° C – it has a laxative effect, 72° C – has a binding effect, 57° C – is universal»; «Source number 8 "Prince Václav II" (58° C) contains a large amount of Glauber salt, having a laxative effect on the gastrointestinal tract» (Sources in Karlovy Vary: URL), which is connected with the above subtexts of Vyazemsky’s poem.

Vyazemsky’s work is at the same time distinguished by the exact details, confirmed by diary entries, concerning the daily routine, walks, social and class coloring of the Karlsbad audience: «Karlsbad, 12 May 1853 r. <…> I got up at 6 o’clock. At 61/2 I was at the water source, walking there until 8. Then I set off to the Hirschensprung (the rock of «The Deer Jump» (German), Cf. Yeleniy Skok (Czech) – according to the name of the sculpture of mountain chamois (fallow deer), established in 1851 – N.V., D.Zh.). Somewhere on the road there is an inscription, carved in stone: „plutôt être, que paraître”. You can translate this motto into Russian as: „not to seem, but to be” (see also Vyazemsky’s poem «Plutôt être que paraître» („Not to seem, but to be. But in the society, it is often…», 1853) (Vyazemsky 1878-1896: 11, 36-37). – N.V., D.Zh.); «16 <May 1853 >. In the evening we went through the mountains to Hammer. On the way, I got to talking with the carpenter who lived in the village, an hour from Karlsbad, every day leaving home at 5 am, and returning at 7. He earns 40 crowns a day, of which he pays 3 kreuz to the Prinzen -»

<10 <June 1853 >. In the morning I was at the BaroNESS Stolzenberg, the morganatic wife of Prince Wilhelm von Anhalt-Dessau; «19 <June 1853 >. Marquis of Castelbajac’s spouse has come from St. Petersburg» (Vyazemsky 1878-1896: 10, 46, 48-49, 55, 57). He makes jokes both of the socio-therapeutic stratification of patients, and of himself: «15 <June 1853 >. Human vanity sneaks everywhere: I notice that many of those, who drink Sprudel, take a proud over us, who humbly drink Schlossbrunn»; «24 <June 1853 >. I may be over boozy. When sick, Kostya Bulgakov spoke about himself: I’m no longer a man, but an over goosey» (Vyazemsky 1878-1896: 10, 56, 60). Cf. description of the sources in the medical literature: «The main sources are: 1) Sprudel, spouting as a hot jet fountain over the pool at 73°, giving 25,000 hl of water per day, containing 14,000 kg of dissolved salt. <…> 2) (Schloss-brunn). <…>» (Goldfaille 1930: 371-372).

Let’s also give a curious testimony about Karlsbad life, made by another prominent poet – A.A. Fet, relating to the same period of time: «From early morning on, everyone is on their feet. At five o’clock you can make sure that every source has hundreds of people who are worried about restoring their lost health more than you. <…> There are many warm springs in Karlsbad, but the main ones, which have their galleries, are four: Schloss-Brunn, Neu-Brunn, Mühl-Brunn and finally the pearl and pride of Karlsbad – Sprudel. During the five-week treatment, the patient is usually forced to try all the temperatures of warm water, starting with Schloss-Brunn, which is close to the temperature of fresh milk, to Sprudel, reaching up to sixty degrees of heat, which you must manage to drink, without burning your mouth. At first, the water is terribly nasty, but then you get used to it. From six to seven o’clock in the morning, Labitsky's
orchestras play in two galleries – Neu-Brunn and Sprudel (J. Labitsky (1802–1801), Czech conductor and composer. – N.V., D.Zh), and, to be fair, play perfect. After eight, the music stops, crowds of people, walking at the sources, thin out, flower-makers take away their unsold bouquets, sometimes a late patient only drinks hot water, choking with it” (A.A. Fet. From abroad: Travel impressions. 1856; Fet 2007: 39).

Discussion
We managed to find two more lists of this poem, also with an indication of the authorship of Vyazemsky (The Research Department of Manuscripts of the Russian State Library, f. 103 – P.Ya. Chaadaev, M.I. Zhikharev <cousin nephew and heir of the archives of P.Ya. Chaadaev>, b. 1034, unit of stor. 4, sheet 1 – 1 cover; Manuscript department of the Institute of Russian Literature of the Russian Academy of Sciences, f. 50 – The Vielgorskis, unit of stor. 214, sheet 1 – 1 cover). Particularly interesting is the second one, which is a note by Vyazemsky, addressed to M.Yu. Vielgorsky (1788–1856), to whom he dedicated in the same years a message to «Count Mikhail Yurievich Vielgorsky. On his birthday» (Vyazemsky 1878–1896: 11, 222–223), mentioned in a diary entry on October 29, 1853 in Venice: «Always was with a huge tie, probably like our friend Vielgorsky» (Vyazemsky 1878–1896: 10, 76). The note said: «To Count Vielgorsky in his own hands on secret. La mère en défendre la lecture à Sa fille, et en demoiselle d’honneur – en gênera», having the already known to us poem on the reverse side with some discrepancies, with someone’s indication on a permutation of one of the lines:

The wild life do we lead in Karlsbad!
With Polka going to bed, with Polka getting up,
Early in the morning, drinking hot drinks.
Down with all cares and mental torture!
A prince, a merchant, a baron, an artisan, a marquis, (6)
Different patterns of peoples and estates, –
Are seeking one thing: health and health!
There’s only one thing that occupies our mind:
We climb the mountains to go down to the rear, (5)
Wandering three hours to go down once for hour!

The wild life do we lead in Karlsbad!
With Polka going to bed, with Polka getting up,
Early in the morning, drinking hot drinks.
Down with all cares and mental torture!
A prince, a merchant, a baron, an artisan, a marquis, (6)
Different patterns of peoples and estates, –
Are seeking one thing: health and health!
There’s only one thing that occupies our mind:
We climb the mountains to go down to the rear, (5)
Wandering three hours to go down once for hour!

Karlsbad 1853.

The indication of a change in the order of the lines formally corresponds to their ideal pair rhyme, externally making the poem more slender. In this case, however, its semantic structure is violated: «We climb the mountains to go down to the rear, (5) / A prince, a merchant, a baron, an artisan, a marquis, (6) / […] / Wandering three hours to go down once for hour». Also broken is the elegant parallelism of space and time in the final lines, as well as the figure of one-beginning. Here we have an example of the dialectical overcoming of conservative laws of the form by the paradoxical dictates of the content. «Rhyming» of meanings, as well as lexical and syntactic elements is no less important than the classical pair rhyme. It can be assumed, that the poet himself was returning to the completion of the playful composition in his mind, but preferred to leave this text in a pristine poetic form.
Conclusions
The poem «The wild life do we lead in Karlsbad…» has come out from P.A. Vyazemsky’s pen, as evidenced by the poet’s letter to Ya.N. Tolstoy; it organically fits in the architectonics of the biography and creativity of the author. As a result of his punning frivolity, the work was distributed exclusively in the friendly, male environment of the writer (A.S. Golitsyn, Ya.N. Tolstoy, M.Yu. Vielgorsky, P.Ya. Chaadaev). The text of this work survived on the cover of the poem «Shrove Tuesday on a Stranger’s Side» (Dresden, 1853), Vyazemsky submitted to A.S. Golitsyn, which prompted the relatives of the latter to assign the poetic pranks of one Prince to another.

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Teaching and Learning in the Virtual Environment

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Abstract
Teaching in the virtual environment is not a new idea, and with the developed technology, more online courses are offered to meet students’ needs. Online learning is beneficial to students, especially non-traditional students, when they should attend to their families, keep their jobs, and take their classes. This mode of education helps active duty military students as well because they can obtain a degree in any field, and deployments do not prevent them from taking online classes. Professors will also benefit from teaching online because they can teach at several colleges and universities from anywhere and anytime. There may be some disadvantages to teaching and learning in the online environment, but the benefits outweigh the downsides for both professors and students.

Keywords: Online education, correspondence course, non-traditional student, software, asynchronous, computer, Internet-based, instructor presence, and social presence.

Introduction
Teaching in the virtual environment is not a new idea; in fact, the earliest records indicate that formal distance learning has been around since the 1700s. The courses back then were known as correspondence courses because the teacher and students corresponded via letters. Technology expanded, and with the advent of the television, tele-courses became the favored method of distance education. People could sit in their homes and see and hear instructors teaching classes, but this did not become a widespread method for delivering courses. It was only with the advent of computers and the Internet that distance education truly came into its own (Miller, 2014). When Internet technologies developed and bandwidth stopped being a problem for most areas, Internet-based course offerings became prevalent. Today, most American institutions of higher education have incorporated online courses into their curriculum. Many universities, such as Kaplan University, DeVry, Western Governors University, and others, offer online degrees. More and more colleges and universities offer online courses which are very popular with both dual credit students and adult learners.

Materials and Methods
Online courses have produced an educational positive “disruption,” and online education is beneficial to the students and the faculty. It is beneficial to students, especially non-traditional students, when they must attend to their families, keep their jobs, and take their classes. Traditionally, young people attend college just out of high school. For the most part, these young people only have the responsibility of learning and completing school work. They do not need to worry about jobs or families, so they can attend face-to-face classes when these classes are scheduled; however, active military, veterans who separated from active military service, and working adults have changed these parameters, and now students are older with family and job responsibilities. Often, they are not able to go away to school, nor can they attend scheduled classes, but thanks to online education, they have the flexibility to attend college anywhere, at any time. Online education also allows students to obtain a degree in any field, even if no institution in their geographical vicinity offers that degree.

As with anything new, there are some drawbacks to online education. While online courses are beneficial to students, not everyone is comfortable with technology. Beginners are often very nervous about taking online courses. They tend to feel lost and do not know where to find information within the classroom,
which is located on an Internet platform, named as a Learning Management System (LMS). In addition, their computers may be older or do not have the memory, speed, or other specific hardware needed, and/or they may lack the needed software to complete course work. Equipment and software cost money, as does Internet access. Students do not always have money to buy what they need.

Another problem is that an instructor is not physically present. Many students learn by hearing the professor speak in class. They do not learn as much from the textbook, perhaps because they do not have time to read, find the information boring, or do not read well. Taking an online course requires good reading skills. Students who lack those skills may again feel lost and have difficulty completing coursework correctly. Between discomfort, feeling lost, cost problems, an absent professor, and lack of reading skills, some students may drop out of the courses at the very beginning of the term or semester.

The enthusiasm and diligence of the faculty can help students overcome many of these difficulties they experience. Although the instructor cannot help with the cost of hardware, an access to free software, such as Open Office, can be provided. Instructors can also prepare directions for finding information on the online platform, complete with annotated screen shots for those who prefer to see directions in pictures. Software such as Jing allows instructors to make annotated screen shots quickly and easily. Instructors can record their explanations and highlight the areas in the document. Including examples of what work should look like is also important. Since the professor is not physically present and cannot explain in person, supplemental materials assume more importance than they might do in a face-to-face classroom. It takes time and work to prepare these materials, but helping students to succeed makes it worth the effort.

There is more that faculty can do to help students. Professors can incorporate audio, video, and images into their classrooms. They also can use mashups, such as Flickr Photo, YouTube video, and SlideShare Presentation. These technologies make the course more interesting, and they help those students who learn better through hearing and seeing rather than through reading.

An online instructor can help students by promoting collaboration among class members. This can be done on the discussion board. Since students are not physically present in the same classroom, getting to know each other can be challenging; therefore, the facilitator must set the tone for the class by promoting interaction and by organizing and designing the logistics of the discussions. Furthermore, when planning a collaborative activity, an instructor should be aware that not all of the members of the team will contribute to the project equally. “Learners should be able to earn a top grade for their contributions even if all of the members of the team are not fully engaged” (Stavredes, Herder, 2014). In this case, a professor must set clear expectations for the collaborative activity and promote team building and help learners develop collaboration skills.

Results and discussions

Online classes are beneficial not only to students but to the faculty in a number of ways. Via the Internet, professors can teach courses in any school anywhere in the world, so geographical proximity to the school is no longer an issue. Instructors can teach in multiple schools located anywhere, not merely those in the area where they live. Time is also unimportant. Since most of the course work is asynchronous, meaning events do not occur at the same time for everyone involved, except synchronous seminars, the time on the clock and the time zone of the students and the instructor are no longer meaningful. Even the day of the week is inconsequential, offering the instructors the ability to conduct their lives and work on their own schedules. Not only can a school and students be anywhere in the world, but the same holds true for professors, who can change locations permanently or at different times. If an instructor has a computer with Internet access, he or she can always work.

Faculty may experience downsides to online courses. First, like students, they must learn the technology involved and have the hardware and software needed to teach the courses. Not everyone will want to take the time to learn new technology and software. Also, computers, software, and Internet may be
costly. Furthermore, to teach online, faculty must be willing to work in a different educational
environment where professors have little influence over the curriculum or learning management systems.
At some universities and colleges, professors teach courses “developed by someone else, and they were
not permitted to alter that course to suit their own teaching styles, and both eliminate and include
material that they deem either unnecessary or more important” (Palloff, Pratt, 2013). This is not a status
quo situation. Professors will still have end-of-term/semester surveys where they can reflect on what is
working and what needs revision. Furthermore, professors themselves serve as subject-matter experts
(SMEs) and revise the entire course or parts of the course, as the need arises.
An online instruction should be media rich and interactive, and an online instructor should know most of
the tools that the Learning Management System (LMS) he or she is working on offers to him or her. Any
educational platform contains a lot of tools for delivery; however, colleges and universities may choose
specific ones, or they will add tools every year; therefore, it is a good idea for an online instructor to
attend the workshops on the new features that are added to the LMS. Learning new tools and integrating
them to the existing course is time-consuming, and not all instructors are willing to do that. Adding new
features to the existing course at least once a year is a good practice.
To be successful in the online environment, professors should establish instructor presence. An educator
should maintain instructor presence by facilitating a discussion board and engaging all students on the
discussion board. It is important to create an environment where students have a sense of belonging and
feel trust between peers and the professor. A positive learning environment will enable learners “to
engage freely in discussions and express their thoughts and ideas without fear of being criticized or
treated unfairly or with bias” (Stavredes, Herder, 2014). A professor should make the first post and
continue responding to students’ posts throughout the lesson, and finish the discussion for that lesson by
posting a lesson/unit wrap-up. It is also the facilitator’s role to set rules and establish a protocol for all
communications to avoid miscommunication and conflicts between and among students.
Educators should maintain social presence as well. Social presence is defined as “the ability of
participants in a community of inquiry to project their personal characteristics into the community,
thereby presenting themselves to the other participants as real people” (Garrison, Anderson, Archer
2001). The instructors may maintain social presence by establishing an appropriate tone and by providing
some quick tips to the students to plan for success throughout the course. To maintain a social presence, a
facilitator may create a video, where he or she will introduce himself or herself, share some information
that will establish a common ground between him or her and students. An instructor may also require
that students provide a multimedia introduction by using their images or avatars and audio recording in
their introductions to create their personal identities in the course.
Conclusion
Without doubt, online instruction requires the development of new skills and sets of pedagogies because
online educators cannot utilize pedagogical approaches and methods of teaching that they used in a
traditional classroom. An online instructor should be a life-long learner; he or she should seek out
opportunities to expand his or her knowledge by taking academic courses, attending Center for Teaching
and Learning (CTL) workshops, and participation in the professional conferences.
The last point is that a facilitator should create an online learning environment that meets learners’ needs
and brings satisfaction to their lives. An online instructor should support students not only in their
academic lives but when they experience challenges. In addition to providing an effective learning
environment for students, facilitators should be mentors in students’ lives. So, as answer to the question
what instructors bring to online environment is that they bring their extensive experiences, vast
knowledge, and their big heart and compassion.
References


Folklore as the basis for verbal creativity of younger schoolchildren development

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Abstract
Nowadays the problem of oral and written verbal creation of students is of great interest for modern methodological science. The main idea of the paper is that the instrument of elementary school students’ progress in verbal creativity (oral and written) is the works of oral folk art. The study of the problem is realized in the context of methodological fundamentals of personal humane education.

The paper presents analysis of different developing exercises and creative tasks on formation and development of verbal creativity of younger students. A significant place in this article is given to the basic methods of development of students’ poetry perception of folk texts and their preparation for emotional mood to create students’ own works based on folklore samples. The technique of organization of issue of group and author’s collections of creative work is regarded. Special attention is paid to the pedagogical application of educational means to form of students’ oral and written verbal creation.

A list of guidelines to make this activity exciting and productive for young children was generated. Practice according to methodical recommendations proved the hypothesis of effectiveness of regular use of folklore pieces in philological education at primary school for the development of verbal creativity of younger students, and the development of student’s personality.

These materials can be used in the practice of educational organizations, in the training process of specialists in the field of pedagogical education.

Keywords: verbal creativity; written and speech activity; organization of educational activity; folklore work; poetics; genre specificity.

Introduction
The problem of perception of literary and folklore works of different genres by children of primary school age is complex and multi-aspect. Setting the task to bring the child closer to the “living source of the national language”, K.D. Ushinsky attached great pedagogical importance to the genres of folklore. The researchers (Amonashvili, 2017; Akhtyrskaya, 2014; Nikitchenko, 2011; Nioradze, 2012, 2017; etc.) indicate that elementary school students perceive works of fiction and folklore in the unity of form and content (Zaporozhets, 1986; Jakobson, 1964). Students are acquainted with different genres of author’s and folk art, their specific characteristics, vivid and figurative language; they enter the world of artistic images, which helps them to develop an emotional attitude to the world of nature, people and their relationships with them. Emotionality, identification of the artistic and real world, sensitivity to the word and to an artistic detail, effect of presence (ability of the child to live in an image), and reaction to an artistic form are the peculiarities of perception of an artwork by younger school students. These features become indicators to methodical modeling of work on formation of verbal creativity of the younger learners.

Verbal creativity combines an oral and written-speech activity of students, appeared under the influence of works of art, the surrounding reality. It is expressed in the creation of oral and written compositions, represented by different genres: a story, a fairy tale, a poem, etc.

"Growing" the creativity of verbal art in children is carried out in the following areas:

- work on the colorful words and speech;
- the use of features of speech intonation in writing; comprehension of the moral content of texts, the perception of beauty and imagery of artistic words;
– enrichment of speech, feelings, actions;
– Imaginary situations and their writing” (Nioradze, 2012), Salomatina, 2016 etc.).

Materials and Methods
At the theoretical level, the study is aimed at identifying the essence of the development of verbal creativity in younger students. The direct subject of the study in this case is presented in the form of a system of separate techniques that contribute to the development of verbal creativity of younger students based on the works of folk art.
The methods of theoretical research allowed revealing the content of the basic concepts:
– Verbal Creativity;
– Written And Speech Activity;
– Organization Of Educational Activity;
– Folklore Work;
– Poetics;
– Genre specificity.
At the empirical level, the research is focused on:
– Analysis of the content of the programs of philological education of the national elementary school (Nioradze V.G., 2017; Salomatina L.S., 2016; Nikitchenkov A.Y., 2011).
The means of real observation used at the empirical level, provided identification of approaches for the development of poetry perception of texts of national culture by younger students in the process of working on samples.
Pedagogical modeling allowed determining the algorithm of rough work on the text of the national culture sample.

Results and discussions
Currently, “the folklore as educational material is adopted in the programs of national elementary schools: particular genres of folklore are examined at the lessons of Literary Reading, widely involved in extracurricular activities”. The work with folk works is productive at the lessons of written and speech activity. The method of interpretation of fairy tales, epics, legendary stories, detailed algorithms for analysis of works of these genres, the plan of construction of statements about the character were proposed in the article “Russian folk epic in primary school” (Grakhova, 2012; Grakhova, Guseva, Bazueva, 2016).
It is known, that “the small” and “the big” genres of folk literature are rich in means of artistic expression (comparisons, epithets; metaphors, personifications). It has a beneficial effect on the development of creative speech of younger students.
Performing creative tasks of teachers to identify various linguistic artistic means in folk texts, students are preparing to use them in their own speech (oral and written) to design their own statements artistically.
The recommended algorithm of educational activity on younger children’s development of poetry perception of folk texts and preparation for the emotional mood to create their own works may be the following:
1) Reading works of oral folk art, followed by their analysis.
2) Studying expressive means of artwork and identification of their influence on the creation of an artistic image.
3) Using paintings and musical artworks for deep understanding of the content of fairy tales, epics, legends, lyrical folk songs.
4) Performing creative tasks on the works of oral folk literature (staging, creating illustrating etc.).

The exercises on composing sentences with polysemantic words, phrases, and phraseological units taken from the context of folk works attract students' attention. Let's consider the exercise "Verbal snowball" that is productive in the context of an activity-type lesson (Amonashvili, 2017; Nioradze, 2017). The teacher "selects a phrase or sentence of two words (with main members) and offers the children to "throw" it (in their imagination) from a high snowy mountain and help it "to acquire" words, like a small lump of snow, which becomes a huge snow block on the ground after having rolled down the mountain. If a snowball is single, and a snow block is single, therefore, the sentence should be also single, in extreme case; it may be extended and have participial constructions" (Nioradze, 2017).

This exercise helps children to understand how to draft a written text, that they should not be afraid of editing, ascribing, rewriting, changing words and phrases. V.G. Nioradze advises, "to show the children the handwritten drafts of works by A.S. Pushkin, L.N. Tolstoy, A.P. Chekhov and other writers". The main idea of exercises to enrich speech is to concentrate, concretize the efforts of children on one word. The students are to select the definition to a word. Then they "read the selected words, consider them, wonder how many definitions they have selected only to one word" (Nioradze, 2017).

Writing a composition-imitation based on certain genres of folklore, for example, fairy tales, ditties, lyrical songs, lullaby songs may be regarded also an interesting occupation in the context of comprehension of oral folk works. The students consolidate the knowledge on compositional structure of the work, poetic features, characters, etc. in performing these tasks. Therefore, before starting creating a story, like a folk story, one has to decide whether it is a tale about animals, magical etc. It is necessary to recall the traditional composition of a fairy tale, its poetic features, means of artistic expression at working out the plot of a fairy-tale.

It is recommended to conduct the lessons of "wise speech", at which students of junior classes learn folk wisdom through proverbs and sayings so that to develop their verbal creativity. The children discover that wise words are familiar to them. People use these words in everyday colloquial speech. However, a neutral statement turns into wised statement when the utterance is constructed, intoned, and figuratively saturated correctly. The teacher explains that famous philosophers, scholars of the past and the present are usually called wise men. The teacher convinces that children can be wisetoo. The lesson opens knowledge about the structure, poetics of proverbs and sayings, similarities and differences of these genres, culture of "wise speech".

Training method in verbal creativity is as follows:
- Teacher gives students cards on which two or three words are written.
- The students create wise statements with these words, taking into account the principles of proverbs' construction.
- Then they read them with the correct intonation in the classroom.
- The teacher can also offer the children to illustrate their proverbs, sayings.

The result of this creative activity can be the "issue" of the "Book of Wisdom" (or "Wisdom in every Word"), its presentation to parents and guests.

S.A. Amonashvili (2017) and V.G. Nioradze (2012, 2017) propose a distinguished by singularity technique for the production of newspapers and collections of students' creative works. The issue of collections of students' works has not only an educational, but it is a creative potential. It is a motivation for success and monitoring the development of student's personality.
This method of issue of collections of students’ works is put into practice by the following stages:
- Motivation to action (creating a collection).
- Discussion the reason of book / newspaper issue.
- Collecting ideas on book / newspaper drafts.
- Selection of the editor-in-chief, editorial board.
- Selection of materials and preparation for publication.
- Design of the publication.
- Preparation to the presentation of the book.

The fulfillment of these exercises and tasks, in fact, solve the general problems of the development of written and speech activity of younger students:
1. Development of oral expression and intonation writing of primary school children.
2. Introduction of students to the beauty of the word, to spirituality, to kindness and morality through literary texts (in this case, through the works of folk art of words).
3. Presentation of imaginary situations and their speech design in oral and written forms.
4. Preparation of children's own texts on the model and without them on knowledge of structure and poetics of the genre of art.
5. Preparation and publication of group and author collections of works (folders with files for each student).
6. Development of students’ ability to control and self-control in the process of educational and cognitive tasks decision.

Conclusion
Creative written compositions on the perception of folklore pieces present the base of the development of written and speech activity of younger students, they correlate with visual, musical and theatrical activities of children.
Systematic use of folklore pieces at the lessons of Literary Reading in written and speech activities, including introduction to genre features, and their correlation with the works of music and fine arts, cinema (animation) and theatrical productions has a positive effect on the development of verbal creativity of younger students.
Special attention should be paid to working procedure of preparation for publication and issue of group and author's collections of the best works. It becomes an additional motivation for the success of students in written and speech activity.

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Peculiarities of development of preschool education in Russia during the period of the first Soviet Five-Year Plan (1928-1932): on the material of the Republic of Tatarstan

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Abstract
The article considers the features of the development of preschool education in Soviet Russia during the First Five-Year Plan (1928–1932). Great social, political and economic challenges forced the authorities to search for the mechanisms to fulfill them. One of these mechanisms was preschool institutions which were supposed to give women the opportunity to participate in the production and social life. The development of their network and the improvement of their quality were facilitated by measures that were taken at that period. The research is based on the historical material of the Republic of Tatarstan which is a part of the Russian Federation. Russian regions have considerable organizational and pedagogical experience in developing preschool education under different political, social and economic conditions. An important part of the research is the claim that there is positive experience in organizing a multi-type network of preschool institutions, which improved the quality of educational work. The article also admits the improvement of preschool specialists training in Tatarstan. The material of the article fills the information gap in the history of education in this Republic, makes it possible to connect the national processes with the regional features of the development of the public preschool education system. The article comprises the potential for understanding the intentions that should to be implemented under the conditions of modern education improvement.

Keywords: the First Soviet Five-Year Plan (1928–1932), the system of public preschool education, preschool institutions, Russia, the Republic of Tatarstan.

Introduction
There are a number of key points in the history of preschool education in Russia that have significantly influenced the goals, content and methods of work of the domestic preschool institutions. The years of the First Soviet Five-Year Plan (1928–1932) were such an important period in the development of the system of public preschool education. The positive results achieved by the system in that period of history define it as a period of active search and implementation of measures that have provided high quantitative and qualitative indicators. The description of this experience is of interest for the modern practice of preschool education.

The purpose of our study is to identify and describe the features of the development of preschool education in Russia during the period of the First Soviet Five-Year Plan (1928–1932). Tatarstan’s experience in developing the network of preschool institutions and improving the quality of their work significantly helps to achieve the purpose.

Materials and Methods
The system of the domestic preschool education in the period 1928–1932 had positive experience in organizing a diverse network of preschool institutions, achieving the high quality of educational work, and training the preschool specialists.

This historical and pedagogical research was carried out on the basis of the following research approaches: a) the system-historical approach which makes it possible to consider certain phenomena together with the environment and the needs of society; b) the social and historical approach that helps to
focus on the features of the development of society, the action of social mechanisms; c) the axiological approach which gives an opportunity to identify value-semantic guidelines in the historical and pedagogical experience in order to extrapolate them to the problems of modern education.

Taking into account these approaches, the achievement of the purpose was provided by such methods as periodization, classification, historical and logical and historical genetic analysis of scientific literature, as well as comparison, generalization, synthesis; the method of actualization, which helps to focus on the facts, phenomena that are of scientific and pedagogical value for the present.

Results and Discussions
On October 1, 1928 the country began implementing the First Five-Year Plan (1928–1932) which provided for a huge industrial construction. The important industrial facilities came into operation in the Tatar Republic: a fur factory, a felt-felling factory, a mechanized bakery, a thermal power station-1, the “Kazan Refrigerator” plant, a plywood plant in Zelenodolsk. Also the small industrial enterprises were established in the rural areas. The radical changes took place in the economic and social life of the village during the period of the First Five-Year Plan. This resulted in the collectivization which was to be completed in Tatarstan by the end of 1932 (Rashidov, 2001).

Those changes made the shortage of workers very significant and resulted in involving women in the production sector. The leadership of the Bolshevik party also contributed to the increase in the number of women working in the sector (Mair, 2004). Following the recommendation of the VI Congress of trade unions (1924) “... to abolish the prohibition on involving women in some harmful and night work due to the displacement of women from production”, the Party carried out the relevant policy. Until 1928 women’s labour was used only in the textile and clothing industries, later the situation changed as a special resolution of the Central Committee of the Party was released on April 15, 1929. The resolution stated that “... the growth of industrial production and socialist rationalization makes it possible, without prejudice, to expand the use of women's labour in production including in the heavy industry” (Ivanov, 1998).

The public preschool institutions that were the right mechanism of turning women into productive workers had several objectives:
1. To give a woman the opportunity to work under the conditions of the introduced three-shift work and socialist competition.
2. To intensify efforts to provide the Communist education, to contribute to the high performance through improved learning environment for children.

However, it should be recognized that the network of preschool institutions in the country was very poor then. Only about 1% of the children of preschool age attended the preschool institutions. Taking into account the challenges facing the Republic in the sphere of the national economy, it was planned to increase the rate to 25% (Mardashova, 2004). The following measures were to help to solve this problem.

On March 20, 1929 the Supreme Council of the National Economy of the USSR issued a Decree that obliged all the organizations engaged in housing construction to allocate 5% of funds or built areas for nurseries, kindergartens, public laundries, baths, and food stations. The same Decree provided for the allocation of 0.25% from the Wage Fund of all enterprises, as well as at least 5% from the Employees’ Living Conditions Improvement Fund for organizing the public education of children. According to this Decree on April 20, 1929 the Commissariat of Education issued the instruction “On Constructing School and Preschool Institutions at the Expense of Enterprises” and then on April 27, 1929 the Decree “On Organizing Preschool Institutions in Collective Farms” was issued (Lytvyn, 1992). In the second half of the 1920s various campaigns were conducted throughout the country, as well as in the Tatar Republic. They were “literacy”, “school”, “library”, “educational staff” campaigns. The preschool campaign was announced on July 1, 1929 (Tsirlina, 1930). It included the following requirements:
1. Along with the traditional kindergartens and playgrounds, evening and daytime children’s rooms all places where children gather (yards, squares, working barracks) should be used to organize various types of leisure activities such as excursions, reading hours, games, and conversations.

2. The existing and opening preschool institutions should be adapted to the needs of population as much as possible: kindergartens should work in the mode of “operative centres”, especially in factory areas. These centers should work day and night, if it is necessary.

3. Special attention should be paid to improving the home life of children, i.e. organizing children’s diet canteens, reducing the cost of children’s clothing, shoes, toys production. Thus it was recommended to conduct a number of public campaigns against punishment of children, against parents’ alcoholism, against involvement the children in religious rites, etc.

The plan of the preschool campaign also included a real challenge—training the new preschool personnel, primarily, from the working-peasant environment (Gafarova, 1931). In 1930, 14 preschool departments were developing in the country (Lytvyn, 1992). Among them there was Eastern Pedagogical Institute in Kazan. However, 190 preschool departments were organized at the pedagogical colleges instead of the 20 ones planned in 1931, and with twice the number of students. The minimum period of training lasted 5–8 months.

During the preschool campaign educational headquarters and offices were established in all district centers and in village councils and farms. They were engaged in recording the preschool children, searching for the funds and facilities to organize preschool institutions, improving the kindergarten facilities, and training the preschool specialists (Tsukasova, 1930).

In addition, the educational headquarters and offices organized “subbotniki” (community work day) which were attended by factory workers, as well as farmers; held lotteries, parties and concerts. Thus, in 1929 they managed to receive about 700 thousand rubles from cooperative, economic and public organizations, while the government allocated the regions and cities 50 thousand and 8 thousand rubles respectively from the budget fund (Mardashova, 2004). The campaign also increased the flow of funds from trade unions. A significant amount of money on preschool education was received from housing cooperatives.

The problem of popularizing preschool education among workers and farmers was of great importance during the preschool campaign in the Republic. The issues of preschool education were systematically covered in the local periodicals, in wall newspapers of enterprises, institutions, and collective farms. There were correspondents who reported the information on preschool education. The most active representatives of the party officials and workers joined the educational headquarters and offices.

The Republic had interesting experience in training Komsomol members, high school and college students to be leaders of educational brigades. They mostly worked on preschool and summer playgrounds. Totally, 900 preschool leaders were trained in Kazan, and 2500 of them – in the districts of the Tatar Republic (Mardashova, 2004).

The preschool institutions of that period were located in the primitive buildings. However, it is important to say that there were specially built kindergartens but there were few of them in the Republic. Generally, during the period of the First Soviet Five-Year Plan a lot of work was done to develop the network of preschool institutions in the Republic: 100 preschool institutions worked in 1928, while in 1932 their number reached 520 (Mardashova, 2004).

Owing to the achieved success in the period from 1929 to 1931, plans for the development of the network of preschool institutions both in the Republic and in the country began to increase sharply. Moreover, the Plenum of the Central Committee of the Party in 1931 obliged the commissariats and departments to develop a network of preschool institutions that would be able to cover all the children whose parents were engaged in industrial production. Thus, the phrase often used in those years “We have almost
accomplished the implementation of public preschool education” defined the program of actions for the second Five-Year Plan (Lytvyn, 1992).

It was believed that the cooperation which involved the construction of preschool institutions, public baths, laundries, canteens, clubs, etc. was able to solve the problem of lacking the kindergartens. It was decided to start with the most important sphere of social services, i.e. preschool education, and to call it “preschool cooperation”.

Preschool cooperation was considered as an independent public elected organization that aimed to assist the government with: a) emancipating the working women, involving them in social activities; b) educating a healthy generation; c) reconstructing the society on a new basis; d) developing the preschool institutions for workers’ children.

To achieve these goals preschool cooperation was encouraged to organize various types of preschool institutions for its members: kindergartens, playgrounds, orphan houses, countryside kindergartens, night groups, children’s rooms, summer camps. However, this form of cooperation was not widespread in the Republic and in 1935 stopped its activities (Mardashova, 2004).

Conclusion

Thus, it can be concluded that the changes which occurred in the political and economic life of the Soviet country in 1928–1932 influenced the system of preschool education in the Tatar Republic. In the context of these changes, the preschool institutions made way for liberating women and involving them in the economic, social and political life of the society. Tatarstan’s preschool education in 1928–1932 tended to the annual growth of the number of children’s institutions as a result of the all-Union activities such as the preschool campaign (1929), the preschool cooperation (1932–1935); the improvement of living conditions of children; the improvement of educational work; the professional training.

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The Model Of Supporting Technical Students In Their Professional Self-Definition

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Abstract
Introduction
Training of specialists in a technical university takes into account the requirements of the modern society and the engineering function specifics. That was facilitated by the study of the rational use of existing technology and the design of innovative technologies – taking into account the changes occurring in science, technology, economics and the organization of production-industrial management.

Research Methods.
The analysis of scientific publications shows that many aspects of professional self-definition coaching presented in general education and in particular in secondary school. Professional orientation in professional activities in higher education is carried out mainly within the study of profile disciplines.

Research Results.
The author developed the model for professional self-definition coaching of technical university student on the basis of vocational guidance. The developed model is the pedagogical system reflecting the ideas of personality-activity and competence approaches including the target unit, the content unit, the diagnostic and analytical unit (diagnosing and evaluating components) and the corrective unit.

Discussion.
In the course of the theoretical research, pedagogical conditions were developed for the effective support of the technical university students' professional self-definition on the basis of vocational guidance: the formation of motivation for the student in the development of professional self-definition; use of information-educational and consultative methods of vocational guidance on the basis of active and interactive educational technologies.

Conclusion.
Within the experimental work the set of information-educational activities including professional diagnostics and advisory activities was conducted to orient the student in the professional world, to choose the professional path and build up the individual trajectory of training for future career prospects and possible work places in the chosen field.

Keywords: Technical universities, vocation guidance, educational support, professional self-definition, model, units, conditions.
Introduction
Training of specialists in a technical university takes into account the requirements of the modern society and the engineering function specifics. That was facilitated by the study of the rational use of existing technology and the design of innovative technologies – considering the changes which occur in science, technology, economics and the organization of productionindustrial management. In technical universities, in addition to training in engineering specialties, students are trained in such areas as economics, management, innovation, design, sociology, forensic expertise, linguistics, coaching, etc. [Mukhin et al., 2017; Sukhodimtseva et al., 2018; Wang et al., 2017] All these areas are aimed at training not only for obtaining knowledge of technology itself as such but also the specifics of its operation and support [Ju et al., 2017; Micheeva, Popova & Ignashina, 2017; Sergeeva, Sinelnikov & Sukhodimtseva, 2017].

One of the positive aspects of the multi-level system of higher education is the possibility of realization the personal potential by building up the individual trajectory of learning and choosing the professional activity. Vocation guidance of the technical university students becomes especially significant in the process of forming their own program of professional development, identification and use of personal resources for professional growth [Sergeeva, Bedenko et al., 2018, p. 205-208]. Currently, the support of professional self-definition in higher educational institutions is not sufficient due to modern educational opportunities, namely the choice of alternative disciplines by students, the change in the direction of educational programmes, upgrading of qualifications, retraining [Mukhin et al., 2017, p. 330-337; Sergeeva, Bedenko et al., 2018, p. 156-160]. This requires the development of entire pedagogical support system at the student professional self-definition within higher education on the basis of the vocation guidance that fosters the conscious self-realization of the an individual in the profession and the development of motivation for learning. There is a need to make changes in the content of certain disciplines of higher technical education to modernize the approaches and methods of support at the student professional self-definition [Milovanov et al., 2017, p. 5-6; Sergeeva, Bedenko et al., 2018, p. 180-198]. The relevancy of the research is conditioned by the requirements of the societal urgency and the needs of the labor market in high-quality and socially oriented higher education.

Research Methods
The analysis of scientific publications shows that many aspects of professional self-definition coaching presented in general education and in particular in secondary school are not studied at sufficient level. Professional orientation in professional activities in higher education is carried out mainly at the study of profile disciplines [Sergeeva et al., 2017; Sergeeva, Flyagina et al., 2018]. At the same time pedagogical literature practically does not present the work on professional self-definition coaching within higher education on the basis of vocation guidance for the specialty selection.

It is required to define the role of vocational guidance at pedagogical support of students, criteria and indicators of the level of professional self-definition; require the development of pedagogical conditions for the effective support at professional self-definition based on the vocational guidance for technical university students. There is a need to define the pedagogical conditions for professional self-definition support in which career guidance will help to increase the students’ level of knowledge in the field of the chosen profession, develop professionally important skills and personal qualities necessary for successful professional activity.

The goal is to orient students in the future development of the chosen profession and possibilities for realization the personal potential in the future professional activity. Relying on the analysis of the literature, we defined the concept of pedagogical support at professional self-definition of technical university student, which is the system of support and assistance in solving problems of professional development, education of students and their integration into society due to personal positive features.
Research Results
We developed the model for professional self-definition coaching of technical university student on the basis of vocational guidance. The developed model is the pedagogical system reflecting the ideas of personality-activity and competence approaches including the target unit, the content unit, the diagnostic and analytical unit (including diagnostic and assessment components) and the corrective unit.

The **target unit** includes the goal and theoretical approaches to professional self-definition coaching. The goal is the development of professional self-definition of future technical university student. Based on the analysis of system, personality-activity and competence approaches, we have identified the principles of active learning: systemic, pragmatization, heuristics, the connection between theory and practice; professional appropriateness (awareness, functionality, accounting of adaptation processes, mobility, professional orientation); democratization of educational process.

The **content unit** includes pedagogical and developmental components. The task of the pedagogical component is to provide students with knowledge about the features of future professional activity and professionally important personal qualities. Educational and cognitive activity based on vocational guidance providing correctly chosen forms of student learning activities organization have the properties to integrate all the components of the learning process into achieving the specific goal (in our case the development of professional self-definition) and create the conditions for realization the student’s personal potential. The task of the developmental component is the improvement of professionally important personal qualities. As the form of work we identified practical classes: seminars (portfolio creation, vocational training, exercises for the development of professional skills), laboratory work; research work: theoretical and experimental research, expeditions, conferences, round table discussions; independent work: annotation of additional literature, creative works.

The **diagnostic-analytical unit** includes diagnostic and assessment components. The task of the diagnostic component is the development of professional self-awareness for the implementation of which we used professional diagnostics and testing. The task of the assessment component is to determine the level of the professional self-definition development. In the course of the theoretical study of the professional self-definition the criteria (cognitive, activity, personal) and their indicators were defined according to which the levels (low, medium, high) of professional self-definition of technical university student were characterized.

The **corrective unit** is the development of the student’s ability to enter productively into professional activity and the ability to analyze available options for professional growth including continuing education. As the form of work we identified practical exercises using trainings, business games, creating complex of professional situations; discussions on the development prospects, ethical conversations, auto-trainings and consultations. And also it is independent work: fulfillment of individual homework assignments, modeling of different types of professional activity.

Discussion
In the course of the theoretical research, pedagogical conditions were developed for the effective support of the technical university student’s professional self-definition on the basis of vocational guidance: the formation of motivation for the student in the development of professional self-definition; use of information-educational and consultative methods of vocational guidance on the basis of active and interactive educational technologies that activate the process of the technical university student’s professional self-definition and contribute to the development of professionally important qualities; preparation of the teaching staff for the work on supporting the technical university student professional self-definition.

In determining the **first pedagogical condition** we proceeded from the literature analysis results on the issues related to the motivation for profession selection which showed that the presence of internal motives is the positive factor of educational and cognitive activity. Internal motivation determines the
directed and consistent character of the student’s actions in the future professional activity knowledge and skills mastering giving him/her the properties of self-discipline and sustainability.

Theoretical analysis of the works [Mukhin, Mishatkin & Sokolova, 2017; Sergeeva, Bondarenko et al., 2017; Tatarinceva, Sokolova, Sergeeva et al., 2018] showed that characterological features can be considered as one of the factors of professional self-definition and the internal motives development. Specialist’s personal characteristics have the significant impact on his/her professional activity. Individual characterological features of the personality also play the important role. In addition, the prevention and overcoming of negative impacts of the student’s characterological features is the most important task of the teacher. Knowledge of the relationship between personal characteristics and professionalization will increase the opportunities for professional training of the future specialists.

In order to form the values of the student’s professionalism and professional-personal self-realization it is not enough to conduct a set of career-oriented activities [Sergeeva, Ippolitova et al., 2018, p. 204-239]. It is necessary to consider the support of professional self-definition not just as support for the specific professional choice but special educational activity aimed at forming the number of career guidance competencies: professional orientation, professional choice, professional design, professional development.

The second pedagogical condition for the effectiveness of information-educational and consultation process [Mikheeva, 2016; Mukhin et al., 2017; Neverkovich et al., 2018; Sergeeva, Komarovskaya et al., 2018; Sergeeva, Sokolova et al., 2018; Tatarinceva, Sokolova, Mrachenko et al., 2018] suggests that the use of active and interactive educational technologies at the student’s training focused on the features of his/her chosen profession and necessary practical skills.

The third pedagogical condition for the effective coaching of professional self-definition based on vocational guidance was the training of the teaching staff. The implementation of the most important functions to increase the level of the student’s professional self-definition [Sergeeva & Nikitina, 2016; Bourina & Dunaeva, 2017; Samokhin et al., 2018] directly depends on the degree of teachers’ preparedness for using vocational guidance methods for the student within professional training on the basis of the active teaching methods and knowledge of the dynamics of engineering professions.

Conclusion
The implementation of the first pedagogical condition required the series of career-oriented activities aimed at student’s familiarizing with the socio-economic characteristics of the chosen profession. Particular attention was paid to the possibility of personal potential realization in the future professional activities.

The implementation of the second pedagogical condition required the training program performance. This made it possible to improve the level of the student’s practical preparedness for solving professional problems, developing professionally significant skills as well as the qualities of personality necessary for successful professional activity. In the course of the experimental work the set of information-educational activities including professional diagnostics and advisory activities was implemented to orient the student in the professional world, to choose the professional path and design the individual training trajectory for future career prospects and possible work places in the chosen field.

Within the framework of the implementation of the third pedagogical condition during the experimental work the set of activities was carried out to work with the teaching staff where the main tasks were: training teachers to use the methods of organizing the student vocational guidance on the basis of active teaching methods, the teacher mastering the profession dynamics, the relevance to the existing labor market as well as the vocational guidance diagnostic methods.
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The Phenomenon in Culture: the Phraseological Units with Proper Names in English

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Abstract
The article is devoted to the actual approach in modern science to anthropocentrism. The study of phraseology is important in the range of the anthropocentric approach. The subject of analysis is phraseological units with proper names in English using personal names (anthroponyms). The scientific novelty lies in the fact, that for the first time a group of phraseological units with a proper name in the Possessive Case + the noun in their structure is considered separately and we developed a new classification of dyads: “Living / non-living”, “A man / people”, “The inner world / the appearance”, “Female / male”, “Flora / fauna”, “Vices / virtue”, “Positive level / negative level”.

The basis of the research is the monitoring, comparing, summarizing methods, methods of dynamic, explanatory, and component analysis and continuous sampling method. The results of the study are that phraseological units with proper names vary in their semantics and enrich vocabulary of English, giving special flavour for items indication and characteristics of people. These units make the speech of communicants bright, gracious, lively and give a rich repertoire of resources for partners’ communicative needs: from expressing a negative evaluation to adding humor, etc. The results of the study can be used during teaching of different philological subjects and in compiling mono- and multilingual dictionaries.

Keywords: phraseological units, proper names, personal names, anthropocentrism, the Possessive Case, dyads.

Introduction
Phraseology is a unique language material containing very concentrated information about the nation and its culture. V. N. Telija notices a phraseological unit to be “the most culture-accumulative component of a language” (Telija, 2004). M. A. Sarjan considers “phraseology condenses the whole complicated combination of culture and psychology of the nation” (Sarjan, 2006). T. A. Novickaja says that PU is “one of the brightest significant of national cultural specific features of the language” (Novickaja, 2008).

Phraseology is investigated in a number of studies (Sinclair, 1987; Bahns, 1993; Kunin, 1996; Cowie, 1998; McCarthy, 2005; Sarjan, 2006; Novickaja, 2008; Pierini, 2008; Vrbinc & Vrbinc, 2014), etc.

The anthropocentric phraseology is very in demand in modern science.

The most important task of the anthropocentric phraseology is “investigation of the relationship between the linguistic and extralinguistic meanings of the phraseological units, because in the phraseological sense only a part of the mental information is coded, while the other part of it is represented in the human psyche by intellectual images of an extra-linguistic nature” (Alefirenko, 2005).

There is a lack of research devoted to phraseological units with proper names (PNs) using in the structure personal names in the Possessive Case+ the noun in English.

On the one hand, the PN in phraseological units keeps some onomastic features; on the other hand, it becomes the generalizing definition. Therefore, the PN performs the function of appellative. However, it continues to maintain a close genetic link with the PN that is constantly ready to be actualized in speech. This is the specific nature of the PN functioning as a part of phraseology.

Materials and Methods
These phraseological units are collected by means of continuous sampling method from different phraseological, etymological, encyclopedic mono- and multilingual dictionaries.
The choice, analysis and description of discussed units are based on some descriptive method devices: observation, generalization, interpretation, classification, the purpose of which is to establish some facts of one language. It helps describe and discuss the theoretical material. We used methods of dynamic, explanatory description and component analysis, which obtain reliable and valid results.

Results and discussions
We analyzed PNs in English phraseology, because they are very important in human communication, where they are signs of cultural, linguistic, geographical, ethnic and social identity. Their analysis can offer an insight into the interplay between language and culture in phraseology (Pierini, 2008).

We developed a new classification of dyads representing a combination of two components:
1. The dyad “Living / non-living”.
2. The dyad “A man / people”.
3. The dyad “The inner world / the appearance”.
4. The dyad “Female / male”.
5. The dyad “Flora / fauna”.
6. The dyad “Vices / virtue”.
7. The dyad “Positive level / negative level”.

The “Living” component includes a group of dyads: “A man / people”, “The inner world / the appearance”, “Female / male”, “Flora / fauna”.

The component “A man” of the dyad “A man / people” consists of the following phraseological units: Balaam’s ass - a silent person who begins to speak unexpectedly something extremely stupid; Caesar’s wife – a faithful wife; the Eve’s daughter – a woman, St. Nicholas’ clerk – the robber; Job’s post – a man who brings bad news, etc.

The component “people” is represented by the only unit: Panurge’s flock – a brainless crowd ready to follow blindly anyone (after the character Panurge from F. Rabelais “Gargantua und Pantagruel”).

We can note a predominance of negative over positive features in discussed units in the first component of the dyad “The inner world / the appearance”. For example, Balaam’s ass - a silent person who begins to speak unexpectedly and says something extremely stupid; Buridan’s ass – a man of indecision (this paradoxical situation – a hungry ass between two stacks of hay of equal size and quality – is named after the 14th century French philosopher Jean Buridan); Job’s comforter – grief-comforter (after Job from the Bible who showed great faith amid difficult circumstances); Job’s post – a man who brings bad news; St. Nicholas’ clerk – a robber (after Saint Nicholas, the patron of thieves), etc.

Only three units possess positive features: Caesar’s wife – a faithful wife; Penelope’s web – marital fidelity; Solomon’s wisdom – wisdom of Solomon.

Indicators of the inner world wealth show the intellectual and moral development.

As for the component “The appearance” of the dyad “The inner world / the appearance” we can give an interesting example: Cupid’s bow – an upper lip with two strong curves as Cupid’s bow.

The component “Female” of the dyad “Female / male” has the units Cordelia’s gift - a voice ever soft, gentle, and low; an excellent thing in woman (W. Shakespeare “King Lear”); the Eve’s daughter – a woman (W. Shakespeare “The Merry Wives of Windsor”).

The component “Male” includes the following unit: Adam’s apple - a projection at the front of the neck formed by the thyroid cartilage of the larynx, often prominent in men.

The following units enriched the dyad “Flora / fauna”: Ellison’s Orange - an English cultivar of domesticated apple (after its developer C. C. Ellison); Joseph’s coat - a tropical plant (after the figure Joseph from the Bible); Jacob’s ladder - a North American polonemiacious plant, with blue flowers and a ladder-like arrangement of leaves (after the name Jacob from the Bible who saw the ladder from earth to
heaven in his dream) / Neptune’s cup, Neptune’s goblet - two very large cup-shaped sponges of four feet high (after the Roman god of the sea).

Of great interest is the unit Neptune’s sheep – foam waves. We included this example to the component “Living” of the dyad “Living / non-living” thematical group of which is Nature.

The component “Non-living” includes:
1) the dyad “Vices / virtue”:
- as to the dyad “Vices / virtue”, we enumerated examples analyzing the component “The inner world” of the dyad “The inner world / the appearance”;
2) the dyad “Positive level / negative level”:
- Benjamin’s mess – the largest portion (from Benjamin – the most favourite Jacob’s son) / Job’s turkey – the last stage of poverty (after the name Job in the Bible);
3) some thematical groups:
- clothes: Joseph’s coat – 1) colorful, rich clothes (after the name Joseph from the Bible who was sold by the brothers to slavery, and then became the ruler of Egypt);
- artifacts: Aladdin’s lamp – a talisman fulfilling all desires of its owner; an Aladdin’s cave - a shop full of valuable or interesting objects; Jacob’s ladder – ladder (after the name Jacob from the Bible who saw the ladder from earth to heaven in his dream); Peter’s needle – eye of the needle; the Scavenger’s daughter – vice (after the name of the inventor of this torture device (after the name of the inventor of this torture device);
- drink: Adam’s ale / wine – water (after the name Adam from the Bible – the first man);
- disease: St. John’s evil - epilepsy, St. Vitus’s dance - chorea, Belshazzar’s palsy – trembling, chills due to illness, fear;
- assessment of the situation: Achilles’ heel – the weakest point in their character or nature, where it is easiest for other people to attack or criticize them;
Benjamin’s mess – the largest portion (from Benjamin – the most favourite Jacob’s son);
Columbus’s egg – clever solution of a difficult problem (after the name Christopher Columbus, who having been told that discovering the Americas was inevitable and no great accomplishment, challenges his critics to make an egg stand on its tip. After his challengers give up, Columbus does it himself by tapping the egg on the table to flatten its tip);
Hercules’ pillars – the boundary of something (after the name Heracles who built two pillars to hold the sky away from the earth, liberating Atlas from his damnation);
Hobson’s choice - a choice of taking what is available or nothing at all (after Thomas Hobson (1544–1631), a livery man who gave his customers no choice, but made them take the nearest horse);
Morton’s fork - dilemma, especially one in which both choices are equally undesirable (after John Morton (1420–1500), who was Archbishop of Canterbury and chief minister of Henry VII; the expression refers to the argument used by Morton to extract loans);
Job’s turkey – the last stage of poverty (after the name Job in the Bible);
Joseph’s coat – an object of envy; предмет зависти (after the name of the biblical character Joseph - he was sold by the brothers into slavery, and then became the ruler of Egypt);
Naboth’s vineyard – 1) an object of envy; 2) the goal, for the achievement of which go to crimes;
Pandora’s box – a complex situation fraught with problems and pitfalls (the box which Pandora, the first woman, was forbidden to open, and which released from all the ills that beset man);
Penelope’s web – tactic of braces (the wife of Odysseus who waits faithfully for him during his 20 years’ absence. Her name has traditionally been associated with marital fidelity);
Procrustes’ bed – a plan or scheme to produce uniformity or conformity by arbitrary or violent methods (after the name Procrustes who had an iron bed on which he compelled his victims to lie. Here, if a victim was shorter than the bed, he stretched him by hammering or racking the body to fit and if the victim was...
longer than the bed, he cut off the legs to make the body fit the bed’s length. In either event the victim died.

Many units express evaluation (often criticism or disapproval).

An overview of the personal names involved in the expressions indicates the following types of sources:

- the Bible: Adam’s ale / wine, the Eve’s daughter, Jacob’s ladder, Job’s turkey, Joseph’s coat, Naboth’s vineyard;
- international literature: Aladdin’s lamp, Aladdin’s cave from “The Arabian Nights”; Panurge’s flock from F. Rabelais “Gargantua und Pantagruel”, Cordellia’s gift from W. Shakespeare “King Lear”, the Eve’s daughter from W. Shakespeare “The Merry Wives of Windsor”; Frankenstein’s monster from M. Shelley “Frankenstein: or, the Modern Prometheus”, etc.;
- mythology: Achilles’ heel, Hercules’ pillars, Neptune’s cube, Neptune’s sheep, Nessus’ shirt, Pandora’s box, Penelope’s web, Procrustes’ bed, etc.;
- real people: Columbus’s egg - clever solution of a difficult problem; Hobson’s choice - a choice of taking what is available or nothing at all (after Thomas Hobson (1544–1631), a livery man who gave his customers no choice, but made them take the nearest horse); Morton’s fork - a dilemma, especially one in which both choices are equally undesirable (after John Morton (1420–1500), who was Archbishop of Canterbury and chief minister of Henry VII; the expression refers to the argument used by Morton to extract loans), etc.

The expressions examined constitute a rich repertoire of resources potentially available to users, who can select the most appropriate expression according to their communicative needs: for example, to add humor, to emphasize an idea, to express a negative evaluation indirectly (Pierini, 2008).

Many units express evaluation (often criticism or disapproval). Some phraseological units have many meanings:

Jacob’s ladder – 1) a ladder made of wooden or metal steps supported by ropes or chains;
2) Jacob’s ladder - a North American polemoniaceous plant with blue flowers and a ladder-like arrangement of leaves;
3) any of several similar or related plants (after the name Jacob from the Bible who saw the ladder from earth to heaven in his dream);
Joseph’s coat – 1) colorful, rich clothes;
2) a tropical plant;
3) an object of envy (after the name of was sold by the brothers to slavery, and then became the ruler of Egypt);
Naboth’s vineyard – 1) an object of envy; 2) the goal, for the achievement of which go to crimes (after the name Naboth - an inhabitant of Jezreel, murdered by King Ahab at the instigation of his wife Jezebel for refusing to sell his vineyard).

Of great interest is the variability of these materials: Adam’s ale / wine, Neptune’s cup / goblet.

We noticed that some phraseological units have synonyms. For example, Joseph’s coat = Naboth’s vineyard in the meaning “an object of envy”.

Having analyzed these phraseological units, we can say that there is a great number of male names and only four female names: Cordelia’s gift, the Eve’s daughter, Pandora’s box, Penelope’s web. The very low presence of female names is motivated by socio-cultural factors: in society, men played (and still play) a more active role than women. They are usually employed to convey a negative or not wholly positive evaluation (Pierini, 2008).
Conclusion
Without any doubt, phraseological units with an onomastic element are often culturally specific because they refer to a unique denotatum belonging to the national culture. They absorb and accumulate cultural elements that are handed down and integrated into the cultural memory by permanent use of these phraseological expressions (Vrbinc & Vrbinc, 2014).
We developed a new classification of dyads: “Living / non-living”, “A man / people”, “The inner world / the appearance”, “Female / male”, “Flora / fauna”, “Vices / virtue”, “Positive level / negative level”.
Many phraseological units can be related to different types of dyads.
The sources of using PNs in phraseological units are various: literary products, classical heritage (from Ancient Greece and Ancient Rome) and real life.
We can state the fact of a predominance of male over female names. It is motivated by socio-cultural factors, where men took and take more active part in society.
Within this group of phraseological units, we can observe polysemy, variability and synonymy.
As a result of analysis we can state that a number of phraseological units emphasize the importance of such human qualities as wit, wisdom, devotion, intelligence, openness, optimism, marital fidelity. The following negative character traits as infantilism, indecisiveness, submission, aggression are blamed.
Knowledge of the national features of value discourse is necessary in the context of intercultural communication, because it allows to overcome many unsolvable puzzles of verbal communication (Gibatova, 2011).
Having analyzed the phraseological units, we conclude that they are the result of collective cultural experience, that reflect moral, religious, political codes in the subconscious of the native speaker that another speaker or non-speaker must decode. This provides cross-cultural awareness.

References