



Modern Journal of Language Teaching Methods

ISSN: 2251-6204

Modern Journal of Language Teaching Methods

ISSN: 2251-6204

Modern Journal of Language Teaching Methods (MJLTM)

ISSN: 2251 - 6204

www.mjltm.com

info@mjltm.org

Editorial Board:

1. Hamed Ghaemi, Assistant Professor in TEFL, Islamic Azad University (IAU), Iran
2. Domingo Docampo Amoedo, Full Professor, Department: Signal Theory and Communications, Vigo University, Spain
3. Barbara Sicherl Kafol, Full Professor of Music Education University of Ljubljana, Slovenia
4. Agüero-Calvo Evelyn, Professor of Mathematics, Technological Institute of Costa Rica
5. Tito Anamuro John Albert, Assistant professor Universidad del Norte, Colombia
6. Dlayedwa Ntombizodwa, Lecturer, University of the Western Cape, South Africa
7. Doro Katalin, PhD in Applied Linguistics, Department of English Language Teacher Education and Applied Linguistics, University of Szeged, Hungary
8. Dutta Hemanga, Assistant Professor of Linguistics, The English and Foreign Languages University (EFLU), India
9. Fernández Miguel, PhD, Chicago State University, USA
10. Grim Frédérique M. A., Associate Professor of French, Colorado State University, USA
11. Izadi Dariush, PhD in Applied Linguistics, Macquarie University, Sydney, Australia

12. Kaviani Amir, Assistant Professor at Zayed University, UAE
13. Kirkpatrick Robert, Assistant Professor of Applied Linguistics, Shinawatra International University, Thailand
14. Mouton Nelda, PhD in Education Management, North-West University (NWU), South Africa
15. Naicker Suren, Department of Linguistics and Translation, University of South Africa
16. Ndhlovu Finex, PhD, Linguistics Programme, University of New England, Australia
17. Raddaoui Ali Hechemi, PhD, Associate Professor of Applied Linguistics, University of Wyoming in Laramie, USA
18. Rolstad Kellie, PhD, Associate Professor of Education, University of Maryland, USA
19. Shahbazirad Mohammad, PhD candidate in English language and Literature, Yerevan State University, Armenia
20. Stobart Simon, PhD, Dean of Computing, Teesside University, UK
21. Suszczynska Malgorzata, Senior Assistant Professor, University of Szeged, Hungary
22. Weir George R. S., PhD in Philosophy of Psychology, University of Strathclyde, Glasgow, UK
23. Zegarac Vladimir, PhD, University of Bedfordshire, UK

Abstracting/Indexing



Index Copernicus 2011



Linguistics Abstract

Linguistics
Abstracts **Online**

EBSCO Publication



Lulu Publication



Directory of Open Access Journals



ProQuest



Modern Language Association



Cabell's Directories



COPE



Directory of Research Journal Indexing (DRJI)



Indian Citation Index



International Society of Universal Research in Sciences



**International
Society of Universal
Research in Sciences**

Ulrich's



ULRICH'SWEB™
GLOBAL SERIALS DIRECTORY

Table of Contents

Analysis of the State of Teaching the Chinese Language in KFU and Methodological Recommendations on Some of its Aspects

Leisan Mirzieva, Elvira Daminova, Veronika Tarasova

Ethnic Stereotypes Of Communicative Behavior In Paroemiological Fund Of The Tatar And Turkish Languages

Gulshat N. Galimova 1, Alfiya Sh. Yusupova 1, Guzel A. Nabiullina 1, Mustafa Oner 2

Need for a Differentiated Approach to Teaching English in Higher School: A Sociological Study

Tatiana Igorevna Monastyrskaya 1, Tatiana Borisovna Ganicheva, Gleb Vyacheslavovich Toropchin, Aleksandr Vladimirovich Katsura

Trends In The Development Of Chinese Internet Language

Svetlana Yu. Glushkova, Militsa K. Voronina

Fidenae: Between Rome And Veii

Liudmila M. Shmeleva, Kseniya A. Utkina, Anna V. Zorina

Grammatical Patterns Of Idiomatic Expressions Related To Semantic Field Of Family Relations

Kamilya R. Ziganshina¹, Zulfiia Kh. Fazlyeva¹, Nadezhda O. Samarkina¹, Mr. Charles Carlson²

Modeling of the lexico-semantic field «intellect» in the Russian translation of Herman Hesse's novel "Steppenwolf"

Irina V. Erofeeva¹, Luiza I. Gimatova¹, Ekaterina V. Sergeeva²

Peculiarities of detective fiction in korean literature

Julia J. Valieva, Leyla A. Gaynullina, Alina I. Khuzina

The Emigration Theme In Tatar Literature

Landysh R. Faezova¹, Milyausha M. Khabutdinova¹, Gulfiya R. Gaynyllina¹, Ainur Mashakova 2

The Lexicon Of Tatar Language: Names Of Food For The Future And Utensils For Storage

Gulgena N. Khusnullina, Raushaniya S. Nurmukhametova, Radif R. Zamaletdinov, Madina R. Sattarova

Perceptions' of Working Secondary School Teachers about Professional Knowledge and Its Practices

Nawab Gul 1, Rabia Tabassum 2, R.A. Farooq 3

Using L1 to Encourage More Complex and Fluent Production in L2 Tasks

Hywel Evans 1 and Vahid Rafieyan 2&3

Axiological Dimension of the Higher School Innovative Potential

Elena N. Shutenko^{1*}, Andrey I. Shutenko 2, Andrey M. Sergeev 3, Inna V. Ryzhkova 4, Anastasia V.

Koreneva 5 and Tatiana D. Tegaleva 6

Socio-Psychological Features Of Mobbing In Organizations

Larisa E. Zotova¹, Natalia S. Geraskina², Valentina N. Petrova³, Olga I. Shcherbakova⁴, Ludmila N.

Gridyaeva⁵, Tatiana V. Pushkareva⁶, Darya B. Belinskaya⁷

Personal Determinant Features Of Contemporary Students Asocial Behavior

Aida V. Kiryakova 1, Evgeniya I. Tikhomirova 2, Svetlana I. Glukhikh 3, Svetlana V. Saltseva 4, Vadim V.

Kolga 5, Maria A. Bezborodova 6, Olga V. Popova 7,8, Irina V. Afanaseva 9

Problems Of Formation Of Active Bilingualism In Polycultural Russian Society

Elena V. Susimenko¹, Marianna V. Slizkova², Galina V. Shevtsova³, Irina Iu. Dzhulai⁴, Larisa Iu.

Fedorova⁵, Anastasia A. Popova⁶

Patriotism In Local Communities Of The South Russia

Yuriy G. Volkov 1, Anna V. Vereshchagina 2, Anatoly V. Lubsky 3

Students-Leaders And Students-Outsiders: Cognitive Style And Personal Constructs Of Students With Different Sociometric Status

Irina V. Mikhailova¹, Larisa V. Orlova², Maria A. Erofeeva³, Lyudmila A. Stanovova⁴, Tatyana L. Khudyakova⁵, Elena V. Fomina⁶, Victoria A Baranova⁷

Learning Style Preferences of Students Studying in Foreign Language

Mehmet Ugural, Ph.D.¹, Salim Akyürek, Assit. Prof. ², Ecem Tezel, M.Sc.³ Professor Doctor Heyecan Giritli⁴

Mastering Of Student Valeological Socio-Cultural Etalons In Pedagogically Organized Environment Of College And University

Roza Sh. Akhmadieva¹, Irina P. Yakusheva², Maxim S. Fabrikov³, Nina I. Kryukova⁴, Ekaterina P.

Perkova⁵, Gulnara R. Ibraeva⁶, Elena V. Platonova⁷, Olga N. Gallyamova⁸

Formation Of The Regional Economic Security System As An Important Direction Of Socio-Oriented Indicative Planning

Ivan P. Danilov¹, Ekaterina A. Ilyina², Tatiana I. Ladykova³, Nataliia V. Morozova⁴, Alena I. Trukova⁵

Modern Trends In Educational Institutions Education Quality Assessment

Olga V. Stukalova¹, Roza Sh. Akhmadieva², Oleg R. Khasyanov³, Liya V. Faleeva⁴, Gulnaz Sh.

Ashrafullina⁵, Lyubov K. Fortova⁶, Lyubov V. Kochneva⁷, Nina I. Kryukova⁸

Case-Method Use To Train Management Masters

Olga V. Rogach¹, Elena V. Frolova², Tatyana M. Ryabova³, Maxim S. KOZYREV⁴

Effect of Peer Tutoring on the Academic Achievement of Tutors and Tutees in the Subject of Biology at Secondary Level

* Irfanullah¹, Prof. Dr. Rabia Tabassum², Ayaz Ahmad³ and Najeebullah⁴

Linguistic Analysis of Students' Opinions about their Self-realization and Psychological Well-being in University Education

Elena N. Shutenko*, Andrey I. Shutenko, Marina A. Kanishcheva, Julia J. Kovtun, Anna V. Lokteva, Julia P. Derevyanko

The Use of National Language in International Standard Schools in Indonesia: A Phenomenological Approach

Yulianto¹, Baby Poernomo²

Teaching and Learning Business English: Challenges and Development Potential

Elena B. Grishaeva

Developing Attitude Scale and Determining Its Psychometric Qualities in Learning Grammar

Prof. Dr. Ahmet Pehlivan¹, ssoc. Prof. Dr. İbrahim Seçkin Aydın², Dr. Gizem Uyumaz³

Evaluation Of Music Faculty Members' Teaching Efficacy Perception

Aleskerli Kamala Vais

Language contact phenomenon and lexical ambiguities

Hamzeh Moradi

Linguistic Modeling as a Reflection of Language Consciousness Activity

Alfira F. Saghitova¹, Almira K. Suleymanova², Raysa H. Khayrullina³, Halisa N. Ismagilova⁴, Elvira F. Rakhimova⁵

The Concept of "Laughter" as a Form of Humorous Discourse (Using the Example of the Novel "12 Chairs" by I. Ilf and E. Petrov)

Galina G. Fefelova¹, Flyuza G. Fatkullina², Almira K. Suleymanova³, Amina Sh. Abdullina⁴, Zemfira S. Akhmatyanova⁵

Intrapersonal Conflict Potential in Tolerance-Oriented Education of Higher School

Ekaterina O. Akvazba¹, Nataliya P. Gavriilyuk², Pavel S. Medvedev³, Miroslava S. Gusarova⁴

Organizer of Youth Activity and Deontological Foundations of Organizer's Professional Work

Lev V. Mardakhaev¹, Aleksander M. Egorychev², Anna G. Akhtyan³, Elena Yu. Varlamova⁴, Alla V. Ivoeva⁵

Technology of Forming Students' Emotional Intelligence in Language Communicative EnvironmentNadezhda A. Dmitrienko¹, Svetlana I. Ershova²**Semantic Synergy of the Noun and the Verb**Flyuza G. Fatkullina¹, Elena A. Kazantseva², Elvira K. Valiakmetova³, Al`mira K. Sulejmanova⁴, Svetlana Z. Anokhina⁵**Education Modular Design Portal for Assessment, Contest and Reporting Procedures**Nikolay I. Pak¹, Kirill N. Narchuganov², Arthur V. Oganyan³, Elena G. Doroshenko⁴, Tatyana A. Yakovleva⁵**Diagnostics of Socio-Role Family Directives in Children with Intellectual Disability**Andrej E. Simanovskij¹, Svetlana N. Voronina², Marina I. Klimycheva³, Nadezhda S. Sirotina⁴**Russian Ballet of the Silver Age in the Context of Studying the Synthesis of Arts**Tatiana V. Portnova¹**Developmental Peculiarities of Value and Life-Purpose Orientations in the Structure of Psychological Culture in Adolescence**Tatyana A. Belova¹, Yulia V. Vardanyan², Raisa D. Chumanina³, Natalia P. Kondratyeva⁴, Olga V. Kudashkina⁵, Tatyana V. Savinova⁶**Methodological and Theoretical Framework of Young Athletes' Anti-Doping Education**Zoya S. Varfolomeeva¹, Dariya A. Kozyreva²**Verbal Confrontation in the Legal Sphere**Svetlana V. Doronina¹, Irina V. Rekhtina², Anton A. Vasiliev³, Andrey V. Seregin⁴, Liudmila G. Konovalova⁵, Natalya A. Sterlyadeva⁶**Language Games in the Scientific Discourse**Victoria V. Kotlyarova¹, Elena Yu. Polozhenkova², Marina M. Shubina³, Galina I. Mogilevskaya⁴**Terminology Creation as a Cognitive Problem of Linguocultural Studies (Using the Example of Chinese "术语学")**Klavdiya K. Vasilyeva¹**Specific Features of Information Technology Use by Music Teacher in the Context of Continuous Education**Olga A. Sizova¹, Tatyana Yu. Medvedeva², Rimma A. Ulyanova³, Galina A. Kazantseva⁴, Albina A. Karpukova⁵, Olga Yu. Yakovleva⁶**Philosophical Aspects of Modern Engineering Education**Tatyana V. Dyagileva¹, Vladimir N. Baksheev², Valery F. Dyagilev³, Inna S. Kalva⁴, Nicolay K. Lazutin⁵**Task-Based Study Guides for Shaping Civic, Regional and Ethnic Identity**Gavriil Mikhailovich Fedorov¹**Multiculturality of Education as a Factor of Students' Cultural Identity Preservation**Svetlana I. Osipova¹, Nataliya V. Gafurova², Alla I. Bogdanova³, Tatyana P. Bugaeva⁴, Julia A. Tereshchenko⁵, Olga Yu. Shubkina⁶**"Global" and "Local" Issues of Buddhist Communities in Russia**Oyuna Dorzhigushaeva¹, Bato Dondukov², Galina Dondukova³**"Invented Traditions" of Ethnic and Religious Identity in Post-Soviet Buryatia**Galina Dondukova¹, Bato Dondukov², Oyuna Dorzhigushaeva³

Analysis of the State of Teaching the Chinese Language in KFU and Methodological Recommendations on Some of its Aspects

Leisan Mirzieva, Elvira Daminova, Veronika Tarasova

1 Instructor

2 Senior Instructor

3 Senior Instructor

Kazan Federal University, Kazan, Russia

Abstract

The paper addresses the theoretical and practical aspects of Chinese language teaching in Kazan Volga Region Federal University. The Chinese Studies have been occupying an important place in the history of Oriental science in the University of Kazan. The authors give a detailed overview of the previously published articles on teaching Chinese as a foreign language in Russia, Asia and in European countries. It has been observed that these studies mostly relate to a scientific potential and history of the Chinese Studies while there are very few articles devoted to the current state of teaching the Chinese language, including those, which pay special attention to such issues as educational materials, methodology and teaching system, etc. This article gives some reflections on the strategies of training students, whose major is Chinese, based on one-month questionnaire survey and interviews of 70 students of the second, third and fourth years of study. After analyzing all the aspects of Chinese teaching in Kazan Federal University, this paper draws the following conclusions and recommendations regarding all four aspects mentioned above: First, it is clear that both native Chinese teachers and the Russian teachers of Chinese language should be very selective in distributing teaching contents in order to achieve complementary teaching. Secondly, Chinese teachers need to develop and personalize the teaching plans according to the specific language skills of students, teaching students according to their aptitudes, and incorporate multimedia teaching methods. Finally, it is clear that the secondary school should unify the Chinese textbooks; set up extensive reading teachings, listening and pronunciation courses which will help to improve students' listening and pronunciation skills.

Keywords: University of Kazan, Chinese studies, Textbooks, Questionnaire, student, educational materials

Introduction

Our research is devoted to the study of the state of teaching the Chinese language in Kazan (Privolzhsky) Federal University (KFU) <https://kpfu.ru/> KFU is one of the largest centres for studying and teaching Chinese in the Volga Region, having a great potential for development.

The year 2007 saw opening of the Confucius Institute at KFU parallel to the existing program "Philology. Chinese Language and Literature", and, as a result, over the past ten years the Institute for International Relations, History and Oriental Studies has been successfully conducting educational and research work.

On April 24, 2017 a solemn celebration in honour of the 10th anniversary of the Confucius Institute was held within the walls of KFU which was attended by the Chinese Ambassador to Russia, Li Hui.

From the very beginning, KFU has been adhering to the following main principles in teaching the Chinese language: development of education with focus on the research base, stimulation of the development of friendly relations between China and Russia [19].

The KFU Administration also signed a number of agreements concerning implementation of the plan for developing active cooperation with the Chinese side. However, teaching Chinese in KFU faces quite a few problems related to such aspects as teaching staff, students, teaching materials, and the teaching system.

Thus, it is necessary, in our opinion, to conduct research on these particular aspects, and, based on the results obtained, to offer the best ways and strategies for solving these problems.

These recommendations are expected to have a practical value and significance not only for KFU, but also for other Russian educational institutions teaching the Chinese language as the main foreign language.

There are a number of studies on the current state of teaching Chinese as a foreign language. Among others, there are the works of Xia Chin, Si Shilan, Zhang Yingguang, and others, whose attention was mainly focused on development of teaching Chinese language, educational strategies, training of pedagogical personnel, etc. [1,2,3,4]

In recent years, the range of research data has gradually expanded up to the analysis of the effectiveness of distance education (which has become increasingly popular in recent years) [5], seeking to obtain more innovative results. In addition, some Chinese researchers who teach Chinese as a foreign language also conducted an overview of teaching Chinese as a foreign language and its characteristics in various countries such as Thailand, Korea, Slovakia [6,7,8,9]. Some of them studied teaching the Chinese language in Russia [10,11,12,13,14], mainly in the Far Eastern Region [15,16,17], while there are still just a few papers devoted to teaching the Chinese language in KFU. We also found that these studies mostly relate to a scientific potential and history of the Chinese Studies in Kazan [18,19,20], and there are very few articles devoted to the current state of teaching the Chinese language, including those that pay special attention to such issues as educational materials, teachers and students, the teaching system, etc. Thus, there is a necessity to study teaching the Chinese language not only in a practical way, but also in a theoretical one.

The subject of our study was students of years 2, 3 and 4 of the Chinese Philology program; there were 70 students interviewed (due to the fact that first-year students have not been yet sufficiently aware of the situation of teaching the Chinese language in KFU, we focused our attention on the senior students). Then, a detailed analysis of the questionnaires was carried out.

The core of our study was a questionnaire, so we approached it very thoroughly. We divided the questions into two groups: open type and semi-open type, 34 questions in total.

The main objectives of the questionnaire were as follows:

1. The best ways to study teaching the Chinese language in KFU (the state of students, teachers, educational materials, the teaching system, etc.).
2. To summarize advantages and achievements of teaching Chinese in KFU.
3. To put forward proposals and recommendations on solution of the existing problems and issues related to teaching the Chinese language in KFU.

To obtain more accurate results corresponding to the actual state, we also conducted an oral field survey - interviewed some students and teachers in addition to the written survey. Based on the analysis of the survey results, we came to the following conclusions:

As for the issue related to teachers of the Chinese language: Russian-speaking teachers of the Chinese language and the native speakers both have their strengths and advantages in teaching Chinese. More than a half of the surveyed people pointed out that the disadvantage of Russian-speaking teachers of the Chinese language was a partial violation of pronunciation and hieroglyphic norms (the average index is 51%); while as the advantage they noted a clear and simple explanation of grammar rules (the average index is 62%). The situation with native speakers teachers is completely different due to the language barrier: they find it difficult to express their thoughts, which causes some difficulties in explaining the

material on the grammar of the Chinese language (the average result for all students is 59%). The strengths of native speakers of Chinese are the ability to identify and indicate pronunciation mistakes and the rich teaching experience.

As for the students, in the process of learning the Chinese language, they face problems in a) pronunciation; b) listening (they can hardly distinguish between separate sounds and syntagmas); c) speaking (lack of readiness for statements). Facing these difficulties, students lose their motivation and interest in the object of study, in our case, the Chinese language, which gives rise to frustration in learning the Chinese language. The results of the survey show that students of years 2-4 consider the lack of a language environment to be the main disadvantage in KFU: this is the most noticeable, key and significant disadvantage (the average result is 61%).

As for the educational materials, the students expect that the textbook would contain typical assignments similar in structure to the HSK exam¹ (the average result is 57%), as well as modern vocabulary and language expressions (the average result is 46%).

The results of the survey concerning the volume of the Extensive Reading were striking: 50% of respondents were not aware of that such kind of learning activity, as Extensive Reading had not been included into their course of studies.

We would like to draw attention to the fact that the majority of the respondents, answering the question what language subjects they would like to add to the existing educational program, chose the answer "phonetics and pronunciation" (59%) and "listening comprehension" (chosen by about a half of the respondents - 45%).

As for the organization of the educational process, it should be noted that, despite that the Department of Altaic and Chinese Studies of the Institute of International Relations, History and Oriental Studies (IIRHaO) and the Confucius Institute conduct a variety of cultural and educational activities, students are mostly not interested in them and have no desire to actively participate in such activities.

In addition, the analysis of the results of the survey demonstrated that students assess as "medium" the opportunities for an internship in China.

Based on the foregoing, we are proposing the following strategies and ideas to improve the quality of teaching Chinese in KFU.

Firstly, based on the analysis of the results of the survey, we believe the Russian teachers of the Chinese language and the teachers from China should complement each other in both professional and teaching terms, and, using their strengths, distribute aspects of teaching. To achieve this goal, we consider it necessary to take the following measures:

- To hold regular seminars or pedagogical conferences where teachers of the Chinese language of the Department of Altaic and Chinese Studies could share the personal experience with colleagues, discuss how it is possible to present the grammatical, linguistic and cultural material in the simplest way. In the future, these seminars can be conducted in the form of distance learning by video or online conferences with other branches of KFU, which practice teaching the Chinese language.

- To create upgrade training courses. The results of the questionnaire showed that the students of the Department of Altaic and Chinese Studies demanded a high level and the high quality of teaching the Chinese language, most of all they value the practical experience in the field of teaching, an effective planning of study time and process, and an individual approach to students. These goals cannot be achieved without certain knowledge in the field of teaching the Chinese language, without continual development of the personal and professional qualities of the teacher. The upgrade training courses may

¹ HSK translated as the Chinese Proficiency Test or the Chinese Standard Exam for non-native speakers such as foreign students and overseas Chinese.

be of various formats: round tables, workshops, master classes, creative and problem groups of teachers, work, practice sessions, internships, open lessons, professional competitions, etc.; the main thing is that they pursue the goal of improving the quality of the educational process and qualifications of the teacher. It should be noted that the Department of Chinese Studies has already taken active steps in this way. For example, in 2014 a professional competition was held among Russian-speaking teachers of the Chinese language and native speakers. In addition, since 2015 teachers of the Department of Altaic and Chinese Studies have been taking summer upgrade training courses in China. Thus, the Department of Chinese Studies of the Institute for International Relations, History and Oriental Studies of KFU has already taken a course to improve the quality of specialist training.

In addition, since December 2016, in cooperation with the Confucius Institute, the Altaic and Chinese Studies Department organizes monthly upgrade training courses for teachers of the Chinese language working in the schools of Kazan. On the one hand, such increased attention paid to teaching the Chinese language in the sphere of secondary education can be explained by the current policy of the Ministry of Education and Science of the Republic of Tatarstan and Russia, which prescribes to introduce teaching the Chinese language along with English and other foreign languages in the compulsory curriculum. Thus, R.N. Minnekhanov, President of the Republic of Tatarstan, noted in one of his public speeches that young specialists of Tatarstan should know two foreign languages – English and Chinese. On the other hand, thanks to highly qualified teachers of the Chinese language who will provide high-quality education to pupils, KFU and other universities of Russia will have students with good, fundamental knowledge of Chinese, which will allow them to meet increasing demands of rapidly changing time. Here we suggest training of the teaching staff in two directions: the school and the university.

Secondly, we believe teachers should adhere to an individual approach to students, use multimedia teaching methods that could facilitate understanding of the language material, especially the lack of a language environment; and the class planning should focus on development of the specific language competences and skills.

We believe, after analysing traditional and modern methods of teaching a foreign language, that the most effective way to compensate for the lack of a language environment and live communication in the classroom is using of audio-visual learning tools [21]. The audio-visual learning tools are an effective source of improving the quality of education due to the brightness, expressiveness and information richness of visual-auditory images, recreating situations of communication and acquainting with the country of the language being studied. The motivation is increased. A systematic use of the audio-visual learning tools can fill the absence of a language environment at all stages of learning.

Finally, after a thorough analysis of the survey results, we believe the Department of Altaic and Chinese Studies of KFU should come to a single list of teaching materials for students of all years, which the teachers should strictly adhere to in the future. Teaching materials, in their turn, must correspond to a certain complexity level of knowledge, skills and abilities.

It is necessary to introduce the Extensive Reading to encourage students to master and deeply understand the characteristic features of modern literary Chinese through reading.

Another important thing to do is to include in the curriculum as additional material such disciplines as phonetics and pronunciation norms; additional material for listening comprehension, providing students with the opportunity to increase their level in acquiring pronunciation and listening skills.

Summarizing all of the above, the serious work should be performed to develop the academic literacy. Creating a system of integrated development of academic literacy is a matter of great urgency. We believe that academic literacy is an interdisciplinary competence, a certain complex structural formation, which integrates traditional knowledge and intellectual, communicative, ideological skills as well. [23]

Another format of effective development of linguistic and cultural competences among students is participation in cultural extracurricular activities. Alikberova A.R. emphasizes the importance of using *cultural diplomacy* that includes promotion of the national culture and the positive image of the country.[22] According to the results of the questioning, despite the fact that the Department of Altaic and Chinese Studies regularly organizes events dedicated to the Chinese culture, as well as various contests for knowledge of the Chinese language and the basics of Chinese traditional arts (calligraphy, tai chi, folk dances, the recitation of poems by prominent Chinese poets, etc.), a strikingly small number of students actively participates in them.

In this regard, in order for students to increase their interest and to involve them in active participation in extracurricular activities of the department, we consider it necessary to charge additional semester points in the Chinese language course, as well as expand the range of fields and areas within which the activities related to China and the Chinese culture would be conducted. For example, it can be a Cup of the Confucius Institute of the KFU for table tennis. We believe it to be a very attractive idea, which, undoubtedly, would be met with great enthusiasm by the Board of the Department of Chinese Studies of the Institute for International Relations, History and Oriental Studies of KFU, and by the students themselves, since there is a very special attitude to sports in Kazan. Kazan is one of the big sports centres of Russia, the capital of the Universiade 2013; besides many other European and world championships have been held here.

Other reasons for students' losing interest to extracurricular programmes could be explained by the fact that every year brings more and more people who enroll in programs related to the Chinese language, which in its turn leads to the lack of vacancies or quotes for KFU students in Chinese universities.

Furthermore, the low level of satisfaction with the provision of foreign internships is also related to the fact that students applying for grants have quite limited information about scholarship programs, not to mention information related to the process of applying for a grant, what documents are required, etc. In order to solve these issues, we believe it is necessary to organize a group of teachers and senior students who would hold regular meetings, during which students, including those who are travelling for the first time, could receive all the answers to their questions about studying in China.

We hope that in the near future all recommendations set forth in our work will find a response and support from the teachers of the Department of Altaic and Chinese Studies, including the administration and will be actively used in the work and the pedagogical practice.

Acknowledgements

The work is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University.

References

- 夏青 (2005) 我国外国留学生教育与对外汉语教学的现状, 《浙江树人大学学报》, 第4期, 59-62页。
- 刁世兰 (2010) 对外汉语教学现状与趋势, 《辽宁行政学院学报》, 第8期, 84-85页。
- 张映光 (2006) 论国内对外汉语教学专业师资型人才的培养, 《云南师范大学学报》, 第3期, 86-91页。
- 李培元 (1989) 中国对外汉语教学的40年, 《世界汉语教学》第3期, 129-136页。
- 郑玉惠 (2014) 对外汉语远程教学现状研究与需求分析, 广东外语外贸大学硕士论文。

- 金天一（2001）韩国学习汉学的历史概况及当前韩国高校汉语现状教学态势的研究，第五届全国语言文字应用学术研讨会论文集,312-323页。
- 方雪（2008）泰国汉语教学与汉语推广研究，山东大学硕士论文。
- 方瑜（2011）斯洛伐克汉语教学现状调查，南京师范大学硕士论文。
- 刘慧清（2006）部分国外大学汉语教学情况简介，《云南师范大学学报》第4期，90-92页。
- 乔莹莹（2011）俄罗斯本土汉语教师专业发展现状、问题及对策研究，上海师范大学硕士论文。
- 石传良（2006）俄罗斯学生汉语学习现状的调查分析，《世界汉语教学》,第2期，138-142页。
- 赵莉（2011）“汉语热”背景下俄罗斯汉语师资的现状与对策分析，《海外视野》，11期，35-38页。
- 张静贤（1993）俄罗斯圣彼得堡大学东方系，《世界汉语教学》第3期，238-239页。
- Arefyev A.L. (2011). Chinese Language in Russian Higher Education Institutions: History and Contemporaneity (俄罗斯高等汉语教学概述), *Foreign Languages in Higher Education Institutions*, No. 1, 94-106
- 王瑞君（2014）俄罗斯远东联邦大学东方学院汉语教学现状调查与分析，黑龙江师范大学硕士研究生学位论文。
- 雅兰（2013）俄罗斯布里亚特国立大学孔子学院现状调查与分析，山东师范大学硕士学位论文。
- 张欣（2011）俄罗斯太平洋国立大学汉语教学案例分析，黑龙江大学硕士论文。
- Valeev R.M., Fedorchenko R.G. (2014). Development of Chinese Studies in Kazan University and Teaching the Chinese Language in First Kazan Gymnasium (first half of the 19th century), *Journal of Kazan State University of Culture and Arts*. No.2, 1-3
- A.R. Kasimova (2010) 喀山大学十九世纪汉语传统概述，《中国和俄罗斯：历史与发展》第3期，224-226页。
- 李兰宜（2010）振兴喀山汉语学研究的可行性方案，《中国和俄罗斯：历史与发展》第3期，92-95页。
- Nalliveettil George Mathew & Ali Odeh Hammoud Alidmat (2013). A Study on the Usefulness of Audio-Visual Aids in EFL Classroom: Implications for Effective Instruction, *International Journal of Higher Education*, 2013, Vol. 2, No. 2
- URL: <http://dx.doi.org/10.5430/ijhe.v2n2p86>
- Alikberova A.R. (2016). Influence of Modern Russian-Chinese Relations on Shaping of V.V. Putin's Public Image in China, *Man in India*, 2016, ISSN: 00251569, Vol. 96, Iss.3, 747-753
- Daminova E. R., Tarasova V. V., Kirpichnikova A. A. Academic Writing as a Key Component of Academic Literacy, *Turkish Online Journal of Design, Art and Communication*, April, 2017, Vol.7,

Ethnic Stereotypes Of Communicative Behavior In Paroemiological Fund Of The Tatar And Turkish Languages

Gulshat N. Galimova 1, Alfiya Sh. Yusupova 1, Guzel A. Nabiullina 1, Mustafa Oner 2

1 Kazan Federal University

2 Ege University (Izmir, Turkey)

Abstract

Nowadays, despite the availability of actual material and scientific publications dealing with certain aspects of communicative culture, a complex and comparative-contrastive linguistic study considering the issues of ethnocultural stereotypes of communicative behavior of the Turkic peoples is relevant in modern linguistics. Within the framework of this article, the research was carried out on the basis of the paroemiological units of the Tatar and Turkish languages. The study used descriptive, stylistic and comparative-contrastive methods. The methodological basis of the study is also the linguoculturological, cognitive-linguistic aspects of the study of paroemiological units. In the course of the study, typical and specific characteristics of ethnocultural stereotypes expressing the uniqueness of the Tatar and Turkish cultures were revealed. The most important typical categories of the communicative culture of the Tatars and the Turks are communicability, a culture of communication, courtesy, verbiage and silence, effective communication and conflict communication. Proverbs lead to the effect that one leans toward truth over lies, pauciloquence over garrulity, deeds over words, silence over speaking, listening over speaking. The analysis of the stereotypes of communicative behavior shows that, in spite of belonging to different ethno-cultures, the Tatars and Turks remain faithful to observing folk customs and specific speech cultures.

Keywords: ethnocultural stereotype, communicative behavior, speech culture, Tatar ethno-culture, Turkish ethno-culture paroemiological fund

Introduction

Communicative culture is an important element of the intellectual culture of the people. Communicative culture is based on the generally accepted moral requirements for the ethnos communicative behavior. Communicative behavior is determined by the values, national rules of behavior inherent in each ethno-culture [1]. The problems of studying communicative behavior, communicative culture comprehend many issues related to intercultural communication and language competence of the people [2-4].

The interest in the study of national peculiarities of linguistic ways of expressing communicative norms and behavior has recently increased in modern linguistics. In Turkic studies in recent decades, a number of monographic studies in sociolinguistics, ethnolinguistics and cultural linguistics have resulted in the linguistic learning of stereotypes of speech culture [5-8]. Of particular interest are comparative studies of stereotypes of speech communication of the Turkic peoples, because ethnocultural stereotypes have not been studied in science from this perspective before. The aim of our study is the study of ethnocultural stereotypes of communicative behavior of the Tatar and Turkish linguistic cultures represented in the paroemiological fund. The subject of investigation is the ethnocultural features of stereotypes of speech behavior of the Tatars and the Turks. The material of the study is the Tatar and Turkish proverbs [9-11]. The relevance of the study is determined by the fact that the ethnoculturological study of the communicative behavior of the Tatar and Turkish peoples makes it possible to re-analyze the communicative culture of the ethnos in the contemporary context and to reveal the typical and specific characteristics of the communicative culture of the Tatar and Turkish peoples. The study of

communicative behavior on the material of the paremia provides means for revealing the general rules of communicative behavior of the ethnos which turn out to be much richer, more diverse and more precise than many modern basic concepts of effective information translation [12, 13]. Proverbs are the means that express a stereotype, reflect the culture of the people in their semantics, convey the national character, the historical and cultural flavor [14].

Methods

The study used descriptive, stylistic and comparative-contrastive methods. A descriptive method is represented by the techniques, such as the method of continuous sampling, the method of processing, interpretation, as well as lexico-semantic analysis. The stylistic method is based, first of all, on the semantic and contextual analysis of linguo-mental stereotypes and the national-cultural connotation. In comparative-contrastive analysis of ethnocultural stereotypes of communicative behavior of the Tatars and the Turks, one reveals a number of similar features and distinctive features determined by the national originality of mentality, language and culture.

The methodological basis of the study is also the linguoculturological and cognitive aspects of the study of paroemiological units. The linguistic and cultural analysis of proverbs makes it possible to identify cultural and specific markers of the peculiar features of speech behavior of the Tatars and the Turks presented in them. The cognitive approach allows for the national in communication to be defined and national-cultural distinctiveness to be revealed. The methods and approaches used in the work are determined by the complex nature of the study.

Results And Discussion

Ethnocultural stereotypes of communicative behavior of the Tatars and the Turks are closely connected with their mental and cultural values. The Tatars, regardless of faith, nationality and social status, deal towards the interlocutor amiably, respectfully and friendly. Leniency and tolerance are also among the basic mental qualities of the Tatars. And the Turks are very polite and courteous. On meeting, they are always friendly and hospitable, etiquette is given great importance. All these basic features of ethnos are reflected in conversation.

1. In both linguistic cultures typical category of communicative behavior is **sociability**, i.e. ability to establish, maintain contacts, ability to communicate. In order to establish a good relationship, one needs to be able to listen, analyze, understand the interlocutor's speech, convince. The analysis of the paremia shows that the Tatars and the Turks in communication are open, friendly, sincere, competent and sociable.

The Tatar and Turkish linguistic cultures comprehend many proverbs about the power and value of the word. For example: *Тел - байлык (Language - richness); Тел күркө - сүз (literally: The value of a word - language); Dilin cirimi küçük, cürmü büyük (The tongue itself is small, but the mistakes are big); Baş dille tartılır (Голова языком измеряется / The head is measured by the tongue).*

The proverbs say that the art of speaking helps to develop and maintain relationships. A person should be able to master the skills of the culture of speech. For example, *Сүз сөйләү - һөнәр, сөйли белмәгән үләр (Говорение - это профессия, кто не умеет говорить, тот умрет / Speaking is a profession, those who cannot speak will die); Yerinde söz söylemesini bilen özür dilemek zorunda kalmaz (Кто умеет сказать слово к месту, тот не будет вынужден просить прощения / Those who can say a word in season will not have to make an apology), etc.*

A sociable person enjoys authority and makes a bid for sympathy, commands respect in society: *Суны таяк белән, кешене тел белән үлчиләр (Воду палкой измеряют, а человека языком / Water is measured with a stick, man - by his speech); Ат кешнәшен белешә, адәм сөйләшен таныша (Лошадь узнается по ржанию,*

человек узнается по разговору / Horse is known by neighing, man is known in conversation); Науван коклаша коклаша, insan konuşa konuşa (Животные принюхиваясь (общаются), люди – разговаривая / Animals communicate by sniffing, men – by talking); Bir lisan bir insan, iki lisan iki insan (Один язык – один человек, два языка – два человека / One language – one man, two languages – two men). It is noteworthy that in the Tatar linguistic culture the ability to keep one's word, promise is highly valued: Сүзне әйтмә, әйтсәң – кайтма (Слово не говори, сказал – не отступай / Don't say a word, if you have said – don't backtrack).

Importance is attributed to such communicative qualities as wit, eloquence: Һөнәр алды – кызыл тел (Начало профессии – красноречие / The beginning of a profession is eloquence); Deveci ile konuşan kapısını büyük açar (Кто говорит с погонщиком верблюдов, тот широко открывает дверь / Who can talk to cameleer gets the door wide open), etc.

As our studies show, one needs to be restrained and judicious in the Tatar and Turkish communicative culture. Before speaking, one needs to think, analyze one's speech: Әүвәл уйла, аннары сөйлә (Сначала думай, прежде чем говорить / Think before speaking); Бар белгәннең сөйләргә ашыкма (Не спеши говорить, все что знаешь / Don't haste to tell everything you know); Теләңне тезгендә тот, этәңне чылбырда тот (Язык придержи на уздечке, собаку на привязи / Keep a still tongue in your head, the dog on the porch); Önce düşün sonra söyle (Сначала подумай, потом говори / First think, then speak); Boğaz dokuz (kırık) boğumdur (В горле девять (сорок) узлов / There are nine (forty) lumps in the throat); Sözüünü bil, pişir; ağzını der, devşir (Слово перевари, прежде чем сказать / Digest a word before saying it), etc.

2. The culture of communication and etiquette plays an important role in the communicative behavior of the Tatars and the Turks. Upbringing, human mind, respect for the interlocutor is manifested in the culture of communication.

The ability to carry on a conversation has been considered to be the highest art at all times. The ability to talk, listen to, hear and understand the interlocutor's speech is the basis of a communication culture. It should be noted that one has highest regard for the ability to listen to the interlocutor in Tatar and Turkish linguocultures, it is forbidden to interrupt the speaker: Белмичә сөйләгәнче, белгәннең сүзен тыңлау яхшы (literally: Лучшее слушать речь того кто знает, чем говорить не зная / It is better to listen to the speech of a cognizant, than to speak on something you are ignorant of); Үзәң ишетәсе килмәгән сүзне кешегә сөйләмә (Тот, кто говорит всё, что хочет, услышит то, чего не хочет / Who says everything he wants will hear what he doesn't want to know); Sözü söyle alana, kulağında kalana (Слово говори тому, кто слушать будет); İsteddiğini söyleyen istemediğini iştir (Тот, кто говорит всё, что хочет, услышит то, чего не хочет / Who says everything he wants will hear what he doesn't want to know), etc.

In the Tatar linguistic culture, the ability to engage one in talk correctly, ask questions is a valuable quality of verbal communication culture: Ничек эндәйсәң, шундый җавап (Какой привет, таков ответ / As you give, you receive); Соравына күрә җавабы (Какой вопрос, такой ответ / Don't ask a stupid question, and you won't get a stupid answer); Жеп турында сөйләгәч, энәсеннән башлау хәерле (literally: Если разговор о нити, нужно начать с иголки / If a conversation about the thread, start with the needle), etc.

It should be noted that humor in Tatar linguistics should suit the occasion, and in Turkish linguistic culture preference is given to a serious conversation. If the interlocutor decides to joke, then his joke should be appropriate and tactful: Уен сүзгә мәгънә кирәк (Шутка должна быть со смыслом / A joke should be meaningful); Уйнап әйтсәң дә уйлап әйт (literally: Если говоришь в шутку, говори обдуманно / If you speak in game, speak deliberately); Gülme komşuna gelir başına (Не смейся над соседом, с тобой такое же может случиться / Don't laugh at your neighbor, anything may happen to you); Şakanın sonu kaka (Последствия шутки могут быть плохи / The repercussion of the joke may be painful), etc.

3. The category of politeness is one of the main categories of communication of the Tatars and the Turks. Politeness is treated as the ability to respectfully and tactfully communicate with people, reach compromises. The stereotype of politeness is associated with such qualities as decency, tact, courtesy and

wisdom: Акыллы кеше сүз әйткәндә, әйтер сүзен чамалар (Умный человек знает что говорить / A man of sense knows what to say); Әдәп башы – тел (Воспитанный умеет разговаривать / Well-mannered man can speak); Инсафлының теле саф (Воспитанный человек всегда вежливо говорит / A well-mannered is always polite in conversation); Ачtırma kutuyu, söyletme kötüyü (Не вынуждай открывать коробку, не заставляй говорить (припоминать) плохое / Don't compel to open up a box, don't compel to say (remind) bad things); Tatsız çorbaya tuz, akılsız kafaya söz kâr etmez (Бесполезны соль в невкусный суп и слово для глупого человека / It is useful to add salt into the soup with no flavor and it is useful to talk to a stupid person), etc.

A kind, good, sweet, meaningful word is highly valued in Tatar lingviculture: Яхшы сүз балдан татлы (Доброе слово слаще меда / A kind word is as sweet as honey); Татлы тел тимер капканы да ачар (Сладкие слова откроют и железные ворота / A sweet word goes a long way); Жайлы сүз эжан эретә (Толковое слово душу греет / A sensible word makes the soul warm); Жылы сүз – эжан азыгы (Теплое слово – духовная пища / A kind word – soul food). As far as the Tatar culture of communication is concerned, a man is to speak “tastefully and sweetly”: Tatlı dil yılanı deliğinden çıkarır (Literally: Сладкое слово змею из норы выманит / A sweet word will bring a snake into the open); Tatlı ye, tatlı söyle (Ешь сладкое, говори сладко / Eat sweets, say sugar-coated words); Tatlı söz dinletir, tatsız söz esnetir (Сладкое слово заставит слушать, несладкое – зевать / A sugar coating word will make listen, sugarless – yawn), etc.

In conversation the Tatars and the Turks try to show respect, not to hurt the interlocutor's feelings: Сыйларга сыең булмаса, сыйпарга телең булсын (Если нет чем угостить, угощай приятными словами / If you don't have anything to treat to, entertain with smooth words); Buğday ekmeğın yoksa buğday dilin de mi yok (Если у тебя нет ржаного хлеба, приятного слова тоже нет что-ли? / If you don't have rye bread, do you have a pleasing word?); Sebinde para bulunmayanın, hiç değilse dilinde bal bulunmalı (Если нет денег, то хотя-бы на языке мед должен быть / If one has no money, should have a honey tongue), etc.

Thus, tactful behavior, complaisance, respect, courtesy and benevolence are the main qualities in the communicative behavior of the Tatars and the Turks.

4. As the analysis of paremia shows, **garrulity** is a communicative category opposed to restraint in both linguistic cultures: Теленә салынган эшендә абынган (Кто много разговаривает, тот дело не сделает / He that talks much fails to do much); Dilden gelen elden gelse, her fukara padişah olur (Если все что можно сказать языком, можно было бы сделать руками, то каждый был бы королем / If everything said were done, everybody would become a king). These paremia mean that those who chatter incessantly, boast, you cannot believe in and rely on them. Briefness, the ability to weigh every word characterize the communicative culture of both the Tatars and the Turks: Аз сөйләгән аз ялгышыр (Кто мало говорит, тот мало ошибается / He that talks much errs much); Аз сүз – алтын, күп сүз – бакыр (Мало слов – золото, много слов – медь / Not many words – golden, many words – copper); Бер сүз аз, ике сүз күп (Одного слова мало, два слова много / One word is not enough, two words – too much); Az söyle çok dinle (Мало говори, много слушай / Keep your mouth shut and your ears open); İki dinle bir söyle (Два раза послушай, один раз скажи); Adam olana bir söz yeter (Настоящему человеку одного слова достаточно / One word is enough for a true character), etc. Brief speech, silence in communication are evidence of the fact that a person is clever and serious in his deeds. Silence in both cultures is highly appreciated: Сөйләвең көмеш булса да, дашмәвең алтын (Говорение серебро, молчание золото / Talk is silver, silence is golden); Söz gümüş sükut altın (Слово серебро, молчание золото / Speech is silver but silence is gold), etc.

The Turkish language illustrates a large number of proverbs associated with the consequences of inappropriate verbosity: Dil söyler saklanır, baş belaya katlanır (Язык скажет и спрячется, беда с головой приключается); Derdin yoksa söylen, borcun yoksa evlen (Если нет проблем, говори, если нет долгов, женись). Thus, in a communicative culture a person should be able to express his thoughts concisely, without being carried away by idle talk.

5. Effective and conflictual communication are significant categories of communicative behavior in the Tatar and Turkish paremia. The qualities such as openness, sincerity, heartfulness are the main criteria for **effective communication** in Tatar and Turkish speech behavior: *Тел - күңел көзгесе (Язык – зеркало души); Йөрәктән чыкмаган йөрәккә җитмәс (Слово, которое не идет от сердца, не доходит к сердцу); Yürekten çıkmayan söz insanı yarı yolda bırakır (Слово, которое не идет от сердца, оставит человека на полпути)* и т.д.

Frankness and truthfulness are important enough for speech culture: *Телнең зиннәте – тугры сүз (Правдивое слово – украшение языка); Туры сүзгә ант кирәкми (Literally: Правдивому слову клятва не нужна); Doğru söyleyenin bir ayağı üzengide gerek (У того, кто говорит правду, одна нога должна быть в стремени); Dost acı söyler (Друг скажет горькую правду)* и т.д.

Paremia expose **conflictual communication** through lies, quarrels and resentments: *Ызгыш - дошманлыкның башы (Ссора начало вражды); Kavgada kılıç ödünç verilmez (В ссоре меч не дают взаймы). Tatar and Turkish paremia call not to quarrel, but to avoid them: Гафу үтенгәнче, ызгышмау яхшы (Лучше не ругаться чем потом извиняться); Ачулансаң да, соңгысын әйтмә (Если даже злишься, не говори последнее); Biri yer biri bakar, kıyamet ondan kopar (Кто-то ест, кто-то смотрит, ссора отсюда появляется); Ağzından hayır çıkmazsa bari şer söyleme (Если не можешь сказать доброе слово, то хотя-бы плохого не говори).*

In Tatar speech behavior, silence is a way to cease quarrel: *Дәими торсаң, талаш бетә (Промолчишь и ссоры нет).* A way of ceasing a quarrel in Turkish linguistic culture is its cause: *Yorgan gitti, kavga bitti (Причина ссоры исчезла, ссора прекратилась).*

Both the Tatars and the Turks condemn lies and gossip: *Гайбәт чәйнәгәнче, сагыз чәйнә (Лучше жевать, чем сплетничать); Гайбәтченең теле - мең колач (Язык сплетника – тысячи километров); Adam adamı bir kere aldatır (Человек человека один раз обманет (больше уже не сможет обмануть)); Şüühi vikiundan beter (Слухи о чем-либо хуже, чем его происшествие), etc.*

Thus, in both linguistic cultures, conflict, contention, quarrel, and lies are negative categories of communicative behavior for both the speaker and the listener and always cause negative emotions and feelings.

Summary

The analysis of paremia makes it possible to draw a conclusion that ethnocultural stereotypes of communicative behavior are equally represented in proverbial systems of both cultures. The most significant categories of communicative culture of the Tatars and the Turks are modesty, restraint, courtesy, openness, sincerity and respect. Preference is given to truth over lies, to silence over talkativeness, to action over words, to silence over speaking. Nevertheless, the communication culture of each ethnos is diverse, distinct and unique. The Tatar communicative culture is distinguished by its simplicity, informality, emotionality, to keep up the conversation, the ability to respect the interlocutor are peculiar to the Tatars. The Turks in communicative behavior are very polite and courteous, always friendly and cordial, great importance is attached to etiquette.

Conclusions

The communicative culture of the Tatars and the Turks reflects centuries-old traditions, customs, habits, beliefs of the people, rich experience of language culture. In our opinion, systematic study and description of ethnocultural stereotypes of communicative behavior of the Tatar and Turkish peoples in synchrony and diachrony would be promising in the sphere of interests of linguistics, cultural linguistics, ethics and culturology.

Acknowledgements

The work is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University.

References:

Gilazetdinova, G.Kh., Edikhanov, I.Zh., Aminova, A.A. Problems of ethnocultural identity and crosslanguage communication // Journal of Language and Literature, volume 5(3), pp. 29-42.

Dunbar, R. J. M. The origin and subsequent evolution of language / R. J. M. Dunbar // Language evolution / ed. by Christiansen M. H., Kirby S. Oxford, 2003. pp. 219-234

Wierzbicka, A. Semantics, culture and cognition: Universal human concepts in culture-specific configurations. New York: Oxford University Press, 1992.

Quasthoff U. M. The uses of stereotype in everyday argument / U. M. Quasthoff // JPr. 1978. V. 2. P. 1-48.

Abdullin, A. A. Ethical Expressions in Modern Literary Tatar: the author's thesis for candidate of philological sciences. – Kazan, 2006. – 25 p.

Isina, G. I. The Stereotypes and National Linguistic Picture of the World: author's dissertation for Doctor of Philology. Almaty, 2008. 55 p.

Kuznetsov, A. V. Verbal Means of Etiquette Communication in the Chuvash language: the case of comparative, contrastive and ethnolinguoculturological study: the author's thesis for candidate of philological sciences. Cheboksary, 2004. – 25 p.

Saifullina, E.R. Cognitive Sphere of Russian and Russian Paremiæ: "The Image of Language" and the Norms of Speech Behavior: Author's Thesis for Candidate of Philological Sciences. Ufa, 2009.

Татар халык ижаты. Мәкальләр һәм әйтемнәр. Казан: Татгосиздат, 1987. 590 б.

Akdağ, F. A. Açıklamalı Atasözleri Sözlüğü. İstanbul: Nurdan Yayınları, 1989. 453 s.

Aksoy, Ö. A. Atasözleri ve deyimler sözlüğü. Atasözleri sözlüğü. C. I İstanbul: İnkılâp Kitabevi Yayın Sanayi ve Ticaret AŞ, 2014. 486 s.

Sibgaeva F.R., Zamaletdinova G.F., Nurmukhametova R.S. linguoculturological specific features of phraseological units of the Tatar language // Modern Journal of Language Teaching Methods, December 2016, pp. 116-119.

Sibgaeva, Firuza R.; Nurmukhametova, Raushaniya S.; Sattarova, Madina R.; Smagulova, Guldarkhan N. Man as an object of evaluation in the phraseological picture of the world (on the material of Tatar language). AD ALTA - Journal of Interdisciplinary Research. 2017. V. 7. Special Issue 2. pp. 267-269.

Mugtasimova, G.R., Nabiullina, G.A., Denmukhametova, E.N. Paremiological fund of the Tatar people in the ethno-linguistic aspect // Life Science Journal, 2014, Volume 11, Issue: 11, pp. 409-412.

Need for a Differentiated Approach to Teaching English in Higher School: A Sociological Study

Tatiana Igorevna Monastyrskaya 1, Tatiana Borisovna Ganicheva, Gleb Vyacheslavovich Toropchin,
Aleksandr Vladimirovich Katsura

Siberian State University of Telecommunications and Information Sciences
Novosibirsk State Technical University
Siberian State Aerospace University

1 Corresponding author

Abstract

The ability of a graduate to communicate in oral and written forms in a foreign language for solving the problems of interpersonal and intercultural interaction is one of the basic general cultural competencies formed in the process of tertiary education. As a rule, students have a high motivation for studying special subjects directly connected to their profession. A foreign language serves as a sort of auxiliary discipline, allowing one to optimise the process of communication among representatives of various cultures, therefore the indicator of motivation for learning another language and the indicator showing acquisition of this competency have a significant dispersion. In the process of teaching, instructors encounter a number of problems connected with the need for a differentiated approach for teaching. At the same time, assessment criteria for foreign language learning have to be similar for students with different initial levels of command of another language.

Within a sociological study, authors made an attempt to single out a dependency of the initial level of command of the English language among students from their place of residence and school education, dependency of their academic record from the degree of their interest to learning the foreign language both at school and at university, defining self-assessment of students with various majors of their command of specific skills in different types of academic activities in English.

Authors have made a conclusion that it is necessary to introduce a flexible differentiated approach to teaching English at a university, as it would allow not only to account for the initial level of command of a foreign language, but also to provide for correction and balance of development among specific competencies. Simultaneously the article underlines the intricacy of the given complex approach, as it requires a larger amount of physical and technical resources as well as timing budgets. Authors emphasise the necessity to coordinate teaching of the English language at both school and university levels with the international system of certifying command of the English language.

© 2018 The Authors. Published by EBSCO.

Keywords: motivation for learning English, differentiated approach to teaching, competencies self-assessment, international certification

Introduction/Literature Review

A shift in the role of education and science in the process of globalisation set new tasks for the universities, namely, organising lifelong learning, integration of national education systems in an international network of university communities. One of the tasks universities have to perform is language training of students in non-linguistic universities which is there to help every student to absorb “knowledge packages” offered by leading world’s universities of the world at the educational services market, including those in foreign languages.

Universities are trying to find ways to optimise foreign language training (in particular, in English), that is why academic community constantly holds discussions on the role of the English language under the given circumstances of evolving higher education system. Moscow State University held XIII International Research and Methodological Conference on Learning and Teaching English at Universities "1991-2016: 25 Years of ELT Research and Practice", where Dennis Cunningham (Australia), then Secretary General of the International Federation of Language Teacher Association, drew special attention to the significance of language globalisation on the back of the political situation in the world and proposed effective ways of teaching English. The conference covered the issue of adaptation of foreign teaching materials oriented to Russian students (Lomonosov Moscow State University, 2016). Report by Ye.B. Yastrebova "Bringing Humane Perspective to the EFL University Classroom" at the 51th international annual IATEFL (International Association of Teachers of English as a Foreign Language) conference in Glasgow was devoted to the questions of humanising foreign language teaching in Russian universities and highlighted author's own two-year experience of enhancing the humane component in teaching English to 1st-year and 2nd-year students of International Relations Department (Moscow State Institute for International Relations, 2017). Such seminars as "The World of English: Theory and Practice", organised by Penza State University, boost popularity of the English language at universities. Presentation by Heather Mello featured issues of evaluating students' knowledge with the use of e-platforms (Penza.press, 2017). Foreign Language Institute at the People's Friendship University of Russia constantly supports International Research and Methodological Conference "Actual Problems of Linguistics and the Humanities". Methodological seminar "Actual Issues of Teaching English at a University" was held at one of the conferences with the participation of Macmillan Publishers representatives in Russia (RUDN University, 2017).

Universities in other countries also perceive the need for intensification of the language training. Uzbekistan State University of World Languages held an international conference dedicated to the problems of teaching the English language at universities. Such issues as making new course books and curricula for teaching English, development of language skills, intercultural dialogue and peculiarities of teaching languages to handicapped youth were discussed at the conference (ITE Uzbekistan, 2017). Latvia is working on amendments to the university law presupposing simplification of using European Union languages in the curricula not only for Latvian students. A set amount of knowledge in all the curricula is to be given in a foreign language (at present this figure is at 20%). This number can be higher, e.g. for joint programmes of Latvian and international universities (MK-Latvija, 2017).

Authors in their research works single out a number of problems in students with regard to learning foreign languages. O.V. Smolovik and N.V. Shutova emphasise the fact that results of their experimental study testify an increase in the number of students with a negative attitude to foreign languages among second-years. There is also a decrease in such indicators as interest in the subject, value of the knowledge and independence in learning (Smolovik, Shutova 2017). Universities set a goal of increasing students' motivation for learning English. Application of information and communication technologies and interactive methods of learning allows students to overcome their language barrier gradually. Forming a comfortable English-speaking environment at a university is especially important for boosting its competitiveness on the global arena of science and education, according to the staff of St. Petersburg National Research University of Information Technologies, Mechanics and Optics (ITMO University, 2015).

Universities without a special focus on languages teach school leavers with different degrees of preparation. Therefore, students' achievements in English learning can vary immensely. Higher school has to work with the level of proficiency in a foreign language formed in school. The importance of the differentiated approach to teaching English at school was stressed by Ye.M. Pribylnova who focused on

the possibility to use a group differentiation in foreign language classes for ensuring the quality of the teaching and learning process (Pribyl'nova, 2016). M.L. Antonova mentions in her paper that the differentiated approach in teaching English is very frequently based on gaps in the knowledge of the given students rather than individual peculiarities of their personalities. The differentiated approach in teaching English should be based on individual cognitive abilities of learners (Antonova, 2017).

Russian educational standards do not yet presuppose the differentiated approach to teaching foreign languages depending on the level of language proficiency when entering a university and the desired level of command of a language after graduation. Correlation between English language curricula and international standards and proficiency levels is not envisaged as well. However, innovative models of teaching English have already been piloted in some universities. National University of Science and Technology MISiS, in partnership with Cambridge University, implements a language training programme allowing the BSc and BA graduates to reach B2/C1 levels of proficiency in English and confirm it with the help of IELTS certificate (Atomic-energy.ru, 2017). In Kazakhstan, transition of Master's programmes to English as a language of instruction is a national project, whereby enrollees will be required to have international certificates such as TOEFL, IELTS etc. (IA Omskzdes (2015) Differentiated instruction is actively employed in university classrooms of many countries. It was in 1999 that C.A. Tomlinson published her paper entitled "Mapping a Route Toward a Differentiated Instruction" (Tomlinson, 1999), claiming that differentiated approach is a way to empowering such qualities as equity and excellence, proving it thanks to practical examples of case studies. Australian specialist P. Subban stated that in a more diverse environment differentiated instruction becomes a means of overcoming differences through involving all students in the process of education (Subban, 2006). M.H. Levy pointed out several practical methods of implementing such an approach (grouping techniques, assessment strategies as well as tiered lessons) (Levy, 2008).

To ensure leadership positions on the educational services market, universities will have to solve problems of differentiated teaching and learning taking into account not only initial level of students' knowledge of foreign languages, but also students' individual abilities in terms of acquiring levels of proficiency corresponding to international standards. That is why an approach aimed at elucidating the need for differentiated instruction (regardless of the major field of study) through students' self-assessment remains quite relevant.

Research methodology

Competency-based approach served as a methodological basis of the research, as it enables one to consider not only levels of development of the "proficiency in a foreign language competency" but also conditions forming it. A questionnaire-based survey was used as the research method. The questionnaire was created premised on the following series of indicators: levels of proficiency in English over time (after finishing secondary/high school and at university); motivation, most of all, interest for learning English over time (at secondary/high school and at university); prospects of using the "proficiency in English" competency in professional and everyday activities; personal contribution to acquiring the competencies connected with English learning. 540 respondents took part in the survey, 37.8% male students and 62.2% female students. Students of different majors (humanities, social sciences, engineering and mathematics etc.) represented the focus group in this study. Most of the respondents are Novosibirsk dwellers (40.6%), 22.8% of those surveyed came to study in Novosibirsk from other major cities. 28.3% of the students came to pursue a degree in Novosibirsk from smaller towns (regional centres), whereas 8.3% originated from the countryside. Differentiation of the respondents based on their residence before entering a university allowed us to track the dependency of students' self-assessment in terms of proficiency in a foreign language from this attribute.

Results and Discussion

Initial, or starting level of language proficiency after leaving school is one of important factors influencing the efficiency of English teaching and learning at universities (Fig. 1). 41.7% of the respondents evaluated their level of English proficiency as “poor” or “very poor”; 35.6% indicated their level as “intermediate”; only 22.8% admitted that their English skills after leaving school are “quite good” and “very good”. When considering correlation between the “How good are your language skills at the moment?” and “How good were your English skills after leaving school” variables we obtained a strong direct correlation between the variables, gamma being at 0.598 (asymptotic error was 0.062). It means that the higher is respondents’ assessment of their English skills after leaving school, the better is their command of English at the moment. The given results show that students have to put a different amount of effort in order to effectively learn English at university, and educational paths in these groups of learners can be quite different. A differentiated approach to instruction of the English language can help solve this problem.

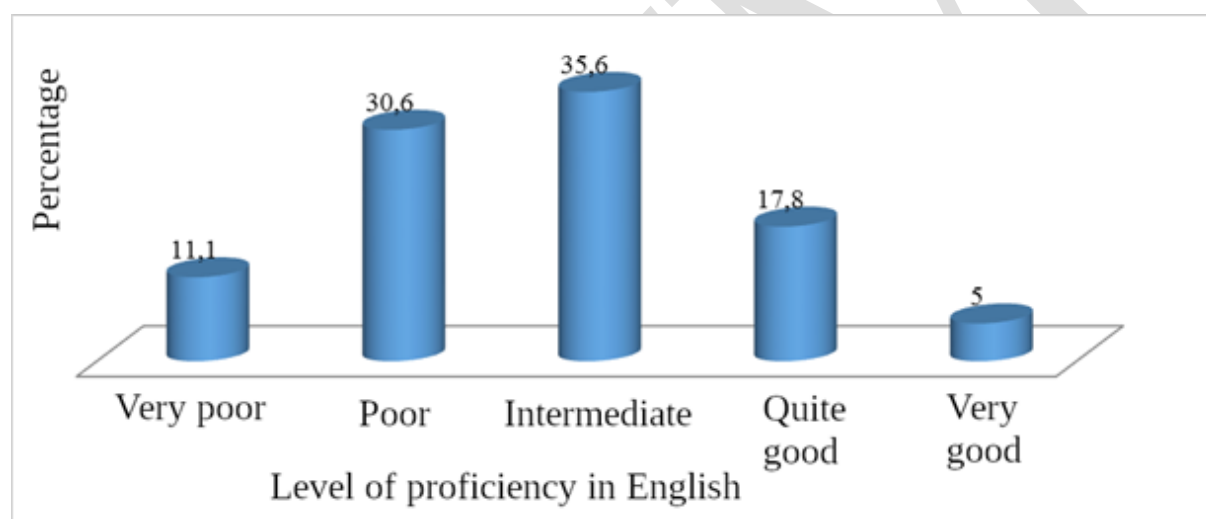


Fig. 1. Language proficiency level after leaving school (N=540)

The following question arises: is it possible to make a prediction of necessary groups in terms of differentiated instruction of English based on the analysis of enrollees’ data? The final decision can only be made after the initial placement test, still, a preliminary prognosis is possible. If we compare students’ self-assessment in terms of their English skills depending on their place of residency when getting education at school (Fig. 2), levels of development of the given competency (English proficiency) will be as follows.

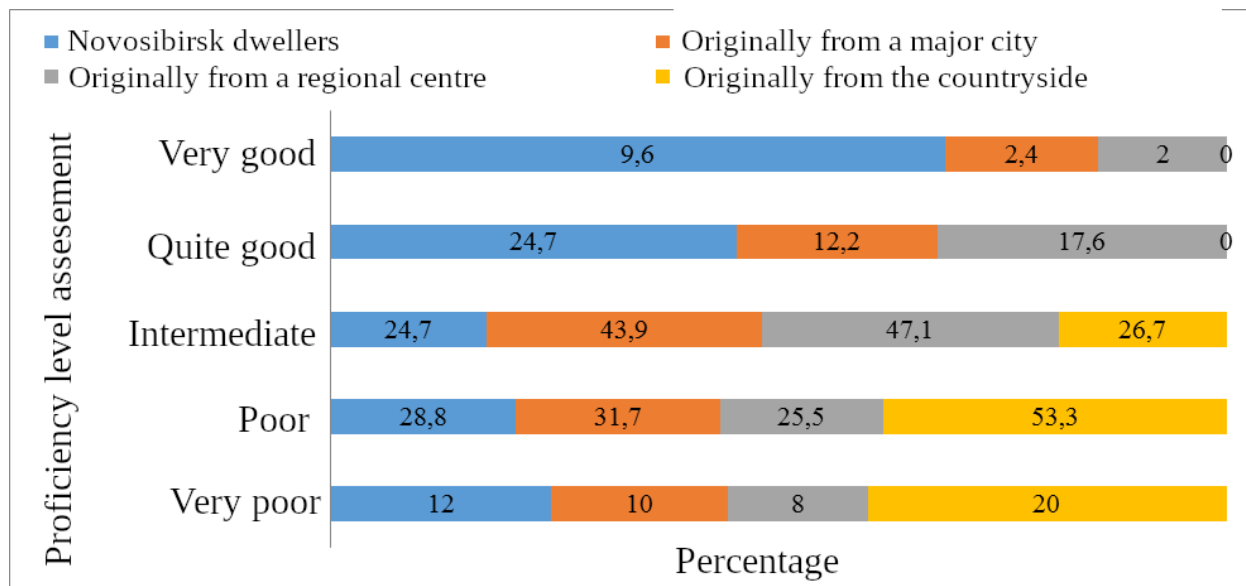


Fig. 2. Level of proficiency in English depending on the place of residence during school education (N=540)

Students living in Novosibirsk who studied in schools of the city assess their knowledge higher than those who moved from other regions. Students who arrived from the countryside display the lowest English skills. Students who came from smaller towns of Novosibirsk region have somewhat higher numbers.

To analyse students' self-assessment in terms of their English proficiency at universities, we chose three types of academic activity without direct interconnection with their major fields of study, to make it possible to track students' performance depending on their previous place of residence and study (Fig. 3). The following skills were analysed:

- 1) reading newspapers, magazines and information on the web;
- 2) talking on simple everyday subjects;
- 3) comprehend information (such as news etc.)

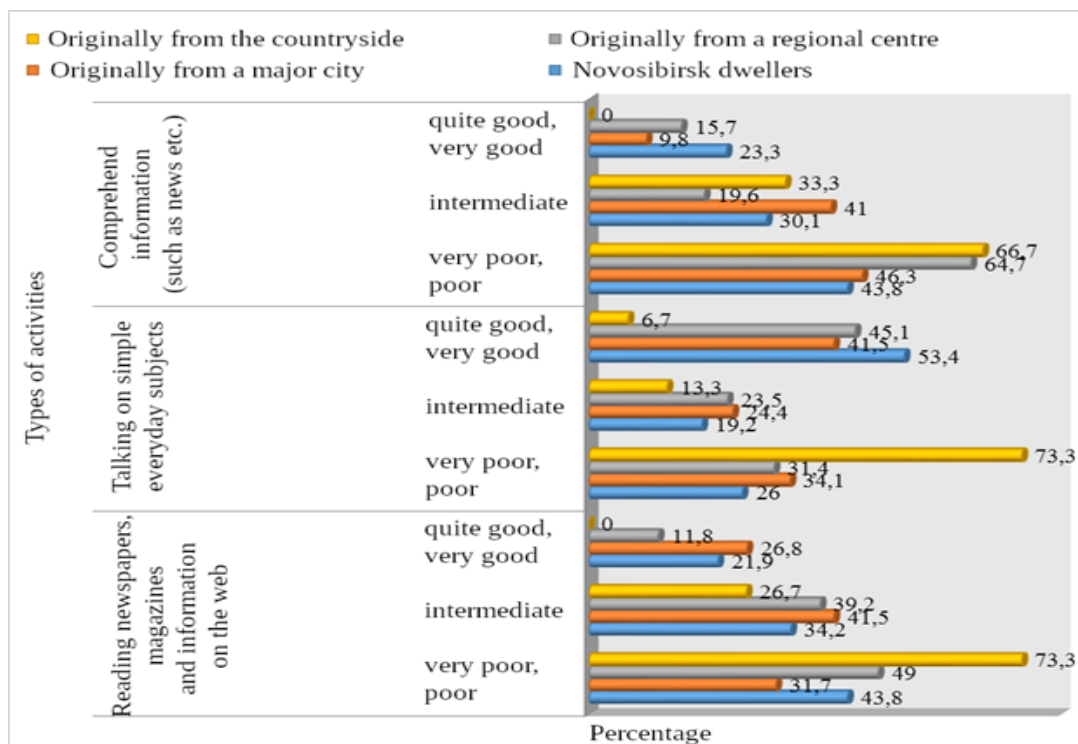


Fig. 3. Correlation between the university students' level of English proficiency and their original place

Analysis of the survey data shows that general cultural level of English proficiency is different in students depending on their previous place of education. As such, metropolis dwellers evaluate their results higher than students from the countryside in all the scrutinised types of activity. Such difference in levels of English proficiency is explained by the fact that the educational process does not contain differentiated syllabi and therefore does not give an extra opportunity for students with poorer initial knowledge and skill move to a higher level in a short timespan. Consequently, the analysis of enrollees' personal data can provide a preliminary prediction of which groups of students and in what quantity it will be necessary to form in the process of teaching and learning English at a university. One has to keep in mind that students have a different assessment of their knowledge and skills in various types of activity, hence, it is necessary to create sets of tasks for students with differentiation in terms of activities based on the level of their skills and abilities. E.g. a student can have A2 level reading comprehension tasks, B1 writing tasks and A1 listening comprehension tasks.

Level of English proficiency at school is often connected not only with the level of teachers' professional qualification (especially in the countryside), but also with pupils' involvement in English learning (Fig. 4.)

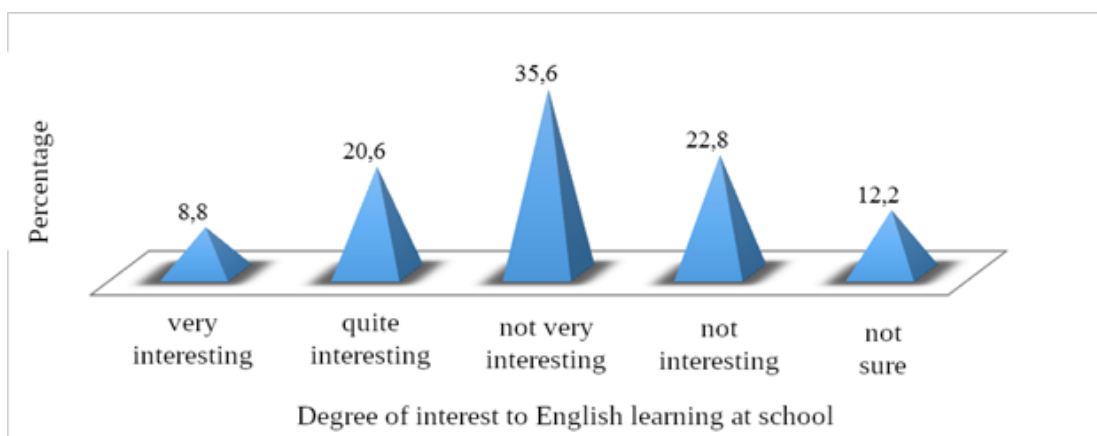


Fig. 4. Degree of interest to English learning at school (N=540)

Results of the survey showed that only 29.4% of students pointed out that it was very interesting or quite interesting for them to learn English at school. The analysis of degree of interest to language learning at schools depending on the place of getting education (Fig. 5) displayed that the degree of interest to language learning at school was not connected with the assessment of language proficiency.

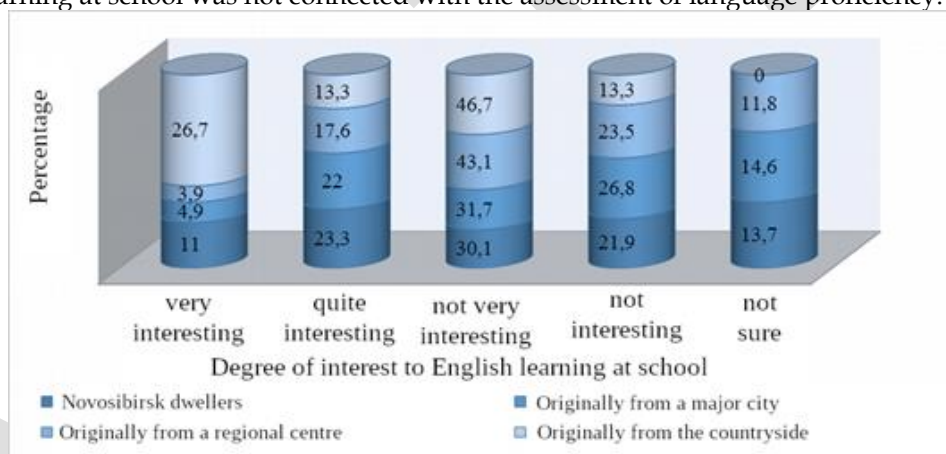


Fig. 5. Degree of interest to English learning depending on the original place (N=540)

Regardless of relatively low self-assessment of English proficiency in students who came to Novosibirsk from the countryside, 40% of these students pointed out that learning English at school was interesting for them. Same is true for 33.3% respondents from Novosibirsk, 26.9% of the students who came to pursue a degree from other major cities and 21.5% of the respondents from smaller regional centres. There was no connection found between the “How good are your language skills at the moment” and “Was it interesting for you to learn English at school” variables (gamma was at 0.159 and asymptotic error at 0.90), whereas the significance value being at 0.08 does not allow us to determine the correlation (with alpha being at 95%). Thus, it is possible to state that the level of English proficiency in the respondents does not depend on the degree of interest to English learning at school.

Can one regard the interest to English learning at universities as a motivator to boosting the level of knowledge and skills in terms of various types of educational activities in a foreign language? The degree of interest to the English language at university is reflected on Fig. 6.

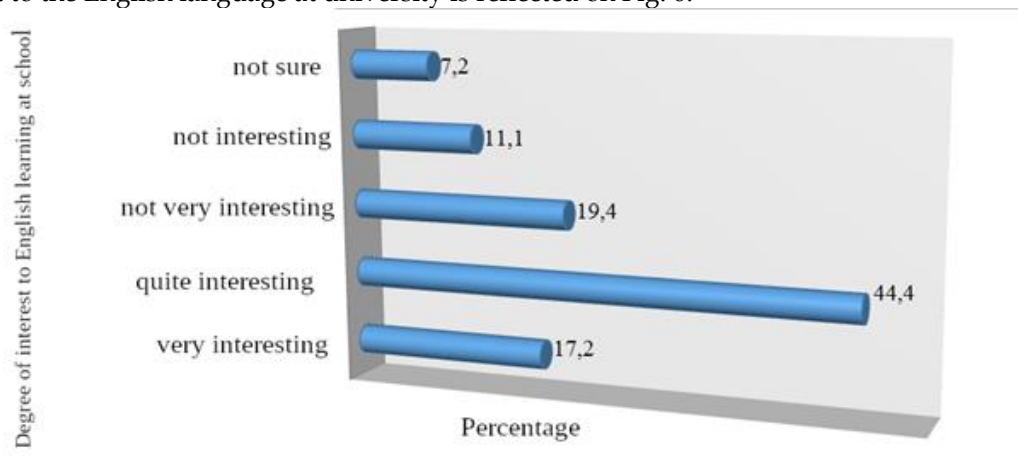


Fig. 6. Degree of interest to English learning at university (N=537)

In general, interest to English learning (“very interesting” and “quite interesting” variants) increased more than twice at university compared with schools, being at 61.6%.

The analysis of survey data regarding the degree of interest to English learning at university depending on the previous place of residence is represented on Fig. 7.

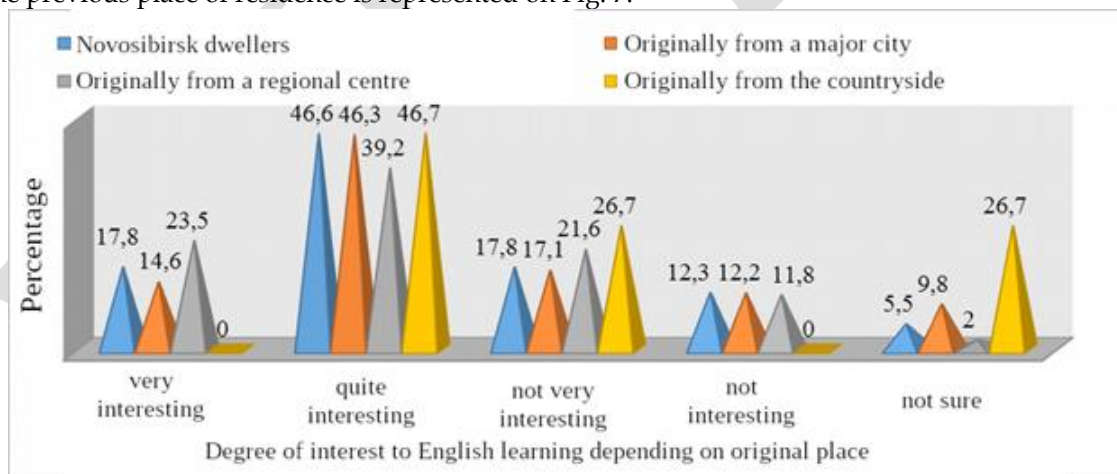


Fig. 7. Degree of interest to English learning at university (N=537)

We have come to the following conclusions: interest to English learning at university is not connected with the former place of residence and school. The degree of interest became higher in all the respondent groups, which is a huge achievement for university lecturers.

In order to determine whether the interest to English learning affects students’ self-assessment of their achievements, it is necessary to compare students’ knowledge and skills and the degree of interest to language learning. We singled out two groups of students. The first comprises students for whom it is

very interesting or quite interesting to learn English at university, the second is formed by students who are not very interested or not interested at all to learn English (Fig. 8).

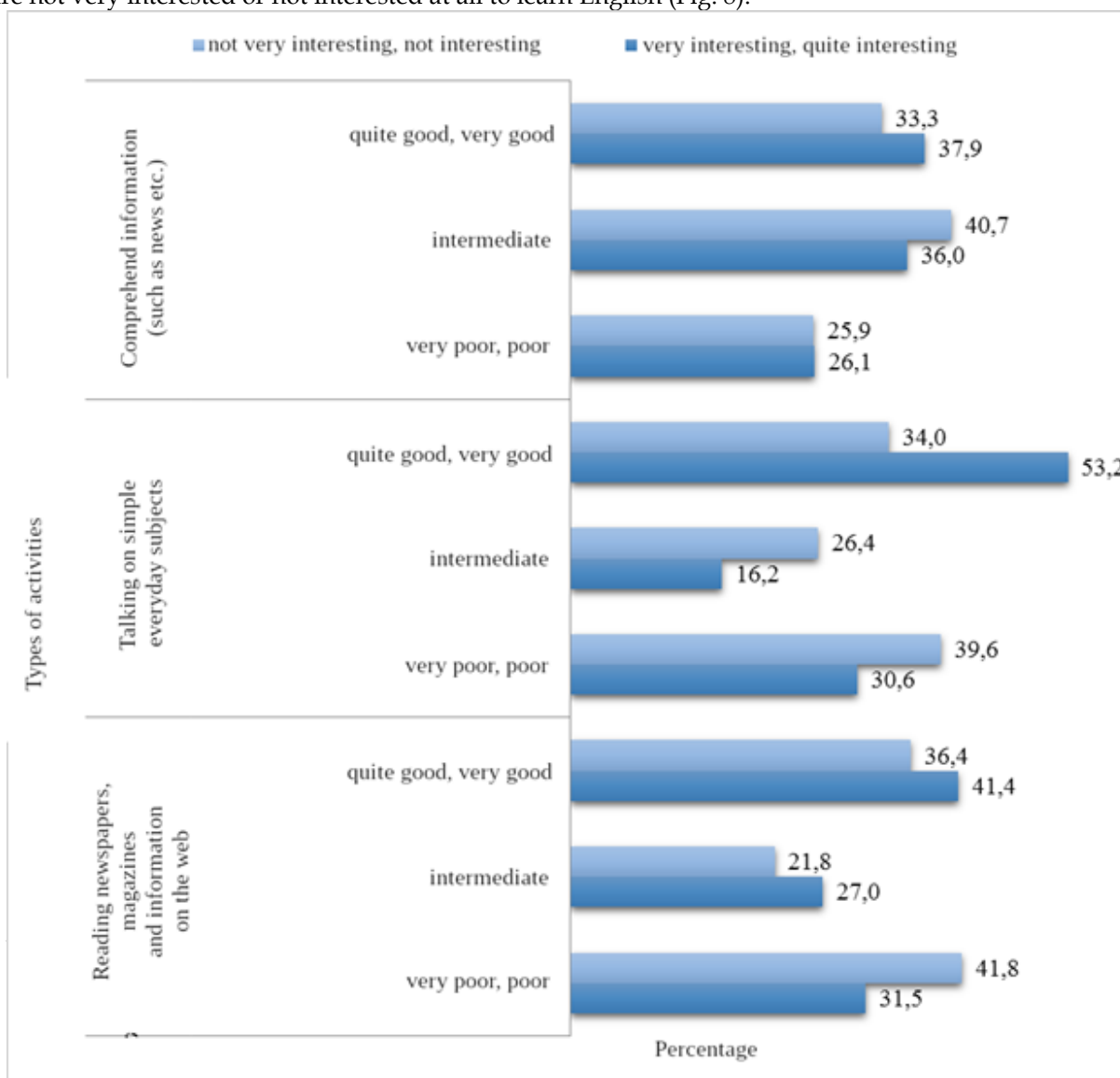


Fig. 8. Dependency of proficiency in English on whether it is interesting to learn it at university (N=333, N=165)

The analysis of respondents' answers shows that students who are interested in learning English can read, speak and comprehend spoken English quite well and well. Their self-assessment of positive achievements is higher than in students who are not interested in learning English.

In our survey, we have attempted to elicit what other factors (apart from whether the educational process is interesting) stimulate English learning (Fig. 9).

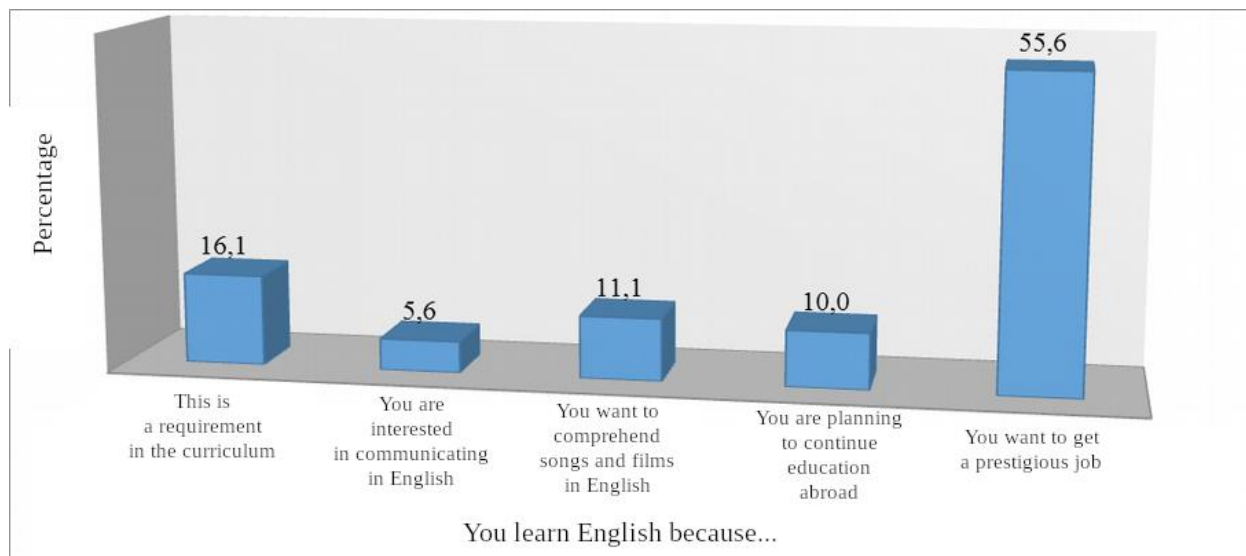


Fig. 9. Factors determining motivation to English learning (N=531)

Analysis of respondents' answers showed that the desire to continue education in another country was a stimulus for English learning only for 10%; 11.1% would like to comprehend films and songs in English; 5.6% of the respondents are interested in communicating in English; for 16.1% this is a requirement in the curriculum. But more than a half of all the respondents (55.6%) mentioned that getting a prestigious job is an important motivating factor.

In order to effectively use the differentiated approach in instruction, it is necessary to find out how and where students prefer to learn English (Fig. 10).

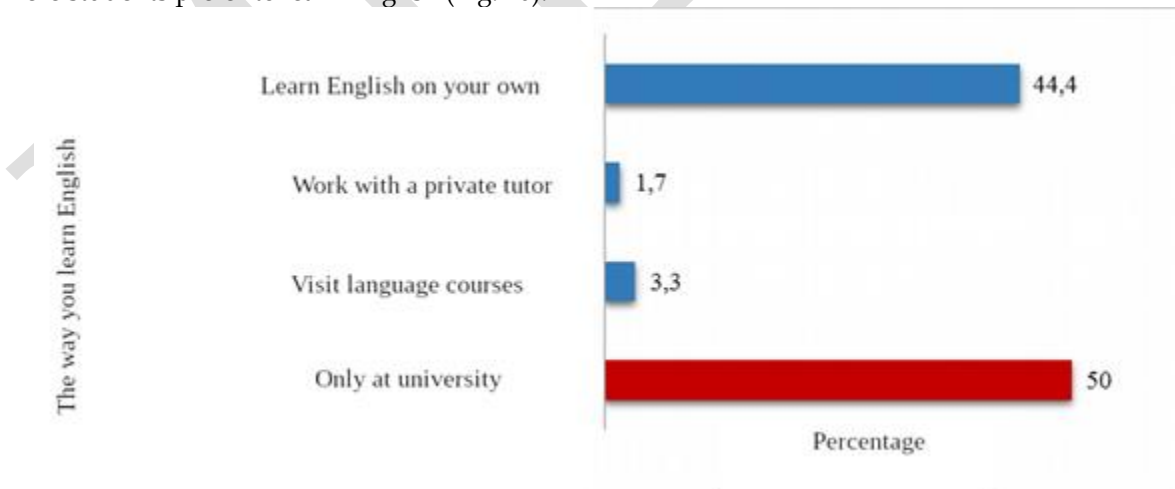


Fig. 10. Where do you learn English (N=537)

Half of the students (50%) learn English only at university, a small amount of the respondents visit language courses (3.3%) and work with private language tutors (1.7%), almost a half of the students study English on their own in addition to their curriculum. As such, differentiated tasks for students can be offered by university instructors for independent foreign language learning as well.

Findings

Results of the analysis of scholarly publications and original applied sociological study enable us to draw the following conclusions:

Students with various levels of English proficiency enter non-linguistic universities (as a contrast to the major subjects: level of their knowledge has to be quite impressive). Results of the survey showed the differences in students' self-assessment of their achievements in English learning depending on their previous place of residence and study (be it countryside or a town/city). University curricula are not oriented towards the differentiated approach to instruction, however, differentiated approach to English learning and teaching can play an important role in boosting the effectiveness of the education process and creating opportunities for students to make use of their skills and abilities in the most effective manner.

A preliminary calculation of classroom instruction hours considering its differentiated substance is possible based on the analysis of enrollees' personal data. The knowledge level could be different from that of student's place of study before entering university (be it a metropolis, large city, smaller townships and regional centres or countryside). However, final conclusions regarding the form of differentiated education should be made after the placement test and analysis of students' self-assessment of their English proficiency.

Differentiated approach to language learning is not limited to grouping students with an approximately equal level of language proficiency. Inside a homogeneous (at first sight) group in terms of language skills there could be students whose reading, writing, listening comprehension or speaking skills are better or worse. This is why a necessity in differentiating tasks and drills in various types of activities arises.

The goal of learning a foreign language plays a crucial role. Syllabi aimed at advanced learners of English could be made up for students planning to continue their education in universities abroad. Differentiated approach could also be offered for independent learners of English wishing to go beyond the framework of university educational process.

It would be most effective to use differentiated approach to teaching English in connecting curricula with the international assessment criteria allowing students to take qualifying examinations with an opportunity to simultaneously obtain an international language certificate at a certain level. In this case we have already "tried and true" criteria of differentiating levels of knowledge and skills, entire programmes in every certified level of proficiency in a foreign language. Transition of universities to the system of English proficiency international certification for students should be naturally connected with the educational process in secondary and high school. This process will also call for certification of the university teaching staff.

It is necessary to mention that the introduction of the suggested differentiated approach to teaching and learning a foreign language at university represents a complex task which should be supported by a flexible system of individual teaching load calculation, development of various sets of differentiated drills and tasks. Such type of innovation in the organisation of educational process requires extra time and material resources for organising instructors' work.

In the first place, universities should provide the necessary level of English proficiency in the professional field of activity. In this regard a further study of the possibility of integrating English and major

professional subjects is of special importance, i.e. instruction of the English language goes beyond the limits of forming a general cultural competency in students and becomes a problem of forming a professional competency.

References

Antonova, M.L. (2017) Individual'nyj podhod v obuchenii anglijskomu jazyku (An Individual Approach in Instruction of the English Language). *Obrazovanie. Kar'era. Obshhestvo*, 3 (54), 51–52.

Atomic-energy.ru (2017). Predstaviteli NIJaU MIFI predstavili opyt vzaimodejstvija s Rosatomom na Moskovskom mezhdunarodnom salone obrazovanija (NRNU MEPhI Representatives Presented an Experience of Interaction with Rosatom at Moscow International Education Fair). <http://www.atomic-energy.ru/news/2017/04/18/74936>. Accessed 30 Aug 2018.

IA Omskzdes (2015). V Kazahstane kolledzhi stanut besplatnymi, a v shkole uroki budut prohodit' na anglijskom jazyke (Colleges Will Be Free in Kazakhstan, School Lessons Will Be Conducted in English). <http://omskzdes.ru/odkb-news/35909.html>. Accessed 30 Aug 2018.

ITE Uzbekistan (2017). Jazyk – ključ k obshheniju (Language as a Key to Communication). http://www.ite-uzbekistan.uz/rus/press/news.php?ELEMENT_ID=24842. Accessed 30 Aug 2018.

ITMO University (2015). Pryzhok cherez jazykovoj bar'er: sekrety raboty Centra izuchenija inostrannyh jazykov (Jumping Over The Language Barrier: Secrets of Work of Foreign Language Learning Centre). http://www.ifmo.ru/ru/viewnews/5344/pryzhok_cherez_jazykovoy_barer:_sekrety_raboty_centra_iz_ucheniya_inostrannyh_jazykov.htm. Accessed 30 Aug 2018.

Levy, H.M. (2008) Meeting the Needs of All Students through Differentiated Instruction: Helping Every Child Reach and Exceed Standards. *The Clearing House*, 81, 4, 161–164.

Lomonosov Moscow State University (2016). Mezhdunarodnaja nauchno-metodicheskaja konferencija po izucheniju i prepodavaniju anglijskogo jazyka v vuze "1991-2016: 25 Years of ELT Research and Practice" (International Scientific and Methodological Conference on Learning and Teaching English at University "1991-2016: 25 Years of ELT Research and Practice"). http://www.econ.msu.ru/departments/fl/science/News.20161004201916_1421. Accessed 30 Aug 2018.

MK-Latvija (2017). V vuzah nado bol'she anglijskogo jazyka (Universities Need More English Language). <http://www.mklat.lv/mnenie/37463-v-vuzakh-nado-bolshe-anglijskogo-yazyka>. Accessed 30 Aug 2018.

Moscow State Institute for International Relations (2017). Professor E.B.Jastrebova na konferencii v Glazgo (Professor Ye.B. Yasrebova at the Conference in Glasgow). <http://mgimo.ru/about/news/departments/yastrebova-v-glazgo>. Accessed 30 Aug 2018.

Penza.press (2017). Mezhvuzovskij seminar "The World of English: Theory and Practice" sobral bolee 100 uchitelej anglijskogo jazyka (Interuniversity Seminar "The World of English: Theory and Practice" Gathered More Than 100 English Teachers). <https://penza.press/2017/02/06/mezhvuzovskij-seminar-the-world-of-english-theory-and-practice-sobral-bolee-100-uchitelej-anglijskogo-yazyka/>. Accessed 30 Aug 2018.

Pribyl'nova, E.M. (2016) Differencirovannaja obrazovatel'naja sreda v sisteme obuchenija inostrannym jazykam (Differentiated Educational Environment in the System of Teaching Foreign Languages). *Vestnik MGOU. Serija: Pedagogika*, 4, 44–52. DOI: 10.18384/2310-7219-2016-4-44-52-

RUDN University (2017). Aktual'nye problemy sovremennoj lingvistiki i gumanitarnyh nauk obsudili v IIJa RUDN (Urgent Problems of Modern Linguistics and Humanities Were Discussed at the RUDN Institute of Foreign Languages). <http://www.rudn.ru/index.php?pagec=6251>. Accessed 30 Aug 2018.

Smolovik, O.V., Shutova, N.V. (2017) Jeksperimental'noe issledovanie otnoshenija studentov k izucheniju inostrannogo jazyka na raznyh jetapah obuchenija (Investigational Study of Students' Attitude to Learning a Foreign Language at Different Grade Levels). *Sovremennye nauchnye issledovanija i innovacii*, 2. <http://web.snauka.ru/issues/2017/02/74234>. Accessed 30 Aug 2018.

Subban, P. (2006) Differentiated Instruction: A Research Basis. *International Education Journal*, 7(7), 935–947.

Tomlinson, C.A. (1999) Mapping a Route Toward Differentiated Instruction. *Personalised Learning*, 57, 1, 12–16.

Trends In The Development Of Chinese Internet Language

Svetlana Yu. Glushkova, Militsa K. Voronina

Kazan Federal University, Institute of International Relations, History and Oriental Studies

Abstract

The article is devoted to the studying of Chinese Internet language and investigation of structure and development of Chinese Internet-language. The relevance of the article is determined by the necessity of comprehensive analysis of the new vocabulary in Chinese language. The main aim of the article is to comprehensively review and describe the features of the Internet-lexis in Chinese language. The article presents ways of Internet-lexis formation, composition of modern Chinese Internet language and trends in development of Chinese Internet-lexis. Additionally, the article presents new forms of communication in the Internet in Chinese language – alphabetic words and numerical combinations. The main result of this investigation shows the modern trends in development of Chinese Internet language. The materials of this investigation can be useful for writing of dictionary of Chinese Internet language. Moreover, the materials of this article can be productive for students with precise level of language mastery for reading weblogs, online journals and articles on Chinese language, because this investigation reveals the present-day vocabulary of Chinese language, which can be used by students when they have problems with understanding of Internet-sites and blogs on Chinese language. Nevertheless, the article can help students overcome the language barrier and start to communicate with native speakers.

Keywords: Internet language, Internet-lexis, foreign loan words, alphabetic words, numerical combinations

Introduction

In any language in the course of scientific and technological progress, we can observe changes in different areas of language. However, the most significant changes are noticed in lexical structure of language: continuous renovation and enlargement, reflection of fundamental changes in life of society. Additionally, the lexical language level permanently enlarges with a great amount of new units of language. As a result of appearance of new things in life of humanity there is a problem of its designation in oral and written speech as well as translation from one language to another in order to support and develop intercultural communication. With the advent of the Internet, Chinese society has changed as well as the language has changed. Thus, under the influence of the Internet, an Internet language appeared in life of Chinese society.

Nowadays Internet language is constantly changing and we can observe how Internet language is enriched by more and more new words. Due to the processes of the merger of Chinese and Western cultures, the improvement of computer technologies, the spread of the Internet as the main way of communication and the emergence of social networks, new lexical units began to appear in the Chinese language, originally appearing in network communication. In that regard, it is important to investigate how the Internet influence language.

With this approach, the main aim of investigation is to consider the emergence and development of Internet vocabulary in Chinese.

In connection with the aim, we can distinguish the following objectives:

1. To consider the lexical units of the Chinese Internet language and identify the features of its formation and structure;

2. To determine how the Internet-lexis of Chinese language influences the development of Chinese language;

3. To identify the development in trends of the communication in the Internet in China.

Currently, a large number of Russian and Chinese scientists [1;2;3;4;5;6] pay attention to the study of development of Chinese Internet language.

Methods

With help of analyses of special literature, especially, the dictionary of the Internet language of Xinhua, we manage to identify the most modern words in Chinese Internet language, and to determine the ways of its occurrence.

With the help of producing of classification of lexical units of Internet language with methods for forming, we manage to systematize the lexical units of Internet language by creating a system that unites divergent phenomena according to a single principle.

For investigation of formation of lexical units of Internet language as suffixation and prefixation, we use the modeling method to determine the models of the formation of lexical units of Internet language.

Using the method of analysis, we were able to identify the percentage of categories of Internet language and draw up a diagram.

The method of abstraction allows to examine and reveal the relationships within lexical units of Internet language.

Results And Discussion

Composition of Chinese Internet language:

In analyzing of the dictionary of the Internet language of Xinhua, which contain 2,946 lexical units, we found out that 827 lexical units consist of alphabetic words (28.1%), 482 lexical units are numeral combinations (16.3%), 1,637 lexical units are words written in hieroglyphs. (55.6%).

To systematize the study, we present the obtained data in the form of diagrams:

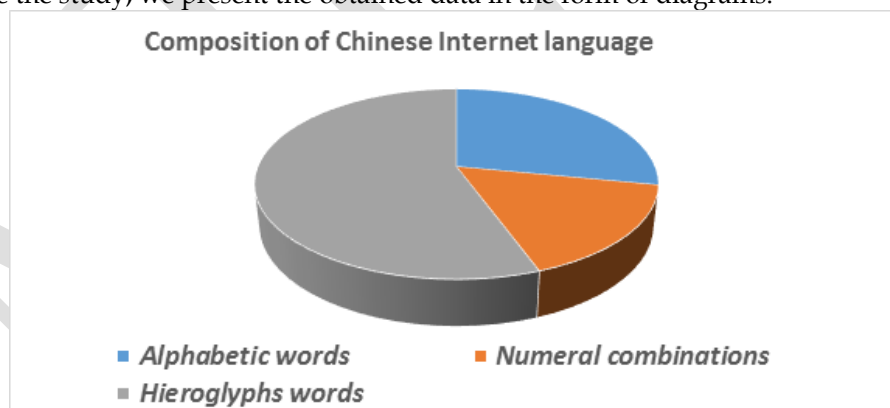


Figure 1. Composition of Chinese Internet language

From the above diagram it is clear that the most part of Chinese Internet language is the words written in hieroglyphs.

Of the 1,637 words written in hieroglyphics, 94 are monosyllabic words (5.7%), 776 are disyllabic words (47.4%) - 767 are three or more syllabic words (46.9%).

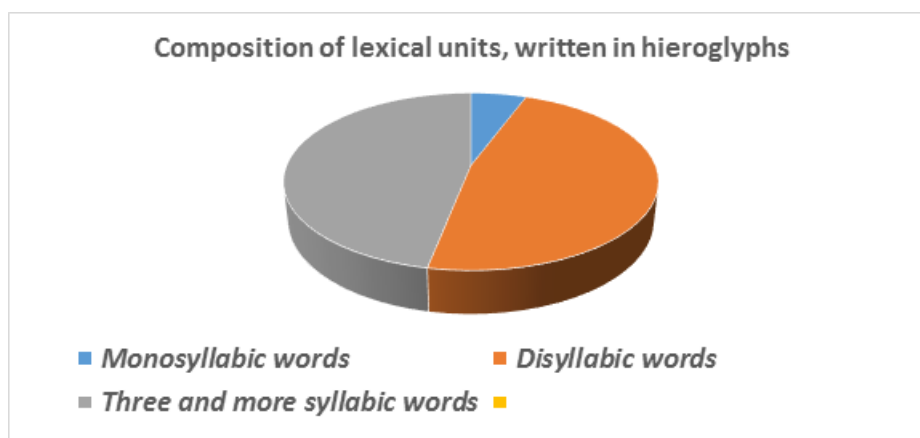


Figure 2. Composition of lexical units, written in hieroglyphs

From the above diagram, it is clear that among the lexical units written in hieroglyphs, polysyllabic words predominate.

Recently, we notice the tendency to use adverbs of degree in Chinese Internet language, such as 巨 jù, for example:

巨 囧 - jù jiǒng - very sad
 巨 搞笑 - jù gǎoxiào - very funny
 巨 漂亮 - jù piàoliang - very beautiful

暴 bào:

暴 强悍 - bào qiánghàn - very cheeky
 暴 笑 - bào xiào - very funny
 暴 强 - bào qiáng - very strong

These adverbs are widely used in the Internet.

Also, the trend of using interjections has increased, for example:

切 qiē - means "neglect, contempt": 切, 这种人谁理会呀! - qiē, zhè zhǒng rén shuí lǐhuì ya! - Who pays attention to such people!

汗 hàn - means "getting into trouble": 汗, 在歌厅遇到老师啦! - hàn, zài gētīng yù dào lǎoshī la! - Wow, I ran into a teacher in karaoke!

Moreover, we observed more frequent use of modal particles, for example, 滴 dī: 原来是这个样子滴 - yuánlái shì zhègè yàngzi dī! - It turns out that's how it is!

This particle 滴 dī is often used instead of 的 de or 地 de.

The formation of lexical units of Chinese Internet language:

During the analysis it was revealed that the most frequent way of forming lexical units of Chinese Internet language is suffixation and prefixation, which constitute 67% of all ways of forming lexical units of Chinese Internet language.

Among all derivational suffixes of lexical units of Chinese Internet language, the suffix 族 zú is most productive: in the dictionary of the Internet language of Xinhua words with such a suffix make up 46% of all words formed by suffixation

Examples of using words with this suffix:

围脖族 - wéibózú - people who often use microblog, but not who wear scarf (围脖 wéibó (scarf) word-homonym of 微博 wēibó - microblogging)

裸考族 luǒkǎozú - students who go to the exam without any preliminary preparation.

After these suffixes, the next productive suffix is 客 kè: in the dictionary of the Internet language "Xinhua" there 34% of words with such suffix.

Examples of using words with this suffix:

测客 cèkè is a person who creates and develops new topics for discussion in chats and forums, in order to reveal people's opinions.

To form lexical units of Chinese Internet language, we observe using a suffix such as 体 tǐ (17%). This suffix denotes a certain style of network communication, for example:

蜜糖体 mìtángtǐ a style of network communication, in which the speaker often uses different types of particles, words, often writes emoticons, etc. (蜜糖 mìtáng - honey).

Moreover, there is such suffix as 党 dǎng (10%), for example, PS党 PS - people who often use the program Photoshop.

And such a suffix as 群 qún (2%), for example, QQ群 QQ qún - group chat in the QQ program.

In the Dictionary, words formed by prefixation are less used comparing with words formed by suffixation, such words account for 37% of all lexical units represented in the Dictionary. The most productive prefixes are 被 bèi and E.

The prefix 被 bèi expresses the desperation of the situation, helplessness, for example:

被就业 bèijiùyè - to get hired, but it is not the desired position.

We can observe the prefix E in words such as:

E产品 Echǎnpǐn - electrical goods, products, electronics

E教室 Ejiàoshì - a room with multimedia facilities.

Chinese Internet language is also enriched with the help of borrowing from other languages, mainly from English and Japanese. For example:

哈妮 hānī - from the English "honey" - dear

哈皮 hāpí - from English «happy» - happy

卡哇伊 kǎwāyī - from the Japanese "可愛 い" kawaii - cute

纳尼 nàní - from the Japanese "なに" nani - what is it?

The Internet-lexis borrowed from other language is account for 19%.

Internet vocabulary is enriched due to the homonymy of Chinese language. For example:

幽香 yōu xiāng is used instead of 邮箱 yóuxiāng (mailbox)

斑竹 bānzhú is used instead of 版主 bǎnzhǔ (moderator).

The words formed with the help of homonymy of Chinese language account for 14%.

To systematize the investigation, we present the obtained data in the form of a diagram:

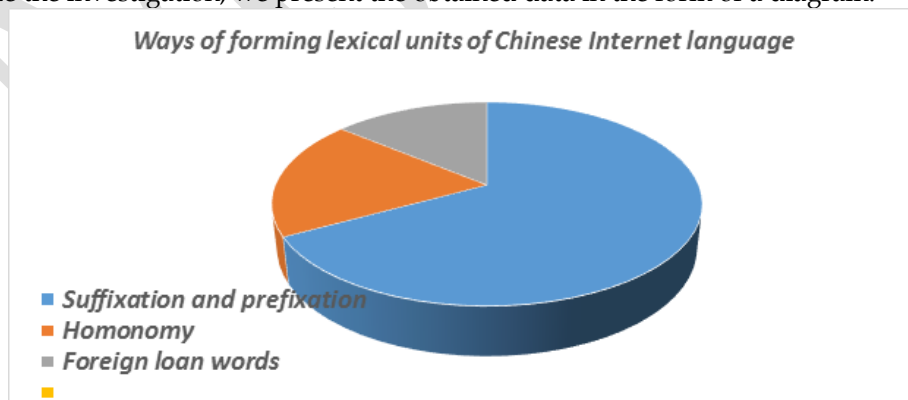


Figure 3. Methods of the formation of lexical units of Chinese Internet language

From the diagram presented above, we can observe that the most productive ways of forming lexical units of Chinese Internet language are suffixation and prefixation. Such fact can be explained by the peculiarity of the formation of lexical units of Chinese Internet language.

Modern trends in the development of Chinese Internet language:

Currently, we noticed a tendency in development of alphabetic words in network communication. This trend is revealed in Chinese Internet language.

Alphabetic words in Chinese Internet language can be divided into several types. In order to separate these types of alphabetic words, it is necessary to draw up a table:

Table 1.

Types of alphabetic words of Chinese Internet language

<i>Alphabetical abbreviations from English words</i>	<i>Alphabetic words which are formed by using the first letters of the phonetic transcription "pinyin" of Chinese morphemes</i>	<i>Alphabetical word, which consist of one letter</i>
AAA - at anytime, anywhere, anywhere	DX (大虾 dàxiā) - advanced internet user	L (from Chinese 乐 lè or English "laugh") - funny, joyful
IDNY - I do not know you	SG (帅哥 shuàigē) - handsome man, etc.	D (от китайского 顶 dǐng) - поддерживать.
DIGer (from the words "do it yourself" and the suffix "er") - independent; a person who prefers independent way of life		

Moreover, in Chinese Internet language there is a tendency to use numeral combinations, for example:

20170 èr líng yī qiān líng (爱你一千年 ài nǐ yī qiān nián) - I swear, I love you for a thousand years

940194 jiǔ sì líng yī jiǔ sì (告诉你一件事 gàosu nǐ yī jiàn shì) - I'll get back to you about

04551 líng sì wú wú yī (你是我唯一 nǐ shì wǒ wéiyī) - you are my only one

687 liù bā qī (对不起 duìbùqǐ or 了不去 liǎobùqǐ) - sorry; extraordinary, outstanding.[10]

Thus, it can be concluded that Internet vocabulary has a great influence on the development of the language itself. The Internet language changes the lexical and phraseological composition of the Chinese language, and the Internet changes the language by the appearance of new words, the acquisition of words by other meanings. That is why investigation of the Internet language is an indispensable element of learning any language.

The main trends in Chinese Internet language were revealed during the research of Chinese Internet language by Russian and Chinese scientists [4; 7; 8; 5; 9]. Chinese scientists describe the situation with the appearance of neologisms in the Chinese language as the "explosion" which occurs in different spheres of social life, natural and social sciences, education, life, etc. [7]. According to various estimates, every year Chinese vocabulary is supplemented by more than 700-800 words, so for the last twenty-five years approximately 20 thousand new words had appeared. However, it was observed that the part of the new words is an old words the meaning of which is obsolete and as a result, these words received new meaning [7].

E. S. Zholobova, M. V. Merkulova, A. L. Semenas, A. A. Khamatova, Li Shujuan, Yan Ligan noticed that recently in Chinese Internet language there is a tendency to use alphabetic words, numeral combinations and loan words from other languages.

This problem is relevant to this day and is illuminated in the works of many scientists and in scientific-promotional magazine.

Summary

Thus, during the research, the following trends in the development of Chinese Internet language were revealed:

- Most of the lexical units of Chinese Internet language are polysyllabic words;
- The most productive ways of forming lexical units of Chinese Internet language are prefixation and suffixation;
- In the language of network communication many borrowings from other languages have been appeared, mainly from English and Japanese;
- Modern Chinese Internet language has been created due to the homonymy of the Chinese language;
- There is a tendency to use adverbs of degree, interjections and particles in the process of network communication;
- A large number of alphabetic words and numeral combinations make up the modern Chinese Internet language.

Conclusions

Language - the most dynamic system, which is influenced by constant changes, and in order to understand this language it is necessary to constantly analyze all the changes, which occurred in it. Nevertheless, the most important aim of this research is to reveal the influence of Chinese Internet language on the language itself.

Based on all facts, mentioned above, we can observe how Chinese Internet language affects the language itself:

- First, Internet language stimulates the process of democratization of Chinese language, renews its lexical and phraseological composition.
- Secondly, the constant updating of Internet language makes the lexico-semantic system of Chinese language a dynamic state. The lexical meaning of the word is varied: one lexical meaning becomes actual, nuclear, and the other - peripheral; a new lexical-semantic variant can be revealed through its repeated use in the collective consciousness of representatives of Chinese linguoculture, a new variant of lexical meaning is fixed and affirmed.

Using these results we can say that analysis of Internet language shows that in modern China, youth as the most active stratum of society has become more interested in politics, more active in participation in social life, initiative and emotionally reactive to changes in world's surrounding reality. Thus, Internet language, covering all spheres of the life of society, in particular, political, cultural and everyday life, has an active influence on the development of the Chinese language, the formation of a new "language taste" of modern Chinese society.

Acknowledgements

The work is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University.

References:

- Wang Yilin, "Introduction to the question of Chinese alphabetic abbreviations" [Text] / Van Ilin // Bulletin of the Pedagogical University, №2, 2002
- S. G. Vasilieva, "The Sino-Russian Dictionary of Foreign Borrowings in Modern Chinese" [Text] / S. G. Vasilyeva, Liu Guanchzhun. - M.: Oriental Book, 158 p., 2009
- T. Y. Vinogradova, "Specificity of communication on the Internet" / T. Y. Vinogradova // Russian and Comparative Philology, 2004
- E. S. Zholobova, "Neologisms in Chinese language of the new period and difficulties of their translation" // Chinese linguistics. Isolating languages: materials of the XII International Conference (June 22-23, 2004). - Moscow, pp. 103-106, 2004
- Li Shujuan, Yan Ligan, "Dictionary of modern Chinese slang". -M.: Sinolingua: East. book, 256 p., 2009
- M.V. Merkulova "Borrowings in Chinese language and features of their research" // Socio-pedagogical support of students in the process of studying foreign languages in a non-linguistic institution. Spiritual culture of Russia, Japan, China, Korea: materials of the International Scientific and Practical Conference (Khabarovsk, May 17-18, 2012). - Khabarovsk, 2012
- A.L. Semenas, "Peculiarities of lexical borrowings in Chinese language" // Questions of linguistics, No. 1., pp. 48-57, 1997
- G. N. Trofimova, "Network journalism: some tendencies of development" // Vestnik of PFUR Ser. Journalism and literary criticism. - No. 3, p. 105, 2003
- A.A. Khamatova, "Trends in the development of Chinese Internet language at the beginning of XXI century" // Vestnik of IGLU. Ser. Philology, No. 4 (21), pp. 9-13, 2012
- 新华网络语言辞典 / 汪磊主编. - 北京: 商务印书馆, 2012. -233 页 / Dictionary of the Internet language "Xinhua", -Peijing, Commercial publishing house, 233 p., 2012

Fidenae: Between Rome And Veii

Liudmila M. Shmeleva, Kseniya A. Utkina, Anna V. Zorina
Kazan Federal University

Abstract

The article discusses the struggle between Rome and Vei for the city of Fidenae. The authors indicate that the reason for wars was the protection Latium from the expansion of the Etruscans, and then the control over the trade routes from the Etruscans to the Campaign and from the coast to the inland areas of Italy. Fidenae is an ancient city of Latium, located on the hill between the Tiber and its left tributary, the Aniene, in the Sabines District 40 stages (6-8 kilometers) north of Rome. Ancient authors note both the Latin and the Etruscan origin of the city's population. Dionysius and Livy wrote of eight cases of hostilities between Fidenae that were supported by Veii, and Rome. The most recent clash between Rome and Fidenae refers to 426 BC, after Fidenae already not mentioned in the sources as an opponent of the Romans. Loss Campania for Etruscan twelve has become irrelevant support Vei in the fight with the Romans. In the result, Rome not only managed to retain Fidenae and the mouth of the Tiber, but also to defeat Veii its long-time rival.

Keywords: Ancient Rome, Roman diplomacy, Fidenae, Veii, international relations.

Introduction

Fidenae is an ancient city of Latium, located on the hill between the Tiber and its left tributary, the Aniene, in the Sabines District 40 stages (6-8 kilometers) north of Rome [1, .II.53]. The Aniene was the border between Latium and the Sabines; the Tiber divided the lands of the Latins and the Etruscans [2; 3; 4]. According to Dionysius, the city "was founded by the Albanians at the same time when the settlements of Noment and Crustumeria. These were the times when three brothers built their colonies. Fidenae was founded by the eldest one" [1, II.53]. The Etruscan origin of the Fidenae population was stressed by Titus Livy [5, I. 15; 6].

Rome was founded around the settlements on the River Tiber, right on crossing of trading ways. According to the archaeological evidence, Rim was founded as a village in the 9th century BC by two central Italian tribes - the Latines and the Sabines. The city was built in the three hills - the Palatine Hill, the Capitoline Hill, and the Quirinal Hill. At that time Rome was a small city-state and its government was in need of land. Land was the reason for the city to be often at war with its nearest neighbours [see also: 7; 8; 9; 10]. The aim to capture as much land as possible built up a certain kind of relationship between Rome and the Etruscan cities. It was exclusively military in nature. For a long time Rome was at war with the Etruscan city of Veii which was situated on the left bank of the Tiber not far from Rome.

Veii was located close to the modern town of Isola Farnese (on the Tiber) on a high tuff plateau, which was washed almost from all sides by streams and represented a natural fortress. In addition, the Veii was fortified with walls [11, 170]. Dionysius and Plutarch described the city's favorable location and wealth [1, XII. 15. (21); 12, Camillus.II].

Methods

The methodology of this article is based on the principles of historicism, that is, consideration of all events in their historical conditionality. General principles of historiographic analysis were used: definition of research problems, analysis of theoretical and methodological positions of the authors. A comparative historical method was also used, which makes it possible to consider the foreign policy of Rome in the VII-V century BC. in relation to Fidenae in comparison with the policy pursued by Rome in

relation to other Roman colonies, and historical and genetic method, which allows to consider the choice of strategy of Rome in foreign policy, taking into account the Etruscan threat and attitudes towards Rome surrounding States.

Results and Discussion

In the 8th - 4th centuries BC Rome gradually expanded its territory by capturing the nearest lands, and Fidenae and Veii were of great interest to Rome. All the three cities were situated on the trade routes and wanted to own as many territories as possible. They were especially interested in those lands which had trade routes passed from the salt mills at the mouth of the Tiber to the central districts and from Etruria to Campania and then to southern Italy. At the same period the Etruscan colonization was founded in Northern Italy and Campania. N.N. Zaleskiy notes that approximately until the 5th century BC the Etruscans owned a land trade route to Campania via Latium [13, 74-75]. In this regard, it becomes understandable the desire of Rome and Veii to control an important trading point - Fidenae.

Veii perceived the Fidenae as its stronghold in Latium and the ability to control trade routes along the Tiber and Campania [3, 211; 4, 326-327; 14; 15]. Dionysius noted that the Veii's citizens "seemed that this city would become for them a stronghold for waging war against the Romans" [1, III. 55]. Between the two cities there is a direct river road, because Veii is situated on the Cremera, the right tributary of the Tiber. The Cremera runs into the Tiber just opposite Fidenae.

Taking into account the fact that Rome itself in the 8th century BC was founded as a military settlement directed against the attempts of the Etruscans to penetrate into Latium [1, III. 3.1, 5.1], then Rome's desire to establish control over Fidenae in the 8th-7th centuries BC becomes clear. The Romans intended to prevent the Etruscans from gaining a foothold on the left bank of the Tiber [9; 14; 15].

Dionysius and Livy wrote about seven cases of military actions in Fidenae, which were supported by Veii and Rome.

Fidenae was often mentioned by Dionysius and Livy. From their reports, it is possible to single out 8 cases of the Roman - Fidenae war. In this context, Veii citizens took part in almost all the military actions, either as initiators of the war, or as its participants:

1. Under Romulus
2. Under Tullus Hostilius
3. Under Ancus Markius
4. Under Tarquinius Priscus
5. In 504 BC.
6. In 500 BC
7. In 438 BC
8. In 426 BC

However, Dionysius and Livy wrote about the seven cases, excluding the initial conquest of Fidenae by Romulus. In this connection, I.V. Netushil suggested that it is possible that the legend of the conquest of Fidenae at Romulus is fictitious for Rome to come closer to the city of Veii. He confirmed his idea by the archaeological data, according to which the territory of Rome under Romulus was a small piece of land, which during Sulla's reign was listed for the urban community [16, 589]. Thus, I.V. Netushil believed that the capture of Fidenae is an added fact to ensure access to Veii [16, 589]. At the same time, there is no question of the initial mastery by the Romans of the "saline" of the lower mouth of the Tiber. Proof of this is the fact of the location in this territory of Remus's tomb. Wars with the Etruscan city of Veii were always conducted for defending the Roman "saline". The Veii-Fidenae union can be often found in ancient sources, and may indicate the fact that the Romans perceived Fidenae as a stronghold of the Etruscans on the left bank of the Tiber and a threat to the Roman interests in the region.

In this regard, there is an interesting fact of Fidenae leaving Rome under Tullus Hostilius, when Alba Longa was conquered by the Romans [5, I. 27]. I. V. Netushil believed that these had been the Fidenae citizens who had fought against the Romans not the Veii population but the battle was attributed to it by tradition [16, 590]. In this case Fidenae started fighting for Alba Longa. The story with the initial intervention of Veii with the help of Fidenae seems fictitious. Thus, the story about this war is so-called "whitewashed" and Fidenae acts not as a city - a fighter for its independence, a member of an Albanian religious union, but as one of the "common enemies" of the Romans [1, III.28].

Dionysius also mentioned two more wars with Veii and Fidenae under Ancus Markius and Tarquinius Priscus [1, III. 39], but apart from Dionysius, no mention of these wars can be found in other sources.

A new stage of relations with Fidenae came after the establishment of the Roman Republic.

After the Roman kings lost their power, Latin cities broke off the allied relations with Rome, and the Latin Union was restored under the supremacy of Tusculum, who determined the course of events between the expulsion of Tarquin and the Battle of Lake Regillus. Therefore, Fidenae as a Latin city was disconnected from their metropolitan Rome [17].

According to Dionysius at the end of the 6th BC Fidenae came under the power of the Sabines [1, IV. 51]. Also, Livy and Dionysius wrote about the resettlement of the gens Claudia to Rome during this period. The family owned the lands between Fidenae and Pitsetia [1, 5.40; 5, II.16.4]. The location of the settlement belonged to the whole family with customers and slaves in the immediate vicinity of Fidenae was supposed to put the situation in the city under Roman control and allow the Romans to react quickly to the actions of the Fidenae citizens.

At the same time, Fidenae, apparently, was drawn into a war with Rome, which was started by the Arician Federation under the leadership of Tarquin the Proud and his son-in-law Octavius Mamilius [1, IV. 52]. According to the data of Dionysius of Halicarnassus, in 505-504 BC the Sabines were defeated and in 499 the siege of Fidenae was started [1, V. 40-43; 5, II.19]. Further, Dionysius pointed out the importance of Fidenae's membership in the Latin federation, since at the meeting in the Ferentine grove the representatives of Aricia proposed to go to war against Rome because of the capture of Fidenae [1, V. 61.6; 3, 211; 6; 18]. The city of Fidenae was conquered by the Romans in 498 BC, and later colonists were brought there [5, IV.17.1].

During the First Veii War (483-474 BC), the question of Fidenae arose again. The war was a series of small battles and raids on the territory of the enemy. In the course of this war, the Romans destroyed the communication between the city of Veii and Fidenae, having built a castle on the Cremera River flowing into the Tiber near Fidenae, and having placed there a garrison consisting of representatives of the genus Fabia. However, the Romans were defeated [1, IX.15-16, 24; 5, II. 49.9-12; 50.1; 51.2-3]. A truce was signed for 40 years time [1, IX. XXXVI. 1-3]. Livy also reported about a forty-year armistice, and he also paid attention to the fact that the citizens of Veii "were obliged to supply grain and pay tribute" [5, II. 54.1]. Overall, the outcome of the war is still not entirely clear. Dionysius and Livy did not mention the seizures or losses of the territory, but the researchers pointed out that the situation could have developed not entirely in favor of the Romans. So T. Cornell stresses that the Etruscans could have had a preponderance in this war [19, 297], and I.V. Netushil believed that Rome lost most of its territories over the Tiber, including salt works [16, 595]. T. Mommsen believed that this world was beneficial to the Romans. At least, the Romans restored the state of affairs that had existed during the time of the tsars: the Etruscans refused to own the Fidenae and from the territory they had acquired on the right bank of the Tiber [20, 350]. In general, we can assume that Rome retained control over the trade routes.

In the years 438-435 BC, there was the second Veii war. The reason of this war was the fact that Fidenae stopped being part of Rome [5, IV. 17-22]. Livy wrote in this connection that the citizens of Fidenae killed the Roman ambassadors, who were trying to find out the reasons for Fidenae to join Veii [5, IV. 17.2]. The

military operations began in 437 BC. In 435 BC, Fidenae was conquered by the Romans [5, IV. 22.6]. Though the Romans made peace with Veii, in 434 BC Veii and the Fidenae tried to get support from the remaining Etruscan cities to fight against Rome [5, IV. 23. 4-6]. However, at the general meeting the Etruscans refused to support Fidenae since they were not interested in the war with Rome [21].

According to Livy, in 428 BC “the citizens of Veii raided the Romans. There was a rumor that some of the fidenians also took part in these robberies ... Those citizens who could not explain why they were absent in Fidenae at that time, were deported to Ostia. The number of settlers was increased, and the land of those killed in the war was transferred to them” [5, IV. 30.4].

In 427, the Romans sent the fetials to Veii with claims, but the military actions were not started for religious reasons [5, IV. 31]. The war began in the next 426 BC. The Veii population asked the other Etruscans to help in their fight against the Romans, but the only city which agreed to help was Fidenae [5, IV. 31. 1-3]. According to Livy, this was the decision of the citizens [5, IV. 31.7]. The Fidenians killed the Roman colonists who arrived in Fidenae in 428 BC. The base for the troops was served in this confrontation of Fidenae [5, IV. 31. 9]. As a result, Fidenae was captured and the prisoners were sold into slavery [5, IV. 34.4]. The Roman citizens were settled in Fidenae. A truce for 20 years time was signed between Rome and Veii in 425 BC [5, IV. 34].

In the third Veii War (406-396 BC), Fidenae are no longer mentioned by Livy as Veii's allies. Since now then Veii had to fight against Rome almost alone, as the remaining Etruscan cities decided not to oppose Rome [22].

It should be pointed out that in the 5th century BC the Etruscans and their allies the Carthaginians suffered a series of defeats from the Greeks, who changed the situation in the Western Mediterranean. At the same time, the Campaign is raided by the Samnites, who could not repel the Etruscans and eventually lost these lands. In this regard, it becomes understandable the reluctance of the Etruscans to get involved into a conflict with the Romans, who at that time occupied the leading positions in Latium.

It does not seem appropriate to talk about the complete destruction of the city, since the city is still mentioned by the ancient authors, but there is not a word about “detachments”. Francesco Di Gennaro pays attention to the fact that in the 4th – 2nd centuries BC Fidenae was the administrative center [3, 220].

Summary

Fidenae, founded by the Latin, became a Roman colony in the 8th century BC, but nevertheless the city had an independent foreign policy, more focused on the large Etruscan city of Veii than on the interests of Rome. The Romans did not interfere in the internal structure of their colony, but tried to put the territory under their control, since important trade routes passed through these territories.

Conclusions

Thus, the struggle for the city of Fidenae between Rome and Veii was due to the desire to put under its control the important trade routes from the salt mills at the mouth of the Tiber to the interior regions of Italy and from Etruria to Campania. With the loss of the latter for the Etruscan twelve, the support of Veii in this struggle became irrelevant. As a result, Rome managed not only to capture and keep the city of Fidenae and the mouth of the Tiber, but also to defeat Veii – its old rival.

Acknowledgements

The work is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University.

References:

- Dionysius of Halicarnassus, "The Roman Antiquities" / With an English translation by E.Cary on the basis of the version of E.Spelman. Vol. I-VII. Cambridge-London, 1981-1986.
- T.D. Stek, "Material culture, Italic identities and the Romanization of Italy", *A companion to the Archaeology of the Roman Republic*. / Ed. Evans J. de Rose. Wiley-Blackwell, 2013, pp. 337-353.
- F. Di Gennaro, L. Ceccarelli, "Fidenae. Santuari Urbani e del Territorio", *Proceedings of the Conference Sacra Nominis Latini. I santuari del Lazio arcaico e repubblicano*. Rome, 19-21 February 2009, Marroni E. (ed.), Napoli, 2012, pp. 211-226.
- P. Barbina, L. Ceccarelli, F. Dell'Era e F. Di Gennaro. "Il Territorio Di Fidenaetra V e II secolo A.C.", *Suburbium II. Il suburbio di Roma dalla fine dell'eta monarchica all'ascesa delle ville (V-II secolo A.C.)* / V. Jolivet et alii (eds.), Rome, 2009, pp. 325-345.
- Titus Livius, "Titi Livi Ab Urbe condita" / Rec. R.S.Conway et C.F.Walters. Tomi I-II. Oxonii, 1948.
- C.J. Smith, "The Latins: historical perspective". In. Aberson, M., Biella, M. C., di Fazio, M. & Wullschleger, M. (eds.) *Entre archéologies et histoire: dialogues sur divers peuples de l'Italie préromaine : Etudes Genevoises sur l'Antiquité 2*. Berne, pp. 22-30, 2014.
- P. De Souza, "War, Piracy and Politics in the Mediterranean 500-30 BC". In *Pirateria y seguridad maritima en el Mediterráneo Antiguo*, Sevilla, 2013, pp. 31-50.
- G. Cifani, "Aspects of urbanism and political ideology in archaic Rome", *Journal of Roman Archaeology*, Vol. 97, pp. 15-28, 2014.
- F. Fulminante, "The Urbanization of Rome and Latium Vetus: From the Bronze Age to the Archaic Era". Cambridge, 2013.
- J. Martinez-Pinna, "Ardea, Sutrium y Nepes: tres casos de 'colonización interna'", *Gerión*, Vol. 32, pp. 125-136, 2014.
- Nemirovskiy A. I. "The History of Yearly Rome and Italy", Voronezh, 1962.
- Plutarchus, "Vitae parallelae" / Recogn. C.Lindskog et K.Ziegler. Vol. 1-3, Lipsiae, 1969-1973.
- Zalesskiy N. N. "About the History of Etruscan Colonization of Italy in the 7th-4th centuries BC", Leningrad, 1965.
- L. Alessandri, "Latium vetus in the Bronze Age and Early Iron Age", *Il Latium vetus nell'età del Bronzo e nella prima età del Ferro*, Oxford, 2013.
- G. Cifani, "Per una definizione storica dei Falisci, tra identità, cultura e territorio". In Cifani, G.(ed.), *Tra Roma e l'Etruria. Cultura, identità e territorio dei Falisci* (acts of the British School Seminar, Rome 2011), Roma: Quasar, pp. 1-53, 2013.
- I. V. Netushil, "Porsena and Veii Wars", *Journal of the Ministry of Public Education*, Part 12. November, pp. 517-602, 1907.
- T. Stek, J. Pelgrom, "Roman Republican Colonization, New Perspectives from Archaeology and Ancient History", *Papers of the Royal Netherlands Institute in Rome*, Vol. 62, Roma, 2014.

J. Martinez-Pinna, "Observaciones sobre el origen de la liga Latina", *Mediterraneo antico*, Vol. 15, pp. 409-424, 2012.

T. J. Cornell, "Rome and Latium to 390 BC", in *The Cambridge Ancient History*, Vol. 7, part. 2, The Rise of Rome to 220 BC, Cambridge University Press, 1990.

T. Mommsen, "The History of Rome". Vol.1. Book 1. Moscow, 2001.

G. Cifani, "L'economia di Roma nella prima eta repubblicana (V-IV secolo a. C.): alcune osservazioni", in *L'italia centrale e la creazione di una koiné culturale? I percorsi della 'romanizzazione' e pluribus unum? L'italie, de la diversité préromaine à l'unité augustéenne*, vol. II, Bern, pp. 151-181, 2016.

P. Sánchez, "Latini, id est foederat: Le statut juridique des colonies latines sous la Republique", *Athenaecum*, Vol. 104, pp. 50-82, 2016.

Grammatical Patterns Of Idiomatic Expressions Related To Semantic Field Of Family Relations

Kamilya R. Ziganshina¹, Zulfiia Kh. Fazlyeva¹, Nadezhda O. Samarkina¹, Mr. Charles Carlson²

¹ Kazan Federal University

² American University of Central Asia, Bishkek

Abstract

This article deals with the phraseological units of the English language related to the semantic field "family" regarding their structure and grammar arrangement. Phraseological units in the capacity of the linguistic units being rendered are always construed as a structural whole of a compound character, consisting of different morphological words to be in different dependencies.

English phraseological units by their structure are divided into two groups: word combinations and sentences, among the latter we consider proverbs and sayings of the analyzed language. Notwithstanding the fact that linguistic opinion varies on appropriateness of the proverbs and sayings to be included into the phraseological fund, there is no escape from taking into account that firstly, they are set expressions, secondly, some of them are the source of occurrence of phraseological units, and, finally, the proverbs and sayings are figurative, vivid linguistic means.

In addition, the language analysis made it possible to single out from the groups and word combinations and sentences the main structural types being characteristic of the phraseological units of the semantic field "family" in the English language. Depending on the categorical membership of the main word, we divide phraseological units of the compared languages into: 1) substantive; 2) verbal; 3) communicative; 4) adverbial; 5) adjective.

Keywords: idiomatic expression, semantic field, substantive unit, verbal unit, communicative unit, adverbial unit, adjective unit, grammatical pattern.

Introduction

Being reproducible language units, idiomatic expressions serve as a structural whole of a complex set, consisting of different, in terms of their morphological features, words, belonging to various syntactical relationships. "Phraseological units reflect not only cultural and linguistic content of a language, but also represent its mental constitution, which attracts attention to its studies from cognitive viewpoint" [Davletbayeva D., Larionova E., Bashkirova K., 2016, p.164].

Following their structure, idiomatic expressions are divided into two functional groups: word combinations and sentences.

According to the categorical membership of the principal word, the idiomatic expressions can be subdivided into the following classes: 1) substantive; 2) verbal; 3) communicative; 4) adverbial; 5) adjective. Every class is characterized by a special grammatical pattern, identified through linguistic analysis.

Idiomatic studies are very important for linguistic studies in general, lexicography and teaching foreign languages. "Specialists in phraseology still confirm a lack of standardized terminology as there are a lot of terms used to denote its main unit: idiom, multiword lexical unit, set expression, fixed phrase, phraseme, etc" [Arsentieva E.F., Nurullova A. A., 2014, p.465]. In our research we adhere to a term of "idiomatic expression". On the basis of contemporary linguistic research, there can be ascertained that idiomatic expressions are more complicated, compared to their constituent elements, both in their structure and meaning, and low regularity of shape-and-meaning proportions, in addition. As some

linguists claim: "They are endowed with a different, much more complicated meaning than lexical units." [Ayupova R. A., Bashirova M. A., et al., 2014, p.290].

The choice of the semantic field of family relationships, our units are related to, is stipulated by the fact that these units make a significant group in any language, being of important character, and serve as the most vivid and figurative. Furthermore, the idiomatic expressions are distinguished by wide range of representations and means of expression.

Methods Of Study

Empirical material of the current research is extracted from different phraseographic and paroemiographic sources of the English language. The objective of this work is to detect and analyze the most efficient grammatical patterns of the idiomatic expressions of a particular area. So, in our research we have resorted to the typological method, the method of phraseological identification proposed by A.V. Kunin, the method of transformational analysis, the method of phraseological description. The analysis of the structure of idiomatic expressions provided distinguishing of the most productive grammatical patterns of the English language.

Results And Discussion

Thus, the main grammatical patterns of the idiomatic expressions of the semantic field of family relationships look as follows:

I. The idiomatic expressions as word combinations.

1) *Substantive idiomatic expressions* on the material we have used constitute the majority of the units under research. Within the frames of this group the following characteristic schemes stand out:

a. Most efficient structure for the substantive idiomatic expressions is Adj+ N one, for example: *an olive branch (a child), a penny father (a miser), a double harness (a marriage), a grass widow (a woman whose husband is frequently absent)*.

Some of these units are formed by means of possessive nouns: *mother's darling*.

b. Next structural type of the idiomatic expressions concerning the substantive group is formed by the following scheme: N + Prep + N, examples being - *the baby of the family, a child of shame, a chip of the old block*. As we can see, the second member of such idiomatic expressions may be extended.

c. Next type of substantive units is presented by N + and + N structure: *ball and chain (marriage), baron and feme (a husband and wife)*. Here one identifies the lexeme *one's*, playing the role of syntactic words, for example: *one's flesh and blood, one's heart and home*.

d. Substantive idiomatic expressions are characterized by comprising proper names in their structure, usually with N + and + N scheme, for example: *Strephon and Phyllis (meaning young lovers), Darby and Joan (an old loving couple), May and December (an old husband with a young wife)*.

e. There is also another scheme for the units with proper names within their composition: N + N, where the main components are presented through collateral relations: *Aunt Sally (meaning scapegoat), Uncle Sam (the US government), Cousin Jack (a resident of Cornwall)*.

2) Next type of idiomatic expressions falls into definition of *verbal units*.

a. The most prevalent structural scheme here is V + N one. For example: *give birth to somebody, Miss the market (meaning an old maid), pop the question (to propose to a girl)*.

b. The following grammatical V + Prep + N scheme serves as the pattern for verbal idiomatic expressions, for example: *be under wife's thumb (when a wife is the boss in a family), bring into the world (meaning give birth)*.

c. Another grammatical structure is V + N + Prep one: *to fix one's affection on somebody (fall in love), come the uncle over somebody (to reproach)*.

d. Another small group of verbal idiomatic expressions is presented by V + Adj +Prep + N scheme, for example: *be big with child (be pregnant), to tie the marriage knot (to get married)*.

II. The idiomatic expressions as sentences.

1) This group includes the so-called communicative idiomatic units, which stand for integrally predicative sentences. Two classes of proverbs and sayings can be distinguished among the communicative idiomatic units. The linguists have no clear agreement about relevancy of including proverbs and sayings into idiomatic stock of the language. For example, A.L. Onyani considers proverbs, sayings and aphorisms to be non-linguistic units, because they, according to the author, do not contain any language peculiarities: "Sustainability, reproducibility and repeatability are characteristic not only of proverbs, sayings and aphorisms, but of literary works of general volume, such as verses, fables, novel and so on. Proverbs, sayings and aphorisms differ from the latter only by their volume." [Oniany A.L., 1966].

The main argument against proverbs and sayings to be included into idiomatic stock, according to Oniany A.L., is that the elements of proverbs and sayings, in contrast to those of idiomatic units, possess referent. But we believe that there is one omission in the opinion. What about the proverbs, which have lost their connection with the original situation, from which they were generated?

Proverbs refer to the group of sustainable word combinations, differing from other types of idiomatic combinations by syntactic completeness and grammatical judgement. Though proverb may be decomposed into separate words, which meanings stay the same when used outside the proverb, proverb is considered to be a set expression, owing to its frequent usage in speech, because it conveys human experience and outlook. As Felitsina V.P. states, "Proverb, being allegory, has a direct meaning as well. Preservation of direct meaning of its every constituent, ensures it living in a language. Proverb, losing its direct meaning for the native speakers, because of its archaization or loss of one of the words, loses its sense and cannot be used allegorically." [Felitsina V.P., Mokienko V.M., 1990].

Saying differs from proverb by its incompleteness, specificity and syntactical variations. For instance, among sayings comparisons may be found: *like seed, like breed (like father, like son)*.

Being reduced, proverb becomes idiomatic and turns into saying, which can be noticed in the following example: *a black sheep of the family* expression is generated from *there is a black sheep in every flock*.

In our research we adhere to an opinion that within the linguistic system, proverbs and sayings belong to idiomatic language stock. Firstly, they serve as the set word combinations, secondly, some of them are the source of formation of new idiomatic expressions, and finally, proverbs and sayings act as figurative, vivid language means.

As A.V. Kunin claims that saying is a communicative idiomatic expression of non-proverbial nature [Kunin A.V., 1970]. In contemporary study of folklore, the concept of saying is rather vague, because it includes different structural and semantic types of set, figurative word combinations. We divide the field of sayings into narrative and interrogative groups. The examples of narrative sayings are: *under one's vine and fig-tree (at one's own home), all in the family (family secret)*.

And a rare type of interrogative sayings is - *does your mother know you're out? (you are too young and unexperienced)*.

Proverb is a concise utterance in the context of various aspects of life, having entered the colloquial speech. ... proverbs express the thoughts figuratively and emotionally, bearing at the same time the imprint of a unique national color for rendering of which the artistic devices and the means of language are actively used [Husnutdinov, D.H., Akalin, S.H., Giniyatullina, L.M., Sagdieva, R.K., 2017:199]. In context it acts as an independent sentence or a clause. Proverbs can be narrative, imperative and interrogative sentences.

The following types of idiomatic expressions fit into the group of narrative proverbs: *a cheerful wife is the joy of life, a good Jack makes a good Jill (a good husband has a good wife)*.

Among the negative simple sentences related to proverbs the following can be defined: *no herb will cure love, the course of true love never did run smooth*.

Among the proverbs of complex structure are: *there is one good wife in the country and every man thinks he has her, little children, little sorrow, big children big sorrow, mother's darlings make but milksop heroes, short reckoning make but long relatives*.

Among the proverbs with compound structure are: *it is an ill bird that fouls it's own nest (the same as wash one's dirty linen in public), as the old cock crows, so doth the young (like father, like son), give a child his will and he will turn it (do not give a child too much freedom)*

The interrogative sentences also can be observed among the compound proverbs, for example: *all are good lasses, but whence come the bad wives?*

- 2) The so-called adjective idiomatic expressions, related to the semantic field of family relationships, are rather rare, which have connection to our field of study, and the examples being: *near and dear (family and friends), next of kin (relatives and friends)*.
- 3) There have been found only few adverbial idiomatic expressions of the theme we are interested in, for example: *by one's father's (paternal) side, by one's mother's (maternal) side*.

Summary

The structure of idiomatic expressions, related to the semantic field of family relationships, implies their subdivision into word combinations and sentences. According to the categorical belonging of their main word, the idiomatic expressions are distinguished as substantive, verbal, communicative, adverbial and adjective.

Conclusions

- 1) Substantive idiomatic units serve the majority and are presented by the following grammatical schemes: Adj + N, N + N; N + and + N; N + Prep + N.
- 2) Verbal idiomatic units have the following structures: V + N; V + Prep + N, V + N + Prep; V + Adj + Prep + N.
- 3) Communicative idiomatic units are presented by two idiomatic groups – proverbs and sayings. In our research we have accentuated the narrative and interrogative ones. The proverbs are divided into narrative, imperative and interrogative ones. The narrative proverbs comprise: simple narrative sentences, negative sentences, compound sentences with different componential connection, complex sentences. The imperative proverbs are represented by simple and compound sentences.
- 4) Adjective idiomatic units compose a small number compared to the others of the type, for example: *near and dear*.
- 5) Among the adverbial types of the idiomatic units under study also a small number is detected, for example: *by one's father's (paternal) side*.

Acknowledgements

The work is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University.

References:

Arsenteva E. F., Nurullova A. A. Phraseological units with onomatopoeic components in English and German // Life Science Journal, 2014; 11(5), - pp. 465-468

Ayupova R. A., Bashirova M. A., Bezuglova O. A., Kuznetsova A. A., Sakhibullina K. A. Ornythonym component and phraseological meaning //Life Science Journal, 2014;11(11) – pp. 290-293.

Cambridge Advanced Learner's Dictionary & Thesaurus, 2008. -
www.dictionary.cambridge.org/dictionary/british/.

Cambridge International Dictionary of Idioms. - Cambridge: United Kingdom at the University Press, 2002. – 608 p.

Davletbayeva D., Larionova E., Bashkirova K. Cultural interpretation of phraseological units in their occasional use //Modern Journal of Language Teaching Methods ELT in Russia. Special Issue, 2016. – p.164

Felitsina V.P., Mokienko V.M. The Russian phraseological units – Moscow, 1990.

Husnutdinov, D.H., Akalin, S.H., Giniyatullina, L.M., Sagdieva, R.K. Linguistic means of expression in proverbs of Tatar, Russian, Turkish // REVISTA SAN GREGORIO. – No.20, Special edition. December, 2017. – pp. 195-200.

Kunin A.V. The English phraseology – Moscow, “Vysshaya shkola”, 1970. – 343 p.

Language units in paradigmatics and syntagmatics: scientific collection / Dnepropetrovsk university, 1990. – 135 p.

Longman Dictionary of Contemporary English, 2003. Pearson Education Limited.

Oniany A.L. Georgian idioms – Tbilisi: Nakaduli, 1966.

Oxford Dictionary of Idioms. - Oxford: Oxford University Press, 2004. – 340 p.

Solomonik T.G. The dictionary of English idioms – St-Petersburg: Allgs-fond, 1994. – 248 p.

Spears R.A. NTC's American Idioms Dictionary. - USA, Lincolnwood, Illinois, 1991. – 464 p.

Modeling of the lexico-semantic field «intellect» in the Russian translation of Herman Hesse's novel "Steppenwolf"

Irina V. Erofeeva¹, Luiza I. Gimatova¹, Ekaterina V. Sergeeva²

¹ Kazan Federal University

² Justus-Liebig-Universität Gießen

Abstract

The article analyzes the peculiarities of the functioning of the lexico-semantic field "intellect" in H. Hesse's novel "The Steppe Wolf" and its translation into Russian. This field is one of the key in the works of the representative of intellectual prose H. Hesse. In the process of translation, not only the conceptual content of a given lexeme is conveyed, but its cultural meaning as well. Using the method of conceptual analysis enables to identify the components of the meaning that are actualized both in the author's text and when translated into the Russian language. As a result of the research, the kernel and peripheral areas of the lexico-semantic field "intellect" in the writer's idiosyncrasy in German and in his Russian translation were determined, which made it possible to characterize specific ways of conceptualizing reality in two different languages. In the process of investigation, three main lexical subgroups of this field have been identified: "the presence of the mind", "education, the totality of accumulated knowledge", and "the level of mental development". The composition of the components of each group and their role in organizing the discourse of the novel "The Steppe Wolf", the specificity of reflecting the totality of vital, sociocultural, psychological and other factors in the language have been determined. The work has been carried out in the framework of research on intercultural communication and is intended for teachers of foreign languages, translators.

Keywords: lexico-semantic field, translation, cross-cultural communication, semantics, idiosyncrasy.

Introduction

In modern linguistics, urgent is an interest in the forms of expressing national mentality in word. The language image of the world of each people reflects deep-seated views, rooted in history. The most distinct differences in the categorization of extralinguistic reality are reflected in the lexico-semantic system of language. The most important concept of this level of organization of the language system is the lexico-semantic field (LSF). The impetus for the development of this area of linguistics was the theory of semantic field of German philologist Jost Trier. Trier discovered a certain structuring in the language, which he termed "field" [1: 125]. It is the lexical and semantic fields where human experience is reflected, they are the universal way of organizing linguistic units and are connected with the psychological mechanisms of man. Their comparative study in different languages makes it possible to identify differences in the conceptual worldview, which is conducive to a better understanding of the processes of cross-cultural communication.

The lexical field is characterized by a systemic organization, is formed by a set of interrelated linguistic units and in view of its close connection with the extralinguistic reality corresponds to the conceptual field. The latter is divided into parts by a mosaic of the words of the lexical field. The word itself does not have meaning, it acquires it only in the context of a certain picture [2: 11]. The field is the main structure that organizes the thesaurus of language. Accordingly, the study of lexico-semantic fields is one of the important conditions for determining the linguistic foundations of intercultural communication. An increasing role of intercultural communication in all spheres of life of modern man and the need to study it primarily from the linguistic viewpoints is concerned over by many modern scholars, including S. Ter-

Minasova, R.D. Lewis, T.K. Ivanova, L.A. Biktasheva et al. [3, 4, 5]. The scholars of Kazan University also devote considerable attention to researching different aspects of the language system in respect of a comparative aspect for improving the practice of teaching foreign languages [6, 7, 8].

In this study the LSF "intellect" in the translation of Hermann Hesse's "The Steppe Wolf" into Russian is subjected to the analysis. The LSF "intellect" can be referred to the dominant fields in the system of any language, since the constituent components of it help to name those abilities and skills of a person, without which it is inconceivable to consider any homo sapiens to be a personality.

Lexical-semantic field is understood as a semantic group organized on the principle "center-periphery", the components of which are connected by an integral feature, usually expressed by a dominant of microfield (kernel lexeme) [9: 27]. Traditionally, the LSF includes a kernel, a center (near kernel zone), and a periphery.

Methods

To study the specificity of the ethnolinguistic representation of the LSF "intellect" in H. Hesse's novel "The Steppe Wolf" and its translations into Russian, the method of comparative-contrastive analysis is used. Its application makes it possible to identify individually author's and nationally specific features of the realization of components of the LSF "intellect" in two compared languages. The method of conceptual analysis is aimed at determining the main features of cultural content of the relevant concepts. In the process of research, it is important to analyze lexicographic sources, since it is the accounting of the dictionary data that makes it possible to objectively interpret the usual and the individual in the writer's dictionary and translation of his texts. The descriptive method, the method of component analysis, the method of contextual analysis, the derivational analysis, as well as the stylistic and linguoculturological interpretation of linguistic phenomena, were used to analyze concrete linguistic facts.

Results and Discussion

The material for analysis was the original work by Hermann Hesse "Steppenwolf" and its translation into Russian [10, 11]. To corroborate the reliability of the semantic observations, data from various dictionaries of both Russian and German were used. Reference to dictionary definitions, reflecting the ideas of the studied phenomena, the most widespread in the minds of the native speakers, made it possible to objectively analyze it. Thus, in the German and Russian language world images, the LSF "Intellekt" belongs to ontological categories that have a wide variety of manifestations and a complex structural organization. In connection with the special interest of contemporary humanitarian research in the problems of consciousness and the ways of its reflection in linguistic facts, the study of this group of vocabulary appears to be of particular importance. The name of the field is the lexeme *intellect*, since it has the property of easy deducibility of the general meaning, makes it possible to see the composition of the field, is not a term and an emotionally colored unit, has a sufficient frequency of use, has a certain denotation, and, therefore, is consistent with the name of field [12: 23].

To identify the semantic components of the concepts *Intellekt* / *intellect* that are significant in the minds of the bears of Russian and German linguocultures, the definitions of this lexeme in different dictionaries were analyzed. In the Explanatory Dictionary of the Russian Language by D.N. Ushakov lexeme *интеллект* / *intellect* (from Latin *Intellectus* - "understanding, concept") has the meaning «ум, рассудок, мыслительная способность у человека (в противопоставление воле и чувствам)» / "mind, reason, thinking ability of man (in opposition to will and feelings)" [13]. A more detailed, special definition is presented in "The Dictionary of Philosophical Terms", in which *intellect* is defined as "a psychic ability to perceive a non-stereotyped search and to get insight into adequate forms of thought and appropriate ways of behavior based on experience and knowledge and at the same time tending to

anticipate events and experiences" [14: 202]. Both definitions demonstrate the universality of the concept of *intellect* as one of the most important essential qualities of man.

The reference to the German-language explanatory dictionary "Duden" allows for recording the following current meanings of the German lexeme in consideration: *Intellekt* (lat. «das Innenwerden, Wahrnehmung; Erkennis(vermögen)»): 1) Fähigkeit, Vermögen, unter Einsatz des Denkens Erkenntnisse, Einsichten zu erlangen («способность, умение приобретать знания с помощью мышления»); 2) Denken, Erkenntnisvermögen («мыслительные способности, способность познания»); 3) Verstand («ум») [15: 772].

The studied lexeme has a Latin origin and entered the Russian language in the first third of the 19th century through the German language. However, in the original text of G. Hesse's novel "Steppenwolf" the German lexeme *Intellekt* is not fixed, while in the Russian translation the word *интеллект* / *intellect* is used repeatedly. Despite these features, we believe that the lexeme *интеллект* / *Intellekt* (intellect) is the name of the field under investigation, since it expresses its general meaning, its archiseme. The word *интеллект* / *intellect* is noted when translating the German word *Geist* and its derivatives *Geistigkeit* and *Geistigen*. In the translation of H. Hesse's novel into Russian, the lexeme *интеллект* / *intellect* and its cognate lexemes occur 7 times, as, for example, in the following passage: *Wir Geistigen alle waren in der Wirklichkeit nicht zu Hause, waren ihr fremd und feind, darum war auch in unsrer deutschen Wirklichkeit, in unsrer Geschichte, unsrer Politik, unsrer öffentlichen Meinung die Rolle des Geistes eine so klägliche.* [10: 173-174]. – Мы, люди *интеллекгентные*, все сплошь не знали действительности, были чужды ей и враждебны, а потому и в нашей немецкой действительности, в нашей истории, в нашей политике, в нашем общественном мнении роль *интеллекта* была такой жалкой. (*We, intellectual people, all of us without exception did not know the reality, were alien to it and hostile, and, therefore, in our German reality, in our history, in our politics, in our public opinion, the role of intellect was so minor.*) [11: 173-174].

The reason why the translator, when rendering the text into Russian, chooses *интеллект* as the equivalent of the German word *Geist*, can be understood when considering the synonymic row, which includes the lexeme *Intellekt*. In German, a dominant of the synonymic row containing the word *Intellekt* is *Geist*. The nouns *Denkfähigkeit*, *Denkvermögen*, *Erkenntnisvermögen*, *Gedankenkraft*, *Geistesgaben*, *Geisteskraft*, *Geistesstärke*, *Intelligenz*, *Klugheit*, *Vernunft*, *Verstand* are also referred to this row. The formation of *Geist* due to semantic diversity, when translating, causes certain difficulties for the speakers of another language to fully perceive and realize it. The analysis of the dictionary data certainly indicates its ambiguity, in particular, "The New German-Russian Dictionary" gives the following meanings of this lexeme: 1. дух; душа; (spirit; soul); 2. ум, мысль, интеллект; (mind, thought, intellect); 3. призрак, привидение, тень (phantom, ghost, shadow) [16: 123]. The second of the presented meanings of the word *Geist* «ум» (mind) allows to include it in a number of words comprehended in the LSF «ИНТЕЛЛЕКТ» / "intellect". The synonymic row with the dominant *интеллект* (*intellect*) in Russian is formed by the following lexical units: *ум, разум, рассудок, здравый смысл, мозги, голова, мозг* (*mind, reason, good sense, common sense, brains, head, brain*) [17: 163]. However, the first meaning of the German word *Geist* «дух, душа» (spirit, soul) is not included in the semantic scope of the concept *ум*, but when translating this lexeme into Russian, the variants *дух, душа* are used as well as the variants *ум, мысль, интеллект*, which helps to eliminate the semantic diversity of the word *Geist* when translating it. This can be demonstrated by the following examples:

1. *Der Teufel ist der Geist, und seine unglücklichen Kinder sind wir.* [10: 161]. – Дьявол – это *дух*, и мы его несчастные дети. (*Devil is a spirit, and we are its miserable children*) [11: 162].

2. *Er selbst, der alte Harry, war genau solch ein bürgerlich idealisierter Goethe gewesen, ... von Erhabenheit, Geist und Menschlichkeit strahlend wie von Brillantine und beinahe über den eigenen Seelenadel gerührt!* [10: 167]. – Он сам, прежний Гарри, был точно таким же по-мецански идеализированным Гете..., которое сверкает

величием, **умом** и человечностью, как бриллиантинном, и чуть ли не растрогано благородством своей души! (He himself, the same Harry, was exactly the same idealized by Goethe ... that shines with greatness, **intelligence** and humanity, like a diamond, and is almost touched by the nobility of his soul!) [11:167].

The lexemes *дух* and *ум* in rendering the German nouns *Geist*, *Gescheithheit*, *Geister*, *Denken* and the adjective *klug* in the translation of the novel occur quite often, 40 and 37 times, respectively. Such a high frequency of their use enables to refer them to a group of identifying words, which constitute the kernel of the LSF «ИНТЕЛЛЕКТ» (intellect). To the kernel zone of the field one can attribute the lexemes *мысль* and *думать*, also often used by the translator (*мысль* – 47 times, *думать* – 25 times).

Of particular interest in the context of the novel is the lexeme *думать*, that, in contrast to the other kernel lexemes of the LSF «ИНТЕЛЛЕКТ», is expressed by the verb: *Plötzlich wieder Dinge, die mich etwas angingen, an die ich mit Freude, mit Sorge, mit Spannung denken konnte* [10: 130]. – *Вдруг снова вещи, которые меня как-то касались, о которых я мог думать с радостью, с волнением, с интересом!* (Suddenly again the things which were somehow concern of me, which I could think of with joy, with excitement, with interest!) [11: 129-130]. The use of the verb *denken* // *думать* (to think) helps to convey the atmosphere of intellectualism, the high spirituality in which the protagonist of the work lives, Harry Galler. And the author himself lived in the same world.

In addition to the synonyms, the central zone of the LSF «ИНТЕЛЛЕКТ» is expanded at the expense of key, kernel lexemes. «As is generally known, three-dimensional model of lexical system is formed by three axes: paradigmatic, syntagmatic and derivational» [18: 77]. The derivative formations are presented by the nouns with the suffixes denoting abstract: *-ость* (*духовность* // *Geistigkeit*, *интеллигентность* // *Geistigkeit*, *гениальность* // *Genialität*), *-ение* (*мышление* // *Denken*); with the suffix denoting a person *-тель* (*мыслитель* // *Denker*); the adjectives with the suffix *-н-* (*духовный* // *geistig*, *умный* // *klug*, *интеллигентный* // *geistig*, *разумный* // *vernünftig*), more complex succession of the suffixes: *-альн-* (*гениальный* // *genial*), *-ственн-* (*умственный* // *gedanken*); as well as compound adjectives (*умственно-книжный* (человек) // *Gedanken-und Büchermensch*, *остроумный* // *geistreich*, *несумасшедший* // *keineswegs verrückt*); the verbs, formed with the help of confixes (*задумываться* // *beim Nachdenken*, *образумиться* // *Vernunft annehmen*); the adverbs with the suffix *-о* (*вдохновенно* // *begeistert*, *умно* // *klug*, *мысленно* // *gedankenvoll*, *задумчиво* // *versunken*).

The vocabulary referring to the LSF “intellect” is used not only to convey the atmosphere of spirituality, but also to depict the inner world of the protagonist. Its use makes it possible to better understand the motives of his conscious and unconscious actions, to learn Hesse himself in this character, who is fighting with his mental ailments, seeking protection from the realities of history and from the atmosphere of fascist reaction in intelligence and education.

The main semantic feature related to the kernel and central zones of the field being studied is “the presence of intellect”. The lexemes *ум* // *Geist*, *Gescheithheit*, *Geister*; *разум* // *Vernunft*; *интеллект* // *Geist* to express it.

The near periphery of LSF «ИНТЕЛЛЕКТ» (“intellect”) consists of the lexemes having the semantic features such as «образованность» (“education”), «совокупность накопленных знаний» (“a totality of accumulated knowledge”). This group is represented by 15 lexical units. It comprises 7 nouns (*знание* // *Wissen*, *знаток* // *Kenner*, *ученый* // *Gelehrte*, *наука* // *Wissenschaft*, *мудрец* // *Weise*, *мудрость* // *Weisheit*, *учитель* // *Lehrer*), 5 adjectives (*ученый* // *gelehrt*, *высокообразованный* // *hochgebildet*, *изобретательно-умелый* // *genial*, *всеведущая* // *Allwissende*), 3 verbs (*знать* // *wissen*, *учить* // *lehren*, *научить* // *lehren*). The comparatively small number of units representing this group can be interpreted as the author’s reluctance to attach great importance to the person’s education and life experience. At the same time, the presence of these lexemes indicates that education for H. Hesse is nevertheless an indispensable and integral part of the intellectual world in which his protagonist lives.

The smallest group of the lexemes united by «the level of mentality» refers to the zone of near periphery. This group comprises 3 nouns (*одаренность* // *Spezialistenbegabung*, *гений* // *Genie*, *гениальность* // *Genialität*) and 3 adjectives (*нормальный* // *normal*, *одаренный* // *begabt*, *гениальный* // *genial*). Here one can observe the graded connection of elements within the group. All six units have a neutral or positive connotation. The lexemes with a negative evaluation connotation, which are opposed to the groups of the kernel and the near periphery, are already found in the row of antonyms. We refer them to the far periphery of the LSF of the concept “intellect”.

Summary

Thus, the LSF “intellect” in translation of G. Hesse’s novel into Russian is a complicated and complex field, verbalized by the vocabulary mostly neutral in terms of stylistics and comprising three lexical subgroups exposed at this stage of investigation. These groups occupy a place in the kernel, in the center and in the near peripheral zones of the designated LSF, and are united according the three semantic features present in them: “the presence of the mind”, “erudition, the totality of accumulated knowledge”, and “the level of mental development”. An additional group of the far peripheral zone is the group distinguished by the presence for all of its lexemes of antonymic bonds with the units of the first three groups.

Conclusions

The use of a significant number of lexical units associated with the representation of the concept of human mental abilities corresponds to the general content of the novel that belongs to intellectual prose. The novel “The Steppe Wolf” depicts the inner world of man, the interaction of the main character’s conscious and unconscious inwardly, which causes the active use of vocabulary relating to the sphere of intellect and mind.

Acknowledgements

The work is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University.

References:

- Öhmann, S. Theories of the “Linguistic field”, *WORD*, 9:2, 2015, pp. 123-134.
- Schwaika, O. Wortfeldkonzeption: Darstellung und Kritik am Beispiel deutscher Verben der Geldbeziehungen. Dissertation zur Erlangung des Grades eines Doktors der Philosophie, Bielefeld, 2002. 225 S..
- Ter-Minasova, S. Language and Cross-Cultural Communication. M.: MSU Press, 2004. 368 p.
- Lewis, R.D. When Cultures Collide. Boston; London: Nicholas Brealey International, 2006. 599 p.
- Ivanova, T.K., Biktasheva, L.A. Ways of formation of punning compound words in German and their translations. Russian. *Revista Publicando*, 4 No 12. (1). 2017, pp. 437-446.
- Shtyrlina E.G. Concept as a linguistic guideline in teaching Russian as a foreign language. *Modern Journal of Language Teaching Methods*, Vol. 7, Issue 12, December 2017, pp. 88-94.
- Shchuklina T., Mardieva L., Alyokhina T. Teaching Russian language: the role of word formation. The European Proceedings of Social and Behavioural Sciences. Vol. XII. 2016, pp. 190-196.

Nurullina G.M. Yusupova Z.F. The use of dictionaries in teaching Russian language to bilingual students. *Modern Journal of Language Teaching Methods: Special Issue*, December 2016, pp. 92-96.

Admoni, V.G. About Syntactics as the Semantics of Syntactic Structures. *Izvestiya of AS of the USSR. Series of Literature and Language*. M.: AS USSR Press, 1979. V.38. №1. P.24-35.

Hesse, Hermann. *Der Steppenwolf*. SP.: Anthology, KARO, 2008. 288 p.

Гессе, Герман. *Степной Волк* [Translated from German by S.Apt]. M.: AST Press, 2016. 283 p.

Karaulov, Y.N. *General and Russian Ideography*. M.: Nauka, 1976. 355 p.

Explanatory Dictionary by Ushakov [Electronic resource]. URL: <http://ushakovdictionary.ru> (Access date 28.04.18)

The Dictionary of Philosophical Terms [Scientific edit by Prof. V. G. Kuznetsov]. M.: INFRA-M.2011. 731 p.

Duden. *Das Bedeutungswörterbuch*. 3., neu bearbeitete und erweiterte Auflage. B. 10. Dudenverlag. Mannheim. Leipzig. Wien. Zürich, 2002. 1103 S.

New German-Russian Dictionary, Russian-German Dictionary: 42 000 words. Kiev: A.S.K., 2000. 808p.

Aleksandrova, Z.E. *The Dictionary of Russian Synonyms: Manual*. M.: Rus.Yazyk, 2001. 568 p.

Fatkhutdinova, V.G. Word-formation family in derivation-semantic Space of differently structured Languages. *Journal of Language and Literature*. Vol.6. No 3. Iss.1, August, 2015, pp: 76-80.

Peculiarities of detective fiction in Korean literature

Julia J. Valieva, Leyla A. Gaynullina, Alina I. Khuzina
Kazan Federal University

Abstract

The history of the detective genre begins long before the first stories of Edgar Allan Poe, published in the 40-ies of the XIX century. Elements of the detective can be found in the monuments of ancient and medieval literature of both western and eastern countries. However, it was in the works of Poe that this genre received its final theoretical and practical justification. Despite the fact that the origins of the genre in the Far Eastern countries are in the works of the X-XIII centuries, the detective traditions of the Far Eastern countries began to develop under the influence of Western literature, in particular, translations. The first detective of Korea was published in 1908, while the formed literary tradition was announced in 1939 with the advent of the novel "Demon" (마인) Kim Ne Sona (김내성). However, in connection with the current political situation, detective literature began to develop only after the end of the Korean War, in the 50's. Detective literature of the Far East opens the world to readers, which few in the West know. However, it is worth noting that, unlike Western countries, studies of the detective literature of the Far Eastern countries are not so common. This particularly applies to the literature of Korea, which so far remains "in the shadow" of more developed literary traditions of neighboring countries (China and Japan) and has not been fully studied for a number of reasons.

Keywords: Literature, detective fiction, modern Korean literature

Introduction

Detective literature of Korea, which began to form as a separate genre in the 20's of the XX century in the work of Li He Jo (이해조), largely based on the literary tradition of neighboring countries (China and Japan), the aesthetics of the genre of which almost fully developed by the time of its appearance in Korea. Undoubtedly, the influence of Chinese and Japanese detectives was significant, but at the same time in the Korean detective literature there are features specific only for this country.

Methods

When writing this work, the authors used the following research methods: descriptive, comparative-historical and comparative-comparative. The use of these methods helped to characterize the studied literary genre, as well as to identify subgenres and to consider its features.

Results

There is a phrase "Chhurisosol" (Kor. 추리소설) or its synonymous "Thamjonsosol" (Kor. 탐정소설) in the Korean language to denote a detective as a genre. As in the literary traditions of other countries, Korean detectives have subgenre diversity. Highlight the main sub-genres [1]:

- Crime novel (Kor. 범죄소설) - a classic sub-genre, focusing on the crime itself, its motives, disclosure and identity of criminals. For example, Kim Ne Sona's novel "The Demon" (1939), Kim Cha E (김차에) "The Purpose of Parting" (이별의목적, 2006) and others.
- Spy Detective (Kor. 정탐소설) - an action story, often told on behalf of a spy working for the special services. For example, the works of Kim Don In "Beyond the horizon" (수평선너머로, 1934), Kim Ne Sona "Typhoon" (태풍, 1958) and others.

- Historical detective story (역사추리소설), which tells about a crime in the context of historical events. This sub-genre includes novels by Kim Yong Ha "The Black Flower" (2004), O Se Yona (오세영) "The Far Journey" (원행, 2006) and other works.
- Detective thriller (스릴러소설) pays special attention to the psychology of the characters and their unstable emotional state. For example, Kim JinMyung's novel (김진명) "The Millennial taboo" (천년의금서, 2009).
- Adventure detective (모험소설), featuring a sharp division of characters into heroes and villains and an adventurous storyline. In Korea, this subgenre was related to the literature for children [2]. For example, the novels of Pak Tae Won (박태원) "The Scandal" (Kor. 말썽꾼, 1935) and the writer Li Hn Suk (이은숙) "The Shadow of the Statues" (쉐도우 - 스타테이라의검, 2008).

Turning again to the history of the development of detectives in Korea, we will denote that the genre that appeared in the 1920s of the XX century was finally formed only in the 50-60-ies of the XX century thanks to the work of such writers as Kim Nae Son, Chae Man Sik (채만식), and others. The basis of a new genre for Korean literature were the translations of foreign masterpieces, which it is more correct to call "adaptations". For example, one of the central figures in the development of detective Kim Nae Son adapted for the Korean readers the stories of Arthur Conan Doyle The Red-Headed League (1891) and The Motion Band of the Speckled Band (1892), naming their "Union of gray-haired" (백발연맹) and "Ribbon with a motley pattern" (얼룩무늬끈), respectively, published in 1930 in a collection of "Paxado" (백사도). In addition to Kim Ne Sung, Li Ha Yong (이하윤), Yang Jo Do (양주동), Kim Yu John (김유정), Kim Kwan Sob (김광섭), An Hwe Nam (이하윤) made a significant contribution to the development of the detective genre in Korea, and others.

The situation changed after the liberation of Korea from the Japanese colonial regime, which for a long time significantly limited the development of Korean culture and art, and the final division of the country in 1953. In a book with the symbolic name "Dawn" (새벽), published in 1957, Kim Neh Dream writes that "탐정소설에는 인간성이 있기 때문에 버리버리소설소설의 골레를 벗어버리버리버리." (In detectives, it is difficult to find humanity, so I'm going to throw off the shackles of detective literature) [3], thereby opening the way for the next generation of writers. However, in the first years after important historical events, a significant place in the detective literature of Korea was occupied by translations. Pak Ying Gong (방인근) wrote about this in his study "Detective Theory" (탐정소설론), speaking about the potential of Korean writers and the prevailing literary conditions in which domestic works were forced to compete with foreign ones: «우리나라는 탐정소설을 쓰기에 가장 어려운 조건에 놓여 있다. 말하자면 서양의 유명작품들과 경쟁해야 하는 데다 언제나 리얼리티의 문제가 장애가 되며, 다양하고 복잡하게 분화한 현대 추리소설 장르 속에서 새로운 형식과 스토리를 창안해 내야 하는 삼중고에 처해 있다는 것이다». (In our country, writing detective literature is in the most difficult conditions. The need to compete with known Western works, the threat of obstacles at any moment in the conditions of the prevailing reality and the difficulty in differentiating the variety of genres of modern detectives is a triple disaster for the emergence of new forms and plots). The "Dawn" of Kim Ne Sung can be called the first theoretical justification of the detective genre in Korea, also remembering the previously mentioned work of Pan InGyn "Detective Theory." Among the most recent publications, it is worth mentioning the study by Li San Wu (이상우) "Overcoming mysticism with Li San-U" (이상우와 함께 미스터리완전돌파), first published in 1991 and reprinted under the title "The formula for writing a good detective" (추리소설 잘 쓰는 공식) [1], and "Reading Kim Song John: A Study of Kim Song John's Detective Works" (김성중 읽기: 김성중 추리문학작가론) by writer PaekHuy (백휴) [4].

Discussion

For a long time, serious criticism did not attach importance to detectives, while the accessibility and fame of such works raised doubts about their artistic value. The first theorist detective as a special genre was the English writer G.K. Chesterton, who spoke with the article "A Defence of Detective Stories" in 1902. After Chesterton's essay was published a lot of reflections on the subject, which belonged mainly to the practices of the detective genre. In Russia, the trend of theoretical understanding of detective literature appeared relatively recently. Among the authors that have approached this topic, we should allocate Y. K. Markulan [6] A. Z. Vulis [7] A. G. Adamov [8], G. A. Andzhaparidze [9], who reveals the history of the genre, and analyzes its morphology, explores the similarities in the works of different authors.

Summary

Speaking about the features of Korean detectives, let's start with the fact that the hall mark of elegant literature in Korea since ancient times is the "inner sensation", the principle of "Khan" (한; 恨), consisting in the "description of infinite sorrow and suffering" [10] and assuming a truly tragic perception of life. This principle assumes "suffering", "longing", "feelings of absolute impotence", which, as noted by Korean researchers, today is characteristic of the work of Korean writers [11].

The word "Khan" is written by a hieroglyph consisting of two parts: "heart" (or "soul"; 心 Xin.) and "stop, end." In meaning and use, the hieroglyph really means "all the sorrow of the Korean people."

Formation of "Khan" contributed to a number of factors related not only to the perception of the world of Korean writers, but also with tradition and culture.

First and foremost, the Korean "high" literature (as far East as a whole) differed message test, that is, the writers describe the reality, just the facts, with no room of imagination (genres travel writing, travel journals).

At the same time, such a tradition significantly slowed the development of the story prose related to the "low" genres.

The principle of "Khan" was typical for the work of Korean writers, classics, describing the so-called "high" literature. Detective refers to the "low" genres, so it does not contain such a tragedy, which is inherent in the works of "high" literature. On the contrary, often in the works of the detective genre can be traced adventurous and even humorous character. However, Korean detectives, of course, absorbed the emotional background of "high" literature, that is, the principle of "Khan".

Feature detectives, perhaps, of all the far Eastern countries outside of the story, when the solution to the puzzle is at the very beginning of the work. Thus, almost immediately the reader learns the name of the offender, his past and motive for committing a crime. The so-called "inverted detective story" can be found in the works of Western writers.

The author who opened this kind of detective, is considered to be Richard Austin Freeman (R. Austin Freeman). In his essay *The Art of the Detective Story*, 1924, the English writer talks about the experimental nature of the collection of stories *The Singing Bone* and the structure of "innovation" [12]. "Detective in reverse" was a favorite form of creative tandem of French writers Pierre Boileau (Pierre Louis Boileau) and Tom Narsezhaka (Thomas Narcejac), and also met in the novel by American writer Donna Tartt (Donna Tartt) *The Secret History*, 1992, the famous book *The Silence of the Lambs*, 1988 by Thomas Harris and the works of other authors.

Unlike most Western detectives, in the far Eastern literature, an unexpected outcome of events is almost impossible. This technique is used to further the story to focus on the inner world of the characters, describing their experiences, emotions.

Despite the fact that the reception of "inverted detective" was borrowed by Korean writers from Western literature, it occupies an important place in the detective literature of Korea. Some influence on this

phenomenon is provided and described earlier, the principle of "Han", creating the need to emphasize the complexity of peace building of the main characters and moved the focus from narrative to descriptive. Another feature of Korean detectives, which came from the traditions of China is the author's retreat and extensive reasoning, sometimes with elements of philosophy. Attention to detail can be attributed to this paragraph. For example, the novel of Kim Ne Son "Demon" provides a detailed description of the Korean capital of the Colonial period of the city of Keijo (경성), the historical situation in it. All this enhances the credibility described in the works.

Professor, faculty of Humanities and social Sciences Korea advanced Institute of science and technology (한국과학기술원) Jon Bon Kwan (전봉관) in the article "Keigo and its culture in the novel "Demon" ("마인" 속경성과경성adding) for the magazine "Fanatstique" (판타스틱), refers to the novel "Demon", saying that "탐정소설에서미학적으로중요한것은현실성(reality)이아니라뵈진성(verisimilitude)".

(Aesthetically important for detective literature is not realism, but credibility) [15]. In support we also cite the words of the doctor of Philology V. I. Karasik: "In virtual reality we are not interested in factual accuracy, and conformity to our feelings, plausibility" [14]. Thus, the introduction of elements of reality, concreteness, authenticity into the narrative contributes to the emergence of readers' confidence in artistic fiction, which contains "a certain degree of implausibility" [15].

Another hallmark of Korean detectives is the size of the writings. If Western detectives gravitate to small prosaic genres, such as the story and novel, the Korean literature is characterized by a large volume of work (mostly novels) with a complex and developed plot, due to the above signs of Korean detectives, namely: the principle of "Khan", firstly, and associated with it the descriptive nature of the works, and, secondly, inversion of the plot of the works of the detective genre.

Conclusions

Detective fiction in the far Eastern countries has developed mainly under the influence of the works of Western authors, borrowing the techniques, themes, images, but it always had its own distinctive features and characteristics. Korean detective, like any literary genre, has characteristic features. An important feature of detective works is in rigid limitation, as structure and meaning, which, undoubtedly, affects the works in this genre. However, modern Korean writers are increasingly pushing the "framework" of the classic detective, making significant changes.

Acknowledgements

The work is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University.

References:

- 이상우, *추리소설 잘 쓰는 공식*, 117 쪽, 2014.
- 정혜영, "소년 탐정소설의 두 가지 존재양상", *한국현대문학연구*, №27, 63-87 쪽 (556), 2009.
- 김창식, *대중 문학을 넘어서*, 105 쪽 (339), 2000.
- 김윤식, *이광수와그의시대*, 120 쪽 (602), 1999.
- 백휴, *김성중읽기: 김성중추리문학과작가론*, 276쪽, 1999.
- Y.A. Markulan, K. Zarubezhnyy, *Kinodetektiv*, 168 p., 1975.
- A. Z. Vulis, "Poetikadetektiva", *Novyymir*, № 1. p. 244-256, 1978.

A.G. Adamov, *Moy lyubimyyzhanr – detektiv: zapiskipisatelya*, 310 p., 1980.

G.A. Andzhaparidze, “Detektiv: zhestkost' kanona i vechnayanovizna[:poslesloviye]” *Sostavleniye*, p. 279-292, 1990.

G.N. Kim, *LiteraturasovremennoyYuzhnoyKorei* [Elektronnyyresurs]:

https://www.academia.edu/3488272/_._._. – Checked: 7. 03. 2018).

A.F. Trotsevich, *Istoriyakoreyskoytraditsionnoyliteratury*, 324 p., 2004.

Kaksdelat' detektiv/ Per. s angl., frants., nem., isp. Poslesl. G. Andzhaparidze.,p.35, 1990.

전봉관, “‘마인’ 속 경성과 경성문화”, *판타스틱*, № 20, p. 211, 2009.

V.I. Karasik, *Yazykovyyeklyuchi*, P. 234 (520), 2007.

N.N. Panchenko, “Kontsept «pravdopodobiye» v khudozhestvennom i bytovomdiskursakh”, *VestnikVologradskogosudarstvennogouniversiteta. Seriya 2: YAzykoznaniye*, №1 (9). p. 39, 2009.

The Emigration Theme In Tatar Literature

Landysh R. Faezova¹, Milyausha M. Khabutdinova¹, Gulfia R. Gaynyllina¹, Ainur Mashakova²

¹ Kazan Federal University

² M.O. Auezov Institute of Literature and Art, Almaty, Kazakhstan

Abstract

The theme of Tatar Muslim emigration has become an object of study of Tatar scientists since the 1990s. A corpus of historical and sociological works on this topic has been gradually formed. Tatar writers first turned their attention to this topic in the first third of the twentieth century. However, until now Tatar literary criticism had no works on the systematic study of the literary interpretation of the topic of emigration in the Tatar literature. The aim of this article is to analyze the main stages of the formation and evolution of the image of Tatar Muslim emigration in the Tatar literature. Literary texts that belong to different historical and cultural periods of the 20th and 21st centuries have been analyzed as the examples accumulating the reception of time. The methodological basis of the research was the theoretical works on literary criticism and history. The system comparative analysis and the comparative-contrastive analysis allowed us to find iterative stories, motifs and images in the texts of different Tatar writers, which is indicative of the formation of certain tendencies in developing this theme in Tatar literature. In the course of the study we found that the topic of emigration in the Tatar literature was initially peripheral. In the first third of the twentieth century we can find a depiction of the characters who came off the beaten track of life under the weight of circumstances. The plots of literary works develop in a dramatic manner. Activation in the development of the topic is observed in the 1960s. The fate of emigrants is shown in historical context. The sympathetic depiction succeeds the diatribe position. The realistic tendency is intertwined with the romantic one. In the overwhelming majority of works in the millennial tradition, foreign landscapes are portrayed as a fatal place.

Keywords: Tatar literature, the theme of emigration, Tatar prose, national identity, national history.

Introduction

In Kazan, it is planned a Museum of Tatar emigration to have been founded by 2020. It is believed that Tatar emigration as a phenomenon has a six-century history. The starting point for scientists was the emigration of one of the sons of Mamay in the 1390s to Lithuania, where he took the service with the Grand Duke Vytautas. If we turn directly to the history of the emigration of the Volga Tatars, individual cases of resettlement to Turkey are known, beginning with the eighteenth century, i.e. in the period of strengthening the policy of Christianization of non-Russian peoples of the Volga and Ural regions by forcible means. In the years 1892-1894 in connection with mass transmission of rumors about the expected baptism of Muslims about 400 families filed petitions for moving to Turkey from the Kazan province. Although in 1900 Nicholas I forbade the departure of the Turkic peoples abroad, however, the Mukhajirism continued in the beginning of the 20th century. In the early twentieth century the Tatars participated in the construction of the Chinese-Eastern Railway, therefore, this direction of the Turkic-Tatar emigration had a character of labor migration at the outset. After the revolution of 1917, we can already get at the phenomenon of political emigration of the Volga Tatars. During the Great Patriotic War the phenomenon of collaborationism was developed.

Methods

The subjects for our study are the Tatar literary texts, which deal with the theme of the Tatar emigration, belonging to different historical and cultural periods of the 19th-21st centuries. In the course of

investigation the following methods were used: the dialectic principles of universal communication and development, the principle of ascent from the abstract to the concrete, the principle of unity of analysis and synthesis, subject and object, the principles and methods of historicism in the cognition of sociocultural phenomena, the system approach, the comparative method, the method of interpretation analysis.

Results and discussion

The theoretical basis of our investigation was the works covering the problems of studying identity [1-2], the specificity of the national ideal [3-5]. Tatar scholars could mention the phenomenon of Tatar emigration only in the 1990s ([6-11]). Tatar literary scholars tried to pass this topic over in silence for a long time. Researchers often attach importance to emigration and associate a figure of emigrant with heroic and mythological images (Ovidius), romantic (Robinson Crusoe), etc. [12: 3]. Tatar literature in the development of the emigrant myth followed Russian literature. According to Yu.V. Matveeva, the emigrant theme in Soviet literature was one of the peripheral ones. Since 1917, two trends have been formed to develop the theme of the White Russian emigrant world: accusatory-official, where the path of the emigrant was assessed as a blind alley of life (A. Tolstoy) "A Manuscript Found Under the Bed", "Black Friday", "Ibicus", "Emigrants", V. Mayakovsky "Paris Letters") and a romantic one, where the emigrant myth turned into a symbol of possible freedom (M. Bulgakov "Running", "Zoya's Apartment"). In the mid-1980s the idealized image of emigration emerged in the public consciousness and became more and more consolidated, the constituent parts of which were patriotism, high sacrifice, an attitude to preserve language and culture" [13: 205-206].

We have managed to find a number of literary texts covering in one way or another the problem of emigration of the Tatars. The starting point for us was the famous poem by G. Tuqay «He уйдем» / "We Will not Go Away" (1907), in which the resettlement of the tribesmen to Turkey is denounced [14: 44]. M. Galyau in the dilogy «Муть» / "Darkness" (1931), «Мухаджирь» / "Mukhajirs" (1934), reflecting on the fate of the Tatar village of the end of the 19th century and the beginning of the 20th century, showed the whole tragedy of Mukhajirism as a phenomenon in the history of the Tatar people. "Mukhajirs" historically reliably recreates the scene of anxious expectation of the First General Population Census in 1897, uncovers the causes of the riots in the Tatar environment in detail, the motives for opposition to the authorities, as well as the reasons for the forced emigration of the Tatars to Turkey [15].

Tatar writers dared to speak on this topic only in the 1960s, since the theme of emigration was not popular in Soviet literature. Those who fled from the country were endowed with the brand of cowards and traitors. When "the iron curtain" disappeared in the late 1980s, the literary heritage of the Tatar emigrants began to return to their homeland during the years of perestroika and their works began to be interpreted [16-18]. It turned out that this branch of national literature preserved the adherence to the age-old literary tradition, from which Soviet Tatar writers were banned.

The Soviet Tatar writers began to mention the problem of emigration only in the years of thaw. A.M. Gilyazov in a number of his works protested against state policies that stimulated migration, the outflow of Tatars from places of compact residence [19: 5-154, 72-123, 382-451]. In 1990, he appealed to all "fugitives" for returning and saving their homeland from ruin and desolation [20: 402]. M. Yunus in the story "Our House was Under Willows ..." (1964) [21] began to speak on formation of a special type of consciousness among the emigrants, connected not only with the loss of "home", "native land", but also with the loss of personal biography.

A particular block is composed of works of literature, where the theme of Tatar collaborationism, legionaries ([22], [23-24]) is highlighted. In literary criticism, this topic began to be developed in jalilology [25-26]. A.M. Gilyazov speaks with compassion of the tragic fate of Tatar prisoners of war and

legionnaires in their homeland in the novel "Wound" (1981, 1984) [22] and the novel "Let's Pray!" (1991-1993) [20]. Following him, Z. Hakim writes in "Legionnaire" that the emigration of prisoners of war was a forced measure [24]. Critical discourse is formed in relation to the state system, the representatives of which are characterized as traitors, and the emigrants, on the contrary, are declared to be victims of circumstances. The playwright I. Juzeev in the 1990s in the play «Мой белый калфак...» / "My White Calfack ..." [23] discovered a new facet in the theme of Tatar emigration. Like other Tatar writers, he authentically shows the reasons for this phenomenon. However, the leading topic for him is the problem of preserving the national identity of the Tatars at the end of the 20th century. Like A. Giljazov, I. Juzeev reflects in the play on the steady inclination of the Tatars for assimilation. The playwright acquaints the readers with the gallery of "servants of the nation" who have earned respect during their lifetime, who should help the Tatar people expand the spiritual horizon and overcome the crisis: writers Gabdulla Tukay, Gajaz Ishaki, mullah Galimzjan Habib, and businessman Zajni Akchura.

T. Ajdi in the story "Without Homeland" depicts the path of Tatar emigrant Hanafi as a dead end in terms of accusatory tradition. The sufferings of the character, his nostalgia for his homeland are psychologically truthfully conveyed [27:15]. Developing the theme of emigration, the writer adheres to a realistic tendency, clearly identifies the key problems and the consequences of such step in a person's life. The short story by T. Ajdi echoes the novel by M. Junus "Our house was Under the Willows" [21].

The playwright S. Gaffarova in the play «Пришлый» / "Alien" (2017) demonstrates a new perspective in developing the topic of emigration [Gaffarova, 2017]. Portraying an idealized image of emigrant Nakip Auhadiev, the writer relies on heroism, sacrifice, patriotism, hard work, patience, love of life, cordiality. If the Tatar writers unequivocally treated an alien country as a wicked place (compare chronotopes Germany, Suslonger, Yaroslavl in the story "Wound" by A. M. Giljazov), then in S. Gaffarova's story America becomes to be homeland for emigrants, where they manage to have happy life, to carve out a career for themselves (Scot Samujel), Tatar Nakip) [28].

Tatar writer F. Bajramova has made her significant contribution to the development of this topic. In the historical novel "Исход" / "Way Out" (2017) [29], it is already stated in the title: it is a work that depicts the fate of the Muhajirs-Siberian Tatars who moved to Turkey in 1907 on the initiative of the Tatar public figure and theologian Gabderrashid Ibragim (1857-1944). The novel, from the point of view of I.B. Kukulin's theory, can be called "a reflection of the collective trauma caused by the previous colonization" [30: 150]. In the novel by F. Bajramova, several strands of the plot are closely intertwined (the story of the Shikhovs, the activities of Tatar theologian, public figure, politician, publicist, traveler Gabderrashid Ibragim (1857-1944)) This gives an opportunity for the writer to try to understand *the problem of the role of an individual in history*. The reason for pushing the Siberian Tatars to go to a foreign land is formulated in the novel very clearly - the threat of coercive Christianization.

Summary

Tatar literature of the 20th-21st centuries has a corpus of literary texts, where the theme of Tatar emigration finds its interpretation. In the course of the analysis, we were able to identify key tendencies in its development. For almost a century of its existence, this image in the cultural consciousness of the Tatar people has been evolved many times and in different ways, each time demonstrating the complex dynamics of philosophical, social and political priorities of Russian society. Initially, the emigrant theme in Tatar literature was one of the peripheral topics. By the 1930s the main rhetorical figure of the time in relation to the emigrant world had become a figure of preterition. Tatar writers, if they turned to this topic, depicted the images of people who had been kicked out of their fortunes to the edge of life. They were the objects of pity and sympathy of the readers. G. Tukay and M. Galyau adhere to the exposing approach in developing the topic. This approach was brought to life not by state ideology (as in the case

of Russian literature (M.Bulgakov, V. Mayakovskiy, A.Tolstoy), but rather by national ethical values (the national myth about the navel string).

The works of Tatar emigrants in the first half of the 20th century demonstrates their commitment, in contrast to the Tatar Soviet writers, to a thousand-year literary tradition. The leading tonality of their works is homesickness and hope for their return. The chronotopos of homeland preserves the former pre-revolutionary outlines and is not reduced, as in the Soviet Tatar literature to the scale of "birthplace". Tatar emigrants dream of the restitution to Kazan a status of the Tatar capital and the former unity of the Turkic peoples, the heirs to the Golden Horde. If the Tatar Soviet literature shows the Russian people as a fraternal people, then the literature of emigrants – explicitly as colonialists people. Tatar emigre writers in their works pay much attention to the formation of national consciousness among their readers, that is why they often turn to the heroic pages of national history, the pantheon of national heroes, use the potential of national folklore and modern literature to be formed at the peak of the national identity of the Tatars.

Soviet Tatar writers again resort to the theme of emigration only in the years of thaw. We observe a transition from a denunciatory position to a sympathetic one. AA.Giljazov, M.Junys, T.Ajdi, I.Juziev, F.Bajramova realistically truly describe the reasons that prompted the Tatars to leave their homeland. Their works reflect the perspectives in covering this topic, such as political emigration, mukhajirism, collaborationism. Tatar writers using the examples of certain fates and fortunes show the ambivalence of the problem of emigration. The realistic tendency is intertwined with the romantic one. In the vast majority of works within the boundaries of the millennial tradition, foreign landscapes are depicted as a fatal place. Tatar writers try to convince the readers that some day or other each of us is destined to hear the voice of blood and feel the ties of blood with our native land. "The green cradle" of Motherland needs careful, caring hands that will propagate it. In 2017 a number of works appear (F. Bajramova «Исход» / "The Way Out", S. Gaffarova «Пришлый» / "Alien"), where in the context of tradition one observes a glorifying of a new homeland. The Tatar emigres from the losers heroes in these works turn into successful people who managed to self-actualize in a foreign country. It remains to be seen how viable this concept, brought forth under the influence of multiculturalism.

Conclusions

The theme of the Tatar emigration in Tatar literature has a century-long history. It is closely intertwined with the theme of homeland. In portraying the characters who are forced to live in a foreign country, Tatar writers take compassion upon them. In most works, the undoubted value of the native land in the life of a person and the need to return to their homeland strengthens. The folklore traditions are very strong in development of the theme.

Acknowledgements

The work is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University.

References:

V.R. Amineva, "«Universal» and «Unique» as the Categories of Comparative Literature", *Middle-East Journal of Scientific Research*, vol 20 (12), pp. 2094-2098, 2014.

Regina R. Kamaliev, Marsel I. Ibragimov, Alfiya F. Galimullina, Evgeny V. Nickolsky "The Image of the Garden in the Creativity of Ravil Bukharaev and Lydia Grigorieva in the Context of Dialogue of

Cultures”, *Tarih kultur ve sanat arastirmalari dergisi-journal of history culture and art research*. vol. 6, №4, pp. 1063-1070, 2017.

Venera R. Amineva “Symbolization as a way of art completion in the story by A. Eniki «Unvoiced testament»”, *XLinguae European Scientific Language Journal*, vol. 10. , № 1, pp. 12-24, 2017.

L.I. Mingazova, F.G. Galimullin, A.F. Galimullina Folk Heroes in the Poetry of the People of the Volga and Ural Regions, *Journal of Language and Literature*, № 5 (4), pp. 252-255, 2014.

A. Safarova, F.G.Galimullin, A. F. Galimullina The Modern Tatar Literature in the context of the Cultures of Peoples of Russia, *Journal of Language and Literature*, vol. 7, №3, pp. 240-243, 2016.

I. A. Giljazov, Die Islampolitik von Staat und Kirche im Wolga-Ural-Gebiet und der Batirsah-Aufstand von 1775, in: *Muslim Culture in Russia and Central Asia from the 18th to the 20th Century / Hrsg. Michael Kemper, Anke von Kügelgen, Dmitry Yermakov (=Islamkundliche Untersuchungen, Bd. 200)*, Berlin: Schwarz Verlag, S. 69-89, 1996.

I. A. Giljazov, Die Wolga-Tataren und Deutschland im ersten Drittel des 20. Jahrhunderts, in: *Muslim Culture in Russia and Central Asia from the 18th to the Early 20th Centuries*, vol. 2: Inter-Regional and Inter-Ethnic Relations /Hrsg. Anke von Kügelgen, Michael Kemper, Allen J.Frank (=Islamkundliche Untersuchungen, Bd. 216), Berlin: Schwarz Verlag, S. 335-353, 1998.

I. A. Giljazov, Die Muslime Rußlands in Deutschland während der Weltkriege als Subjekte und Objekte der Großmachtspolitik, in: *Fremdeinsätze: Afrikaner und Asiaten in europäischen Kriegen; 1914-1945 / Zentrum Moderner Orient, Geistwissenschaftliche Zentren Berlin e. V. Hrsg. Gerhard Höpp und Brigitte Reinwald*, Berlin: Das Arabische Buch, s.143-148, 2000.

Adurov R. M. Tatar and Bashkir Emigrants in Japan. Япониядәге кардәшләребез. Naberezhnye Chelny: NSPI, 2008. 196 p.

Gainetdinov R. B. “Turko-Tatar Political Emigration: the Beginning of the 20th century – the Years 30s: Historical Essay” (1997). Naberezhnye Chelny: Kamskiy Publishing House, 1997. 159 p.

Usmanova L. The Turk-Tatar Diaspora in Northeast Asia: Transformation of Consciosness; A Historical and Sociological Account Between 1898 and the 1950s , Tokyo: Rakudasha, 367 p., 2007

Israel Nico, *Outlandish: Writing between Exile and Diaspora*, Stanford: Stanford University Press, 252 p., 2000.

Matveeva Y.V. The Image of White Russian Emigration in Soviet Literary Space // *Political Linguistics*. 2001. Issue 2(36). Ekaterinburg, P. 203-206.

Tukay G. *The Selected: Verses and Poems*. Kazan: Tatar Book House, 2006. 192 p.

Galyau M. *Муть. Мухаджирь / Darkness. Mukhadjirs*. Kazan: Tatar Book House, 1982. 460 p.

Minnegulov Kh. Y. *The Literary Works by Gayaz Iskhaki in Emigration*. Kazan: Tatar Book House, 2004. 384 p.

Чит ишләрдә татар әдәбияты / Х. Миңнегулов. Казан: Мәгариф, 2007. 399 б.

Mansurov I.S. *Милли юлда: Мөһажирлектә татар әдәби хәрәкәте 1917-1954 еллар. Стәрлетамак: БДУ-ның Стәрлетамак фил., 2013. 221 p.*

- Гыйләҗев А. Сайланма әсәрләр , 4 т. – т.1. – Казан: Тат.кит.нәшр., 1994. – 574 б.
- Гыйләҗев А.М. Йәгез, бер дога! – Казан: Татар.кит.нәшр., 1997. – 448 с.
- Юныс М. “Безнең өй өнкәләр астында иде...” // Юныс М. Әсәрләр. – Казан: Мәгариф, 2005. – Б.18-26.
- Гыйләҗев А. Яра. – Казан: Татар. кит. нәшр., 1991. – 415 б.
- Yuzeev I. Сайланма әсәрләр . 5 volumes. – V. 5 – 2002. – 414 p.
- Хәким З. Легионер // Яңа татар пьесасы. Альманах. Бишенче кисәк.– Казан: Идел-пресс, 2007.– 175-276 б.
- Mustafin R. A. In the Wake of Hero Poet – М.: Дет. лит., 1971.– 271 p.
- Mustafin R. A. In the Wake of an Unfinished Song. – М.: Izvestiya, 1974. – 510 p.
- Aidi T. Without a Country // Modern Tatar Prose. – Kazan: Tatar Book House, 2007. – P.5-16.
- Gaffarova S. Килмешәк. Manuscript. 48 p. (Personal Files of M.M. Khabutdinova)
- Байрамова Ф. һижрәт. – Казан: “Аяз” нәшр., 2017. – 480 б.
- In that place, inside: Practices of Internal Colonization in the Cultural History of Russia: The Collected Articles / Edited by A. Etkind, D. Uffelmann, I. Kukulin. М.: New Literary Review, 2012. 960 p.

The Lexicon Of Tatar Language: Names Of Food For The Future And Utensils For Storage

Gulgena N. Khusnullina, Raushaniya S. Nurmukhametova, Radif R. Zamaletdinov, Madina R. Sattarova
Kazan Federal University

Abstract

In recent time, in linguistics became visible a transit to anthropological paradigm of language learning, where language is considered not as a static system but as a mean of communication, reflection of the world, integral component and carrier of ethnic group culture.

Culture, with taking into account if variety of human activity, is classified into material and spiritual. Objects created by human and materially existing in space in certain time periods are related to material culture. Material culture is the most important component of human society culture in general. It emerged at earliest stages of anthropogenesis, when the need to satisfaction of vitally important needs in food, habitat, instruments of labor emerged; it was developing sequentially and gradually. In sources of a culture themselves, major elements were also presented by various utensils and dishes. In household items, elements of various folk traditions and customs the national uniqueness, national dignity, ethnic identity is reflected.

This article is dedicated to consideration of names of food for future and utensils for storage in Tatar language. As a source, ethnographic, dialectological data and materials of Tatar dictionaries are involved. In authors' opinion, stocking of various products for future was not too widespread in traditional Tatar cuisine. In current epoch, when cuisines of various nations become more and more international, these dishes promote preservation of Tatars' national individuality, to some degree.

Keywords: Tatar language, traditional culture of Tatars, names of food, utensils, food for future, stocking.

Introduction

Each nation has its historically formed traditional cuisine. It had direct connection with pattern of life, forms of national economy, customs, traditions, religious confession; it also depends on geographic and climatic conditions of people living. One of the main conditions of a trouble-free human life in extreme conditions is quality feeding compensating negative impact of climate on organism.

Food is a main condition of life activity of all living creatures. As I.P. Pavlov noted, food embodies life process in all its amount and represents that most ancient connection that joins all living things, including human, with surrounding nature [1].

Feeding is important for every human being - young, old, ill and practically healthy. The way a human feels himself, how he works depend on food; even ability to creative work, e.g. his spiritual world depends on it. People noticed this connection as long ago as in ancient times. This is namely why they give so much time to feeding and food obtaining and made all efforts to make it adequate and various.

Today we all are witnessing how food and feeding habits of people are changing. Due to development of mass catering, people are not eating only traditional and home-made dishes now; emergence of various technologies allowing to prolong term of production use (conservation in industrial amounts, different conserving agents, freezing etc.) led to development of consumption of not too healthy and useful food.

This problem stimulated us to look into history and modern condition of traditional dishes of Tatar cuisine and food prepared for future in particular. Food for future and its names had never been a subject to separate scientific study in works of Tatar ethnographers and scholars of language, however, they are

mentioned often enough. Actuality of the theme is substantiated by thorough attention to ethnic peculiarities and strive to preserve and restore traditional dishes in recent years. Study was conducted on linguistic materials and sources; ethnographic, dialectological data were also used [2-5].

Goal of this article is the description of some peculiarities of Tatars feeding by lexical data, Names of food for future and storage utensils served as material for analysis.

To major factors determining the nature of traditional cuisine belong nation's way of life, main types of economy, religion, natural resources, climate, geography of the country, neighbor nations etc. [6]. People were especially dependent on natural, climate conditions. That is why products available in places of people's habitat and in a certain period of natural cycle are dominating in ration of people's feeding.

Tatars mostly live in conditions with adequate number of both cold and hot days. In recent past this determined peculiarities of food behavior of nation: in summer and spring they consumed plant food and in cold seasons - products of animal origin.

But human organism is arranged in such manner that in winter it also wants some vegetables and fruit, and meat dishes in summer. So, people learned how to stock such products in order to have tasteful meals in wrong season.

Methods

This work uses the following methods of linguistic analysis: generalization and systematization, analytical method, descriptive and other.

Opinions of various researchers and language materials were studied by method of generalization and systematization. Analytical methods were used at analysis of scientific and scientific-methodical literature on study theme. Descriptive methods is a system of research practices applied for characterization of language phenomena at given stage of its development.

In course of selection and study of lexemes, elements of semantic and component analysis were used. Comparative methods established general and specific features of selected unit translation.

Results And Discussion

Stocking food for future is characteristic for people. They learned this skill in ancient times, so various methods - salting, pickling, curing, smoking, freezing etc - are maintained still. In order to store products, Tatars used some of them, they have been conveyed from generation to generation and were preserved till our days.

It is necessary to note that preparation of food for future was not so popular among Tatars as in other nations. In spite of this, some units that may be pretty much related to vocabulary of "food stocks" were detected in lexicographic sources of Tatar language.

Plant food was always in Tatars' ration; it is presented mostly by cereal dishes, dishes with potatoes, pumpkins, onions. Other vegetables were used less frequently. The simplest method of these products stocking was and is *storage*. Cold cellar was a place for vegetables storage for a long time; here there were kept almost till the next harvest. At the end of winter, snow was placed in special cold cellar - *кар базы* (literally: snow cold cellar) emerged, a "refrigerator" of a sort; it was convenient for storage of milk products in summer, as well as various salted foods.

Corns were dried and kept in special boxes (*өсәк, crib*) or in bags in separate facility (*келәт* –pantry). Well-prepared corns were suitable for food for a rather long time, even years. By means of manual peeling mill (*ярма яргыч*) various cereals were made from them; these were used at cooking of porridge (*ботка*), as fillers for various bakery (for instance, *кыстыбый* –version of pie with open non-crimped edges, filled by a thin layer of porridge or mashed potato), as soup flavor (for example, *тары өйрәсе* – soup with millet porridge). For storage of ready cereals and flour, wooden casks of various size were

made (*қисмәк/тәпән/чапчак* –capacious wooden vessel of cylindric form made of boards fixed by bounds), buckets (*чиләк*) [7].

Later vegetables were also conserved. Melons, water melons were salted, cabbage was pickled. Nevertheless, all this was an adoption from neighbor nations (Finno-Ugrian, Russian) who lived near, and stocking of vegetables for future was conducted in small amounts, not in every house, and was more characteristic for the end of XIX - the beginning of XX century already. For these purposes various glass vessels (*шейә, банка*) and wooden casks and barrels (*қисмәк, чапчак*) were used [7].

Other products spoil quickly, for their preparation for future more radical measures are needed. Take, for example, berries, various plants etc, Tatars especially valued and collected in large amounts the following forest and field berries: *кура жыләге* (raspberry), *жир жыләге* (strawberry), *каен жыләге* (wild strawberry), *бөрлегән* (cranberry), *балан* (raisins), *гөлжимеш* (hedge rose) etc. When sugar was unavailable, they were **dried** (*қипқән жыләк*). Moreover, “a kind of pastille was made of berries. It was an old-time method of berries (and, therefore, vitamins) storage. Pastille was prepared in large amounts” [8]. All sour and sweet kinds of berries were used for pastille preparation: *миләш кагы* –rowanberry pastille, *балан кагы* –raisin pastille, *алма кагы* –apple pastille, *карлыган кагы* –currant pastille etc. The word **как** by its roots ascends to the word *как* (dry, dried), that possibly had a correllant verb, because in some Turcik languages verbs with this root are preserved [9]. *Как* was used in winter as medicine, for pie filling and as simple addition to tea (*каклы чәй* –tea with pastille). By the way, imported types of pastille were also popular among Tatars, for example, *әлү кагы* –cherry plum pastille [10]. In the past, famous *чақчак* was called *как-төш*, e.g., dough balls with pastille; this was a special threat during the wedding, at its serving pastille was put over it - therefore the etymology of this name is explained.

Wild plants were also dried: *мәтрүшкә* (majoram), *сары мәтрүшкә* (goatweed), *бөтнәк* (mint), *чабыр* (thyme); they were used for medicine drinks, infusions, compotes or tea. Famous Tatar tea is nothing else than *мәтрүшкәле чәй* (majoram tea). In the past, due to absence of real tea, various surrogates made of raisins, currant and cherry leaves were used for brew. As real tea was hardly available for common folk, in the times past, tea was brewed not only from dried plants and leaves but also of dried fruits of hedge rose (*гөлжимеш чәе*), dried carrot (*қишер чәе*), beet-root (*чөггендер чәе*) etc. “Home-made tea was nearly similar to the black one and by degree of usefulness and taste it obviously exceeded the latter” [8].

Dried wild caraway seed (*қиптерелгән әнис*) was used for spicing national dishes (for example, *әнисле бәрәңге бөккәнә* –potato pie with caraway seed), later its use for vegetable salting started. Dried herbs, berries and vegetables were kept in clean, dry and cool place (*келәт* –pantry, *чардак* –attic) in small canvas bags (*қиндер капчык* –canvas bag), and later - in glass or tin jars with close fitting lids.

Previously, meat was consumed in daily feeding of Tatars to a lesser degree than other products. “In the second half of XIX - at the beginning of XX century, due to poverty of major peasant masses, products of live stock breeding constituted insignificant part of ration in their feeding. Meat products were mostly used for improvement of liquid dishes taste” [11].

Tatars used several methods of meat preparation for long-term storage at any time of year. Among them, the most popular were **salting** (*тозлаган / тозлы ит*) and **curing** (*какланган ит*) [8]. In cold season meet was stored in frozen condition. And for salting, “a carcass of bovine cattle, horse or sheep was carved into pieces weighting 1-2 kg, generously and thoroughly salted each piece and placed in casks (*чапчак*), later placed in cellar of pantry” [11]. In summer, salted meat was used for soup cooking, rarely - for bakery. For these purposes, a needed amount of salted neat was kept in water, water was changes several times within day; thus, excessive salt was disposed. Later, at cooking, salt was not added.

Tatars enjoyed meat of water birds (goose, duck) very much. Carcasses of these birds were salted whole and kept in attics. Thus, a well-known Tatar delicacy –*каклаган қаз* or *каклаган үрдәк* (cured goose / cured duck) was prepared. *Каклаган* is a derivative from word “как”, about which was spoken above.

Каклаган каз was usually served for holiday table, it was an expensive gift for any occasion. This tradition is preserved till our time

An echo of meat stocking by **drying** (*киттерүү*) is *казы / казылык* (freshly cured sausage made of horse meat). It was prepared in the following way. "Thoroughly scrubbed and washed horse fatend, with one of its ends tied preliminary, was tightly stuffed by thin slices of salted fat meat taken from abdomen; at filling a special attention was paid, so no air would stay in intestine. For this purpose, during filling, the intestine was punctured in several places by bodkin, in order to remove trapped air. After intestine filling, its other end was tied. Several tenth of sausages filled in this way, were hanged in attic for drying during winter and spring "[11]. In summer, meat prepared in this way was used for soup cooking and taken for the journey. Now this dish is also a national delicacy.

Frying was also used as a method to prepare meat for storage. For instance, a famous Tatar *кыздырма* (fried meat, mostly ham, horse meat, rarely sheep meat and goose meat) was prepared in the following way: boneless meat was cut into rather small pieces; after adding of salt, pepper and other spices it was kept in cold for some time. After that meat pieces were fried in a small amount of fat, placed in dish-ware (later in jars) that was then filled with melted suet and stored in cold (*кап базы*). Such meat was usually prepared for future; it was eaten in cold condition. This was a peculiar Tatar method of conservation.

Animal lard was rendered down, obtained oil *туң май* (rendered suet) [10] was used for frying potatoes, flour dishes (*чакчак, баурсак, кош теле*), and remains –*куырмач* or *сызык* (crisps) [10] were stored for a long time and were also suitable as food: they were used for various pies, fired with potatoes, added to summer soups etc.

Differently from many Turkic nations, stocking of milk dishes was not particularly practiced by Tatars, at least, these practices did not survive till our days. In dictionaries can be found *сары май* (melted butter), *корт* (soured milk or curd dried in pieces), *бал-май* (honey and butter) [10]. *Корт* is obtained by vaporization of *катык* (national Tatar sour-milk product) till complete drying of liquid; it is well-stored without refrigerator. It is eaten as separate dish, served with butter or honey for tea, used at baking of *губадия* (national round pie with filling by layers of rice, curd, raisins, boiled eggs), pies.

Бал-май was used as ritual dish in recent past: a wedding feast started from bringing out of honey and butter. Guests helped themselves and put money for conveying to young couple into dishes. Bride was offered to eat a bread heel smeared with butter and honey, so she would be yielding and good-tempered in her husband's home, and her life would be soft as butter and sweet as honey. Now, by Tatar rules, at bridegroom's home the bride is met with *бал-май* for sake of good-natured relations with good-mother and bridegroom's family. In customs of birth giving there is a ritual called *авызландыру* (treat): the newborn was given a mixture of chewed bread with honey and butter to suck or his mouth was simply smeared with these ingredients.

Melted butter (*сары май*) also stayed fresh for a long time, addition of honey to butter (*бал-май*) was also a method to prolong the term of its storage. "Salted butter (*тозлы май*) was prepared for autumn and winter "[8].

Tatars always had a fresh bakery, right from the oven, However, among flour dishes of Tatars there are dishes that were prepared for stocking. For example, Tatars used to bake *икмәк/ипи* (bread) for future, e.g. not every day but usually 2-3 times per week. *Баурсак* (national dish - edible flour dish in form of balls fried in oil) was even taken for journey, for hunting and in travels. Bread pieces were specially dried. Just in case, sometimes fried in oil and thus a crispy treats were obtained, called *кәтермәч* (bread crumbs). Technology of preparation of *күзикмәк* (thin flat-cakes of non-fermented dough baked on frying pan) promoted their storage for some time. Storage term of Tatar tea dishes, when dough is fried in oil, also exceeds one day (now manufacturers give warranty of 10 days to 3 months): *чәкчәк* (holiday flour dish in form of balls of hazelnut size or noodles, fried in oil and splashed with boiled honey), *кош теле*

(diamond-shaped thin pieces of dough fried in oil), *чәлпәк* (thin flat-cake of sweet dough), *гәлбәнак* (confectionery in shape of flower) [10] etc.

Summary

This, dependence of consumed food composition on season gave birth for various methods of non-season products storage. This was also promoted by multi-century experience of nation that had seen a lot of hunger, war, crises etc. within its history. That is why the issue of food was and always stays rather acute. In Russia in general and for Tatars in particular was characteristic to stock food; these stocks, to some degree, even defined material wealth of family.

Now situation changes, by comparison with the past, tradition of home-made food stocks underwent some changes but continues anyway. Types of food for future mentioned in this work and experience of their preparation is conveyed from generation to generation; recipes are treasures, because this namely is a treasure of the whole nation that differs it from other ethnic groups.

Conclusions

We outline perspectives for further studies in this direction of Tatar linguistics. Need for creation of integral system of lexical-thematic groups "food", "utensils" of Tatar language will further require studying of lexical units of this theme on material of Tatar dialects. Dialect vocabulary is a valuable material for scientific studies, because here is represented both linguistic and culturological information.

Acknowledgements

The work is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University.

References:

Digestion physiology // Nobel lectures - 100 years: Physiology and medicine. Vol. 1 (1901-1909). M., 2006. [Electronic resource]. URL: <http://www.medpsy.ru/library/library140.php> (access date: March 21, 2018).

Gabdrakhmanova F.H., Sattarova M.R., Nurmukhametova R.S. Traditions and customs as means of formation of eating behavior of Tatar people // Journal of Language and Literature, 2016, Volume 7, Issue: 2, pp. 169-172.

Islamova E.A., Safonova S.S., Bolgarova R.M. Written Records of the Kazan Region of the XVI century: Historical, lexicological and lexicographical aspects // Journal of Language and Literature, 2014, Volume 5, Issue: 4, pp. 321-324.

Nurmukhametova R.S., Zamaletdinov R.R., Sattarova M.R. The vocabulary of Tatar literary language (the first half of the XX century) // Life Science Journal, 2014, Volume 11, Issue: 10, pp. 670-673.

Galiullina G.R., Yusupova A.Sh. European linguistic borrowings in the Tatar sprachraum (by written sources of the XIX –XX centuries) // Life Science Journal, 2014, Volume 11, Issue: 10, pp. 697-700.

Nurmukhametova R. S. Impact of External Environment on Formation and Functioning of Food Vocabulary of Tatar Language // Philology and Culture. Philology and culture. 2014. No. (38). P. 164-169.

Ethnic and Cultural Dictionary of the Tatar Language: Vocabulary of Material Culture (Food and Kitchenware Names). Kazan: Kazan University Press, 2015. 280 p.

Tatar Cuisine [Electronic resource]. URL: <http://lib.a-grande.ru/food.php> (access date: March 26, 2018).

Әхмәтъянов Р.Г. Татар теленең этимологик сүзлеге: Ике томда. I том (А-Л). Казан: Мәгариф-Вақыт, 2015. 543 б; II том (М-Я). Казан: Мәгариф-Вақыт, 2015. 567 б.

Tatar-Russian dictionary: In 2 volumes, Vol. 1 (А-Л). Kazan: Alma-Lit, 2007. 726 б; Vol. II (М-Я). Kazan: Alma-Lit, 2007. 726 б.

Mukhamedova R. G. Tatars-Mishari. M.: Science, 1972. <https://old-cookery.livejournal.com/389446.html> (access date: March 20, 2018).

ALLEN

Perceptions' of Working Secondary School Teachers about Professional Knowledge and Its Practices

Nawab Gul 1, Rabia Tabassum 2, R.A. Farooq 3

1 PhD Scholar, Northern University Nowshera KPK

2 Head of Department of Education, Northern University Nowshera, KPK

3 Dean, FASS, Northern University Nowshera KPK

Abstract

The study was aimed to investigate the teachers' professional knowledge and its practice at secondary level. Teachers' professional knowledge strengthens their knowledge and skills about their professions. The objectives of the study were to investigate the teachers about their professional knowledge and to know about the hurdle faced by the working teachers in acquiring the professional knowledge. Population of the study was comprised all the 18683 (SST) male teachers at secondary level of boys Government Secondary Schools in the province of Khyber Pakhtunkhwa. Samples of 600 teachers were randomly selected as respondent of the study. Questionnaire was used as research instrument for collection of data from the sample teachers. A non parametric test i.e. Chi-square was used to analyze the collected data. It was found that majority of the respondents were in favor of home assignment. Therefore, it is recommended that, the heads of schools must have a proper check in this regard. The study indicates the fact that the teachers can improve the student's results by the regular addition of additional material and suggesting additional study to students. Therefore, the teachers must be rich in additional knowledge and guide their students to study subject related books. The study results showed that, the troika of the teaching learning process is teachers, students and parents. Therefore, it is recommended that the heads should facilitate their interactions regarding the progress of the students.

Keywords: Teachers, Professional Knowledge, Practices

Introduction

The word 'professionalism' has been derived from the word 'profession' means specific knowledge, special training and efforts in the field of an individual's choice in order to achieve his objectives with full subject command and content knowledge. In other words we can say that Professionalism is a distinguishing feature of an individual in any occupation. It enhances the skills, technique, methods and attitudes of individual about the particular profession. Professional development not only requires surface and content knowledge it also needed to gain practical skills. According to Buczynski and Hansen (2010) that successful teachers must bring into practice their professional experiences and knowledge. Professional development of teachers must be based on ground realities and practices. It also means some special attitude and skills in a field of knowledge and specialization. Fishman et al, (2003) said that professional developmental program will bring a positive change in the extrinsic behavior of the teachers and they will move towards a better and effective teaching model and practice. This is the application of knowledge of an individual. On the part of a teacher this is very much necessary as it sets a climate for proper teaching and learning. Goodson (1997) say that the basic function of such development is the improvement of teachers. He further states that such program must be research and practice based. Such program keeps the teachers aware of subject matter, teaching methodologies, instructional strategies, societal changes and above all the teaching practice and education.

As a professional, teacher must know the art of communication which is a vital aspect of teaching. Teacher is a professional who needs to know the art of communication. Everyone knows the significance

of communication and due to this it is considered a substantial element of both teaching and learning. Communication needs discussion which allows us to express ourselves and explore other. The main aim of classroom discussion in class is to increase the confidence level of learners to interact or express. He must possess the ability to facilitate learning. Teachers insure qualitative change and raise the standards of education that guarantee the welfare, progress and prosperity of a nation, stated in a research study conducted by the Government of Punjab (1998). To ensure the achievement of the above stated objectives, teachers are trained professionally and are made competent in teachers training institutions. Specifically, professional knowledge makes a teacher aware of his subject contents and the ways through which he transfers the teaching contents to his pupils. The process of education can be fruitful if all teachers possess professional knowledge and effectively practice it and fulfill their respective responsibilities in this regard. In Professional knowledge teachers know the subject matter and the method. The main aim of teachers is not only to teach but also to know how to teach and motivate students for learning. Wright (1987) says the basic function of teachers is motivating the students who need it and to train those learners which are already motivated to acquire knowledge. Rewards may motivate the students and to exhibit better behaviors. Sometimes, the teacher may have a guidance and counseling session with the students or may contact their parents. This is done for the sole purpose of guiding the students towards positive behaviors. Reward and punishment are the tools which are to be used by the teachers intelligently. Like all other activities education will be fruitful if teachers' concentrate on professional knowledge and its practice. Teachers have central position in the development of education. Therefore, professionally equipped teachers ensure best academic achievements for students. The teachers learn a number of teaching methods in teachers training institutions. According to Nadkarni (2003) a properly planned and organized method of instruction should be in the hand of a teacher while he or she teaches. Similarly, the cognitive ability of students is further boosted if the method of instruction is well planned and balanced.

Professional knowledge emphasizes the knowing of basic ideas, principles and structures of the subject or discipline being taught by teachers. Therefore teachers need training for getting professional knowledge. Generally, teachers training include three fields, subject knowledge, pedagogical study and teaching practice. Shulman (1986) said that, pedagogical content knowledge and curriculum studies are the two basic components of professional studies. Basic factors which effects teacher job performance are existing circumstances, context as well as beliefs, needs and experiences of a teachers. Defining knowledge that insures the mastery of teachers is almost impossible because of different needs and requirements that change with time and context as well as circumstances. According to Maijer, et al (1999) there are many parts of "professional knowledge". One is subject knowledge which is vital for effective teaching. According to Kennedy (1990) a teacher while teaching a subject must be able to question the subject, its connection with the social norms, its relations with social issues and its value in everyday life. A teacher should be equipped to know the art of transferring or conveying the knowledge he already possesses. Similarly he must know how to highlight if there is any misinterpretation by learner of the content Shulman (1987). Furthermore the effectiveness of a subject taught is immensely influenced by the teacher's opinion, his approach and conviction of the subject, Askew, et.al (1997). Secondly, knowledge of learners is the maximum information about learners that teacher possesses while teaching. The third most important principle of teacher's professional knowledge is teaching methodology. It is an essential qualification for a teacher to devise a clear and detailed description of the teaching methodology. Fourthly; the school curriculum is a tool that determines the choices of teaching methods of a teacher. Shulman (1986) states, that, teachers must possess maximum knowledge about the curriculum, textbooks, rules and laws of education system and role of state in the education. The fifth effective factor for affective teaching is general pedagogical knowledge. It deals the organization of classrooms, motivation

of students and relating learning (pedagogical theories). In another place Shulman (1986) states that “principles and strategic classroom management and organization that exceeds the knowledge of specific subjects”. Ernest (1989) states that the pedagogical knowledge plays a central role in teaching method and approach. Similarly this knowledge is also essential in lesson planning.

Next there is the knowledge of context. A teacher is expected to examine the surrounding circumstances in which he teaches plans and takes actions or practices it. The contextual knowledge contains knowledge about students, their family background the whole indigenous community, system of education, organization and management of education, history and philosophy of education. A class consists of a number of students who belong to different social and economical backgrounds. Therefore, a teacher must know the attitude, behavior, choices, ambitions, or shortly the character of his/her learners. It will not only help him in handling the class but it will be a lot better for learners as they are treated according to the traits they have in their personalities says, Brookfield (2006). Then we have knowledge of self which is also important. It is attached to the professional development of teachers by reflection of learning through experiences of teaching in relation to this working environment Kagan (1992).

Generally education is the name of process in which an individual or community learns habits, attitudes, behavior, knowledge, and skills through teaching learning process, and training as well. The process of change through education usually occurs individually as well collectively. A teacher conveys and transfers knowledge to learners. Ahmad, (2001) is of the opinion that the advanced nations of the world have taken initiative and has thus shown outstanding achievements during the last couple of decades. This great achievement is, undoubtedly, due to their effective education system. It is proved that education decides the prosperity of a country. If a country wants to survive, she needs to have standard education system (Saeed, 2001). Iqbal (1996) says that teaching is the management and judgment of situations in which there are shortcomings on the part of the learner who tries to overcome the shortcomings which we call learning. Teaching is a procedure in which there is a friendly interaction between a teacher and the learner. Farooq (2001) says, learning takes place in different social settings. It can be home, school, college, university, and academy. In these settings, interactions take place. They may be between teachers and learners, learners and learners or learners and learning material. These interactions voice a numbers of problems which need to be addressed through relevant research. In the process, the teacher is the learned person who conveys knowledge to a person who does not possess the knowledge. To bring improvements in education, the status of the teaching profession needs to be reformed. This should be done in order to attract respectable and highly qualified individuals. Moreover, advance levels of professional trainings are highly inevitable if we want to bring positive changes in education.

Efficient teachers are always keen observers of their students and they know the potency and flaws of their students well. They know not only about their curricular but also about their co-curricular excellence and attachment. The teachers, who have contacts with the family members of the students, can control the students very easily and effectively. The effective teachers have full control on their subjects and they know their subjects very well. . Emmer (1987) says that actual teacher not only knows his subject but also knows about the actual classroom situation. He knows how to deal with the classroom situation and creates a positive environment for learning. According to Ellie et al., (2012), teaching approach of a teacher that is friendly and just positively affects the behavior and personality of learners. It boosts the confidence level of students to face any academic challenge. So, all the teachers must add a lot to the treasure of their knowledge.

There are certain requirements which have great impact on the development and professional growth of teachers. These requirements are practice, standards and methods of assessment. No one can claim to be a good teacher, because numerous changes are taking place both in teaching and learning that it is almost

impossible to keep one-self fully perfect and updated with the current trends and needs. Acquiring professional knowledge helps in the improvement of the teaching methodologies of all those subjects which are taught by teachers. This also helps in the understanding of students' psychology. The teachers get knowledge about the contents they teach to students. The teachers training program normally covers the contents, teaching methods and teaching practices. But in the area of pedagogy a lot is to be done yet.

Objectives of the Study

The following were the major objectives of the study.

- 1 To investigate the teachers' professional knowledge and its practice at secondary level.
- 2 To find out what are the difficulties in the implementation of teachers' professional knowledge and its practice at secondary level.

Methods and Procedure

This was a descriptive study and the aim of the study is to investigate the views of working teachers about the professional knowledge and its practice and to be aware of the worth of working teachers' Professional knowledge and its practice.

Population

The population of the study comprised all the 18683 (SST) male working teachers at Secondary level of Government Schools for boys in Khyber Pakhtunkhwa.

Sampling

According to the nature of the study, random sampling technique was used. Five districts out of 25 districts were selected through random sampling technique. From each district 12 Government Secondary Schools for boys were selected. In this way a sample of 600 working male secondary school teachers of Government schools from five Districts of Khyber Pakhtunkhwa were selected. The selected districts were D.I.Khan, Hripur, Mardan Nowshera and Swabi. A sample of 120 working teachers was drawn in such a way that ten teachers from every school of sampled district were selected for collection of data.

Delimitation of the Study

This study was delimited only to boys Secondary Schools in the public sector of Khyber Pakhtunkhwa.

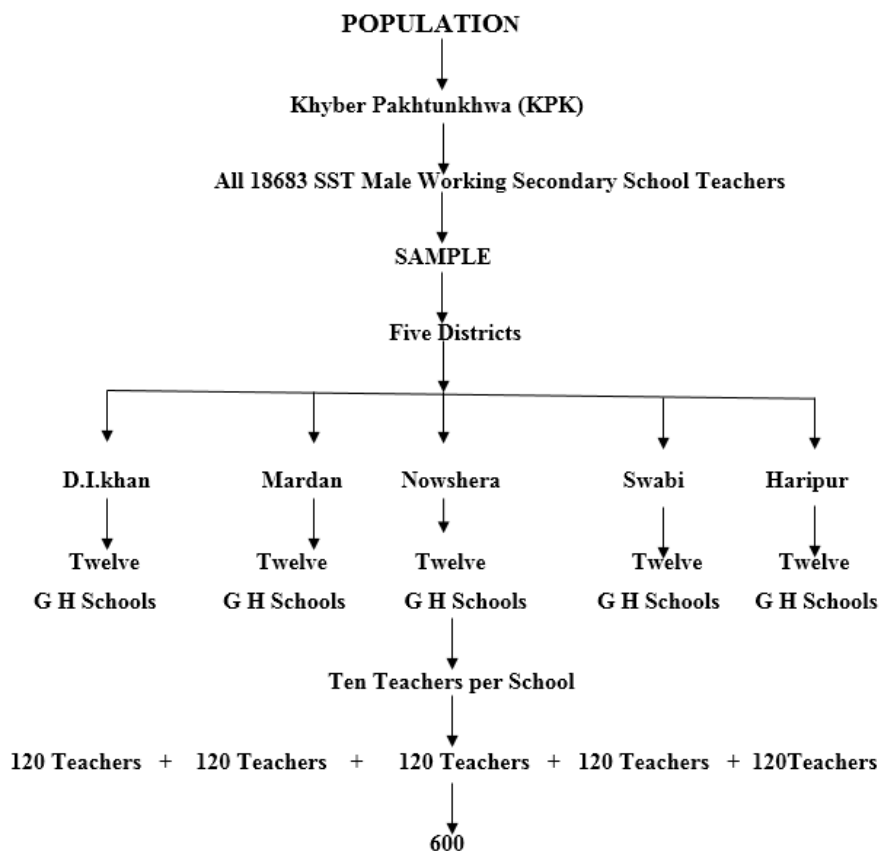


Figure No 1: Population and Sample of the Study

Research Design and Instrumentations

The study was descriptive and quantitative in nature; therefore, survey design was applied in order to look at responses of participants, a questionnaire was used .Questionnaire was composed of getting information about working teachers having 22 items.

Pilot Testing

Before administering of the questionnaire, it was pilot tested in order to find validity and reliability and to remove ambiguity of the items. Consequently, some items were found weak and were deleted. Some items were rephrased to make them more understandable. Then its final version for working teachers was prepared in the light of suggestions given by the experts. Apart from pilot testing, validity and reliability of the research instruments was checked. Validity of the instrument was checked by the opinions of the educational and subject specialists. To confirm the reliability, internal consistency of the questionnaire was confirmed and found reliable.

Data Collection

Data was collected through personal visits of the author. Before distributing the questionnaire, proper permission was taken from the concerned Government Secondary Schools in the selected districts. While

in some districts data were collected with the co-operation of other teachers. The entire data was collected from the five districts.

Data Analysis

The collected data were analyzed by chi-square. The statement was supported, when the calculated value was found greater than the table value ($\chi^2 = 5.99$) at 0.05 level of the significance and not supported, when the calculated value was found less than the table value. Then it was interpreted and conclusions were drawn.

Analysis And Results

Analysis of the Responses of the Respondents

Responses of the working teachers were analyzed through Chi-square test and results were interpreted and conclusions were drawn accordingly.

Table 1: Teachers' knowledge of curriculum is necessary for effective teaching.

Working Teachers Statement	Mostly	To some extent	not at all	χ^2
1. Teachers' knowledge of curriculum.	493	99	8	664.56
2. Pedagogical knowledge helps in students' motivation.	431	157	12	452.76
3. knowledge is helpful For achieving tea goals and skills	392	192	16	353.92
4 Teachers' know teaching methods.	321	266	13 44	269.82
5 Teachers' knowledge helps in the use of reward.	253	303	11	188.76
6Teachers apply their professional knowledge.	320	269	14	274
7 Teachers know the psychology of students.	296	290	21	259.56
8 Teachers aware of the changes taking place	341	238	16	266
9 Teacher command on their subjects teach well.	462	122	17	442.92
10Teachers' self knowledge is helpful.	374	209	30	319.22
11 Encourage the students' for discussion.	289	281	44	216.9
12Teachers give and examine home assignment.	179	377	68	280.52
13Teachers arrange co-curricular activities.	147	385	47	272.28
14 Add new information to basic contents.	242	311	67	117.04
15 Use additional material during teaching.	186	347	142	197.46
16 Teachers suggest additional study to students.	159	299	60	74.22
17 Teachers involve their students in discussion.	192	348	38	207.84
18 Teachers know individual differences of students.	238	324	125	215.32
19 Teachers share students' problems with them.	192	383	73	62.68
20 Teachers' assign and assess homework.	198	329	80	168.84
21 Use different teaching methods.	243	277	55	110.88
22 Keep in mind students' educational needs.	242	303		166.98

Table value at 0.05

df=2

Table value=5.99

Table 1 shows that for all the statements the calculated values were found to be greater than table value ($\chi^2 = 5.99$) at 0.05 level of significance, Hence all the statements were supported. They responded that teachers' knowledge of curriculum is necessary for effective teaching. They opted that teachers' Pedagogical knowledge helps in students' motivation. Respondents hold the view that the teachers'

Pedagogical skill and knowledge is necessary for achieving teaching goals. They responded that the teachers should apply their professional knowledge in teaching. Respondents hold the view that the teachers should know the students Psychology. The responded agreed that the teachers should be aware of the changes taking place in learning environment. Most of the respondents were agreed that teachers should use additional material during teaching and suggest additional study to students. The teachers agreed to the statement that, those teachers who have command on their subjects teach well. Respondents hold the view that the teachers' self knowledge is helpful in teaching. Teachers agreed to the statement that, they should involve their students in discussion and should be aware of students' individual differences. Respondents hold the view that the teachers should give and examine home assignment and arrange co-curricular activities. They responded that they should discuss and share class room problems with students. They responded that it should be helpful in providing timely feedback for the teachers to contact parents regarding the progress of students.

Findings and Conclusions

Findings of the working teachers revealed that the teachers apply their professional knowledge in teaching therefore; the teachers must be professionally qualified to apply professional knowledge. The present study shows that teachers' knowledge of curriculum is necessary for effective teaching therefore, the teachers must be professionally qualified to apply curriculum and school textbooks during teaching. Teachers' Pedagogical knowledge helps in students' motivation therefore the teachers must be professionally qualified to apply professional knowledge. The present study shows that teachers' Pedagogical skills and knowledge is necessary for achieving teaching goals therefore the teachers must be professionally qualified to solve students' problems and achieving teaching goals. The study identified that the teachers know different teaching methods and the use of reward due to pedagogical knowledge therefore the teachers must be professionally qualified to know about different teaching methods and the use of rewards. The study identified that the teachers should know the psychology of students and aware of the changes taking place in learning environment therefore; the teachers must be professionally qualified to aware from the psychology of students. The study identified that respondents were of the view that teachers' possessing self knowledge and command on their subjects can apply the professional knowledge easily. The present study shows that by the application of professional knowledge, teachers encourage the students' for discussion and to adopt new and innovative teaching methods. The present study revealed that teachers give and examine home assignment, arrange co-curricular activities, add new information to basic contents, use additional material during teaching and suggest additional study to students. It showed the application of curriculum and professional knowledge and its practice during teaching. The present study shows that teachers know individual differences of students and share students' problems with them. It leads to the fruitful atmosphere of discussion for solving students' personal problems. The present study revealed that teachers keep in mind students' educational needs during teaching showing the application of professional knowledge and its practice.

Discussion

The results showed that the knowledge of curriculum is necessary for effective teaching. The results of the collected data are supporting the views of Shulman (1986).The results showed that pedagogical knowledge helps in motivating students. Due to pedagogical knowledge teachers know learning theories, teaching laws, and students' individual differences which help in students' motivation. The results are significant and supporting the views of Wright (1987).The study revealed that for achieving teaching goals pedagogical skills and knowledge is helpful. The researcher's views are supported by Shulman

(1986). The results indicated that a teachers know different teaching methods due to pedagogical knowledge. According to Meijer, et al., (1999) pedagogical knowledge enables the teacher to learn and use different teaching methods. The results indicated that pedagogical knowledge helps the teachers in the use of reward and knows the students psychology. The result of the study is in consistency with the Brookfield (2006) views. The results indicated that the teachers apply their professional knowledge in teaching and are aware of the changes taking place in learning environment. The same idea is supported by Kagan (1992). The study identified that those teachers who have command on their subjects teach well and affects the learning process. Subject command is the factor contributing to the effectiveness of teachers. The results are supported by Kennedy (1990). The results of the study raveled that teachers self knowledge is helpful in teaching. According to Kagan (1992) for the teachers self knowledge is necessary to teach the students effectively in class room. The results of the study showed that teachers should encourage the students for discussion and adopt new and innovative teaching methods during teaching. The results support the views of the Wright (1987) .The results of the study showed that teachers should use new technology, give and examine home assignment .The results from the data are in support of the views of Kagan (1992). The study identified that teachers should arrange co-curricular activities for the students in the school. According to Wrioth (1987) teacher should arrange co- curricular activities for their students in order to motivate them for learning. The results of the study showed that teachers add new information to the basic contents of the lesson, use additional material during teaching and suggest additional study to the students in class room. The results of the researcher are also supporting Shulman (1987). The study revealed that teachers involve their students in discussion and know about students individual differences. The views of Maijer et al,(1999) are supporting the results of the researcher. The study revealed that teachers assign and assess homework of the students. The results from the data are supporting the views of Kagan (1992). The results of the study showed that the teachers use different teaching methods in class during teaching learning process. The results from the data are in support of the views of Shulman (1986). The study revealed that teachers keep in mind students' educational needs during teaching. The teacher looks at the students needs in classroom contexts and adopts relevant teaching method. The results are showing support to the views of Maijer et al, (1999).

Recommendations

- 1 The study exposes that majority of the respondents were in favor of home assignment. Therefore, it is recommended that, the heads of schools must have a proper check in this regard.
- 2 The study unmasks the fact that the teachers can improve the student's results by the regular addition of additional material and suggesting additional study to students. Therefore, the teachers must be rich in additional knowledge and guide their students to study subject related books
- 3 The study results showed that, the troika of the teaching learning process is teachers, students and parents. Therefore, it is recommended that the heads should facilitate their interactions regarding the progress of the students.

References:

- Ahmad, M. (2001). *To investigate the Causes of Dropout at Higher Level*. (Unpublished M. Phil. Education thesis), AIOU, Islamabad, Pakistan. P. 174, 185.
- Askew, M., et al . (1997). *Effective teachers of numeric, Final report of study carried out for the Teacher Training Agency,1995-96* by school of Education, King's College, Landon.
- Brookfield, S. D. (2006). *The skillful teacher: On technique, trust, and responsiveness in the classroom* (2nd ed.). San Francisco: Jossey-Bass

- Buczynski, S., & Hansen, C. B. (2010). *Impact of professional development on teacher practice Uncovering connection. Teacher and Teacher Education.*
- Emmer, K. T. (1987). *Classroom management.* In Dunkin, M. J. (Ed) *International Encyclopaedia of Teaching and Teacher Education*, Oxford, Pergamon Press. pp. 427-230.
- Ellie, L., Young, et al. (2012). *Positive Behavior Support in Secondary School.* A Division of Guilford Publications. Inc 72 Spring Street, New York NY 10012.
- Ernest, P. (1989). *The knowledge, beliefs and attitudes of the Mathematics teacher: a model.* *Journal of Education for Teaching*, 15, 1, pp. 13-33.
- Farooq, R. A. (2001). *Understanding Research in Education.* Rawalpindi: University Institute of Education and Research, University of Arid Agriculture.
- Fishman, B. J., Marx, R. W., Best, S., & Tal, R. T. (2003). *Linking teacher and student learning to improve professional development in systemic reform.* *Teaching and Teacher*
- Goodspeed, I. (1997). *'Trendy theory' and teacher professionalism.* In A. Hargreaves R. Evans (Eds.), *Beyond educational reform: Bringing teachers back in* (pp. 29-43). Buckingham: Open University Press.
- Govt. of Punjab. (1998). *The Critical Study of Practice Teaching by Trainee Teacher in Pre-Service.* Directorate of Staff Development. Lahore Pakistan. P. 157.
- Iqbal, Z. (1996). *Teacher's Training.* Institute of Policy Studies and International Institute of Islamic Thought. Islamabad, Pakistan. P. 19.
- Kagan, D. M. (1992). *Propositional growth among pre-service and beginning teachers,* Review of educational research.
- Kennedy. (1990). *A survey of recent literature on teachers, subject matter knowledge 104* (research report), E. Langsford, M. I: Michigan State University, National Center for Research on Teacher Education.
- Maijer, P. C., et al. (1999). *Exploring language teachers practical knowledge about teaching reading Comprehension.* *Teaching and Teacher Education.*
- Nadkarni, S. (2003). *Instructional methods and mental models of students: An empirical investigation.* *Academy of Management Learning & Education*, 2(4), 335-351.
- Saeed, M. (2001). *A Study of Principal as Instructional Supervisor.* Taleemi Zaviyay; Pakistan Education Foundation. Lahore, Pakistan. P. 73.
- Shulman, L. S. (1986). *Those who understand: knowledge growth in teaching* *Educational Research.*
- Shulman, L. S. (1987). *Knowledge and teaching: foundations of the new reform* *Harvard Educational Review.* *Educational Research and Review.*
- Wright, T. (1987). *Roles of Teachers and Learners.* Oxford University Press. New York, U.S.A. P. 52.

Using L1 to Encourage More Complex and Fluent Production in L2 Tasks

Hywel Evans 1 and Vahid Rafieyan 2&3

1 Department of English and Literature, Tsuru University, Japan

2 International College of Liberal Arts, Yamanashi Gakuin University, Japan

3 Department of Comparative Study of Cultures, Tsuru University, Japan

Abstract

Theoretical issues related to mental development, cultural psychology, linguistics, and second language acquisition all point to the need to embrace the optimal use of student language in second language pedagogical tasks, rather than to merely dismiss such usage as a necessary evil. A principled response is urgently called for. It has been shown that proponents of “all English”, immersion-style approaches to language teaching tend to make an unfounded and damaging assumption, that student language necessarily and undesirably cuts into the time available for target language usage. Here, we go further and investigate whether first language (L1) support may actually improve second language (L2) production and in precisely which ways. We argue that a simple design of L1-supported tasks is in line with a holistic approach to language teaching, learning, and research in which the connection between language and sociocultural context is fully embraced. The study was conducted on two groups of undergraduate students in the Department of Comparative Study of Cultures at Tsuru University. The instrument, used to assess students’ ability to produce the target language in a complex, accurate, and fluent manner, contained a sequence of pictures with Japanese language support given to one group and limited English language support given to the other group. Both groups were then given 15 minutes to write a story based on the order of events. The writings were analyzed based on complexity, accuracy, and fluency measures in accordance with the Profile of Larsen-Freeman (2006). The performance of both groups was then compared using independent samples t-test. The findings of the study revealed that students who were supported with their first language (L1) when writing a story based on a series of pictures managed to write more fluently and used more complex structures than students who were supported with the second language (L2). The accuracy of written sentences, however, remained approximately the same for both groups of students. Findings point the way to future research to determine the extent to which student language may be employed to stretch the interlanguage via productive tasks.

Keywords: Accuracy, Complexity, Fluency, Sociocultural Theory, Task-based Language Learning, Universal Grammar, Writing Proficiency

Introduction

Historical hostility and resistance to the use of student language in English language teaching (ELT) is well documented (Cook, 2010; Hall & Cook, 2012; Howatt & Widdowson, 2004; Littlewood & Yu, 2011). While a reassessment of the optimal use of student language is certainly underway, our findings confirm in rather precise ways that progress remains slow and that task design may not be fully appropriate to cultural context. However, ELT seems likely to remain resistant to suggestions that hardline monolingualism may be futile (Widdowson, 2003). In order to fully understand this state of affairs, the suggestion offered here is that task-based language and teaching (TBLT), particularly to the extent that it is carried out in the localities, has likely suffered, not only from the malign influence of various forms of self-interest (Canagarajah, 1999; Edge, 2006; Pennycook, 1998; Phillipson, 1992) but also from a cascade of theoretical as well as cultural disconnects that have resulted in a situation in which language teaching

professionals are often working in isolation without important practical support. A number of these disconnects will be briefly discussed here.

Most fundamentally, widely-held but unexamined and erroneous beliefs derived from theoretical linguistics, that language abilities and acquisition are essentially different from other forms of learning and can be studied and understood in isolation, even with exclusive focus on one language, has likely had a pervasive detrimental effect on teachers' awareness of the possibilities for straightforward, practical action in the localities. Since the late 1950s, the principles underlying the structure of language have usually been hypothesized in the abstract and in terms of a discrete, modularized language faculty. The evidence for such a specialized faculty rests largely on the conviction that knowledge of language is too complex to be learned through experience (Chomsky, 1986). This view, characterized by Chomsky as "Plato's Problem", has not gone without challenge (Clark & Lappin, 2011; Pullum & Scholtz, 2002). To address this briefly, even if we accept that we are born with certain kinds of knowledge or understanding, it does not necessarily support the idea of a specialized faculty dedicated to language. For example, in Plato's Meno dialog, innate, unlearned knowledge relating to geometry (Day, 1994; Klein, 1965) was under discussion, yet no one (including Plato) proposes the existence of a specialized faculty for geometry.

As will be argued below, however, the tenets of the Chomskyan revolution in linguistics remain highly resistant to refutation, even when they can no longer be defended. Understanding that there is no language faculty or universal grammar does not necessarily make the need for linguistic research more compelling. The undesirable consequence for ELT has been to deemphasize considerations of human sociocultural reality, the connection between language and general cognitive processes, and even obvious parallels with the physical world itself. Most damagingly for ELT, two vitally important things are being missed. First, L1 is undeniably foundational to the learning of other languages (Widdowson, 2003) and, second, the goal of second language learning is bilingualism.

Nothing, including second language learning, can be understood in isolation and it has now long been acknowledged (Ellis, 1994) that student language is an extremely important factor influencing the acquisition of the target language. Even so, the view that language teaching is best conducted solely via the target language remains dominant (Widdowson, 2003). It is argued here that a deep theoretical disconnect has contributed to the failure of practical support via task design. In particular, the unexamined belief in the existence of a discrete language faculty helps to justify "naturalistic" monolingual approaches that assume language acquisition will take place most effectively and efficiently if the target language is used exclusively. It will be shown that this faith is almost certainly misplaced. We need to rethink the optimal use of student language in language learning and this requires us to review an array of theoretical and practical issues. Here, it is not denied that some teachers do probably overuse student language in an unprincipled manner (Butzkamm & Caldwell, 2009). However, it is important to examine certain fundamental theoretical issues in mainstream linguistics, relate these to theories of language learning, and attempt to show how a series of disconnects in our understanding of the problem of language acquisition may have contributed to a failure to recognize student language as a vital resource in task design.

Universal Grammar and the Big Linguistic Disconnect

The major theoretical thrust in mainstream linguistic research has been to elucidate the nature of Universal Grammar (UG), the set of language-related rules that are purportedly innate to humans, existing separately and independently of individual experience occurring in the sociocultural domain. One should be clear, that no one argues that human beings are not uniquely well adapted for human language learning. The issue is whether this adaptation is specific to language ability or perhaps related

to a more general cognitive sophistication. Mainstream linguistics has traditionally suggested that UG is housed in a language-specialized module, referred to as the Language Faculty (LF). This has meant that our understanding of syntax, or grammar, is not tethered to our understanding of general cognition and the physical world or even to our understanding of other aspects of language. In the traditional view, for example, grammar is autonomous of meaning. The evidence for this rests largely on our ability to recognize putatively meaningless sentences as syntactically felicitous (Chomsky, 1957).

It will be argued here that language learning research is slow to accept the possibility that such assumptions of independence and separation are untenable, that it is time to reexamine fundamental beliefs about how languages are learned in sociocultural context, and that there are clear, related opportunities for local research initiatives that connect language learning to the real world, L2 to L1, and local teachers to foreign ones (Cook, 2010). Our results are clearly suggestive of alternative approaches to task design in specific cultural settings, with obvious ramifications for the issue of authenticity (Ellis, 2003; Long, 1985; Van Lier, 1996).

Considering LF and UG, to take the most basic and obvious examples, the question of how such discrete physical structure in the brain and associated innate knowledge actually emerged in human beings makes it extremely difficult to maintain a belief in the autonomy of these language-related phenomena. Indeed, Feldman (2008) argues that many basic assumptions surrounding cognition continue to hold ground in the absence of any convincing supporting evidence. According to Feldman, theoretical autonomy may simply be a comfortable preference that affords researchers the illusion of being in possession of all the means to carry out research without possible refutation. This is a theme that will run throughout this paper. Once it is accepted that language ability is possibly not fundamentally different from other forms of knowledge, the need to cling to “naturalistic” monolingual prescriptions is far less pressing. This then opens up the possibility that student language might be able to play an important part in optimally effective task design. We will first, then, offer a review of linguistic theory.

Merge and Recursion as Unique to Language Ability

General cognitive processes certainly play an important part in language learning (Skehan, 1998). Similarly, there can be no doubt that certain aspects of human language ability (Tomasello, 2003) are shared with animals, and overlap to some extent with general cognition. However, UG theorists assume (Berwick & Chomsky, 2015) that the core language-specific abilities emerged in a single genetic mutation and in a single individual (often referred to as Prometheus) somewhere in Africa sometime over 70,000 years ago. This core endowment that led to the unique ability of humans to use language is referred to as Merge (Berwick & Chomsky, 2015), a fundamental explanatory mechanism in the Minimalist Program (Chomsky, 1995). This simply means that two mental (syntactic, in this case) objects may be combined to form a new structure that may in turn be characterized as a set of mental objects. An important feature of Merge must be that it is recursive in the sense that it must at least be possible to apply the Merge operation to the output of Merge.

A very obvious problem with this is that it leaves poor Prometheus isolated in a thoroughly non-linguistic world with a highly abstract, modularized, specifically syntactic ability that suddenly appeared from nowhere for no reason in particular. Clearly, this would confer no evolutionary advantage in the real world. Therefore, it must be conceded that Merge actually did confer a more general cognitive advantage from which Prometheus was able to benefit and which she was able to pass on to her children. However, this necessarily entails that Merge and the associated Recursion may no longer be candidates as specifically language- or syntax-related abilities. Therefore, LF and UG, even assuming that they exist as innate endowments of some kind, and there seems no reason to doubt that the ability to carry out such

basic (albeit mysterious) operations is an innate endowment, cannot be considered as uniquely dedicated to language (Hauser, Chomsky, & Fitch, 2002).

Recursion, for example, has long been considered a candidate as the root language ability (Hauser, Chomsky, & Fitch, 2002; Pinker, 2015). This hypothesis crucially rests on evidence that all of the world's languages share the property of Recursion. Evidence that some languages actually might not have recursion (Everett, 2008; Everett, 2012) is a minor problem (Nevins, Pesetsky, & Rodrigues, 2009) for this hypothesis. However, what is a far bigger problem is the fact that Recursion is clearly not a specifically linguistic property. For example, the Fibonacci Sequence (Livio, 2003) is a classic example of Recursion. Recursion clearly plays a part in ordinary cognitive domains such as mathematics (Lakoff & Núñez, 2000), architecture, and art. At the same time, it takes a considerable effort of will to believe that the appearance of Recursion just about everywhere in nature is entirely illusory (Perez, 2010).

Similarly, it is not difficult to find possible parallels with Merge in the broader cognitive and natural worlds. Fauconnier and Turner (2002), for example, argue that the development of thought and language depends on the human ability to subconsciously blend various elements from a variety of situational sources. This view gains significant support from Hofstadter & Sander (2013). One could argue, therefore, that a broad swathe of cognitive (that does not invoke UG) linguistic investigation (Holyoak & Thagard, 1995; Lakoff, 1987; Lakoff & Johnson, 1980; Lakoff & Johnson, 1999; Turner, 1996; Turner, 2001; Turner, 2015) has centered on conceptual combinations (in other words, something at least somewhat like Merge) as a fundamental explanatory mechanism. Goldberg (2006) argues that knowledge of language is founded on the human ability to generalize as compatible grammatical constructions are combined. Similarly, more or less explicitly cognitive unification grammars such as Sign-based Construction Grammar (Boas & Sag, 2012) and Head-driven Phrase Structure Grammar (Pollard & Sag, 1994) rely on a blending of structural information internal to lexical entities, inherited (rather anti-intuitively) from "daughter" constituents on to "mother" phrases. Also, Koestler (1964) suggests that a kind of conceptual blending (bisociative thinking) lies at the root of the potential creative ability shared by all creatures.

There is also no reason to regard Merge as an operation exclusive even to the cognitive domain. In the mid-nineteenth century, Mill (1843) pointed out that chemical combination of two substances produces a third substance with properties often very different from those of either of the two substances separately. All in all, it would seem that the characterization of Merge as a specifically linguistic property rests on extremely shaky ground.

If we dare doubt the existence of LF and UG, then "naturalistic" monolingual approaches to language teaching must also be questioned. SLA has inherited the Chomskyan faith that language is fundamentally different from other learned skills and therefore less amenable to instruction and normal forms of practice. If language is actually fundamentally similar to other skills, then practice of specifically targeted vocabulary items and grammatical forms (Cook, 2010) mediated via L1 makes a lot more sense. It should be clear from the above argumentation that the view that language is a modularized faculty that operates differently from other forms of knowledge is actually enormously difficult to sustain. This directly supports our suggestion that there might well be a place for student language in optimal task design.

This is also directly relevant to our findings because the results indicate that the use of student language is likely to help generate greater complexity in student production, in ways that can be controlled by the teacher. One might argue that there is a risk that this kind of practice will become "artificial", but we should remember that young animals also break skills down into component parts and practice them (Cook, 2000). Random jumping practice carried out by young antelopes, for example, is artificial in the sense that it is, hopefully, removed from real-world dangers such as being eaten by a fierce carnivore. However, the practice is authentic in that the learned skills are the same ones that will be required in high-stress situations and the practice takes place in the animal's normal habitat. Also, it is not too

fanciful to suggest that the associated stress (blind panic in this example) of “naturalistic” practice might make successful development and execution of the skills more difficult. To draw a parallel with language students, “artificial” componential practice may help us to avoid throwing our students in at a monolingual deep end while producing target language at a higher level of complexity (Butzkamm, 2011).

In other words, non-naturalistic, L1-mediated tasks might be more enjoyable, involving less stress associated with non-comprehension of task goals, for example, while also actually being more authentic. Relating to the question of task design and authenticity, one might also ask what kind of real-world English language tasks Japanese university students are likely to face in the future. Any English-related real-world tasks faced by students working for Japanese companies are extremely likely to emerge from contexts in which the Japanese language is being used extensively.

Mainstream Linguistics and SLA

As can be seen, such fundamental theoretical issues do have direct significance for ELT and particularly TBLT. Research agendas in ELT have been strongly driven by Chomskyan linguistic theory (Ellis, 2003) and have clung to the narrow hypothesis, of a separate, independent, language-specific ability, long after Chomsky himself appears no longer fully committed to it (O’Grady, 2008). The overall result of too narrow a focus has been an undesirable disconnect between theory and practice in real sociocultural contexts. For example, Long (2007) famously rejects Sociocultural Theory, and is hostile to Sociocultural SLA (Lantolf, 2000), because of its “nebulous” core concepts. Ironically, however, Long stresses the importance of UG theory in the field of Second Language Acquisition (SLA), showing no awareness that he could be recommending the investigation of phantoms, even according to Chomsky’s (2005) account.

According to Long (2007), one model of good “scientific” research focuses on the discussion of why complete beginners do not show evidence of innate knowledge of syntactic structure (Eubank, 1996; Lardiere, 1998; Schwartz & Sprouse, 1996; Vainikka & Young-Scholten, 1996). Of course, the straightforward solution is that UG simply does not exist. Indeed, Long’s model research project actually provides no evidence in support of the existence of UG. However, at no point do the researchers involved show any indication that they might doubt its existence. Furthermore, having reviewed this literature, Long remains adamant that it is Sociocultural SLA that should be rejected. Sociocultural factors are rejected even when the discussion turns to questions such as why extremely advanced Chinese learners never bother to conform to prescribed native speaker forms, arguably an eminently sociocultural issue. Also, in discussing the absence of tense and agreement features in English language production by beginner Chinese speakers, the rather obvious issue of transfer from L1 is not considered by Long. This is odd given that transfer was already acknowledged as a very important factor in the development of the interlanguage (Widdowson, 2003), one that forces a reconsideration of the place of L1 in language learning.

One might consider Long’s (2007) single-mindedness as reflecting a doomed desire for theoretical autonomy (Kramsch, 1995). Hence, even the most straightforward solutions are reflexively rejected as “unscientific” if they connect with competing fields of study. There is further significant evidence that SLA has also been guilty in this regard, as will be indicated below. With regard to the principles of task design, it may well be that certain fundamentally important and very simple questions relating to local context are avoided. The most salient feature of local culture (and, arguably, the acquisition of L2), L1 has suffered most from this kind of mindset.

The Post-method Phase and the Disconnect between ELT and Culture-related Theory

In fact, at the time of Long's polemic against sociocultural SLA, Zuengler and Miller (2006) were already talking about two parallel worlds in SLA, mainstream and sociocultural. Even the most hardened UG proponent must now acknowledge the importance of context in communication (Austin, 1962; Grice, 1989; Levinson, 1983) in which social and intercultural factors cannot be ignored (Hymes, 1972; McConachy, 2017; Remillard & Williams, 2016; Wierzbicka, 2003). Indeed, of vital importance in relation to the question of task design, the communicative task-based enterprise has long been acknowledged as having reached a post-method phase (Harmer, 2003; Kumaravadivelu, 2006; Pennycook, 1989; Prabhu, 1990), in which it is unquestionably necessary to adapt methodology to cultural context (Bax, 2003). In other words, while teachers are offered no methodology from the centers, they are still expected to obediently adapt products to local circumstances. This situation gives rise to a tension such that vested interests in ELT (particularly those writing from the centers) come under pressure to wildly dismiss expert researchers from other theoretical fields (Dash, 2003; Guest, 2002; Sowden, 2007) while grudgingly and condescendingly allowing culture-related observations from professionals working in the language teaching field but only at an anecdotally informal level.

Therefore, the denial of cultural differences as a central theoretical concern helps to shore up faith in global solutions, even as methodology collapses. Presumably, these global solutions may generally be understood as corporate ones (textbooks, hardware, and software, for example) that will have to be adapted for local culture by the teacher. However, global prescriptions may be bizarrely at odds with local realities in the periphery. This is clearly the case in relation to motivational models (Chen, Warden, & Chang, 2005), for example, while accounts from other fields that have clear commonsense relevance in local contexts (Nicholls, 1989; Parsons & Goff, 1978; Sue & Okazaki, 1990) are simply ignored. The problem is that, once an understanding of culture is acknowledged as theoretically important, the universal value of ELT-related theory inevitably comes into question (Block, 2003; Dinsmore, 1985; Thomas, 1998) and the desperate need for principled local responses becomes obvious. Of particular relevance to this paper, it may well be that task design needs to realign itself with cultural context against monolingual prescriptions. This is precisely what our findings appear to indicate.

The Central Importance of L1 and the Need for a Principled Local Response

With regard to the need to develop local task design initiatives, the use of student language, the most salient element in specific cultural contexts, is indeed gaining increasing support (Butzkamm & Caldwell, 2009; Cook, 2010; Laviosa, 2014; Malmkjaer, 2004). Translanguaging (Garcia & Wei, 2014; Lewis, Jones, & Baker, 2012) approaches also contribute by helping to deliver forms of L1 input to successfully generate L2 output. However, ostensible official adherence to English-only policies remains problematic, even where L1 support is often indispensable, at least to successful classroom management and general administration (Macmillan & Turnbull, 2009). This confirms the continued dominance of the monolingual paradigm in spite of widespread support for a new bilingual one.

The growth of sociocultural ELT (Lantolf, 2000) is highly significant in this regard and highlights the need for a principled local response. As one might imagine, sociocultural ELT gains support from the growing field of (anti-UG) cognitive linguistics (Masuda, Arnett, & Labarca, 2015) and this increases the pressure to adapt methodology to local culture. The influence of culture in a theory of language emergence in communication (Bates & MacWhinney, 1988; Bybee, 1998) can no more easily be ignored than the influence of the psychology of culture (Nisbett, 2003; Zuengler & Miller, 2006) in a theory of symbolically mediated mental development (Vygotsky, 1980). In response to these forces, the desire for theoretical autonomy in ELT may explain the strange and desperate tendency to dismiss all cultural references as necessarily ethnocentric and derogatory (Holliday & Aboshiha, 2009) in spite of overwhelmingly

manifest evidence to the contrary (Stevenson & Stigler, 1994). Indeed, it may well be more sensible to identify ethnocentric attitudes (Kumaravadivelu, 2003; Liu, 1998) towards students with a failure to seriously grapple with the question of culture (Thorne, 2000) on a theoretical level. For example, teachers may often reflexively blame students for the failure of flawed teaching methods and unjustifiably essentialize them (Evans, 1990; Evans, 1991) by appealing to homespun, necessarily derogatory cultural categories that have no theoretical support whatever. With a view to improving teaching methods, our findings provide evidence that adaptation to cultural realities, in particular with regard to the use of L1, may well help in the practical matter of task design and, therefore, better classroom practice.

However, if we expect researchers to attempt to cling to theoretical autonomy, this is also expected to apply to sociocultural ELT. We expect young and growing fields of study to be particularly resistant to work done in related fields (Thorne, 2000) as they attempt to carve out their own identity and claim importance for their own research. Therefore, having no comparative advantage in this area, it is likely that sociocultural research, emanating from the centers, will also fail to emphasize the importance of L1 in language learning. Yet our findings indicate that this form of neglect is likely to have dire consequences for task design in the periphery. It is also likely to have negative consequences for research in sociocultural SLA in general. One should strongly emphasize, then, that if L1 is an important element in task design, those in the periphery are very obviously far better placed than researchers and task designers in the traditional centers. Therefore, further research in this area is urgently required.

Indeed, rather startlingly, the seminal reference works in sociocultural SLA (Lantolf, 2000; Lantolf & Poehner, 2014) make no reference at all to L1 as a pedagogical tool. This is extremely peculiar, particularly given the centrality in sociocultural theory of signs in the mediation of mental development in social activity (Vygotsky, 1980). Could it be, for example, that research into the importance of L1 has been neglected merely because it does not serve researchers in the centers? If this is the case, one might expect certain fundamental questions about the value of L1 use to have gone unanswered. We offer this paper as a first step in rectifying such a situation. In particular, we see this as a first step towards developing task-based methods that employ L1 with a view to more effectively stretching the students' interlanguage rather than having students perform at an unacceptably low level of complexity (Seedhouse, 1999). However, it should be stressed that further research carried out in the localities is of the most vital importance, as is a truly principled response that takes into account theoretical issues across a variety of fields.

The Experiment

One might propose that a fundamental concern for any theory of task-based learning is how L1 mediates the development of communicative competence in L2 and how it supports more fluent and complex production. We present further statistical evidence to directly refute the highly pervasive yet unsubstantiated view that use of student language in ELT necessarily reduces L2 output (Macaro, 2011; Sato, 2015). We strongly endorse Cheng (2013), that maximal exposure to the target language is important. However, we follow Berning & Evans (2017) in assuming that use of L1 need not necessarily cut into time using L2. Therefore, the research question to be addressed in the current study is:

To what extent does first language support influence writing proficiency?

Accordingly, the null hypothesis is:

First language support does not significantly influence writing proficiency.

Method

Participants

Participants of the study were 48 Japanese students of Comparative Study of Cultures at Tsuru University in Japan. They were all at the first year of their studies and, based on a language proficiency test, were at approximately the same level of language proficiency. Thirty-six of the students were females and the remaining 12 students were males. Their ages ranged from 18 to 20, with the average age of 18.8. The participants were students of a Communicative English course in two separate classes, with 24 students in each class. Both classes were assigned the same instructional materials and were taught based on the same method. Also, based on the analysis of independent-samples t-test over the results of the language proficiency test, there was no significant difference between proficiency levels of students in both classes ($p > 0.05$).

Instruments

The data collection instrument consisted of two versions of a writing task. The writing task consisted of a series of pictures selected from a Japanese comic book, which illustrated a story. It depicted four pictures about a boy who goes to buy bread for his mother but when he comes back he realizes that the salesman had followed him all the way to his home as he had forgotten to pay for the bread. Students had to interpret the pictures and write the story in English. The same series of pictures were used for the two versions of the task. However, in one of the versions of the task, some Japanese words and phrases were given to provide students with necessary vocabulary items and ideas to write the story whereas in the other version, students were provided with some English words and phrases as support.

Procedure

At the end of the academic year 2017-2018, following one year of instruction, students in both Communicative English classes were assigned the writing task. Students in one of the classes were given the writing task with Japanese support (Japanese support group) and students in the other class were given the writing task with English support (English support group). The task was assigned to them as part of the final exam, which was used to assess their language proficiency after a yearlong instruction. However, they were informed that it is used only for the research purpose to assess their writing performance following a year of English instruction and the results will not affect their final exam grade. Students were given 3 minutes to review the guidelines, illustrations, and supporting words and phrases and another 12 minutes to complete the task. Following the assigned time, the teacher collected the papers and sent them to the researchers for data analysis.

Data Analysis

To analyze the data, the three measures of accuracy, fluency, and complexity were used to assess the quality of writings. These measures were implemented based on the Profile of Larsen-Freeman (2006), which is a reliable rating scale. Larsen-Freeman (2006) conducted an in-depth analysis on English language learners' performance through an objective assessment. Through the study, Larsen-Freeman (2006) introduced a profile, which utilized T-units in assessing both oral and written language productions in terms of accuracy, fluency, and complexity. Larsen-Freeman (2006) defined writing accuracy, fluency, and complexity as follows:

- Accuracy: The proportion of error-free T-units to total T-units (in terms of lexical, morphological, and syntactic errors).
- Fluency: The average number of words per T-unit.
- Complexity: The total number of clauses divided by the total number of T-units.

Polio (1997) developed a guideline through which the systematic determination of T-units and errors is possible. The concept of T-unit has been defined as "one main clause with all subordinate clauses attached to it" (Hunt, 1965, p. 20). T-units are usually employed for analyzing written and spoken discourse because it has been proven that T-units are strongly correlated to language proficiency (Ellis & Barkhuizen, 2005; Wolfe-Quintero, Inagaki, & Kim, 1998). In this study, the researchers used this guideline to determine T-units, in the first place, then, used the Profile of Larsen-Freeman (2006) in order to determine the scores of accuracy, fluency, and complexity.

Following the analysis of writings based on the Profile of Larsen-Freeman (2006), independent-samples t-test, which is used when the mean score on some continuous variable for two different groups of participants is compared (Pallant, 2013), was used to compare the performance of both groups (Japanese support group and English support group) on each of the measures of accuracy, fluency, and complexity. Then, eta squared (η^2), which is the most commonly used effect size statistics (Pallant, 2013), was used to provide an indication of the magnitude of the differences between the performance of the two groups (Japanese support group and English support group).

The values obtained from the calculation of eta squared (η^2) can range from 0.00 to 1.00 and represents the proportion of variance in the dependent variable (writing performance) that is explained by the independent variable (type of support) (Pallant, 2013). The guidelines for interpreting the values of eta squared (η^2), as proposed by Cohen (1988), are presented in Table 1. Finally, the graphical presentation of the performance of Japanese support group and English support group on the writing task was provided. All of the analysis was performed using Statistical Package for Social Sciences (SPSS) software, version 22.

Table 1: Interpretation of Eta Squared (η^2) Values

Value	Effect Size
0.01	Small Effect
0.06	Moderate Effect
0.14	Large Effect

Findings

Table 2 presents the descriptive analysis of the data derived from the performance of students on the writing task. The descriptive analysis of the data presented in the table consists of the number of students in each group as well as the mean score and standard deviation for the three measures of accuracy, fluency, and complexity. The mean scores presented in the table show the superior performance of Japanese support group over English support group in all three measures of accuracy, fluency, and complexity on the writing task. However, the mean score by itself does not show whether the difference in scores obtained by the two groups is large enough to be considered significant or not. To determine whether the difference between the mean scores obtained by the students in the two groups is statistically significant or not, the results of the analysis of independent-samples t-test need to be considered.

Table 2: Group Statistics

	Group	Number	Mean	Standard Deviation
Accuracy	Japanese Support Group	24	0.51	0.23
	English Support Group	24	0.48	0.10
Fluency	Japanese Support Group	24	9.30	0.63
	English Support Group	24	8.31	1.03
Complexity	Japanese Support Group	24	1.40	0.13
	English Support Group	24	1.26	0.09

Table 3 presents the results of the analysis of independent-samples t-test. The first section of the table gives the results of Levene’s test for equality of variances. Levene’s test for equality of variances tests whether the variance (variation) of scores for the two groups (Japanese support group and English support group) is the same or not. The outcome of this test determines which of the t-values that Statistical Package for Social Sciences (SPSS) software provides is the correct one to use. If the significance value for Levene’s test is larger than 0.05 ($p > 0.05$), the first line in the table which refers to Equal Variances Assumed should be used. However, if the significance level of Levene’s test is less than or equal to 0.05 ($p \leq 0.05$), this means that the variances for the two groups (Japanese support group and English support group) are not the same and the data violate the assumption of equal variance; subsequently, the second line of the table which refers to Equal Variances Not Assumed should be used (Gravetter & Wallnau, 2013). The significance value for Levene’s test obtained in the current study for complexity is larger than the cut-off of 0.05 while it is less than the cut-off of 0.05 for accuracy and fluency. This means that the assumption of equal variances has not been violated for complexity measure whereas it has been violated for accuracy and fluency measures. Therefore, the t-value provided in the first line of the table referred to Equal Variances Assumed should be used for complexity measure and the t-value provided in the second line of the table referred to Equal Variances not Assumed should be used for accuracy and fluency measures.

Table 3: Analysis of Independent-Samples T-Test

		Levene's Test for Equality of Variances		t-test for Equality of Means			
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference
Accuracy	Equal variances assumed	47.34	0.00	0.63	46	0.52	0.03

	Equal variances not assumed			0.63	32.71	0.52	0.03
Fluency	Equal variances assumed	11.52	0.00	3.96	46	0.00	0.98
	Equal variances not assumed			3.96	38.25	0.00	0.98
Complexity	Equal variances assumed	1.19	0.28	4.00	46	0.00	0.13
	Equal variances not assumed			4.00	42.10	0.00	0.13

To find out whether there is a significant difference between the mean scores obtained by the two groups (Japanese support group and English support group) or not, the column labeled Sig. (2-tailed) under the section labeled t-test for Equality Means should be referred to. If the significance value is equal to or less than 0.05 ($p \leq 0.05$), there is a significant difference in the mean scores on the dependent variable (writing performance) for the two groups. However, if the significance value is above 0.05 ($p > 0.05$), there is no significant difference in the mean scores for the two groups (Gravetter & Wallnau, 2013). The significance value obtained in the current study for accuracy, fluency, and complexity is respectively 0.52, 0.00, and 0.00. As this value is above the required cut-off of 0.05 for accuracy, there is a statistically non-significant difference in the mean writing performance for Japanese support group and English support group in that particular measure of writing proficiency. However, as this value is below the required cut-off of 0.05 for fluency and complexity measures, there is a statistically significant difference in the mean writing performance for Japanese support group and English support group in terms of fluency and complexity of writings.

The significance value, however, does not show the size of the difference between the mean scores for the fluency and complexity measures obtained by the two groups of students (Japanese support group and English support group). To provide an indication of the magnitude of the difference between the mean scores obtained by the two groups, effect size statistics need to be calculated. There are a number of different effect size statistics, the most commonly used being eta squared (η^2) (Pallant, 2013). The formula for calculating eta squared (η^2), using the information in Table 3, is as follows:

$$\eta^2 = \frac{t^2}{t^2 + (N1 + N2 - 2)}$$

Replacing with the appropriate values from the table for fluency measure gives:

$$\eta^2 = \frac{3.96^2}{3.96^2 + (24 + 24 - 2)} = 0.25$$

Accordingly, replacing with the appropriate values from the table for complexity measure gives:

$$\eta^2 = \frac{4^2}{4^2 + (24 + 24 - 2)} = 0.25$$

The effect size of the difference in the fluency and complexity measures for Japanese support group and English support group obtained in the current study is 0.25 which according to the guidelines proposed by Cohen (1988) to interpret the values of eta squared (η^2) represents a large effect. Expressed as a percentage ($0.25 \times 100 = 25$), 25 percent of the variance in fluency and complexity measures of writing is explained by the type of support. The graphical presentation of writing performance for Japanese support group and English support group is depicted in Figure 1.

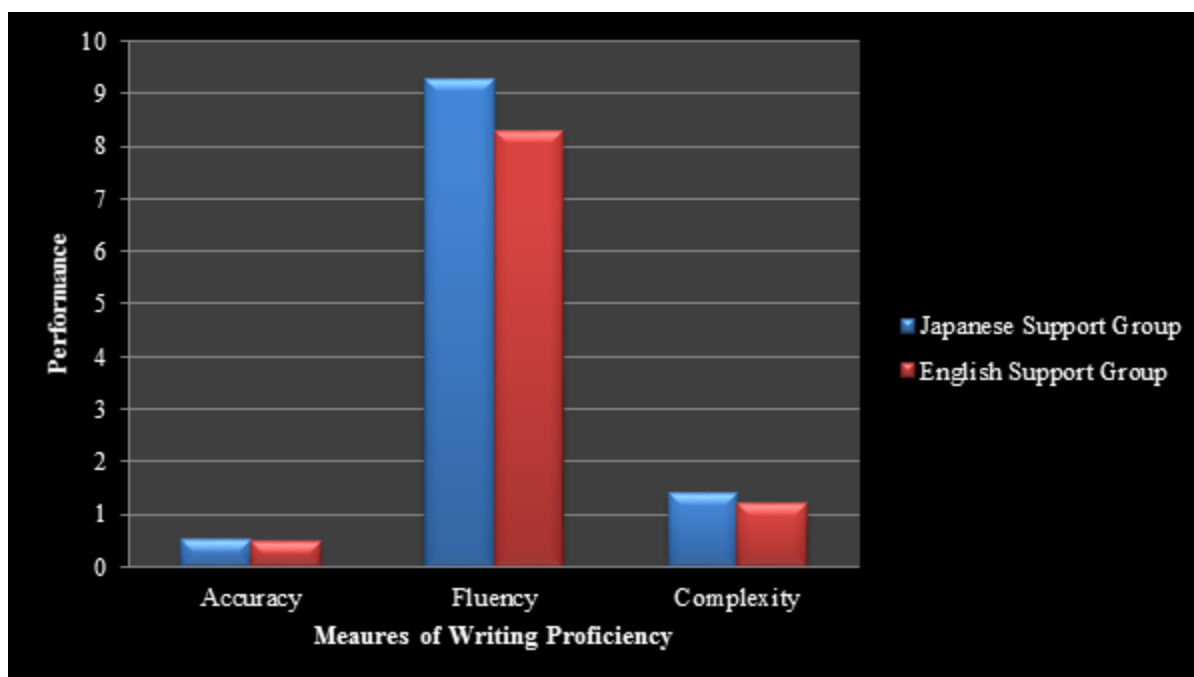


Figure 1: Performance of Japanese Support Group and English Support Group on the Writing Task

Discussion

The study investigated the effect of first language support on writing proficiency based on the three measures of accuracy, fluency, and complexity. The study found that first language support has a significant impact on the fluency and complexity of written sentences but does not influence the accuracy of sentences. In the study, students who benefited from first language support in the form of useful words and phrases in their mother tongue managed to write more fluently using more complex structures than students who benefited from target language support. However, the accuracy level of writings remained approximately the same for both groups. Therefore, the null hypothesis of the study, which states that first language support does not significantly influence writing proficiency, is rejected. We do not expect the use of L1 in language learning tasks to suddenly transform the ability of L2 learners. Hence, it is unsurprising that there is no significant improvement in accuracy. However, the fact that fluency and complexity is impacted is extremely promising with regard to task design because it suggests that students can be encouraged to produce more L2 in a more natural way at a greater level of grammatical complexity.

The importance of these findings is difficult to overstate. The results offer clear evidence that use of L1 is likely to be of great value in task design. In fact, the results clearly indicate that L1 use is of potentially enormous value in productive language teaching tasks conducted by native speakers, particularly in situations that have historically been problematic, specifically in relation to a failure to evoke sufficient, complex production in task participants (Seedhouse, 1999). For example, anecdotal evidence strongly suggests that Japanese English language learners are often reticent when it comes to expressing their own opinion. If L2 production can be significantly improved, it raises hope for a more enjoyable, satisfying, and effective experience for both students and teachers. This could ultimately have a revolutionary effect on ELT practice.

It should be noted that this is by no means an extraordinary claim. The experiment was of fairly simple design and yielded results that are intuitively not unexpected, particularly given the wealth of literature lauding the benefits of L1 use. One should recall that, from a historical perspective, rejection of the use of L1 in learning activities is a very recent phenomenon, based on research that assumes a distinction between language acquisition and learning. The rejection of the use of L1 has rested on blind faith in “naturalistic” methods and unsubstantiated theoretical assumptions that should certainly be subjected to far greater scrutiny.

The growth in the importance of sociocultural research in language learning would strongly suggest that a reconsideration of first language as a pedagogical tool is long overdue. The fact that the sociocultural SLA literature does not engage with the use of L1 is an absolutely astonishing anomaly, particularly given the recent proliferation of studies that suggest that L1 use has been sorely neglected.

One must conclude, therefore, that there is very strong reason to believe that principled use of L1 may well help language learners to produce L2 more fluently and with greater complexity. We might expect L1 use, indeed, to be beneficial in not only tasks for second language acquisition but even in content-based tasks for mixed classes of second language learners and native speaker students. There is, in fact, very strong anecdotal evidence that L1 handouts are very commonly and very effectively used (albeit with understandably little fanfare) in L2 learning tasks in putatively “all English” contexts. If one accepts this as the reality, one might hope that, as foreign and local teachers become united in task design, native and non-native speaker students may also be united dynamically in active learning tasks. We might ask, therefore, why L1 should not be treated as a vital element in task design.

There is good reason to believe that L1 use in tasks has been resisted with some determination and that research in this regard has been neglected. We have argued that blind faith in “naturalistic” approaches to language learning is dependent on an unexamined belief in innate language-specific abilities, evidence for which has remained extremely elusive. The only current candidates as innate rules of UG (i.e. Merge and Recursion) certainly play a huge part in language learning but must be rejected as uniquely linguistic, or even uniquely cognitive, in nature. Hence, the arbitrary distinction between learning and acquisition is unsustainable.

Researchers in linguistics have shown a preference for autonomy, justified by belief in a discrete language endowment. In parallel, researchers in SLA have downplayed the relevance of other disciplines in language learning while clinging to the notion that UG justifies a dogged adherence to naturalistic approaches. This state of affairs has helped to shore up the conviction that “all-English” approaches are to be preferred and this conviction has dovetailed with the self-interest of native speaker teachers. To emphasize, even sociocultural SLA, a theory that explicitly acknowledges the central importance of culture and tool use in mental development, preposterously fail to focus on L1 as an issue. Perhaps most lamentably, local teachers, too often guilty of the unprincipled overuse of L1, have failed to challenge this state of affairs and push for a better understanding of the optimal uses of L1 in SLA.

Of course, given this interplay of related factors, the last thing we expect is a sudden paradigm shift towards L1-mediated tasks. Clearly, this would be unrealistic. However, it should be acknowledged that the evidence in favor of working towards such a new paradigm is convincing and that the potential rewards, in terms of successful classroom practice are great. We are long overdue for a reappraisal of the value of L1 use, in task design in particular and in language learning in general.

Conclusion

The study found that although L1 support does not have a significant impact on the accurate production of L2 in writing, it does contribute significantly to fluent and complex production of L2. In the current study, students who were supported with their first language when writing a story based on a series of

pictures managed to write more fluently and used more complex structures than students who were supported with the target language. The accuracy of written sentences, however, remained approximately the same for both groups of students. This is as expected. We do not expect L1 support to suddenly transform students' basic ability but we might expect it to provide students with a degree of cognitive support and afford teachers a certain level of control in order to help "stretch" the interlanguage. Therefore, a conservative recommendation would be to reconsider the use of L1 in foreign language instruction, especially perhaps for students with low-level ability in the foreign language. The expectation that L1 support leads to greater complexity directly addresses Seedhouse's (1999) problem. According to Seedhouse, we expect interactants to produce language at the lowest level of explicitness required to complete a task. The use of L1 in task design promises a greater level of control over how explicit interactants' performance is required to be in order to complete tasks. Consider, for example, simple spot-the-difference tasks (Ellis, 2003) using first language sentences instead of pictures. While the findings offered here fit very closely with those engaged in a reappraisal of the effectiveness of L1 use in ELT, the fact is that monolingual ELT has proven highly resistant to change. Nothing, including second language learning, can be understood in isolation. In order to successfully implement first language support in task design, one might urge a more holistic approach to understanding the problem. In particular, it will be desirable to attempt to grasp the reality of cultural context, of which student language is the most salient feature. In the localities, and perhaps particularly in Japan, this should be taken as a wakeup call because a principled response and further research are both urgently required.

References:

- Austin, J. L. (1962). *How to Do Things with Words*. London: Oxford University Press.
- Bates, E., & MacWhinney, B. (1988). What Is Functionalism? *Papers and Reports on Child Language Development*, 27, 137-52.
- Bax, S. (2003). The End of CLT: A Context Approach to Language Teaching. *English Language Teaching Journal*, 57(3), 278-287.
- Berning, B. S., & Evans, H. (2017). Cultural Identity and Student Language Support in Oral Productive Tasks: Questioning the "Zero-sum Game" Mentality. *Tsuru Bunka Daigaku Kenkyuu Kiyō*, 86, 93-106.
- Berwick, R. C., & Chomsky, N. (2015). *Why Only Us: Language and Evolution*. Cambridge, Mass: MIT Press.
- Block, D. (2003). *The Social Turn in Second Language Acquisition*. Washington, D.C.: Georgetown University Press.
- Boas, H. C., & Sag, I. A. (2012). *Sign-based Construction Grammar*. Stanford, California: CSLI Publications.
- Butzkamm, W. (2011). Why Make Them Crawl If They Can Walk? Teaching with Mother Tongue Support. *RELC Journal*, 42(3), 379-391.
- Butzkamm, W., & Caldwell, J. A. W. (2009). *The Bilingual Reform: A Paradigm Shift in Foreign Language Teaching*. Germany: Narr Studienbücher.
- Bybee, J. (1998). The Emergent Lexicon. *Proceedings of the 34th Regional Meeting of the Chicago Linguistic Society: The Panels*, 421-435.

- Canagarajah, A. S. (1999). *Resisting Linguistic Imperialism in English Teaching*. Oxford: Oxford University Press.
- Chen, J. F., Warden, C. A., & Chang, H-T. (2005). Motivators That Do Not Motivate: The Case of Chinese EFL Learners and the Influence of Culture on Motivation. *TESOL Quarterly*, 39(4), 609-633.
- Cheng, X. (2013). Research on College English Teachers' Classroom Code-switching: Beliefs and Attitudes. *Journal of Language Teaching and Research*, 4(6), 1277-1284.
- Chomsky, N. (1957). *Syntactic Structures*. Germany: Mouton Publishers, The Hague.
- Chomsky, N. (1986). *Knowledge of Language: Its Nature, Origin, and Use*. New York: Praeger.
- Chomsky, N. (1995). *The Minimalist Program*. Cambridge, Mass: The MIT Press.
- Chomsky, N. (2005). Three Factors in Language Design. *Linguistic Inquiry*, 36, 1-22.
- Clark, A., & Lappin, S. (2011). *Linguistic Nativism and the Poverty of the Stimulus*. Malaysia: Wiley-Blackwell.
- Cohen, J. (1988). *Statistical Power Analysis for the Behavioral Sciences*. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Cook, G. (2000). *Language Play: Language Learning*. Oxford: Oxford University Press.
- Cook, G. (2010). *Translation in Language Teaching: An Argument for Reassessment*. Oxford: Oxford University Press.
- Dash, P. (2003). Culture Rejected as an Individual Difference in the SLA Process. *Asian EFL Journal*, 5(2), 1-40.
- Day, J. M. (1994). *Plato's "Meno" in Focus*. New York: Routledge.
- Dinsmore, D. (1985). Waiting for Godot in the EFL Classroom. *ELT Journal*, 39(4), 225-34.
- Edge, J. (2006). *Re-locating TESOL in an Age of Empire*. UK: Palgrave Macmillan.
- Ellis, R. (1994). *The Study of Second Language Acquisition*. Oxford: Oxford University Press.
- Ellis, R. (2003). *Task-based Language Learning and Teaching*. Oxford: Oxford University Press.
- Ellis, R., & Barkhuizen, G. (2005). *Analyzing Learner Language*. Oxford: Oxford University Press.
- Eubank, L. (1996). Negation in Early German-English Interlanguage: More Valueless Features in the L2 Initial State. *Second Language Research*, 12(1), 73-106.
- Evans, H. (1990). Orientalising the Japanese Student. *The Language Teacher*, 14(7), 27-29.
- Evans, H. (1991). Defenders of the Faith. *The Language Teacher*, 15(6), 33-36.
- Everett, D. (2008). *Don't Sleep, There are Snakes: Life and Language in the Amazonian Jungle*. New York: Pantheon Books.
- Everett, D. (2012). *Language: The Cultural Tool*. New York: Pantheon Books.
- Fauconnier, G., & Turner, M. (2002). *The Way We Think: Conceptual Blending and the Mind's Hidden Complexities*. New York: Basic Books.

- Feldman, J. A. (2008). *From Molecule to Metaphor: A Neural Theory of Language*. Cambridge, MA: MIT Press.
- Garcia, O., & Wei, L. (2014). *Translanguaging: Language, Bilingualism and Education*. London, UK: Palgrave Macmillan.
- Guest, M. (2002). A Critical 'Checkbook' for Culture Teaching and Learning. *ELT Journal*, 56(2), 154-161.
- Goldberg, A. (2006). *Constructions at Work: The Nature of Generalizations in Language*. Oxford: Oxford University Press.
- Gravetter, F. J., & Wallnau, L. B. (2013). *Statistics for the Behavioral Sciences*. Belmont, CA: Wadsworth Publishing.
- Grice, H. P. (1989). *Studies in the Way of Words*. Cambridge, MA: Harvard University Press.
- Hall, G., & Cook, G. (2012). Own-language Use in Language Teaching and Learning: State of the Art. *Language Teaching*, 45(3), 271-308.
- Harmer, J. (2003). Popular Culture, Methods, and Context. *English Language Teaching Journal*, 57(3), 288-294.
- Hauser, M. D., Chomsky, N., & Fitch, W. T. (2002). The Faculty of Language: What Is It, Who Has It, and How Did It Evolve? *Science*, 298(5598), 1569-1579.
- Hofstadter, D., & Sander, E. (2013). *Surfaces and Essences: Analogy as the Fuel and Fire of Thinking*. New York: Basic Books.
- Holliday, A., & Aboshiha, P. (2009). The Denial of Ideology in Perceptions of 'Nonnative Speaker' Teachers. *TESOL Quarterly*, 45(4), 669-689.
- Holyoak, K. J., & Thagard, P. (1995). *Mental Leaps: Analogy in Creative Thought*. Cambridge, MA: MIT Press.
- Howatt, A. P. R., & Widdowson, H. G. (2004). *A History of English Language Teaching* (2nd edition) Oxford: Oxford University Press.
- Hunt, K. W. (1965). *Grammatical Structures Written at Three Grade Levels*. Urbana, IL: The National Council of Teachers of English.
- Hymes, D. H. (1972). On Communicative Competence. In J. B. Pride & J. Holmes (Eds.), *Sociolinguistics* (pp. 269-293). London: Penguin.
- Klein, J. (1965). *A Commentary on Plato's "Meno"*. Chapel Hill: University of North Carolina Press.
- Koestler, A. (1964). *The Act of Creation*. London: Hutchinson.
- Kramsch, C. (1995). The Applied Linguist and the Foreign Language Teacher: Can They Talk to Each Other? *Australian Review of Applied Linguistics*, 18, 1-16.
- Kumaravadivelu, B. (2003). Problematizing Cultural Stereotyping in TESOL. *TESOL Quarterly*, 37(4), 709-19.
- Kumaravadivelu, B. (2006). TESOL Methods: Changing Tracks, Challenging Trends. *TESOL Quarterly*, 40(1), 59-81.

- Lakoff, G. (1987). *Women, Fire, and Dangerous Things: What Categories Reveal about the Mind*. Chicago: The University of Chicago Press.
- Lantolf, J. P. (Ed.). (2000). *Sociocultural Theory and Second Language Learning*. Oxford: Oxford University Press.
- Lakoff, G., & Johnson, M. (1980). *Metaphors We Live by*. Chicago: The University of Chicago Press.
- Lakoff, G., & Johnson, M. (1999). *Philosophy in the Flesh: The Embodied Mind and its Challenge to Western Thought*. Basic Books.
- Lakoff, G., & Núñez, R. E. (2000). *Where Mathematics Comes from: How the Embodied Mind Brings Mathematics into Being*. New York: Basic Books.
- Lantolf, J. P., & Poehner, M. E. (2014). *Sociocultural Theory and the Pedagogical Imperative in L2 Education: Vygotskian Praxis and the Research/Practice Divide*. London: Routledge.
- Lardiere, D. (1998). Case and Tense in the "Fossilized" Steady-state. *Second Language Research*, 14, 1-26.
- Larsen-Freeman, D. (2006). The Emergence of Complexity, Fluency, and Accuracy in the Oral and Written Production of Five Chinese Learners of English. *Applied Linguistics*, 27(4), 590-619.
- Laviosa, S. (2014). *Translation and Language Education: Pedagogic Approaches Explored*. London: Routledge.
- Levinson, S. C. (1983). *Pragmatics*. Cambridge: Cambridge University Press.
- Lewis, G., Jones, B. & Baker, C. (2012). "Translanguaging: Origins and Development from School to Street and Beyond". *Educational Research and Evaluation*, 18 (7), 641-654.
- Littlewood, W., & Yu, B. H. (2011). First Language and Target Language in the Foreign Language Classroom. *Language Teaching*, 44, 64-77.
- Liu, D. (1998). Ethnocentrism in TESOL: Teacher Education and the Neglected Needs of International TESOL Student. *ELT Journal*, 52(1), 3-10.
- Livio, M. (2003). *The Golden Ratio: The Story of Phi, the World's Most Astonishing Number*. USA: Broadway Books.
- Long, M. H. (1985). A Role for Instruction in Second Language Acquisition: Task-based Language Teaching. In K. Hyltenstam & M. Pienemann (Eds.), *Modelling and Assessing Second Language Acquisition* (pp. 77-99). Clevedon: Multilingual Matters.
- Long, M. H. (2007). *Problems in SLA*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Macaro, E. (2011). The Teacher's Code Switching and the Learner's Strategic Response: Towards a Research Agenda and Implications for Teacher Education. Paper Presented at the JACET 50th Commemorative International Convention, Fukuoka.
- Macmillan, B., & Turnbull, M. (2009). Teachers' Use of the First Language in French Immersion: Revisiting a Core Principle. In M. Turnbull & J. Dailey O'Cain (Eds.), *First Language Use in Second and Foreign Language Learning* (pp. 15-34). Bristol, UK: Multilingual Matters.
- Malmkjaer, K. (2004). *Translation in Undergraduate Degree Programs*. Philadelphia, PA: John Benjamins.

- Masuda, K., Arnett, C., & Labarca, A. (2015). *Cognitive Linguistics and Sociocultural Theory: Applications for Second and Foreign Language Teaching*. Berlin: De Gruyter Mouton.
- McConachy, T. (2017). *Developing Intercultural Perspectives on Language Use: Exploring Pragmatics and Culture in Foreign Language Learning*. USA: Multilingual Matters.
- Mill, J. S. (1843). *A System of Logic Ratiocinative and Inductive*. London: Longmans, Green and Co.
- Nevens, A., Pesetsky, D., & Rodrigues, C. (2009). Evidence and Argumentation: A Reply to Everett. *Language*, 85(3), 671-681.
- Nicholls, J. (1989). *The Competitive Ethos and Demographic Education*. Cambridge, MA: Harvard University Press.
- Nisbett, R. E. (2003). *The Geography of Thought*. New York: Simon and Schuster.
- O'Grady, W. (2008). Innateness, Universal Grammar, and Emergentism. *Lingua*, 118(4), 620-631.
- Pallant, J. (2013). *SPSS Survival Manual: A Step by Step Guide to Data Analysis Using SPSS Program (5th edition)*. Australia: Allen & Unwin.
- Parsons, J., & Goff, S. (1978). Achievement Motivation: A Dual Modality. *Educational Psychologist*, 13, 93-96.
- Pennycook, A. (1989). The Concept of Method, Interested Knowledge, and the Politics of Language. *TESOL Quarterly*, 23, 589-618.
- Pennycook, A. (1998). *English and the Discourses of Colonialism*. London: Routledge.
- Perez, J-C. (2010). Codon Populations in Single-stranded Whole Human Genome DNA Are Fractal and Fine-tuned by the Golden Ratio 1.618. *Interdisciplinary Sciences: Computational Life Science*, 2(3), 228-240.
- Phillipson, R. (1992). *Linguistic Imperialism*. Oxford: Oxford University Press.
- Pinker, S. (2015). *The Language Instinct: How the Mind Creates Language*. Penguin.
- Polio, C. G. (1997). Measures of Linguistic Accuracy in Second Language Writing Research. *Language Learning*, 47(1), 101-143.
- Pollard, C., & Sag, I. A. (1994). *Head-driven Phrase Structure Grammar*. Chicago: The University of Chicago Press.
- Prabhu, N. S. (1990). There Is No Best Method - Why? *TESOL Quarterly*, 24(2), 161-76.
- Pullum, G. K., & Scholz, B. C. (2002). Empirical Assessment of Stimulus Poverty Arguments. *Linguistic Review*, 19(1/2), 9-50.
- Remillard, V., & Williams, K. (2016). *Human Communication across Cultures: A Cross-cultural Introduction to Pragmatics and Sociolinguistics*. Equinox.
- Sato, R. (2015). The Case against the Case against Holding English Classes in English. *The Language Teacher*, 39(5), 15-18.
- Schwartz, B. D., & Sprouse, R. A. (1996). L2 Cognitive States and the Full Transfer/Full Access Hypothesis. *Second Language Research*, 12(1), 40-72.

- Seedhouse, P. (1999). Task-based Interaction. *ELT Journal*, 53(3), 336-44.
- Skehan, P. (1998). *A Cognitive Approach to Language Learning*. Oxford: Oxford University Press.
- Sowden, C. (2007). Culture and the 'Good Teacher' in the English Language Classroom. *English Language Teaching Journal*, 61(4), 305-310.
- Stevenson, H. W., & Stigler, J. W. (1994). *The Learning Gap: Why Our Schools Are Failing and What We Can Learn from Japanese and Chinese Education*. New York: Touchstone Books.
- Sue, S., & Okazaki, S. (1990). Asian American Educational Achievements: A Phenomenon in Search of an Explanation. *American Psychologist*, 45, 913-920.
- Thomas, M. (1998). Programmatic Ahistoricity in Second Language Acquisition Theory. *Studies in Second Language Acquisition*, 20, 387-405.
- Thorne, S. L. (2000). Second Language Acquisition Theory and the Truth(s) about Relativity. In J. P. Lantolf. (Ed.), *Sociocultural Theory and Second Language Learning* (pp. 219-243). Oxford: Oxford University Press.
- Tomasello, M. (2003). *Constructing a Language*. Cambridge, MA: Harvard University Press.
- Turner, M. (1996). *The Literary Mind: The Origins of Thought and Language*. Oxford: Oxford University Press.
- Turner, M. (2001). *Cognitive Dimensions of Social Science*. Oxford: Oxford University Press.
- Turner, M. (2015). *The Origin of Ideas: Blending, Creativity, and the Human Spark*. Oxford: Oxford University Press.
- Vainikka, A., & Young-Scholten, M. (1996). Gradual Development of L2 Phrase Structure. *Second Language Research*, 12(1), 7-39.
- Van Lier, L. (1996). *Interaction in the Language Curriculum. Awareness, Autonomy and Authenticity*. London: Longman.
- Vygotsky, L. S. (1980) *Mind in Society: The Development of Higher Psychological Processes*. Cambridge, MA: Harvard University Press.
- Widdowson, H. G. (2003). *Defining Issues in English Language Teaching*. Oxford: Oxford University Press.
- Wierzbicka, A. (2003). *Cross-cultural Pragmatics: The Semantics of Human Interaction*. Berlin: Mouton de Gruyter.
- Wolfe-Quintero, K., Inagaki, S., & Kim, H. (1998). *Second Language Development in Writing: Measures of Fluency, Accuracy, and Complexity*. Honolulu, HI: University of Hawaii Press.
- Zuengler, J., & Miller, E. R. (2006). Cognitive and Sociocultural Perspectives: Two Parallel SLA Worlds? *TESOL Quarterly*, 40(1), 35-58.

Axiological Dimension of the Higher School Innovative Potential

Elena N. Shutenko^{1*}, Andrey I. Shutenko², Andrey M. Sergeev³, Inna V. Ryzhkova⁴, Anastasia V. Koreneva⁵ and Tatiana D. Tegaleva⁶

1 Department of the General and Clinical Psychology, Belgorod National Research University, Belgorod, Russia

2 Research Institute of Synergetics, Belgorod State Technological University named after V.G. Shukhov, Russia

3 Department of Social Sciences and Philosophy, Murmansk Arctic State University, Murmansk, Russia

4 Department of Scientific Work and International Cooperation, Murmansk Arctic State University, Russia

5 Department of Russian Philology and Mass Communication, Murmansk Arctic State University, Russia

6 Institute for Social Sciences and Humanities, Murmansk Arctic State University, Murmansk, Russia

* corresponding author

Abstract

The article deals with the value backgrounds to ensure the innovative potential of the higher school. Based on the methodology of socio-cultural determination, the authors propose to apply large-scale axiological dimension for understanding the higher school's innovative mission. This dimension encompasses a number of central ideas in the history of the development of higher school within the bosom of major socio-cultural domains, such as: social-focused, theology-focused, anthropocentric, profession-focused, scientific-focused, ideology-focused and market-focused. Each of these models is defined by influence of a certain cultural dominant which sets priorities for education and innovative practice. The strengthening of higher school innovative potential can be promoted by the simultaneous presence and interweaving of different domains. Meanwhile, the key role has to belong to person-focused domain which gives the chance for self-fulfillment of the personality and for carrying out fruitful innovations. The authors analyze destructive influence of a tight monopoly of the consumer dominant on innovative viability of Russian higher school. The main positive way that provides this viability is connected with restoration of the civilizational corps of higher school on the basis of recognition of its poly-cultural status and development of the values of personal knowledge and innovative experience.

Keywords: values of the higher school, innovative potential, socio-cultural domains, cultural dominant, the university sustainable innovative development

Introduction

Problems of the higher school excite today many researchers and are in epicenter of public consciousness. The future of the society and worthy life of citizens in many respects depends on what will be the higher education. In the modern unpredictable world the value of the higher school consists in its innovative function, in ability to produce progressive models and standards of civilized development. It is known that from the very beginning of the origin the higher school acted as the innovative project sent to the future. For many centuries, universities and academies have served as generators of innovative ideas and technologies that have provided the progressive growth of developed countries (Barnett, 2011). Meanwhile, at the border of the last two centuries the innovative function of universities has significantly decreased. Unprecedented accessibility, specialization and mass character of higher education, a decrease in the fundamental nature of education led to the fact that today the higher school is transformed into one of the service structures in the market of educational supplies (Bok, 2004).

By the end of the last century processes of blurring and muffling of the innovation-cultural mission of the higher school were designated. J. Habermas points to the crisis of the university as a social institution (1994), B. Riddings describes the "University in Ruins" (1994), and R. Barnett argues that "the western university died" (1997). The state of the Russian higher school is described by terms that are also far from optimistic. According to I.M. Ilyinsky, "higher school ceased to be the highest" (2002), it lost the role of the social elevator, ceased to serve as a source of fundamental scientific knowledge, can not provide cultural growth of the personality, etc.

As noted by scholars and thinkers, crisis of the higher school arose in an era of "manufactured uncertainty" (Giddens, 1990) and was connected with system crisis of a contemporary individualized society (Bauman, 2001). This society is characterized by wasteful consumer culture (Bauman, 2007), adherence of universities to the values of academic capitalism (Slaughter & Rhoades, 2004) in the logic of postmodern mentality (Lyotard, 1979). Being strengthened by the going globalization these transformations undermined intellectual immunity of traditional educational institutes including universities (Hutcheson, 2011). In our opinion, the main threats to the higher school proceed from attempts to impose on it the one-sided standards and the simplified approaches to an assessment of its own identity and a role in the real world overflowed with ambiguity and uncertainty (Bauman, 2000). In the present unpredictable and uncertain world, many people expect that higher school (and the university in particular) will realize its intellectual and innovative potential (Barnett, 2000).

It is undoubted that the main universal-innovative value of the higher school is the knowledge. As D.N. Tiwari remarked figuratively, "The attainment of knowledge is of the highest value; it is the light, the guide in learning the way that leads life from falsity to truth, from ignorance to wisdom, from mortality to immortality and for that reason it is value" (Tiwari, 2011, p. 35). Meanwhile, the value of knowledge can vary considerably depending on a cultural context and the social order. Different times and eras demand such type of knowledge which answers to necessary problems of society and can bring it to a new level of development. Therefore, the higher school innovative potential in many cases has a socio-cultural appointment; it consists in helping society to expand the horizons of self-consciousness for a sustainable development.

However, today these horizons are washed away by influence of deconstructive reformations in line with the postmodern culture. One of such trends is the tendency to *de-rationalization* of education as forms of devaluation of consciousness (Jacoby, 2008). According to conclusions of some authors, under cover of Bologna Process the Humboldt's classical model of national university is dismantled (as outdated and not answering to post-industrial society, etc.) (Schultheis, et al., 2008). The unified-service model comes to this place; this model is directed on formation of *competences* instead of *knowledge* (Barnett & Griffin, 1997). This kind of institutional inversion leads to the withdrawal of the educational system from the sphere of knowledge, from its fundamental and theoretical function, from the culture of universal understanding (Liessmann, 2006).

So, in practice it is noted that on the one hand, there is a strengthening of a utilitarian component of education which focuses on assimilation not so much of knowledge, but procedures and technologies. On the other hand, there is a weakening of a scientific and fundamental component of training that stimulates unacademic forms of communication in educational sphere, and increases demand for unscientific schemes of outlook.

Method

The purpose of our study was to describe the civilizational determinants of the innovative mission of higher education. We sought to show the dependence of higher school development on the cultural vector, which dominates in the public order.

This study was conducted on the basis of the method of socio-cultural determination and constructing, which developed in the fundamental works of well-known scientists (e.g. Berger & Luckmann, 1966; Searle, 1995). We believe that the innovative potential and mission of the higher school lies in its ability to offer the society a promising project of progressive development. And this project is called upon to contribute to the dynamic and balanced development of society on an intellectually constructive level. In this sense, the innovative potential of higher school can be represented as a kind of genome of the self-reproduction of culture (Gasset, 1999). Ensuring innovative practices in higher education should be based on its understanding of a multivalve and multi-layered cultural process in which the unity of learning and research is achieved. This process can not be described and defined in the framework of unambiguous schemes, paradigms and concepts. Experience of history shows that the classical university as a social institution develops at the crossroads of various socio-cultural values: religious, civil, educational, research, corporate, communicative, technological, etc. (e.g. Rudy, 1984). This set of values in the university domain provided an expanded range of opportunities for innovation (which has always distinguished higher education from secondary and secondary special schools).

Results

Socio-cultural domains of the higher school's innovative development

For understanding of a driving intensions of university innovative practice it is necessary to address to cultural values which dominate in society and set a certain human dimensions of education. These dimensions represent implicit system of coordinates that define priorities, goals, principles and the corresponding standards of construction of the educational sphere. Such system makes itself felt and finds an embodiment in educational policy, in formation of mission, the purposes and content of education, in a choice of criteria of quality of education, and also in forms, methods and technologies of training, in management of the higher school and educational process (Shutenko, E. & Shutenko, A., 2015). Depending on prevalent social idea which forms a mainstream and the cultural priorities, all variety of forms and models of the higher school design can be referred to several basic domains: social-focused, theology-focused, anthropocentric, profession-focused, scientific-focused, ideology-focused, market-focused.

- *Social-focused domain* means that the higher school, first of all, is intended for educate of citizens which are capable to put into practice interests of society. The theory and practice of education are set by the value of a public duty. The higher education has to form competences of civil activity and been as the social elevator for active members of society. The innovative mission of the higher school consists in its ability to develop progressive models of social functioning.
- *Theology-focused domain* gives to the higher school and education the universal sense consisting in movement to the supreme values of a spiritual growth (Newman, 1917). Such domain provides unity of belief, truth and knowledge. The medieval university was appeared in a bosom of this domain and its innovative role consisted in advancing of moral outlook and universal knowledge about reality and the world as a whole.
- *Anthropocentric domain* turns the higher school to the values of humanism, answering on predominating idea of the human being as crown of nature. The innovative potential of such domain manifests itself in the cultivation of creative thinking within the framework of progressive didactics aimed on perfection cognitive-productive abilities that open the way to Enlightenment.
- *Profession-focused domain* is associated with the increasing of the specialization of economy and society with leading idea of employment. In this dimension, the value of education is determined by its usefulness. The higher school is called upon to form experience of effective functioning in the

established system of labor division, and its innovative mission is to prepare of the advanced professionals and productive technologies.

- In *scientific-focused domain* the higher school is obliged to serve science and, first of all, natural science. The value of truth and search of essential nature of things as a cultural dominant defines Humboldt's university model. Higher school has to form experience of objective research, scientific search, experience of experimenting. In education it is important to teach students to subject thought to the analysis and scientific check. In accordance with this domain, the innovative mission of a higher school derives from its ability to implement discoveries and develop breakthrough studies.
- *Ideology-focused domain* subordinates the higher school to political goals and tasks. This domain is built in compliance with a cultural dominant of the power as main value of existence. The higher school is intended to strengthen state power and must first of all form experience of loyalty to a certain political system. Its innovative mission is to prepare constructive ideologies and their adepts.
- *Market-focused domain* binds the higher school to purely economic interests and treats it as a commercial enterprise. According to dominant of monetarism in culture and economy the main task of the higher school is to make profit, and it's preferable in a money equivalent. Economic laws and mechanisms are moved to the sphere of higher education which is treated as a part of the market of educational services and scientific works. The innovative mission of higher school is seen in its ability to create a system of profitable proposals within the framework of education-as-consumption schemes that appropriate to a market conjuncture.

As a whole, the resultant moment of action of various domains is a certain type and structure of the personality. Therefore for understanding of what kind of educational domain we deal, first of all it's necessary to pay attention to how it influences on a person. The higher school can prepare the person for community service, learn to bring benefit, to survive, to create and discover, but also can learn to obey and sacrifice, to use and adapt. And these patterns correspond to various aims, types and models of education which are reflected in some researches (Aldrich, 2010).

The person-focused domain as a basis for higher school's innovative development

The fruitful, centuries-old path of university history indicates that its sustainable innovative potential is maintained by combining in the design of the university various types of socio-cultural domains (Rudy, 1984).

The main secret of the higher school's viability consists, in our opinion, in a variety of combinations and convergences described above domains which create by their connection the whole institute for personality development. It is necessary just to understand what binds all these domains together in general unity?

The answer to this question can be found by detection of one more valuable domain which we consider as a key factor in development of the higher school's innovative capacity. There is a *person-focused* domain of education and innovative activity that represents an internal dimension and implicit axis of the higher school's functioning as the institute of civilization renewal. This domain is similar to a binding thread which passes through all socio-cultural layers of higher education sphere (Doroshenko et al., 2017). The special dominant generates and supports person-focused domain, it also determines all other values of education. It is a dominant of a culture in primary form. It is about culture as universal unity of outlook and behavior, life and consciousness, science and practice.

Person-focused domain is the not unified model of the higher school creation with rigid structure and hierarchy. This value source represents a wide field and range of opportunities for determination of the higher school identity, offering plurality of various models and approaches of creation of the educational

and scientific practice, aimed at the full development of the student as active participant of professional, civil, cultural, leisure, information and so forth types of activity (Shutenko, E. et al., 2016).

As soon as education moves away from the value of personality, all socio-cultural domains are disintegrated. Meanwhile attempt to build an educational and research process in the higher school without person-focused domain in a limited framework of the some one of domain leads to deformation and degradation of the higher school institute because it closes the sphere of opportunities and conditions for students self-fulfillment and for carrying out fruitful innovations.

Discussion

Monopoly of market-focused domain as hindrance to sustainable innovative development of the higher school

The concept of socio-cultural domains allows approaching to understanding of that difficult situation in which there was the Russian higher school at a turn of the last centuries. It was a real crisis situation which is caused by socio-cultural inversion in the educational sphere, made in the Post-Soviet period. Then in a short time was made a replacement of opposite poles replacement of the higher school (market-focused domain began to dominate instead of ideological) at simultaneous decrease and even cutting off other important orientations (social-focused, scientific-focused etc.). Such a sharp drop of values in the socio-cultural status of universities led to formation of institutional vacuum with the subsequent emission of destructive energy which caused negative consequences in the sphere of the higher education, having rejected the country on the periphery of a civilization scale of development in this sphere. As a result, today we are dealing with a monopoly of the market-focused domain in education, which seeks to establish commercial rules, mechanisms and standards of the higher education functioning. Following these standards, the higher school purposefully turns into an "educational supermarket" on the global market of educational services and innovative technologies (Ryzhkova & Sergeev, 2010).

This tendency especially clearly made itself felt at the beginning of the current century, then the market-focused domain actually forced out other approaches to educational process in Russia as well as in western countries (Roger, 2004).

In market-focused domain the basis of educational activity is deformed, students lose opportunity to get experience of self-changes as it is demanded by psychological and pedagogical sciences (Davydov, 1999). In accordance to the principle of expenses minimization students are exempted from the need for self-modifying, the logic of person development in educational process is replaced by logic of consumption of a teaching material, the logic of intellectual effort is replaced by logic of satisfaction and the logic of educational activity is replaced by logic of service. As a result the basic educational principle ceases to work, namely, the principle of the *leading role of teaching* in psychological development of human being (Vygotsky, 1997). Thus, there is a process of alienation of the student from educational activity.

The paradox of the higher education today is that owing to its commercialization and a mass character now not graduates of schools fight for their receipt in higher education institutions and vice versa. Moreover, universities by means of Unified State Examination are actually deprived of possibility of selection of suitable students personally. Such an institutional inversion is a logical consequence of the new "rules of the game" that were introduced into the higher school and do not meet its cultural appointment and mission.

Psychologically outcome of this pseudo-educational situation consists that the age logic in student's years of life demands intense cerebration, but education in a format of service ceases to be difficult, ceases to load. As a result during the time of training in higher school young people receive an irreversible

development gap, which cannot be compensated in the next years. The person loses chance of fruitful development not only in professional, but also in the intellectual, personal relations.

Conclusion

Commercial invasion into the higher school affects the core of the educational process, causing the erosion and corroding of its foundations, such as: the goals of education, the content of education and the methods (technology) of education.

1. Market-focused domain belittles the general idea and the aim of education in the higher school, to be exact lack of principles and aimlessness is offered as the basis for new identity. Therefore the general vector of development is lost, there is no advance to over-personal values. The target image of the human as a creator is no good because of his impractical nature and is replaced with the pragmatic human-user whom problems of reproduction of society and culture do not worry.

2. In regard of content of higher education, the pragmatism of learning forces out the universal and fundamental content of training. The level of education standards is lowered to tightly applied things, and the higher school gradually goes down to the level of a craft school of mass preparation of a cognitariat and a consumtariat with a necessary set of competences. The intellectual basis of education is replaced by operational, which instead of knowledge forms technical skills. The mass character of learning (as a result of its commercialization) irrevocably displaces the model of the Humboldt research university, leading to weakening of the intellectual resource of the higher school which in most cases becomes absolutely available. Thus, the higher school actually stops being elite (in cultural sense), turning into a step after secondary education with necessary specialization for broad use. In regard of the education content there are not qualitative differences between secondary school and higher school.

3. As for technologies of education, the market logic demands application of the facilitated forms and methods of preparation, which suit for market mechanisms of supply and demand. The main goal of education is to prepare for effective functioning, "to pack into a profession", therefore it is necessary "to train" (i.e. to pass through system) as much as possible students with the smallest expenses. In this regard, universities stake on a wide use of formalized courses, detailed didactic software packages (educational complexes, modules, etc.), as much as possible detailed technologies of education possessing high "capacity" at the rate of number of students in unit of training hours. There is also a great need for distant and virtual educational forms on the basis of new informational and communicative technologies. The decline in the innovative potential of higher school at the present period is a logical effect of monopoly of market-focused domain which violates universality of the higher school's cultural construction (aimed historically on eternal values) to conform to the current requirements of the market. Under the veil of commercial values, higher school can no longer discover the fundamental heights of scientific knowledge, does not require perfection, and does not contribute to the inner moral development of the personality. Education and knowledge, being transformed into subjects of use, lose the sacred and timeless essence, becoming consumer goods in the structures which are called today as universities, academies and so on. As a result we have crisis of the higher school which captured not only Russia, but also the Western world as a whole where its signs were shown slightly earlier owing to natural dissemination of the economic values fed by traditions of capitalist society.

The way out of this situation may be connected with the restoration of the civilizational corps of higher school on the basis of recognition of its poly-cultural status and the development of its basic socio-cultural domains which are grouping round the values of personal knowledge and innovative development.

References

- Aldrich, R. (2010). Education for survival: an historical perspective. *History of Education*, 39 (1), 1-14.
- Barnett, R. (2000). *Realizing the University in an Age of Supercomplexity*. Buckingham: Open University Press/SRHE.
- Barnett, R. (2011). *Being a University*. Abingdon: Routledge.
- Barnett, R., & Griffin, A. (1997). *The End of Knowledge in Higher Education*. London: Cassell.
- Bauman, Z. (2000). *Liquid modernity*. Cambridge: Polity Press.
- Bauman, Z. (2001). *The Individualized Society*. Cambridge: Polity Press.
- Bauman, Z. (2007). *Consuming Life*. London: Polity Press.
- Berger, P. L., & Luckmann, T. (1966). *The Social Construction of Reality: A Treatise in the Sociology of Knowledge*. Doubleday & Company, New York.
- Bok, D. (2004). *Universities in the Marketplace: The Commercialization of Higher Education*. Princeton, N.J: The Princeton University Press.
- Davydov, V.V. (1999). What is Real Learning Activity? In M. Hedegaard & J. Lompscher (Eds.), *Learning Activity and Development* (pp. 123-138). Aarhus: Aarhus University Press.
- Doroshenko, Y.A., Shutenko, A.I., Shutenko, E. & Ospishchev, P.I. (2017). The Personal-Centered Model of Development of the Small Enterprises in Universities for High-Tech Sector of the Russian Economy. *International Journal of Applied Engineering Research*, 12(19), 8137-8143.
- Gasset, J. (1999). *Misión de la Universidad y otros ensayos sobre educación y pedagogía*. Madrid: Revista de Occidente.
- Giddens, A. (1990). *The consequences of modernity*. Cambridge: Polity Press.
- Habermas, J. & Blazek, J.R. (1987). The Idea of the University: Learning Processes. *New German Critique*, 41, 3-22.
- Hutcheson, P.A. (2011). Goals for United States Higher Education: from Democracy to Globalization. *History of Education*, 40 (1), 45-57.
- Ilyinsky, I.M. (2002). *Educational revolution*. Moscow Humanitarian and Social Academy Publ.
- Jacoby, S. (2008). *The Age of American Unreason*. New York: Pantheon Books.
- Liessmann, K.P. (2006). *Theorie der Unbildung*. Wien: Paul Zsolnay.
- Lyotard, J.-F. (1979). *La Condition postmoderne: rapport sur le savoir*. Paris: Minuit.
- Newman, J.H. (1917). *The idea of a university*. London: Longmans, Green and Co.
- Readings, B (1996). *The University in Ruins*. Cambridge: Harvard University Press.
- Roger, G. L. (2004). *Knowledge and Money: Research Universities and the Paradox of the Marketplace*. Stanford University Press.
- Rudy, W. (1984). *The Universities of Europe, 1100-1914*. London: Associated University Presses.

- Ryzhkova, I. & Sergeev, A. (2010). Specific Features of internationalization of higher education in the framework of the northern dimension. *Baltic Region*, 3, 24-37.
- Schultheis, F., Roca i Escoda, M., & Cousin, P. F. (2008). *Le Cauchemar de Humboldt. Les reformes de l'enseignement superieur europeen*. Paris: Raisons d'agir.
- Searle, J. R. (1995). *The Construction of Social Reality*. New York: Free Press.
- Shutenko, E.N. & Shutenko, A.I. (2015). Socio-Cultural Trends in the Development of the Higher School's Innovative Potential. *Procedia - Social and Behavioral Sciences*. 214(5), 332-337.
- Shutenko, E. N., Shutenko, A. I., Tarabaeva, V. B., Pchelkina, E. P. & Sharapov, A. O. (2016). The Personal-Focused Dimension of Students' Self-Fulfillment in the University Education. *The Social Sciences*, 11(10), 2488-2493.
- Slaughter, S., & Rhoades G. (2004). *Academic Capitalism and the New Economy: Markets, State, and Higher Education*. Baltimore: Johns Hopkins University Press.
- Tiwari, D.N. (2011). Values in higher education. *Journal of East-West Thought*. <http://www.cpp.edu/~jet/Documents/JET/Jet19/Tiwari35-48.pdf>
- Vygotsky, L.S. (1997). *Educational Psychology*. Boca Raton, Fl: St. Lucie Press.

Socio-Psychological Features Of Mobbing In Organizations

Larisa E. Zotova¹, Natalia S. Geraskina², Valentina N. Petrova³, Olga I. Shcherbakova⁴, Ludmila N. Gridyaeva⁵, Tatiana V. Pushkareva⁶, Darya B. Belinskaya⁷

¹ Moscow Region State University, Moscow, Russia

² The Sechenov First Moscow State Medical University, Moscow, Russia

³ The Sechenov First Moscow State Medical University, Moscow, Russia

⁴ Plekhanov Russian University of Economics, Moscow, Russia

⁵ Voronezh State Pedagogical University, Voronezh, Russia

⁶ Moscow State Pedagogical University, Moscow, Russia

⁷ Moscow State University of the Civil Engineering, Moscow, Russia

*corresponding author

Abstract

The article deals with the socio-psychological characteristics of mobbing and its types and forms in municipal and private business organizations. The hypothesis that employees encounter mobbing in the workplace have a number of specific features in the style of interpersonal relations has been verified with the help of the questionnaire to identify mobbing processes in an organization and the technique to identify interpersonal relations. Specific types of behavior were revealed that are characteristic of employees inclined to mobbing. They are authoritativeness, selfishness, aggressiveness, suspicion. Such results can be explained by the fact that their propensity for authoritativeness and proneness to conflict most often causes a negative attitude towards themselves, and in the future, can lead to the infringement on their rights and baiting at work. People, who experience mobbing attacks, have been suffering from strong psychological pressure for a long time. The symptoms such as nervousness, headaches, apathy, or loss of concentration are only the initial stage of the disease. Mental disorders develop with a longer course. Mobbing also has a big influence on the organization, which contributes to the reduction of the quality of productivity. In addition, the article presents practical recommendations to executives and psychologists of organizations for the purpose of ending destructive processes of conflict.

Keywords: mobbing, mobbing processes, interpersonal relations, organizational relations, influence of mobbing on personality and organization.

Introduction

Mobbing in organizational psychology of today is understood as the negative communicative actions of one person or group of people which are directed against an individual, occur very often or over a long period of time and determine the relationship between the criminal and the victim (Koladei, 2007). Psychological violence in the organizational environment is very diverse: from the negative psychological climate at work to an unfair evaluation of work, inadequate requirements of superiors, the threat of dismissal, and so on (Ovsyanik et al., 2015; Oshchepkov & Struchkova, 2015; Masalimova & Chibakov, 2016; Enyashina et al., 2017; Petrova, 2018; Zotova, Plakhotnikova & Sidyacheva, 2015; Ovsyanik et al., 2016; Zotova, 2006; Ju et al., 2017; Davoudi et al., 2018).

H. Leyman (1997), a Swedish psychologist and physician first introduced the concept of "mobbing" into psychological research, treating it as one of the types of psychological violence in the workplace; as "psychological terror", the distinctive features of which are not any negative attitude to the employee, but a systematically repeated hostile and unethical attitude of one or several workers directed against another employee (one or several).

As a separate psychological problem, "mobbing" stands out only in the late 70-s - early 80-s of the twentieth century (Vaniorek, 1996). The term is widely used in European countries, the United States,

Australia. Abroad, researchers who study patterns of behavior in organizations consider mobbing as the most important social issue of our time, as a psychological and ethical phenomenon. Specialists from Russia increasingly started to address this problem.

The term «bullying» is used to refer to this phenomenon in Great Britain (Skavitin, 2004). T. Field (1997) made a significant contribution to the development and popularization of knowledge about bullying. Today he is a successful English businessman and the creator of the most popular resource for victims of bullying- BullyOnLine (www.bullyonline.org), the author of the book "Bully in Sight". In the early 90-s, being a hired top manager, Tim Field experienced all the "delights" of psychological terror, which led him to seriously study this problem. He considers the concepts of "mobbing" and "bullying" synonymous, although some researchers distinguish them. So, mobbing implies the type of psychological harassment from the head of an organization, immediate superior, colleague or subordinate, involving the others in a systematic and often recurring baiting.

Thus, they emphasize that a group of persons acts as an aggressor. But bullying implies the "one on one" baiting, in which the persecutor demonstrates aggressive behavior, manifested in malicious pursuit, cruelty, attempts to insult and humiliate the employee, undermining his reputation, etc. In Tim Field's opinion, there is no fundamental difference between these concepts, because even if the aggressor is a group, it always has a leader who is invisible until a certain time (Skavitin, 2004).

Methodological Framework

Let us consider different types of mobbing in modern organizational psychology (Table 1).

Table 1. Kinds of mobbing and their characteristics

Kinds of mobbing	Characteristics
Vertical (bossing)	Psychological terror towards a worker comes from the boss (or from the English word "boss")
Horizontal	Implies baiting one of the workers by the group
Staffing	Baiting the executive by subordinates (from the English word staff)
Bullying	Means one on one baiting (from bully – a hooligan, brawler)
Sandwich-mobbing	Simultaneous baiting vertically and horizontally
Type of mobbing	Characteristics
Latent	Psychological pressure which is put in a hidden form
Open	Open mockery, insults and humiliation
Conscious (premeditated)	Purposeful actions that have a specific, clearly formulated goal: to create such conditions for a person to make him/her leave his/her position
Unconscious (spontaneous)	In this case a person does not have an idea that he is engaged in baiting. One of the colleagues simply arouses constant anger which accumulates and he or she does not have any force to hold this emotion back
Chronical	Having driven out one colleague and feeling bored for a while, the group starts picking another victim

Russian scientists note an increase in cases of psychological violence in every fifth organization of the country (Belykh-Silaev, 2008). The problem of mobbing in Russia is still poorly understood and requires being paid great attention to. Abroad, the topic of mobbing has been heard long, but in Russia many people do not know the concept of "mobbing", but they have encountered the action of mobbing. Mobbing is not something new, it is a well-known fact of escalation of conflicts in professional life, it is simply called a previously unknown term that allows one to raise the awareness and elucidate this topic

(Efimova et al., 2017; Klepach & Gridyaeva, 2017; Masalimova et al., 2014; Mitin, 2016; Mitin et al., 2017; Petrova, 2012, 2017; Rean, Belinskaya & Narovsky, 2013; Salakhova et al., 2017; Zotova, 2008; Fartash et al., 2018; Tastan & Davoudi, 2018). The study involved workers from various fields of activity (both municipal employees and staff members of private firms). In total, the sample amounted to 50 people, including 25 men and 25 women aged from 23 to 60.

The main methodological tool to determine the level of mobbing was the questionnaire for identifying mobbing processes in an organization (Ugnich & Zorzhevsky, 2011), which was created by the authors to study and ascertain the actual data on the existence of mobbing (Koladei, 2007).

Taking account of foreign researchers' experience of the problem of mobbing, which revealed the significant dependence of respondents' answers on the formulation and degree of the detailed character of questions, the questionnaire presents two blocks specified according to the object principle:

- the respondent himself is the object of questions of the first block;
- a colleague of the respondent is the object of questions of the second block.

Besides, the questionnaire contained both direct questions concerning the perception of psychological violence in the workplace by the object, as well as the issue involving multiple choice of 17 mobbing actions, additionally having a gradation in the frequency of these actions in relation to the object for 12 months.

Results and Discussion

The total number of mobbing actions that the employee himself (in his own opinion) and his colleagues were exposed to was counted on the basis of the data that we obtained in the course of questioning about mobbing processes. After that we divided the sample into three groups: 0-2 - with a low level of mobbing, 3-7 - with an average level of mobbing, more than 8 - a high level of mobbing.

The authors' doubts about the fact that respondents can give different characteristics of mobbing actions regarding themselves and their colleagues were confirmed at the level of tendencies. Indeed, the level of mobbing regarding the person himself is assessed at a lower level than in relation to colleagues, and although these differences are not so significant, partially they can indicate the projection and transfer of unpleasant feelings to other people and the tendency to ignore them for oneself (Table 2).

One of the first assumptions that we wanted to verify in our study was the idea that staff members of different fields of activity (in our case, municipal employees and bank workers) would evaluate mobbing processes in their organizations in a different way. However, neither the methods of descriptive statistics, nor the search for significant differences allowed us to get any reliable results. The hypothesis was not confirmed. It turned out that in our sample, the perception of mobbing, if not identical, at least, it was very close in its characteristics in different spheres of professional activity.

In this situation, we took interest in the question what then the perception of mobbing processes in organizations and the power of their impact can depend on. We decided to propose a social and psychological hypothesis, namely that employees of organizations exposed to mobbing in the workplace (and assessing it highly) have a number of specific features in the style of interpersonal relations.

To verify this hypothesis, we applied the technique of identifying interpersonal relations by T. Leary (in the interpretation of K.R. Chervinskaya (2008), which is also intended for studying relations in small groups.

The analysis of the mean values for the three groups identified by us earlier (Figure 1) was made on the basis of the results obtained, by T. Leary's technique of interpersonal relations. First, in terms of how much employees feel mobbing towards themselves.

You can clearly see the difference in the values between group 3 (with a high level of mobbing) and the first two groups (low and average levels of mobbing). The third group is characterized by such types of

behavior as authoritativeness (octant 1), which indicates the dominance, the desire to be the leader in the team; selfishness (octant 2), they have a propensity for competition, an orientation toward themselves; aggression (octant 3), they are characterized by straightforwardness, severity and sharpness in assessing the others, intransigence; also there is a difference in this type of behavior in groups, like suspicion (octant 4), these people are critical of all social phenomena. According to this diagram, we also can notice a significant difference in the 7th octant, in which this type of behavior is presented, such as friendliness (inclination to cooperation, cooperation, flexibility and compromise in solving problems and in conflict situations), a higher index by this criterion is in groups 1 and 2 of the subjects than in group 3.

To confirm these tendencies, we checked the results with the help of the Mann-Whitney statistical U-criterion. Let us review the results obtained.

Firstly, while comparing the groups of staff members who did not experience mobbing and experienced an average level of mobbing, no significant differences were found. This means that these staff members have a similar style of interaction in the workplace, in which a friendly and altruistic relationship style prevails.

Secondly, when comparing the groups of workers who have experience an average and high levels of mobbing, the following significant data was obtained. The authoritative type of relations is more typical of those people who often experience mobbing at work ($U = 27.5, p > 0.00$); one can also say that they are characterized by such types of relations as selfishness ($U = 53.5, p > 0.007$), aggressiveness ($U = 44.5, p > 0.002$), suspicion ($U = 57.5, 0.01$). A friendly type of relations is typical of the second group of subjects, who have an average degree of mobbing ($U = 52.5, p > 0.006$).

Table 2. The level of mobbing expressiveness towards oneself (A) and one’s colleagues (B)

High level	26%	High level	30%
low level	36%	low level	34%
average level	38%	average level	36%
A)		B)	

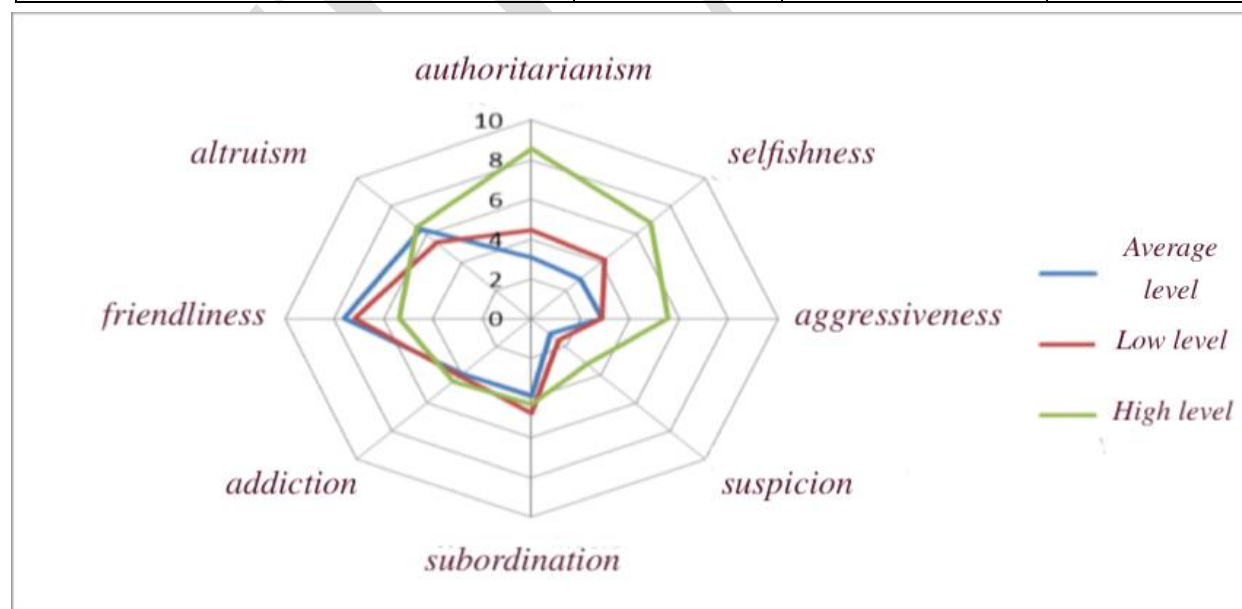


Figure 1. Identified styles of interrelations between staff members in the workplace with different level of sensing mobbing towards oneself

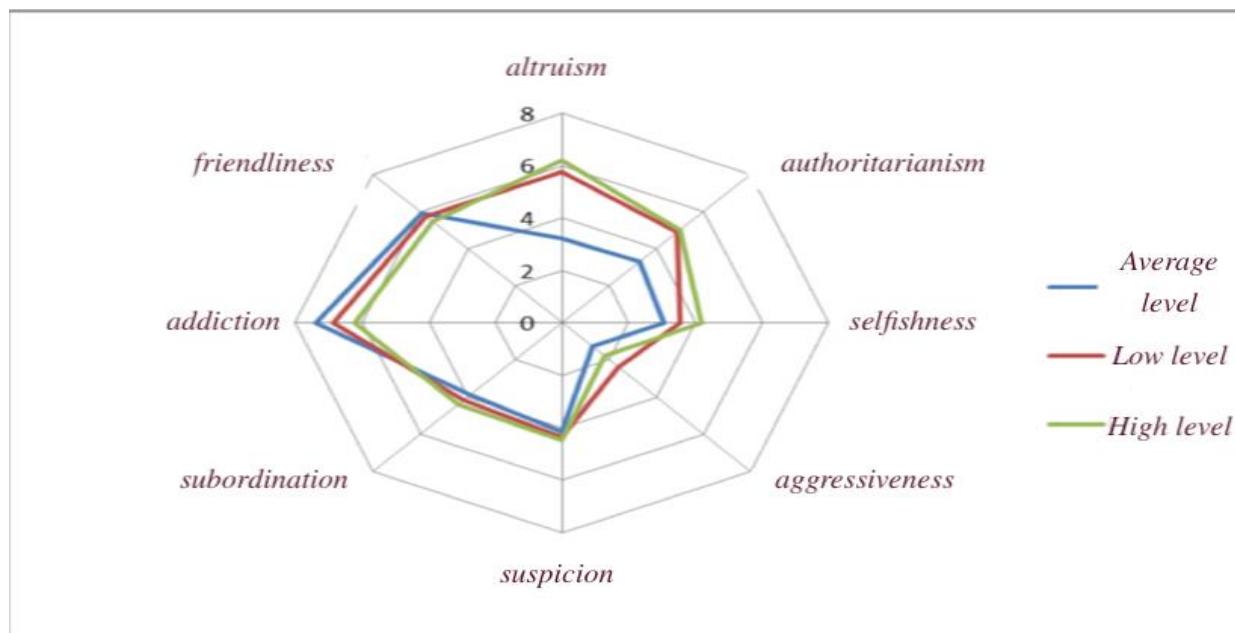


Figure 2. Identified styles of interrelations between staff members in the workplace with different level of sensing mobbing against colleagues

Thirdly, when comparing the values of employees who do not experience mobbing, and employees with a high degree of severity of mobbing, we obtained the following results. Employees who often experience mobbing at work in relation to themselves are characterized by such types of relationships as authoritativeness ($U = 15, p > 0.00$), selfishness ($U = 27, p > 0.00$), aggressiveness ($U = 43, 5, p > 0.003$), suspicion ($U = 43.5, p > 0.003$). But the subjects with a low expression degree of mobbing are characterized by a friendly type of relationship ($U = 25.5, p > 0.00$).

The obtained results, in our opinion, are explained by the fact that the proneness to authoritativeness, conflicts, intransigence of the employee most often arouses a negative attitude and criticism from the others, and further infringement on the rights and baiting at work.

Similarly, according to the method of interpersonal relations by T. Leary, the mean values were analyzed in three groups from the point of view of how employees see the manifestations of mobbing in relation to their colleagues (Fig. 2). It can be noted that the results of Groups 2 and 3 are almost similar in their values and there are no significant differences.

As for group 1 (with a low degree of mobbing) and group 3 (with a high degree of mobbing), there are significant differences in such types of relations as authoritativeness (1 octant), selfishness (2 octants); employees with similar styles of relations are more likely to notice mobbing in relation to their colleagues. We also subjected the results to the mathematical analysis using the Mann-Whitney U-test. In the first two cases, no significant results were found. When comparing the first and third group of subjects, the following results were revealed: it turned out that people with authoritative ($U = 56, p > 0.004$) and selfish ($U = 76, p > 0.031$) types of relations notice the mobbing towards their colleagues. This suggests that people with a selfish type of relations tend to notice mobbing not only in relation to themselves, but also in relation to others; perhaps this is a variant of projection as a transfer.

Conclusions

Thus, we can draw the following conclusions. People who encounter mobbing at work have a number of characteristics of interpersonal relations. In this empirical study we have identified specific types of behavior that are characteristic of employees experienced mobbing. They are authoritativeness, selfishness, aggressiveness, suspicion. Such results can be explained by the fact that their propensity for authoritativeness and proneness to conflict most often causes a negative attitude towards themselves, and in the future, infringement on their rights and harassment at work.

People, who experience mobbing attacks, have been suffering from strong psychological pressure for a long time. The symptoms such as nervousness, headaches, apathy, or loss of concentration represent only the initial stage of the disease. With a longer course, mental disorders develop. Mobbing also has a big influence on the organization, which reduces the quality of productivity.

Recommendations to Managers and Psychologists of Organizations

Organizational prevention. Working conditions in an organization is a factor that has a great influence on the emergence of mobbing. In accordance with this preventive measures are a transparent work organization, jobs with flexi-time, corresponding to the level of employee productiveness and favorable external conditions. In order to ensure the organization of the workplace, it is necessary to describe the workplace itself and activity within the organization. To do this, one should clarify the range of tasks, requirements, authorities and guidance for action in detail. For instance, intra-organizational relations are regulated through a written contract and thereby prevent misunderstanding, role conflicts. In addition, transparency should also be created for the organizational purposes of certain areas of activity and the entire organization to prevent role conflicts and lack of motivation.

Supervision. Supervision is an important application to psycho-hygiene within the organization. Supervision is suitable for mobbing cases, since this method contributes to the emergence of such viewpoints that are the most important for the timely termination of the destructive conflict. The fact that the same observer makes different views on one conflict situation creates an obstacle to excessively fast polarizing thinking. Thus, changing points of view makes it possible to stop the destructive process of conflict.

It is also recommended to conduct training courses for managers, to prevent conflict, to use coaching, this will all help to solve the problems of mobbing constructively.

References

- Belykh-Silaev, D.V. (2008). Legal intervention in the mobbing process. *Juridical psychology*, 4, 46-48.
- Chervinskaya, K.R. (2008). The technique of interpersonal relations: the experience of explicating the knowledge of an expert psychologist, interpretational schemes: a methodical manual. St. Petersburg: Rech.
- Davoudi SMM, Fartash K, Venera G. Zakirova, Asiya M. Belyalova, Rashad A. Kurbanov, Anna V. Boiarchuk, Zhanna M. Sizova (2018). Testing the Mediating Role of Open Innovation on the Relationship between Intellectual Property Rights and Organizational Performance: A Case of Science and Technology Park, *EURASIA Journal of Mathematics Science and Technology Education*, 14(4), 1359-1369.
- Efimova, O.I., Oshchepkov, A.A., Chirkovskaya, E.G., Klepach, Yu.V., Gridyaeva, L.N. (2017). The Experience of Studying Specific Features of Social Attitudes and Value Orientations among Normative and Deviant Teenagers. *Eurasian Journal of Analytical Chemistry*, 12(7b), 1549-1553.

Enyashina, N.G., Gridneva, S.V., Khudyakova, T.L., Gridyaeva, L.N., Pozharskay, E.L., Deberdeeva, N.A. (2017). Development of Higher Education Students' Creative Abilities in Learning and Research. *Eurasian Journal of Analytical Chemistry*, 12(5b), 753-763.

Fartash K., Davoudi, S.M.M., Tatiana A. Baklashova, Natalia V. Svechnikova 4, Yulia V. Nikolaeva, Svetlana A. Grimalskaya (2018). The Impact of Technology Acquisition & Exploitation on Organizational Innovation and Organizational Performance in Knowledge-Intensive Organizations, *EURASIA Journal of Mathematics Science and Technology Education*, 14(4), 1497-1507.

Ju, R., Buldakova, N.V., Sorokoumova, S.N., Sergeeva, M.G., Galushkin, A.A., Soloviev, A.A., Kryukova, N.I. (2017). Foresight methods in pedagogical design of university learning environment. *EURASIA Journal of Mathematics Science and Technology Education*, 13(8), 5281-5293.

Klepach, Y.V., Gridyaeva, L.N. (2017). Features of the i-sphere of teachers. *Izvestia Voronezh State Pedagogical University*, 275(2), 86-89.

Koladei, K. (2007). Mobbing. Psycho-terror in the workplace and methods for overcoming it: Translated from German. Kharkov: Publishing house «Humanitarian Center».

Leyman, H. (1997). Mobbing. Psychoterror am Arbeitsplatz und wie man sich dagegen wehren. Reinbek: Reinbek bei Hamburg.

Masalimova, A.R., Schepkina, N.K., Leifa, A.V., Shaidullina, A.R., Burdukovskaya, E.A. (2014). Mentoring perfection in modern enterprises conditions: practical recommendations. *American Journal of Applied Sciences*, 11(7), 1152-1156.

Masalimova, A.R., Chibakov, A.S. (2016). Experimental analytical model of conditions and quality control of vocational training of workers and specialists. *Mathematics Education*, 11(6), 1796-1808.

Mitin, S.N. (2016). Psychotherapeutic approach in the management of the development of educational systems. *Simbirsk Scientific Journal Vestnik*, 4(26), 31-39.

Mitin, S.N., Belinskaya, D. B., Vasyakin, B.S., Kamneva, E.V., Lipatova, N.V. (2017). A socio-economic approach in studying key types of the personality's viability. *Modern Journal of Language Teaching Methods*, 5, 18-28

Oshchepkov, A.A., Struchkova, L.V. (2015). Experimental study of socio-psychological correction of personal characteristics of adolescents with aggressive behavior. *Simbirsk Scientific Journal Vestnik*, 3(21), 63-70.

Ovsyanik, O.A., Belinskaya, D.B., Kochetkov, I.G., Deberdeeva, N.A. (2016). 'Specific Features of Value Orientations and Social Mindsets of Deviant Teenagers'. *International journal of environmental & science education*, 11(18), 12327-12336.

Ovsyanik, O.A., Zotova, L.E., Shulga, T.I., Sidyacheva N.V. (2015). The manifestation of aggressive behavior in the process of socio-psychological adaptation of the individual. *Modern research of social problems*, 1, 36-47.

Petrova, V.N. (2012). From theory to practice of developing the experience of creative and self-educational activities of students. *Bulletin of the development of science and education*, 5, 82-87.

Petrova, V.N. (2017). The role of pedagogy in the training of residents. *Medical education and university science. Moscow: Publishing House of the First Moscow State Medical University*, 1(9), 38-42.

- Petrova, V.N. (2018). The role of reflection in the training of residents. *Medical education and university science. Moscow: Publishing House of the First Moscow State Medical University Sechenov*, 1(11), 36-44.
- Rean, A.A., Belinskaya, D.B., Narovsky, V.M. (2013). Problems of social adaptation of students of the «Risk Groups» of orphaned children. *Vesnik of the Moscow University of the Ministry of Internal Affairs of Russia*, 5, 235-239.
- Salakhova, V.B., Tashcheva, A.I., Gridneva, S.V., Zhmurin, I.E., Mikhaylovsky, M.N. (2017). Experimental study of social and psychological correction of the teenage peronality's values and motivation sphere who is prone to deviant behavior. *Modern Journal of Language Teaching Methods (MJLTM)*, 7(4), 12-20.
- Skavitin, A. (2004). Mobbing the staff: the experience of foreign research. *Personnel management*, 8, 16-18.
- Tastan, S.B., & Davoudi, S.M.M. (2015). An Examination of the Relationship between Leader-Member Exchange and Innovative Work Behavior with the Moderating Role of Trust in Leader: A Study in the Turkish Context. *Procedia social and behavioral sciences*, Elsevier, 181, 23-32.
- Ugnich, E.A., Zarzhevsky, S.G. (2011). Mobbing in the work collective. Modern problems of human resources management. Nizhny Novgorod: Decom.
- Vaniorek, L. (1996). Mobbing: when your job becomes the hell. Moscow: Interexpert.
- Zotova, L.E. (2006). Psychological factors of aggressive behavior of senior pupils. PhD Thesis. Moscow: Moscow State Regional University.
- Zotova, L.E. (2008). Aggression as an active manifestation of frustration in the light of the theory of mental states N.D. Levitov. Problems of interaction in psychology and social practice. URL: <https://cyberleninka.ru/article/n/rol-personalnyh-resursov-v-formirovanii-predstavleniya-pedagogov-o-resursoobespechennosti>
- Zotova, L.E., Plakhotnikova, I.V., Sidyacheva, N.V. (2015). Behavioral component in the structure of self-concept of personality: a theoretical and practical aspect. *European Social Science Journal*, 8, 284-291.

Personal Determinant Features Of Contemporary Students Asocial Behavior

Aida V. Kiryakova 1, Evgeniya I. Tikhomirova 2, Svetlana I. Glukhikh 3, Svetlana V. Saltseva 4, Vadim V. Kolga 5, Maria A. Bezborodova 6, Olga V. Popova 7,8, Irina V. Afanaseva 9

¹ Department of the General and Professional Pedagogics, Orenburg State University, Orenburg, Russia

² Department of Pedagogics and Psychology, Samara State Social and Pedagogical University, Samara, Russia

³ Department of Psychology and Social Pedagogy, Ural State Pedagogical University, Yekaterinburg, Russia

⁴ Department of Pedagogy and Sociology, Orenburg State Pedagogical University, Orenburg, Russia

⁵ Department of Aircraft, Reshetnev Siberian State University of Science and Technology, Krasnoyarsk, Russia

⁶ Department of Foreign Languages, Moscow State Pedagogical University, Moscow, Russia

⁷ Department of Legal Regulation of Economic Activity, Financial University under the Government of the Russian Federation, Moscow, Russia

⁸ Department of History and Theory of State and Law, Russian State University of Humanities, Moscow, Russia

⁹ Department of Legal Psychology and Law, Moscow State Psychological and Pedagogical University, Moscow, Russia

*corresponding author

Abstract

The relevance of the study is due to the fact that the dynamics of changes in modern society entails the formation of new models of social behavior, which are particularly evident in the student environment. These models can be both adequate to the current social situation and asocial one - deviant. The study of personal determinants in the formation of certain models of social behavior is necessary on the one hand to improve the prevention and correction of socially undesirable, deviant models, and to stabilize and develop socially approved ones. The study is aimed at studying the characteristics of personal determinants in the formation of students' asocial behavior. The article presents the results of an empirical study of the personal determinants' characteristics of students' asocial behavior. It is established that students because of their individual psychological characteristics are emotionally unstable, prone to imitation, prone to depression and too sociable, which can cause rash actions, lead to dependence on the people who are stronger in the psycho-emotional terms and lead to partial loss of self-control over their behavior. The emotional sphere of modern students is characterized by obtaining positive emotions from the achievement of goals, broad and diverse communication, which is often superficial, as well as from contact with the mysterious and unusual, which can provoke rash acts and contacts with representatives of deviant, marginal, anti-social layers. The study of the volitional sphere showed that self-regulation of behavior among male students is more developed than among female students, which leads to the conclusion that young men have a lower risk of involvement in asocial behavior and, if they have already formed certain patterns of asocial, anti-deviant, delinquent behavior, they are more likely to change their behavior into Pro-social orientation.

Keywords: personal determinants, social behavior, asocial behavior, adequacy, deviation, students.

Introduction

In modern Russia, the problem of asocial, destructive or auto-destructive youth movements and groups spreading, involving an increasing number of young people, including students, is becoming more acute. There are many reasons for that. This is an unstable socio-economic situation, which is particularly acute for the younger generation, and the increasing influence of the Internet and social networks (Ju et al., 2017; Prokofieva et al., 2018, Tastan et al., 2018), and a certain spiritual crisis and the blurring of values and normative guidelines, and the problems associated with the training and education system. But an important role in asocial behavior among young people is played by personal characteristics, which actualizes their study within the framework of personality psychology, social and pedagogical psychology.

Social behavior of a person is considered as a result of social situation's interpretation, giving it certain values and meanings in the social context. Individual understanding of the social situation and the corresponding social behavior are realized by a person on the basis of a mental program formed in the process of social communication and including both conscious and unconscious components (Lubskiy, 2014, Davoudi et al., 2018). Social behavior is a qualitative characteristic of social action and interaction and implies how a person behaves in different situations, in different social environments. People can be in the same situation, engage in the same activity, but the behavior of each individual will be special, individual (Kozyrev, 2005).

Asocial behavior is a system of actions or individual actions of a person, which are characterized by non-compliance with social rules and norms existing in a particular society, and which threaten the well-being of interpersonal relations and prevent the possibility of self-development and self-realization of a person in the society to which he/she belongs (Arutyunova, & Yeremina, 2013, Fartash et al., 2018).

In our study, we consider the personal determinants of students' asocial behavior in the field of individual psychological characteristics, features of the emotional sphere in the aspect of emotional orientation and characteristics of the volitional sphere in the aspect of behavior self-regulation.

Individual psychological characteristics of the individual are a set of features that allow characterizing the personality that distinguish it and give it individuality. This is the sum of innate properties, transforming into the process of socialization in traits, and then into the personal characteristics that influence the behavior and human activity (Gippenreiter, Puzyrey & Arkhangelskaya, 2009; Manannikova, 2011).

Under the emotional orientation the need of the individual is understood in specific experiences and the desire of a person to get into a situation in which he/she can experience pleasant emotions for him/her. Emotional orientation involves the perception of emotion as a value, its special significance of those or other for a particular person, to some extent determining his/her position in life. The nature of emotional orientation has an impact on most features of the individual's emotional sphere. It, in turn, affects a person's perception of reality, his dreams and plans, the choice of behavior, activities, communication sphere, loved ones, the idea of life and happiness, etc. (Shadrikov, 2002; Ilyin, 2011).

Self-regulation of voluntary activity (behavior and activity) of a person is one of the most important elements of the volitional sphere and is an integral system of mental means by which a person can manage his/her purposeful activity. Self-regulation is implemented as a single process, carrying out the mobilization and integration of individual psychological characteristics of the individual to achieve the desired goals of activity and behavior. In the process of self-regulation the formation of harmonious behavior takes place and thanks to it the ability to manage themselves in accordance with the tasks of the target, to adjust their behavior according to the requirements of life and situational tasks are developed. The style of self-regulation and the degree of its formation are significant determinants of human

behavior in various fields: social, professional, educational and others (Konopkin, 2010; Morosanova, 2010).

Materials and Methods

Research methods

We conducted an empirical study aimed at studying the personal determinants of students' social behavior using a set of focused on their study of valid and proven techniques:

1. For the study of personal psychological characteristics, an individual typological questionnaire developed by L.N. Sobchik (2010) was used. This questionnaire is a personal psycho-diagnostic technique based on the theory of leading trends and allowing identifying the degree of severity of psychological characteristics that affect social behavior such as aggravation, extraversion, spontaneity, aggressiveness, rigidity, introversion, sensitivity, anxiety and emotionality.
2. To study the features of the emotional sphere that determine social behavior, the method "Determination of the General emotional orientation of the person" by B.I. Dodonov was used (Shadrikov, 2002). According to this technique, one can study the emotional orientation, to know what the attitudes of the individual are and the satisfaction of what needs helps it to receive positive emotions. The technique allows to study altruistic, communicative, glorious, praxic, pugnacious, romantic, gnostic, aesthetic, hedonistic and acquisition emotional orientation.
3. To identify the specifics of the volitional sphere that controls social behavior, V.I. Morosanova's (2004) multi-scale survey method "the Style of behavior self-regulation" was used, which allows to determine the degree of formation of conscious self-regulation, its individual characteristics, the components of which are the separate regulatory processes, such as planning, programming, flexibility, modeling, evaluation of results and independence.

Results

Features of Personal Psychological Characteristics of Modern Students

The average values and differences in the average values of the individual-typological questionnaire among students throughout the sample, as well as taking into account their gender, are presented in table1.

Table 1. The average indicators by the technique "Individually-typological questionnaire»

Psychological features	Average values			T-student's criterion (boys / girls)	
	As whole ^a	Boys	girls	t	P
Aggravation	1,56	1,44	1,67	-0,456	0,650
Extraversion	3,63	3,52	3,74	-0,552	0,580
Spontaneity	2,94	3,37	2,52	2,069	0,044*
aggressiveness	3,52	3,81	3,22	1,580	0,120
Rigidity	3,41	3,89	2,93	3,824	0,000**
Introversion	3,39	3,26	3,52	-0,750	0,467
Sensitivity	3,65	3,04	4,26	-2,643	0,011**
Anxiety	3,20	2,78	3,63	-1,790	0,048*
Emotionality	3,76	3,59	3,93	-0,973	0,335

Notes: 1) * - differences of averages are reliable at the level of significance $p \leq 0.05$, * * - differences of averages are reliable at the level of significance $p \leq 0.01$; 2) bold-the three most pronounced indicators in the total sample.

The table shows that modern students have the most pronounced personal psychological characteristics such as emotionality, sensitivity and extraversion. Therefore, one can say that modern students are characterized by emotional instability, rapid change of mood, impressionability, imagination. Their behavior is characterized by imitation; they easily take on any social role.

They are very vulnerable, sensitive, in failure or conflict prone to fall into a depressed state and exaggerate the extent of his/her guilt in the incident. Their attitude to study is responsible, executive, but to the examination situation they react with increased anxiety, have very painful attitude to poor grades. Rudeness, infidelity and resentment they endure very hard, but in love and friendship they are quite constant and loyal.

Modern students are too sociable, which interferes with the purposefulness of their actions, contributes to increased distraction, chatter. Despite the excessive number of friends and acquaintances, communication remains superficial, shallow. They are prone to pranks, jokes, are funny, but they are quite realistic and enterprising. Lies can be used as a way out of a difficult situation; can boast in order to increase their importance in the eyes of others.

Psychological characteristics such as spontaneity and rigidity are most pronounced among young students. They are much more relaxed, prone to free self-affirmation than girls, strive for leadership or independence. Any restrictions that constrain the framework give rise to opposition and a desire for freedom. They are more likely to break the rules and generally accepted standards of behavior because of the spirit of contradiction; they are attracted to everything forbidden. This often causes an early interest in smoking, alcohol, drugs. In the process of learning are not based on systematic studies and the development of knowledge and skills, but developed intuition, effectively use the tips, freely reproducing the whole from small details.

High indicators on the scale of "rigidity" indicate that boys possess more pronounced perseverance in achieving the goal and stubbornness in defending their own point of view. For them, their own status is very important - both in terms of supremacy, power, and from the standpoint of material prosperity. They feel envy for someone else's glory and prosperity, manifest jealousy in friendship and love, and aggression in defending their position and their rights. They have clearly expressed nature of the competition, they are able to fight to the last and win. As L.N. Sobchik (2010) notes, this scale together with the scales "spontaneity" and "extroversion", which is one of the leading among young men, indicates a pronounced hyper-time type of behavior with the most pronounced typological properties. Therefore, one can say that young students are distinguished by such positive psychological features as optimism, the desire for self-development and moving forward, to leadership. They are characterized by energy, perseverance and stress resistance. But at the same time they are often quite hot-tempered and aggressive; any opposition is perceived hostile, which can lead to very strong conflicts. Entertainment in life takes first place in the detriment of professional activity and family life that often becomes the cause of alcoholism, drug dependence and decay of the moral character of the individual. The expressed sexual activities, inconstancy, frequent change of partners also interfere with stability of social life. Such people cannot live by the rules; they commit unconscious acts, and therefore often have difficulties with the law.

The girls-students possess more pronounced psychological characteristics such as sensitivity and anxiety. Therefore, they differ from boys by impressionability, vulnerability, resentment, tendency to depression. They are indecisive, but have an increased sense of responsibility and an internal need to meet the requirements of the social environment. They are more suspicious, fearful, and prone to experiencing causeless fears. They are characterized by a painful experience of reproaches and punishments, increased

nervousness in the situation of passing control tasks and exams. They are faithful and loyal in friendship, but they are comfortable in the role of obedient ones. The prevalence of stereotypical thinking and compromise in behavior do not allow them to achieve bright breakthrough results in their studies and professional activities, and they will always be in an obedient position in relation to strong personalities and demonstrate conformism in social behavior.

The combination of sensitivity and anxiety is a sign of a hypo-time type of behavior characterized on the positive side by seriousness, reliability, honesty, decency and conscientiousness. But at the same time, people of the Hypo-time type have a lower level of energy; they tend to experience a strong sense of guilt, more than others are prone to depression. Such people prefer individual work in their professional activities. Lack of mental energy can lead to regressive behaviors, which in turn can lead to dependence on psychoactive substances (alcohol or drugs) as the only source of activity.

Features of Modern Students' Emotional Sphere

The average values and differences in the average indicators by the method of "Determination of the General emotional orientation of the personality" among the students throughout the sample, as well as taking into account their gender are presented in table 2.

Table 2. Average indicators according to the method "Determination of the General emotional orientation of the person»

Emotional focus	Average values			T-student's criterion (boys / girls)	
	As whole	boys	girls	t	P
Altruistic	4,32	3,34	5,48	-2,724	0,009**
communicative	4,93	4,44	5,52	-1,210	0,231
Glorious	2,51	3,56	1,26	2,212	0,031*
Praxic	5,97	6,44	5,41	1,372	0,175
Pugnacious	2,42	3,66	0,96	2,068	0,043*
Romantic	5,78	5,34	6,30	-0,949	0,347
Gnostic	3,86	5,09	2,41	2,948	0,005**
Aesthetic	3,14	2,03	4,44	-2,375	0,021*
Hedonistic	4,81	4,59	5,07	-0,506	0,615
Acquisition	1,75	2,41	0,96	1,070	0,289

Notes: 1) * - differences of averages are reliable at the level of significance $p \leq 0.05$, * * - differences of averages are reliable at the level of significance $p \leq 0.01$; 2) bold-the three most pronounced indicators in the total sample.

The study showed that modern students have the most pronounced praxic, romantic and communicative emotions. That is, they receive positive emotions when satisfying the need for active actions aimed at achieving the goal, obtaining the desired results. They strive for the unusual, mysterious; they are interested in learning the metaphysical meanings of life. They have a high need for communication, the satisfaction of which brings them great pleasure.

Young men-students in comparison with the female students, possess more pronounced glorious, pugnacious and gnostic emotions. Consequently, they strive for fame, praise, success and appreciation of their achievements by other people. They get positive emotions when satisfying the need for risk, overcoming danger, as well as when obtaining new knowledge. Despite the positivity of such aspirations, there are risks that the desire for success can be expressed in socially disapproving behavior (drawing

attention to themselves by negative actions), which can cause addictive, deviant and even delinquent behavior. The desire for risk, for dangerous situations, as a result of which adrenaline dependence can be formed and this kind of behavior can be associated with a risk for their own life and health, and for the life and health of others (for example, participation in stalking, "death groups").

Female students experience stronger positive emotions of altruistic and aesthetic orientation. Girls are more likely to enjoy the perception of beauty, enjoying the beauty in all its manifestations. They have a stronger need to help others, to promote, to share, to give. This focus on other people can cause dependence, subordination to other, stronger people. This can lead to girls becoming victims of domestic or sexual violence, engaging in prostitution or other illegal activities.

Features of Modern Students' Strong-Willed Sphere

The average values and differences in the average values according to the method "style of behavior self-regulation" among students throughout the sample, as well as taking into account their gender, are presented in table 3.

Table 3. Average indicators by the method "self-regulation of behavior»

Types of self-regulation	Average values			T-student's criterion (boys / girls)	
	As a whole	boys	girls	t	P
Planning	4,41	5,83	4,96	1,872	0,047*
Programming	5,50	5,51	5,70	-0,860	0,393
Flexibility	6,41	6,48	6,33	0,302	0,764
Modeling	5,61	6,15	5,00	1,997	0,044*
evaluation of results	5,27	5,17	5,37	-0,450	0,655
Independence	5,05	5,55	4,52	1,818	0,048*
General level of self-regulation	27,86	28,93	26,70	1,966	0,045*

Notes: 1) * - differences of averages are reliable at the level of significance $p \leq 0.05$, ** - differences of averages are reliable at the level of significance $p \leq 0.01$; 2) bold-the three most pronounced indicators in the total sample.

According to the study results, most modern students have the most pronounced styles of behavior self-regulation, such as flexibility, modeling and programming. When changing the situation, the appearance of unforeseen circumstances, most often they can easily and quickly rebuild their plans, change the planned actions. In a situation of uncertainty, they can behave adequately and effectively. They are aware of internal and external significant conditions; they really evaluate and integrate them into the system of their behavior. They are able to think and program their own actions and behavior independently.

The study showed that male students have a much higher overall level of self-regulation than females, as well as more developed styles of self-regulation, such as planning, modeling and independence. They have a more formed need for conscious planning of their actions, for construction of realistic, detailed, hierarchical and sustainable plans, for independent setting of goals. Consequently, they have a lower risk of involvement in antisocial behavior and, if they have already committed antisocial, deviant, delinquent behavioral acts, they are more likely to rebuild their behavior into Pro-social orientation.

Discussions

In modern domestic socio-psychological and sociological research, there are different views on the possible personal determinants of students' asocial behavior. From the sociological point of view, conscious and unconscious violations in human behavior in the social sphere depend on his/her

dissatisfaction with his/her social position, status and the discrepancy of his/her social roles to his/her expectations and aspirations. This includes the influence of reference groups, external objective circumstances in relation to a person, and his /her life world as a whole. At the same time, there is a violation of both rational aspects of behavior, such as consciousness, interests, attitudes, values, etc., and irrational ones – well-being, mood, affects, habits, etc. (Mnatsakyan, 2003).

N.Y. Golubkova (1998) in her research concludes that the cause of various forms of asocial behavior of students is the contradiction between the rational-market value orientations and behaviors promoted in modern society, and the real individual behavior of the younger generation in the youth subcultures. She also notes that despite the fact that students differ in many social characteristics (professional orientation, educational level, social experience) from high school adolescents, there is a convergence of value orientations of these two social groups of young people.

Analyzing the relationship between the labor market, the education system and social behavior, D.L. Konstantinovskiy (2014) comes to the conclusion that the asocial behavior of young people is connected, among other things, with the error in the choice of trajectories of education and professional development, with the professional lack of demand due to the mismatch of qualifications obtained by diplomas to the real level of professional training, with the mismatch of real wages to the expectations of young professionals, with the mismatch of the idea of future professional activities during the training period to the real proposals of the labor market (Konstantinovskiy, 2014).

Sociologists distinguish such personal and social factors that determine the asocial behavior of students as:

- fear of loneliness (Kondratenko, 2014);
- alcohol, drug use, sexual practices (Maksimova et al., 2011);
- lack of social cooperation and mutual assistance, lack of importance of personal opinion and participation, lack of justice, unity and harmony, strong social inequality, uncertainty of the future, lack of confidence in the future (Lubskiy, 2016);
- contradictions between desires and opportunities, tradition and modernity, spontaneity and consciousness, focus on risk or stability; financial distress, unrealized need for fame and popularity at least in their social environment, unsatisfied ambition, unreality for many of a quick successful career and achieving high social status (Kolesnikova, 2017).

Within social psychology, K.S. Vizulina and B.A. Yas'ko (2015) believe that the basis of asocial behavior of personality are factors such as socio-psychological disadaptation, social and professional irrelevance, lack of freedom of choice, reduced ability to make decisions and bring them to life, low sense of life and deformation of the value-motivational sphere.

There are such personal features of asocial behavior among the adolescents and young people as low moral and volitional level of behavior regulation, immorality, inadequate assimilation of social rules, norms and values, depression, anxiety, aggression, hyperactivity, weakness, anger, fear, strong suggestibility and conductive disorders (Arutyunova & Yeremina, 2013).

In addition to the deformation of value orientations, moral guidelines, as a determinants of asocial behavior Yu.V. Slesarev (2014) highlights the lack of culture of feelings and communication, intolerance, non-conformality and underdevelopment of reflection (understanding yourself) and empathy (understanding others).

As determinants of asocial behavior there are also weak dedication to educational and professional activity, the lack of focus as the end result and the process activities; the dependence on the social environment, lack of independence of judgment; inability to perceive other people, lack of attention and ill-will to the people; the rejection of novelty, the inertia estimates, the rejection of new knowledge; the inability to distinguish between goals and means, good and evil; unnatural behavior; unformed skills of

self-development, self-actualization, manifestation of their existing abilities and potential; lack of sense of humor; unwillingness to solve new problems and overcome difficulties, to their consciousness, to realize their experience, to a true understanding of their capabilities, inability to determine their needs and condition, weakness of intrapersonal motivation (Abdurakhmanov & Pyshevskaya, 2012).

S.B. Zyryanov (2013) draws attention to such psychological characteristics that prevent the formation of students' adequate social behavior, as the psychological difficulties of the transition from school to University, poor psychological climate in the student team, personal immaturity, lack of initiative and independence, superficial and frivolous attitude to life in General and to learning in particular.

Conclusion

Dynamic changes in modern society in general and the system of higher education in particular lead to the formation of new models of both Pro-social and asocial behavior, which are particularly evident in the student environment. There is an acute problem of anti-social, destructive or self-destructive youth movements and groups' emergence and spread, involving an increasing number of young people, including students. The reasons for this are the unstable socio-economic situation, which is particularly acute for the younger generation, and the increasing influence of the Internet and social networks, and a certain spiritual crisis and blurred values and normative guidelines, and the problems associated with the system of education and upbringing. But an important role in antisocial behavior among young people is played by personal characteristics, which actualizes their study within the framework of personality psychology, social and pedagogical psychology.

The study is aimed at studying the characteristics of personal determinants in the formation of students' asocial behavior. The leading theoretical method for the study of this problem is the content analysis of scientific works related to the problem of research, which allows considering comprehensively the analysis of factors contributing to the formation of adequate or deviant models of social behavior among students. Empirical methods were the study using valid diagnostic techniques corresponding to the purpose of the study (for the study of personal psychological characteristics the individually-typological questionnaire was used developed by L.N. Sobchik (2010)). To study the features of the emotional sphere that determine social behavior, the method "Determination of the General emotional orientation of the person" of B.I. Dodonov was used (Shadrikov, 2002). To identify the specifics of the volitional sphere that controls social behavior, V.I. Morosanova's (2004) multi-scale survey method "style of self-regulation of behavior" was used, which allows to determine the degree of formation of conscious self-regulation, statistical analysis (comparison of average indicators and t-test of student To determine the reliability of differences in average indicators) and generalization of the results.

During the study, we have identified the following personal determinants that increase the risk of students' asocial behavior. In General, students due to their individual psychological characteristics are emotionally unstable, prone to imitation, prone to depressive States and overly sociable, which can cause rash actions, lead to dependence on the stronger people in psycho-emotional sense, to a partial loss of self-control over their behavior.

Young students' personality and psychological characteristics indicate the predominance of hyper-time type of behavior, which is associated with the risks of increased conflict and aggressiveness, which can cause delinquent behavior, as well as a high level of hedonism, which can lead to alcohol, drug or sexual addiction. Personal characteristics of female students indicate the predominance of the Hypo-time type of behavior, which is associated with a high risk of depression, addiction to psychoactive substances, and even suicidal behavior.

The emotional sphere of modern students is characterized by obtaining positive emotions from the achievement of goals, broad and diverse communication, which is often superficial, as well as from

contact with the mysterious and unusual, which can provoke rash acts and contacts with representatives of deviant, marginal, anti-social circles.

In the emotional sphere, the risks of asocial behavior for young students can be the pleasure of achieving fame and popularity at any cost, as well as the risk of risky behavior and a sense of danger. This can lead to deviant, addictive or delinquent behavior, as well as involvement in destructive youth movements such as stalking or "death groups", which pose a danger to the life and health of not only the participants themselves, but also the people around them.

Female students experience positive emotions from altruistic actions. Focusing on other people can cause falling into submission, into psychological dependence on others. This can lead to girls becoming victims of domestic or sexual violence, engaging in prostitution or other illegal activities. The study of the volitional sphere shows that self-regulation of behavior among male students is more developed than among female students, which leads to the conclusion that young men have a lower risk of involvement in anti-social behavior and, if they have already formed certain patterns of anti-social, deviant, delinquent behavior, they are more likely to change their behavior into Pro-social orientation.

The study of personal determinants in the formation of certain models of social behavior is necessary, on the one hand, to improve the prevention and correction of antisocial, deviant models, and on the other hand to stabilize and develop socially approved ones. The materials of the article are intended for psychologists, teachers-psychologists, social workers, curators and are of practical value for the development of psychological and pedagogical programs aimed at improving the effectiveness of prevention and correction of students' asocial behaviors in the process of studying at the University.

References

Abdurakhmanov, R.A., Pyshevskaya, E.N. (2012). Individual psychological characteristics of students, self-actualizing in the process of studying at the University. *Bulletin of the Russian New University*, 1, 43-53. ISSN: 1998-4618

Arutyunova, A.Yu., Yeremina, Y.S. (2013). Asocial behavior of the individual: definition, essence. *Economic and humanitarian studies of the regions*, 5, 5-12. ISSN: 2079-1968.

Davoudi SMM, Fartash K, Venera G. Zakirova, Asiya M. Belyalova, Rashad A. Kurbanov, Anna V. Boiarchuk, Zhanna M. Sizova (2018). Testing the Mediating Role of Open Innovation on the Relationship between Intellectual Property Rights and Organizational Performance: A Case of Science and Technology Park, *EURASIA Journal of Mathematics Science and Technology Education*, 14(4), 1359-1369.

Fartash K., Davoudi, S.M.M., Tatiana A. Baklashova, Natalia V. Svechnikova 4, Yulia V. Nikolaeva, Svetlana A. Grimalskaya (2018). The Impact of Technology Acquisition & Exploitation on Organizational Innovation and Organizational Performance in Knowledge-Intensive Organizations, *EURASIA Journal of Mathematics Science and Technology Education*, 14(4), 1497-1507.

Gippenreiter, Yu.B., Puzyrey, A.A., Arkhangelskaya, V.V. (2009). *Personality psychology*. Moscow: AST. ISBN: 978-5-17-057858-0.

Golubkova, N.Ya. (1998). Social behavior of student youth. *Sociological research*, 9, 123-127. ISSN: 0132-1625.

Ilyin, E.P. (2011). *The emotions and feelings*. St. Petersburg: Peter. ISBN: 978-5-4237-0059-1.

- Ju, R., Buldakova, N.V., Sorokoumova, S.N., Sergeeva, M.G., Galushkin, A.A., Soloviev, A.A., Kryukova, N.I. (2017). Foresight methods in pedagogical design of university learning environment. *EURASIA Journal of Mathematics Science and Technology Education*, 13(8), 5281-5293.
- Kolesnikova, Yu.V. (2017). Transformation features of youth social behavior models in the sphere of education in the Russian society. *Philosophy of law*, 4(83), 63-69. ISSN: 1817-7085.
- Kondratenko, E.V. (2014). Actual problems of modern youth as an indicator of social security level in Russian society. *XXI century: results of the past and problems of the present plus*, 2(18), 83-87. ISSN: 2221-951X.
- Konopkin, O.A. (2010). Psychological mechanisms of activity regulation. Moscow: URSS: Lenand. ISBN: 978-5-9710-0321-2.
- Konstantinovskiy, D.L. (2014). Education, labor market, youth behavior. *Sociological research*, 3, 55-69. ISSN: 0132-1625.
- Kozyrev, G.I. (2005). Social action, interaction, behavior, and social control. *Sociological research*, 8, 124 - 129. ISSN: 0132-1625.
- Lubskiy, R.A. (2014). Statehood and models of social behavior in modern Russia. *Scientific thought of Caucasus*, 1, 32-40. ISSN: 2072-0181.
- Lubskiy, R.A. (2016). National-state identity and models of social behavior in modern Russian society. *The Bulletin of Adyghe state University*, 1(174), 124-131. ISSN: 2410-3004.
- Maksimova, S.G., Avdeeva, G.S., Goncharova, N.P. Noyanzina, O.E., Omel'chenko, D.A., Cherepanova, M.I., Kaiser, N.Yu. (2011). Analysis of social behavior risk aspects of the Altai territory population. *News of the Altai state University*, 2, 231-235. ISSN: 1561-9443.
- Manannikova, E.N. (2011). Personality psychology. Moscow: Publishing and trading Corporation "Dashkov and K". ISBN: 978-5-394-01283-9.
- Mnatsakyan, M.O. (2003). Social behavior, social communities, social reality. *Sociological research*, 2, 21-28. ISSN: 0132-1625.
- Morosanova, V.I. (2004). The questionnaire Style of self-regulation of behavior. Moscow: Cognitive Center. ISBN: 5-89353-126-4.
- Morosanova, V.I. (2010). Self-regulation and individuality of a man. Moscow: Nauka. ISBN: 978-5-02-037102-6.
- Prokofieva, E.N., Erdyneyeva, K.G., Galushkin, A.A., Prokopyev, A.I., Prasolov, V.I., Ashmarina, S.I., Ilkevich, B.V., Kubiato, M. (2018). Risk Based Ecological Economics to Engineering Students. *EURASIA Journal of Mathematics Science and Technology Education*, 14(3), 753-764.
- Shadrikov, V.D. (2002). Introduction to psychology. The emotions and feelings. Moscow: Logos. ISBN: 5-94010-159-3.
- Slesarev, Y.V. (2014). Model of social behavior in the context of formation of integrative-axiological basis of social competence of students. *XXI century: results of the past and problems of the present plus*, 2(18), 69-75. ISSN: 2221-951X.
- Sobchik, L.N. (2010). Individual-typological questionnaire. Moscow: Borges. ISBN: 978-5-91482-017-3.

Taştan, S.B., Davoudi, S.M.M., Masalimova, A.R., Bersanov, A.S., Kurbanov, R.A., Boiarchuk, A.V., Pavlushin, A.A.(2018). The Impacts of Teacher's Efficacy and Motivation on Student's Academic Achievement in Science Education among Secondary and High School Students, *EURASIA Journal of Mathematics Science and Technology Education*, 14(6), 2353-2366.

Vizulina, K.S., Yas'ko, B.A. (2015). Personal determinants of personality social and psychological adaptation: theoretical and methodological basis of research. *The Bulletin of Adyghe state University*, 1(157), 180-185. ISSN: 2410-3004.

Zyryanov, S.B. (2013). Psychological features of the first-year student, factors of activation of his/her successful study and cognitive activity. *Agricultural education and science*, 2. URL: <https://usau.editorum.ru/ru/nauka/journal/97/view#archie> E-ISSN: 2309-7671.

Problems Of Formation Of Active Bilingualism In Polycultural Russian Society

Elena V. Susimenko¹, Marianna V. Slizkova², Galina V. Shevtsova³, Irina Iu. Dzhulai⁴, Larisa Iu. Fedorova⁵, Anastasia A. Popova⁶

¹ Department of Foreign Languages, Institute for International Education, Platov South-Russian State Polytechnic University (NPI), Novocherkassk, Russia

² Department of Foreign Languages, Institute for International Education, Platov South-Russian State Polytechnic University (NPI), Novocherkassk, Russia

³ Department of Foreign Languages, Institute for International Education, Platov South-Russian State Polytechnic University (NPI), Novocherkassk, Russia

⁴ Department of Foreign Languages, Institute for International Education, Platov South-Russian State Polytechnic University (NPI), Novocherkassk, Russia

⁵ Department of Foreign Languages, Institute for International Education, Platov South-Russian State Polytechnic University (NPI), Novocherkassk, Russia

⁶ Department of Foreign Languages, Institute for International Education, Platov South-Russian State Polytechnic University (NPI), Novocherkassk, Russia

*corresponding author

Abstract

the relevance of the study of bilingualism is associated with the fact that bilingualism is directly related to the problem of the competitiveness of the Russian state in the international market, since the latter largely depends on the real ability to communicate effectively. The purpose of this article is to identify the key problems of the formation of active bilingualism in today's multicultural Russian society. The authors show actual problems in the practice of forming active bilingualism in the Russian multicultural society, including: the situation of the competition of languages in the life of a separate ethno-cultural community; the risk of an individual to change the language; priority of the state language over the language of the ethno cultural community; the existence of communication barriers in interpersonal communication; the problem of opposing the language and bilingual grammar; the problem of semantic interlingual interference; the problem of varieties (types) of bilingualism. In conclusion, some directions for further study of the linguistic and socio-cultural problems of bilingualism are suggested.

Keywords: active bilingualism, bilingual problems, multicultural society, bilingual, social communication, bilingual communication, first language, second language, language environment.

Introduction

The importance of various means of communication, in particular, interpersonal, interethnic, intercultural, etc. is constantly increasing in the current conditions of socio-economic development of various multicultural societies. This is due, first of all, to the growing dynamics of the processes of globalization and integration aimed at transforming the diverse sociocultural world into a single organic system. These processes are reflected in the system of higher education as well, forming sustainable bilingual strategies of the university students, associated with the use of a foreign language in their future professional activities (Susimenko & Litvinenko, 2015). Humankind is now becoming a relatively unified population-based education; the historically existing partitions that divided different sociocultural communities from each other are breaking apart (Gafiatulina et al., 2017). In these conditions, the problem of bilingualism is one of the most pressing problems in a modern multicultural society.

Bilingualism exists in countries where the language of the most numerous population receives the status of the state language, it is used as interethnic communication by small peoples.

In the subjects of the Russian Federation, the policy of promoting the process of building active bilingualism in a modern multicultural society is connected with the maximum expansion of social functions of peoples' languages and cultures. Bilingualism for non-Russian peoples of Russia acquired special significance when the Russian language, the language of interethnic communication and the state language of the Russian Federation, became the second language. The language environment in the multicultural Russian society is the determining factor: it socializes the personality, shapes his/her culture, thinking and speech. It is the Russian language in the multinational and multicultural Russia that has been and remains an important means of interethnic communication, the language of instruction and education, the language of interpenetration of the spiritual cultures of peoples, the language that guides the world science and culture. Knowledge of the Russian language should be considered as a socio-cultural and personal value (Ju et al., 2017; Prokofieva et al., 2018; Tastan et al., 2018). The empirical data shows that in the Russian Federation the system of identities is arranged quite in harmony: the dominant Russian civil identity is combined with the ethnic identity. Teaching the native language and ethno-cultural subjects does not have the effect of lowering the civil identity formation. However, narrowing the scope of teaching these subjects may cause the formation of social tension. Therefore, the strengthening of ethno-cultural education requires the state support (Denisova et al., 2017). The issues of studying the state (Russian language) and the development of the bilingual Russian space should be placed on a par with the problems of realizing the rights and freedoms of the individual and considered in the context of common humanitarian tasks (Vereshchagina et al., 2016).

Nevertheless, bilingualism (as well as other social and cultural phenomena) has not been studied sufficiently, and it should be viewed as a phenomenon that requires a comprehensive, multifaceted, fundamental research and the most serious, non-trivial approaches to identifying problems and socio-cultural risks (Gafiatulina, Imgrunt & Samygin, 2017; Gafiatulina et al., 2018).

Bilingualism (from Latin "bi" - two and "lingua" - language) is a social practice of alternate use of two languages in communication, the practice of using two languages simultaneously and the ability to carry out successful interpersonal communication in these languages in a particular multicultural society.

What is bilingualism as a socio-cultural phenomenon? Bilingualism means the proficiency in two languages: the first component is native, the second - nonnative (state) language. The problem of choosing a second language becomes very important. It is usually the intermediary language. The fact is that it is almost impossible to master a multitude of languages that is why, a special tool is used for communication of the multilingual peoples - an intermediate language that is common to all citizens of a country and through which representatives of different nationalities can enter into linguistic interpersonal contacts. Undoubtedly, without the use of intermediate language not only a multi-ethnic, multicultural state, but even the multinational team cannot function properly. It should be borne in mind that the choice of a person as a bilingual mediating language is determined by the socio-political and socio-economic conditions of life of the contacting peoples in a multicultural society (Vodenko, Rodionova & Shvachkina, 2017). Within the framework of a multinational, multicultural state, the function of the intermediate language is performed by the state language of the given country, on the world scale - by the world languages.

Research Methodology

At the present stage, active interest in the problem of bilingualism by a number of scientific paradigms is quite natural and socially conditioned. Active bilingualism is not only a linguistic concept, suggesting fluency in two languages; but also socio-cultural, ensuring conflict-free coexistence of multilingual

peoples in one state (cooperation of multilingual people in one team). In order to describe the main problems of the formation of active bilingualism, the development of an adequate theoretical-methodological tool becomes urgent.

It seems expedient to single out two scientific and disciplinary methodological directions in the interpretation and definition of bilingualism: linguistic and socio-psychological. According to the linguistic direction, bilingualism is interpreted as the proficiency in two languages. Thus, V.Yu. Rosenzweig (1975) defines bilingualism as the mastery of two languages and regular switching from one language to another, depending on the communicative situation. U. Vainraikh (1972) under active bilingualism understands the practice of alternate use of two languages, and persons who implement it, he calls bilingual. From the point of view of studying bilingualism as a linguistic phenomenon, this definition is considered traditional. Representatives of the socio-psychological direction most often consider active bilingualism as the proficiency in two languages (as in the linguistic direction), as well as the ability to use them equally in different communicative situations. Thus, N.B. Mechkovskaya (1996) calls active bilingualism the use of two languages by the same persons, depending on the situation of communication. E.M. Vereshchagin (1969) regards active bilingualism as a socio-psychological mechanism that allows the individual to reproduce and generate speech acts that consistently belong to two linguistic systems. In the framework of the theory of social bilingual communication under active bilingualism, we propose to understand the unequal proficiency in more than one national language and the multidimensional use of them in each specific communication situation. One of these languages is called the first, the other - the second. The primary cell of bilingual communication is a bilingual individual (bilingual). Bilingualism and the language itself are social in nature. Thus, bilingualism appears as a state of social and cultural life, defined in the framework of reconciliation of the socio-cultural norms of a multicultural society. A certain interest in studying the problems of the formation of active bilingualism is represented by the sociocultural paradigm of conflict - this is the theory of group conflict, emphasizing the instability, the contradictory nature of social systems and the conflicts of values (Bourdieu, 2001).

When discussing the issues of active bilingualism in theoretical linguistics, as a rule, we are talking about the interaction of different linguistic cultures within the framework of bilingualism. This postulate convincingly demonstrates that the problem under study is undoubtedly localized also in the scientific field of the theory of intercultural communication, since the goal of mastering a foreign language code is a successful real or potential intercultural communication (Filimonova & Krylov, 2012).

Results

The leading type of active bilingualism is one, in which there is proficiency in native language and the language of interethnic communication (Russian), therefore it is necessary to consider on the features of the functioning and development of the languages of the peoples of Russia.

The development of active bilingualism in Russia has the following features: bilingualism presupposes respect for the interests of each nationality and its language, enrichment of the national language; active bilingualism aims to bring different nations and nationalities to the advanced Russian culture, education, science, technology, to the best achievements of the contemporary life of other peoples. Socio-historical conditions determine changes in language in the course of contacts, the direction and speed of these changes.

How and to what extent the socio-historical conditions of communication of speakers of other languages determine this or that course of contacts, becomes clear when the relationship between the speech behavior of bilingual people and the social situations of bilingualism is understood. The famous domestic linguist L.V. Shcherba (1974) noticed this link, pointing out that the character of the existence of two

languages in a person is dependent on the conditions for assimilating a non-native, second language. L.V. Shcherba (1974) divided bilingualism into two categories: pure (natural) and mixed (artificial). According to the scientist, pure bilingualism is preferable for a person, because it is not subject to "distorting his first language". In this case, L.V. Shcherba (1974) emphasized that mixed bilingualism has a huge educational value and contributes to the formation of the necessary skills of comparison, analysis and classification: "By comparing in detail different languages, we destroy the illusion to which we are accustomed speaking only one language - the illusion that there are unshakable concepts that are the same for all times and for all peoples. It causes the liberation of thought from the captivity of the word, from the captivity of the language giving it a true dialectical scientific character. Such, in my opinion, is the colossal educational significance of bilingualism, and it seems, I can only envy those peoples who, by the force of things, are condemned to bilingualism. Other nations have to create it artificially, teaching foreign languages to their pupils" (Shcherba, 1974).

If the native speaker - subject A, in communication with the speaker of another national language - subject B, who doesn't know the language of subject A, learns his language, and communication occurs only in the language of subject B who occupies a peripheral place in the society of subject A i.e. his links with this society are limited to a small number of unimportant functions, then the languages of subjects A and B form two separate systems of associations for subject A, which do not have any contact with each other. If, however, the mastery of the national state language occurs in such a way that the speakers of the two languages, communicating in different socially important situations, switch from one language to the other, and vice versa, then in this case it is a generalization of the two languages up to the formation of a single language in terms of content with two modes of expression (Shcherba, 1974).

In this aspect N.A. Zabelina (2007) emphasizes that if people constantly move from one language to another and use one or another language, without noticing what language they use in each given case, then it is a question of mixed bilingualism.

Active bilingualism involves the duplication of both languages in all areas of their oral and written use, regular switching from one language to another, depending on the situation of communication. At the same time, two problematic questions arise in the field of vision: the first concerns the definition of the difference in languages and the degree of this difference; the second relates to the degree of mastery the languages. According to the linguists, active bilingualism takes place whenever a bilingual switch from one language code to another, striving for more adequate communication in specific conditions of speech communication. Moreover, this switching does not depend on whether it is a transition from the state language to the national language, from the national language to the dialect or to the language of interethnic (international) communication (Grosjean, 1985; Mackey, 2001).

The development of active bilingualism among the non-Russian part of the Russian population, as well as bilingualism among Russians living in national areas in contact with other peoples, is viewed as a positive factor, and we are interested in solving the problems of the formation of active bilingualism in a multicultural Russian society.

Within the framework of our study, we found a number of key problems in the practice of forming active bilingualism in the Russian multicultural society.

Firstly, comprehension of the communicative essence of active bilingualism within verbal interpersonal communication leads to the fact that it is carried out with a fundamental violation of the boundaries of the national language of one or another ethno-cultural community. It means that bilingualism creates a situation of competition of languages in the life of a separate ethno-cultural community, which is a sociocultural problem of the Russian multicultural society. For example, according to the data of Adygean scholars, (Bilingualism is a sociocultural problem, 2003) the scope of the second language is

expanding, which leads to the replacement of the native language. This competition of languages should be manageable.

Secondly, the competition of languages causes a great risk for an individual to change the language. This change occurs when the second language displaces the first bilingual language, begins to actively claim the role and place of the first language in life and, most importantly, in the speaker's consciousness, and ultimately occupies this place. However, it must be remembered that language is closely related to ethnicity. Thus, the results of ethno sociological surveys show that the language occupies one of the central places in the structure of ethnic self-identification (Shakhbanova et al., 2016). Bilingualism is spreading along the ethnic borders of the state.

Thirdly, the priority of the state language in fact pushes all other languages in the sphere of household communications. The wrong policy aimed at leveling and discriminating nations and peoples, as well as the Russian language (within the framework of certain regional ethno cultural Russian and foreign communities), has become one of the reasons for the numerous interethnic conflicts (Shakhbanova et al., 2018).

Fourthly, the problematic issues associated with the theory of bilingual communication are code switching and language change. The problematic situation is that the moment of transition from one language to another (code change) in bilingual communication can be conditioned by objective motives based on: the speaker's desire to declare his own advantage (for example, higher or different) social status; banal aspiration to conceal the meaning of what was said and the transition from communication to quasi-communication; desire to limit the circle of communicants (for example, professional medical cryptolalia with the involvement of the Latin language). As a result of switching the code and changing the language, we can talk about the existence of communicative barriers in interpersonal communication.

Fifthly, the unequal proficiency in the second language, as well as the problem of its distinguishing (at the level of speech and auditory communication) and language fluency (not only at the level of speech and auditory communication, but also at the level of reading and writing). It causes the problem of opposing the language and grammar of a bilingual.

According to empirical data, the bilingual's knowledge of the second language often remains poor compared to the quality of knowledge in the first, native language (Mackey, 2001). This may be due to objective and subjective determinants: on the one hand, insufficient methodological support and problems in the educational field of training (Vodenko et al., 2016; Vodenko et al., 2018), teaching both the state language and the second language in an ethno-cultural community within a multicultural society; on the other hand, - weak personal motivation and disinterestedness of a bilingual in serious study of the second language.

Sixthly, with the above-mentioned problems of the formation of active bilingualism in multicultural Russian society, the problem of mixing languages is closely connected, the so-called semantic interlingual interference - the transfer of language skills from the native language of a bilingual to the second studied (Semchinsky, 1973). Sometimes, under the guise of the linguistic integration of an individual studying under bilingual education programs, bilingualism may undergo assimilation, that is, lose contact with native culture, which can also cause intercultural conflicts. According to the modern linguist S.V. Semchinsky (1973), for specialists studying the problems of bilingualism in a multicultural society, the problem of the semantic interference of contacting languages was actualized in connection with the needs of modern society (Semchinsky, 1973).

Seventhly, there is a problem of varieties (types) of bilingualism. It is only natural that initially bilingualism aroused the interest of researchers primarily from the standpoint of its attribution to the society, i.e. from the point of view of its functioning in society. The theory of language contacts focused its attention on the very side of bilingualism, within the framework of which particular problems of

mutual influences of contacting languages are solved—such as interlingual borrowing, different-level semantic interference, features of the development of a particular national language in bilingualism, etc.

Thus, it becomes obvious that the range of problems in the practice of forming active bilingualism in the Russian multicultural society is very wide and diverse.

To solve these problems, it is necessary to strive to create a speech environment - one of the important sources and means of developing active bilingualism. It is necessary that the state language fueled the second language of each bilingual, because a foreign language, in turn, feeds the national language, and thus the country's culture - it is a natural way to a multicultural society.

Discussion

In order to determine the boundaries of the phenomenon under study, we should consider the problem of the connection between bilingualism and related phenomena, both extralinguistic and linguistic ones. To the first, we refer multiculturalism as a condition, most often accompanying and favoring the development of bilingual communication. To the second, diglossia, distinguished by C. Ferguson (1959) and J. Gamperz (1964) as a phenomenon in which there is (or dominates) one language in the linguistic community, but different communicative subsystems are regularly used - its dialects and styles, which are applied depending on the social functions of communication.

At what stage can we talk about active bilingualism? Some scientists believe that an individual can be considered a bilingual only if he/she is fluent in both the first native language and the second, non-native, i.e. speaks equally well in both languages (Babushkina, 2016). The identical point of view has American linguist L. Bloomfield (1968), who understands active bilingualism as follows: "In cases when the perfect assimilation of a foreign language is not accompanied by the loss of the native language, bilingualism arises; it means equal proficiency in two languages" (Bloomfield, 1968). The same point of view can be traced also to the Russian linguist V.A. Avrorin (1972), who believes that bilingualism begins from the moment when the degree of knowledge of the second language comes close to the degree of knowledge of the first (Avrorin, 1972). V.A. Avrorin (1972) does not use the category "in perfection" in his definition, rightly believing that it is impossible to master perfection in principle, hence the problem - what criteria can be used to evaluate the concept of "in perfection"?

Moreover, in this regard, the foreign researcher of the problem of active bilingualism J. Macnamara (1969) argues that an individual can be called a bilingual if he has (at least to some extent) the skills of one of the four speech modalities: speaking, listening, writing and reading. The thinking of bilingual people is considered divergent due to two parallel existing language systems (Macnamara, 1969). Knowledge of the second language is the key to success in life, the demand in the labor market and the ability for effective social communication (Vereshchagina et al., 2015).

Active bilingualism is not only a linguistic concept (fluency in two languages), but also social, which ensures the normal (conflict-free) coexistence of multilingual peoples in one state (the cooperation of multilingual people in one team). Accordingly, the content of this concept covers the harmonious functioning of two languages. Harmonious bilingualism is a political and legal equality of two languages, assuming equal conditions for mastering them and equal conditions for their functioning. The definition of the content of harmonious bilingualism is related to the social functions performed by each of the languages in the conditions of active bilingualism (Zakiryanov, 2015).

Very appropriate, within the framework of our research, is the definition from the point of view of bilingual communication given by A.D. Schweizer and L.B. Nikolsky: bilingualism is the coexistence of two languages within the framework of a single language (speech) community using these languages in various communicative spheres, depending on the social situation and other parameters of the communicative act. Both languages, serving the same community, form a united social and

communicative system and are in functional complementarity to each other (Schweitzer & Nikolsky, 1978).

As G.R. Abdullina (2008) emphasizes, in each specific case it is important to take into account the socio-historical conditions for the emergence and functioning of bilingualism. Moreover, without taking into account the structural features of languages, one cannot give a complete description of their interaction. In this regard, bilingualism is not only and not so much linguistic as a socio-cultural concept. Accordingly, a bilingual is a person who not only knows at least two languages, but also understands the basics of the cultures of these linguistic communities and actively participates in the bilingual environment (Abdullina, 2008).

Conclusions

Active bilingualism is a socio-historical, extremely complex, multi-faceted phenomenon that arose based on all-round cooperation and mutual relations of peoples, their economic, political and cultural interaction. It involves knowledge of both native language, first language, and second language. Systemic study of active bilingualism is not possible without careful but at the same time, free from excessive immersion in the details, aspectisation. In this sense, a number of areas are quite reliably identified, in which research would be most productive (Nikolaev, 2013). These areas could be characterized as follows.

Sociolinguistic direction. It is quite natural that bilingualism (mass, collective, group, family, etc.) first of all attracted attention as a social phenomenon. Actually, it constitutes a significant sector in the theory of language contacts in interpersonal bilingual communication.

Psycho- and neurolinguistic direction. Psychology and neurolinguistic grounds of bilingualism are studied based on the analysis of the individual's bilingual behavior - in terms of the features of mastering and further use of the second language; change of languages; residual language phenomena when changing languages; the formation of language barriers, the specifics of the linguistic sign with active / passive bilingualism; contrasting bilingual's language and grammar; semantic language interference, etc.

Pragmatic direction. From the point of view of the communicative pragmatics of the individual, bilingualism can be involved in research as a method or even a technique (a set of techniques that makes up a communicative strategy) on the way to the most optimal achievement of a particular communicative goal. From the standpoint of the communicative pragmatics of society, the same phenomenon can be studied primarily as an "open opportunity" for switching codes, but also within the framework of a specific simulation of situations in which successful communication cannot be carried out using only one national language.

Cognitive direction. In this case, the main subject of research is the consciousness of bilingual, bilingual thinking as a process, and its result (product). Specific linguistic behavior is considered in the system of relations "the external world → perception → the inner world" of the individual. Surely somehow - perhaps more intense - "work" such traditional mechanisms as attention, inhibition, selection, required for an adequate design in a single consciousness of two (different) language pictures of the world.

The study of the problems of active bilingualism in a modern multicultural Russian society can be conducted simultaneously in a single productive interface of cognitology and pragmatics; psycholinguistic view will serve as a necessary basis for solving problems of mastering a second language.

The presented list of potential directions can be expanded at the expense of "adjacent areas" - for example, social and historical bilingual studies examining the rich extremely valuable and instructive experience of bilingual activities in the history of mankind- both spontaneous and prepared, professional.

In conclusion, it would be useful to recall that bilingualism cannot be regarded as a static and / or unitary (integral) phenomenon. In practice, it exists in various forms and manifestations and varies depending on a variety of socio-historical, socio-cultural, political, economic, environmental, religious, ethnic, psychological and other factors. The attitude to bilingual behavior in society will also undergo certain changes depending on the development of the world community and on the expansion of our ideas about the bilingual abilities of the individual. At the same time, the following is unquestionable: the number of bilinguals in Russian society, and indeed in the world community, is constantly growing, which means that bilingualism will be a characteristic feature of society throughout its history, including a potential future.

References

- Abdullina, G.R. (2008). On the question of the forms and results of the interaction of languages (2008). *Bulletin of Chelyabinsk State University*, 3, 5-15.
- Avrorin, V.A. (1972). Bilingualism and school. *Problems of studying bilingualism and multilingualism*. Moscow: Nauka.
- Babushkina, V.V. (2016). Bilingualism: problems of definition. *Philological sciences. Questions of theory and practice*, 11, 64-66.
- Bilingualism is a sociocultural problem (2003). Materials of the round table. Maykop: ASU.
- Bloomfield, L. (1968). *Language*. Moscow: Nauka.
- Bourdieu, P. (2001). *Practical meaning*. St. Peterburg: Aletey.
- Denisova, G.S., Denisova, A.V., Litvinenko, E.I., Susimenko, E.V. (2017). Linguistic and ethno-cultural education in polyethnic regions of Southern Russia in the context of civil identity design: The experience of empirical study. *Man in India*, 97(11), 543-562.
- Ferguson, C. (1959). Diglossia. *Word*, 4, 325-340.
- Filimonova, M.S., Krylov, D.A. (2012). Bilingualism as a tendency of the language development of modern society *Modern problems of science and education*, 1, 136-139.
- Gafiatulina, N.Kh., Imgrunt, S.I., Samygin, S.I. (2017) Social security and social health of Russian society: monograph. Saarbrücken: Lap Lambert Academic Publishing RU.
- Gafiatulina, N.Kh., Tarasenko, L.V., Samygin, S.I., Eliseeva, S.Yu. (2017). Social health and perception of risks by students living in southern Russian regions. *Health risk analysis*, 4, 66-75.
- Gafiatulina, N.Kh., Vorobyev, G.A., Imgrunt, S.I., Samygin, S.I., Latysheva, A.T., Ermakova, L.I., Kobysheva, L.I. (2018). *Social Health of Student Youth in South Russia: Analysis of the Perception of Socio-Cultural Risks*. *Modern Journal of Language Teaching Methods*, 8(6), 32-41.
- Gamperz, J. (1964). Linguistic and social interaction in two communities. *American Anthropologist*, 66(4), 137-153.
- Grosjean, F. (1985). The bilingual as a competent but specific speaker-hearer. *Journal of Multilingual and Multicultural Development*, 6(6), 467-477.

- Ju, R., Buldakova, N.V., Sorokoumova, S.N., Sergeeva, M.G., Galushkin, A.A., Soloviev, A.A., Kryukova, N.I. (2017). Foresight methods in pedagogical design of university learning environment. *EURASIA Journal of Mathematics Science and Technology Education*, 13(8), 5281-5293.
- Mackey, W.F. (2001). *The Description of Bilingualism. The Bilingualism Reader*. London: Routledge.
- Macnamara, J. (1969). How can one measure the extent of a person's bilingual proficiency? Description and measurement of bilingualism: an international seminar (University of Moncton. June 6-14, 1967). Toronto: University of Toronto Press, 80-97.
- Mechkovskaya, N.B. (1996). *Social Linguistics*. Moscow: Aspect Press.
- Nikolaev, S.G. (2013). The phenomenon of bilingualism: problems and research perspectives. *Proceedings of the Southern Federal University. Philological Sciences*, 3, 86-96.
- Prokofieva, E.N., Erdyneyeva, K.G., Galushkin, A.A., Prokopyev, A.I., Prasolov, V.I., Ashmarina, S.I., Ilkevich, B.V., Kubiakto, M. (2018). Risk Based Ecological Economics to Engineering Students. *EURASIA Journal of Mathematics Science and Technology Education*, 14(3), 753-764.
- Rosenzweig, V.Yu. (1975). Problems of language interference: the abstract of Doctoral dissertation. Moscow.
- Schweitzer, A.D., Nikolsky, L.B. (1978). *Introduction to sociolinguistics*. Moscow: Znanie.
- Semchinsky, S.V. (1973). Semantic interference of languages (on the basis of Slavic-Eastern Romance language contacts): author's abstract of Doctoral dissertation. Kiev.
- Shakhbanova, M.M., Gafiatulina, N.Kh., Samygin, S.I., Chapurko, T.M., Levaya, N.A., Bineeva N.K. (2018). Youth of the South of Russia: Specifics of manifestation of ethnic identity (on the example of the Dagestan republic). *Purusharta*, 10(2), 111-119.
- Shakhbanova, M.M., Gafiatulina, N.Kh., Vereshchagina, A.V., Samygin, S.I., Imgrunt, S.I. (2016). Social and economic consequences of regional ethnic migration for national security and social health of the Russian youth. *Social Science (Pakistan)*, 11(16), 3886-3893.
- Shcherba, L.V. (1974). On the issue of bilingualism. Language system and speech activity. Moscow: Nauka.
- Susimenko, E., Litvinenko, E. (2015). Socio-cultural factors contributing to the formation of the Russian technical university students' bilingual strategies. *Annales-Anali za Istrske in Mediteranske Studije - Series Historia et Sociologia*, 25(3), 469-476.
- Taştan, S.B., Davoudi, S.M.M., Masalimova, A.R., Bersanov, A.S., Kurbanov, R.A., Boiarchuk, A.V., Pavlushin, A.A. (2018). The Impacts of Teacher's Efficacy and Motivation on Student's Academic Achievement in Science Education among Secondary and High School Students, *EURASIA Journal of Mathematics Science and Technology Education*, 14(6), 2353-2366.
- Vainraikh, U. (1972). *Monogamy and Multilingualism New in Linguistics*. Moscow: Znanie.
- Vereshchagin, E.M. (1969). Psychological and methodical characteristics of bilingualism. Moscow: Slovo.
- Vereshchagina, A., Gafiatulina, N., Kumykov, A., Stepanov, O., Samygin, S. (2015). Gender Analysis of Social Health of Students. *Review of European Studies*, 7, 223-230.

Vereshchagina, A.V., Gafiatulina, N.Kh., Shikhaliyeva, D.S., Mullakhmedova, S.S., Gamzaeva, G.Sh. (2016). National security of Russia in estimates of health of the younger generation. *International journal of Pharmacy and technology*, 8(2), 14108-14120.

Vodenko, K.V., Bokachev, I.A., Levchenko, N.A., Rodionova, V.I., Shvachkina, L.A. (2016). The Specific Features of a Government Control over Higher Education, Considering the Interests of Parties to the Social and Labor Relations. *The Social Sciences*, 11(21), 5241-5246.

Vodenko, K.V., Ponomaryov, P.A., Vergun, T.V., Zritneva, E.I., Volkova, L.A. (2018). University As Center Of Regional Social-Economic And Scientific-Innovative Development. *Modern Journal of Language Teaching Methods*, 8(3), 76-86.

Vodenko, K.V., Rodionova, V.I., Shvachkina, L.A. (2017). Perspectives of Development of the Russian National Socio-Economic and Political Model. Overcoming Uncertainty of Institutional Environment as a Tool of Global Crisis Management. New York: Springer International Publishing AG, 423-428.

Zabelina N.A. (2007). On bilingualism. *Theory of language and intercultural communication*, 2, 117-125.

Zakiryaynov, K.Z. (2015). Constellation of languages in a multicultural space (to the problem of the formation of active bilingualism) *Russian Humanitarian Journal*, 4(2), 128-137.

Patriotism In Local Communities Of The South Russia

Yuriy G. Volkov ¹, Anna V. Vereshchagina ², Anatoly V. Lubsky ³

¹ Laboratory of Research and Examination of Social Practices, South of Russia of Sociology and Regional Studies Institute, Southern Federal University, Rostov-on-Don, Russia

² Laboratory of Research and Examination of Social Practices, South of Russia of sociology and regional studies Institute, Southern Federal University, Rostov-on-Don, Russia

³ Laboratory of Research and Examination of Social Practices, South of Russia of sociology and regional studies Institute, Southern Federal University, Rostov-on-Don, Russia

*corresponding author

Abstract

The article presents the results of a sociological study of patriotism in the South Russian poly-ethnic region as the basic structure of mental programs of social behavior in local communities. The study of cognitive, axiological and conative aspects of patriotism led to the conclusion that in the South of Russia, as in the Russian society as a whole, statist patriotism dominates, which contains the risks of nationalism and "blind" patriotism, which lacks civil constructiveness.

Keywords: patriotism, civic consciousness, statehood, mental programs, statist patriotism, "blind" patriotism, constructive patriotism, civic patriotism.

Introduction

One of the most important "challenges" for modern Russia is the formation of the all – Russian identity, as such identity is considered, on the one hand, as a factor of consolidation of Russian society, on the other – as the basis for the establishment of common life guidelines and the formation of a security sense of Russian citizens. In this case of particular relevance is the question of the ideological basis of Russian national identity formation. In recent times, as such a framework the patriotism is offered as a national idea and the dominant structure of mental programs of Russians social behavior (Lubsky, Kolesnikova & Lubsky, 2016).

The South of Russia is one of the most multi-ethnic regions of the Russian Federation, in the national republics of which an important role is played by ethno-national identity, based on ethno-cultural traditions and historical memory of ethnic communities. In this regard, of particular scientific interest is the question of how local communities in the South of Russia relate to patriotism and what its features in multi-ethnic societies are. In the vast array of literature devoted to Patriotic issues in modern Russia, these issues have not yet become a subject of scientific interest. Sociological study of these issues is not only social, scientific, but also practical in terms of the development of projects for the implementation of identity policy in a multi-ethnic Russian society.

Materials and Methods

The basis of the scientific study of patriotism in the South of Russia was a set of sources of empirical information, including the results of a sociological study conducted by the authors in 2018 by a personal questionnaire "face-to-face" in five entities of the Russian Federation in the South of Russia (Rostov region, Stavropol territory, Republic of Adygea, Kabardino-Balkar Republic and the Republic of Crimea). The representativeness of the research procedures was ensured by the implementation of a multi-stage stratified proportional sample (the sample includes 2468 respondents). Besides, in order to identify the characteristics of patriotism in the South of Russia, the sociological study used the results of public opinion polls conducted on a representative all-Russian sample in 2016-2018. "Levada Center" (Great-Power sentiment in Russia reached a historical maximum, 2017), All-Russian center for the study of

public opinion (Patriots and unpatriotic behavior, 2016), The Public Opinion Foundation (Patriotism: the dynamics of opinions, 2015) and Federal research sociological center of the Russian Academy of Sciences (Russian society and the challenges of time, 2016). In addition to quantitative methods, the sociological research also used methods of qualitative operational analysis and theoretical interpretation of empirical data obtained.

Numerous domestic and foreign literatures are devoted to patriotism. Certain aspects of patriotism in the South of Russia have also been the subject of scientific research. At the same time, special attention was paid to the ethno-cultural aspects of Patriotic education and the peculiarities of patriotism among young people in the South Russian regions. The scientific literature also covers issues related to the study of patriotism as a factor of socio-cultural integration, of the role of religious factor in the formation of patriotism and its place in the traditional cultures of the peoples in the South of Russia (Khali, 2017; Volkov et al., 2017; Volkov et al., 2018; Blum, 2006; Goodrich, 2016; Newton, 2017; Vodenko et al., 2018). Despite the fact that certain aspects of patriotism in the South of Russia have already attracted the attention of scientists, in General, patriotism in the South of Russia has not yet been the subject of special sociological research.

In the modern Russian discourse the ideas of patriotism are filled with various axiological, ethical and ideological connotations (Magaril, 2016; Lubsy, 2017). In the foreign discourse, in which there are both positive and negative interpretations of patriotism, special attention is paid to the policy and practice of patriotism, as well as to the genetic links of patriotism with nationalism (Blatberg, 2000; Cohen & Nussbaum, 1996; Viroli, 1997; Paul, 2005; Beck & Beck-Gernsheim, 2009).

Within the framework of a multidimensional methodological construct of sociological research, patriotism was considered as one of the structures of mental programs as a set of ideas, values and attitudes that determine the behavior of various social groups in local communities (Mental programs and models of social behavior in Russian society, 2016). In this regard, three aspects in the study of patriotism are distinguished: 1) cognitive, which includes the representations of the respondents which reflect patriotism, its functions and ways of formation; 2) axiological, which determines the importance of patriotism as a value in society and in the value hierarchy of the individual; 3) connotative, reflecting the willingness of respondents to participate in Patriotic practices.

Results

Empirical results of sociological research show that 67.8 % of respondents in local communities in the South of Russia have ideas about patriotism, endowed with emotional and sensual connotations which are associated primarily with love for the Motherland (24.7%), willingness to stand up for its protection (23.3%) and a sense of the indissoluble connection of man with his/her people, its culture, history (19.8%) (table 1).

Table 1. Representations about patriotism

Answers to the question: "What do You mean by patriotism?"	%
Patriotism is a feeling of deep love for the Motherland	24,7
Patriotism is the highest value without which a person cannot live and the society exist	7,7
Patriotism is a feeling of an indissoluble connection of a person with his/her people, its culture, history	19,8
Patriotism is an activity aimed at protecting the rights, interests and freedoms of citizens of the country	8,9
Patriotism is the willingness of a person to stand up for the Motherland and his/her people	23,3

Patriotism is a national idea that unites people in order to achieve common goals and solve important social problems	10,8
Patriotism is a means of influencing the consciousness of society, used by the government to solve social and political problems.	4,7
Else	0,2
in total	100,0

On the question about the meaning that respondents put in the concept of "homeland", the most common answers were as follows: "the country in which a person was born" (31.9%), "the place where a person was born (village, city, region)" (22.4%), "the land of ancestors, i.e. the place where the ancestors of a person lived and where he/she would like to return" (18.2%), "the place where a person feels good" (11.3%). The position corresponding to the opinion that it is "the country in which a person lives" was chosen by 7.7%, and that it is "the place (village, city, region) in which a person lives" - only by 3.4%. As one can see, the division of the Big and Small Motherland, traditional for Russians, takes place along the line of birth, not residence, with which the migration attitudes of respondents are correlated, among which 43% are ready to leave Russia in order to improve their material well-being abroad, provided that there will be an opportunity to return, i.e. for some time. 30.9% of respondents would never leave Russia for such purpose and 12.5% would do it without hesitation.

In other words, for a certain part of respondents "to love the Motherland" and to be a patriot is not necessarily connected with the concept of "living in Russia". For the majority of respondents (22.1%), this is not a prerequisite for being a citizen of Russia - it is important to have the rights and duties of a citizen, and the position of "living in Russia" was in second place, ahead of the third position - "to be a patriot" (10.7%). It is noteworthy that among the mandatory qualities that distinguish a citizen, respondents also put "love for their country" in the third place, with which they mainly, as the study showed, associated patriotism.

Interesting is the comparison of the perception of patriotism as a willingness to defend the homeland and its people (23,3%) with behaviors that greatly exceeded the cognitive ones - 67.5% of people in the survey expressed a willingness to stand up for Russia against 19.4 per cent, who was not ready for that in spite of the fact that the value of patriotism in the hierarchy among the most important values of the surveyed people in the South of the country was very low - only for 3.2% it was paramount, while the most significant values were: family (19.7%), health (13.8%), love (10.8%), friendship (10.5%), material well-being (9.4%). Patriotism gave way to such values as justice, freedom, education, religion. Less valuable, in comparison with patriotism, for respondents were only the values of career and trust in people (table 2).

Table 2. Patriotism as a value

Answers to the question: "which of the following values are most important to you?"	%
Friendship	10,5
Material welfare	9,4
Love	10,8
Family	19,7
Freedom	7,5
Education	5,1
Justice	7,7
Career	2,9
Health	13,8

Patriotism	3,2
faith in God	3,6
The confidence to the people, and the world	2,1
Civil rights and freedoms	3,6
Else	0,0
in total	100,0

Data on the subject of pride in Russia are correlated with the perception of patriotism as a feeling of the indissoluble connection of a person with his/her people, its culture, and history (19.8%). The largest number of respondents (14%) believes that this is the history of Russia. In second place was the nature of Russia (10.8%), then – the military power (armed forces) of the country (10.7%), its vast expanses (10.2%) and natural resources (9.7%). The Russian people as a matter of pride for Russia took only the 7th position (8, 6%), followed by cultural (8%), scientific (7, 9%), sports (5, 6%). The Russian education system (2.6%) is very low in the context of pride for the country. Even lower – the health system (1.6%), however, as well as the economic achievements of Russia (2.1%). Only 1.8% believes that one can be proud of Russia's democratic achievements.

Thus, the activity-based side in the perception of patriotism by the residents of the South of Russia is mainly connected with the readiness to defend the Homeland in case of an external threat, the danger of which is noted by 35.7% of respondents (45.3% of the threat to Russia is seen in the internal problems of the country and only 9.3% believe that Russia is not in danger). The perception of patriotism as activities aimed at the protection of the rights, interests and freedoms of the citizens of the country, is characteristic only for 8.9% of respondents, and this position was taken only the fifth place in the hierarchy of cognitive attitudes of the respondents in the South of Russia (see tab. 1) – the fourth position is taken by the perception of patriotism as a national idea that unites the people for the sake of achieving common goals and solving important social problems (10.8%).

The situation with regard to the level of social and civil activity of the residents of the South of Russia does not contradict the given data: 91.2% are not members of any public organizations, 36.6% have never taken and do not plan to take part in joint public actions carried out by public organizations against 10.5% of those who took the opposite position. However, the situation with Patriotic organizations is identical-92.9% do not consist in any of them, and of 5.3% of respondents included in Patriotic organizations, 98.8% could not specify the names. However, this does not prevent the vast majority of residents in the South of Russia (about 77%), according to the survey, to consider themselves patriots. For 82.3% of respondents, patriotism is associated with a deep personal feeling, and therefore the persons themselves must determine what patriotism means to them. The opposite point of view, according to which the state should determine what patriotism is and what a patriot should be, belongs to a small part of the respondents – 8.9%, and the patriot, from the point of view of the inhabitants of the South of Russia, is a person who, first of all, loves the Motherland (23.2%) and is ready, in case of danger threatening it, to stand up for protection (19.5%), which, as one can see, correlates with the above mentioned perception of patriotism as a phenomenon.

Such a characteristic as "critical assessment of the situation in the country and striving to change it in order to provide it with a decent future" has not become significant among the indicators that distinguish a patriot from a non-patriot, and only 5.7% of respondents adhere to it. A little more-6.5% of respondents believe that to be a patriot means to be able to tell the truth about their country, no matter how bitter it may be, and to deal with its shortcomings, which correlates with the opinion that a patriot should support the government and its decisions, which, in General, taking into account and those who are more

inclined to this position than to deny it, is shared by more than half of respondents (53.9%), with all that among the traits that distinguish a patriot, such as "always to support the policy pursued by the state power", was noted by the minimum number of respondents – only 1.8% (table 3).

Table 3. Patriotism as an attitude

Answers to the question: "how do you think what means to be a patriot?"	%
To love one's own country.	23,2
To work, to do things, actions aimed at the benefit of one's own country.	14,7
Be interested in the culture and traditions of one's own country.	5,8
Be interested in the culture, customs and traditions of different peoples of the country.	3,4
Know the history of one's own country.	11,2
To assess critically the situation in the country and strive to change it in order to provide it with a decent future.	5,7
To be ready to defend one's own country in case of threatening danger it and its people.	19,5
Always to support the policy pursued by the government.	1,8
To think that one's own country is better than any other country, that it has no flaws.	1,3
To be able to tell the truth about one's own country, no matter how bitter it may be, and to deal with its shortcomings.	6,5
To be proud of one's own country.	6,6
Else	0,2
in total	100,0

It can be concluded that those 14.7% of respondents who believe that a patriot should work, do things, actions aimed at the benefit of his/her country (see tab. 3), do not necessarily mean that these actions should be contrary to the policy of state power, and the reason for this conformism lies in the fact that a true patriot, according to those respondents who are convinced of the need to support the government, should fully trust the government and not doubt the correctness of its decisions (so believe 23.5% of respondents), and should love their state and always support the decisions of the government (22%). This situation is also consistent with the position of 53.4% of respondents in the South of Russia, who answered unequivocally "no" to the question of whether they will participate in joint public actions not authorized by the authorities. In the case of activity authorized by public authorities, those who are convinced of their passivity are less-32.3%.

By delegating to the authorities to solve social problems without trying to resist its solutions, the population of the South of Russia does not consider it necessary to feel responsible for what is happening in the country. In any case, this position was taken by 33.1% of respondents in the study, with 29.8% who found it difficult to answer (they can be attributed both to the category of citizens with low social responsibility, and to those 32.9% who feel responsible for what is happening in the country). Probably, the low level of social responsibility of respondents is due to the fact that they do not associate civil responsibilities with responsibility for the fate of the country (those were only 7.1% of the respondents), believing that these primarily include compliance with the laws (36.3%) and participation in elections (14.3%). According to the respondents, the protection and defense of civil rights is not among the priority connotations that determine civil obligations (6.8%), and the ability to defend them among the qualities of a citizen is estimated below the "love for their country" (10% and 13.5%, respectively).

At the same time, patriotism as a love of the Motherland for the majority of respondents unfolds in practices mainly based on the reproduction of historical (usually military) memory and its heroic stories

associated primarily with the great Patriotic war, as evidenced by the nature of Patriotic activities in which respondents participated. Among them most often holidays, promotions in honor of the Victory Day are mentioned (53.2%). A significant part of the activities are also trips to places of military glory (46.3%), military-sports camps (38.1%), and search teams (23%).

The given correlations leave no doubt that patriotism and citizenship in the mass consciousness of the majority of residents in the South of Russia are not associated as phenomena endowed with a single semantic space, which is reflected in the level of social behavior models corresponding to the traditional behavioral matrix of Russians with a high level of social passivity, low degree of social responsibility and undeveloped culture of civil self-organization (Lubsky, Kolesnikova & Lubsky, 2016).

Discussion

Theoretical interpretation of the empirical results of a sociological study on patriotism in local communities in the South of Russia allows selecting as a dominant one the statist type of patriotism. This type of patriotism in many respects bears the features of "blind" patriotism, which is not capable of critical analysis of reality, and in the context of great-power sentiments in Russia (great-Power sentiments in Russia have reached a historical maximum...) contains the risks of nationalism. The peculiarity of "blind" patriotism in the South of Russia is that, on the one hand, only 5.7% of respondents believe that a patriot should "critically assess the situation in the country and strive to change it in order to provide it with a decent future." However, on the other hand, only 1.8% of respondents believe that a patriot should "always support the policy pursued by the government."

Non-critical attitude to social reality is combined in respondents in the South of Russia with a low level of responsibility to society. This is recorded in the sociological data of the Russian scale: 60% of Russians, according to a survey in 2017, do not feel responsible for what is happening in the country.

The basis of great-power moods in Russia is public patriotism of military mobilization orientation. This is confirmed by the data of the empirical research, in which the willingness to stand up for the Motherland and its people has become an important feature that determines the perception of patriotism in the South of Russia. In General, this corresponds to the all-Russian data obtained by the Public Opinion Foundation (Patriotism: dynamics of opinions, 2015), while "activities aimed at protecting the rights, interests and freedoms of citizens of the country", being the main characteristic of civil patriotism, reflects the cognitive views of only a small part of the population in the South of Russia.

In the framework of the military mobilization version of patriotism, which is actively, as the researchers note, implanted in Russia by the top in the logic of the Soviet traditions (Magaril, 2016) and based on the heroic pages of the past, the formation of a civic patriotism is displaced to the marginal periphery of the state policy of patriotism. This is evidenced by the fact that among the achievements that the country could be proud of, the people of Russia, including in the South of Russia, consider just those that are not related to civic consciousness and civil society.

In General, the theoretical interpretation of the empirical data obtained in the course of the study of patriotism in local communities in the South of Russia shows that the perception of patriotism, its value component and implementation in real social practices in the region are identical to the all-Russian indicators. Thus, in the study of All-Russian center for the study of public opinion (2017) the emotional assessment of patriotism and unpatriotic phenomenon was recorded, characteristic of modern residents of Russia, among whom, according to this survey, 77% do not consider as patriots who do not feel love for Russia (Patriots and unpatriotic behavior, 2016), but the vast majority of Russians, as it is noted by the researchers of the Federal research sociological center of the Russian Academy of Sciences, do not have the desire to make the world better, to fulfill their civic duty and only 10% of respondents in 2016 on the

all-Russian sample of citizens of the country strive for this (Russian society and the challenges of time, 2016).

Thus, the results of the sociological study of patriotism in the South of Russia in their correlation with the all-Russian data suggest that Russian patriotism lacks civic consciousness. Patriotism associated with civic values and attitudes is characteristic of no more than 10% of the population of the South of Russia. At the same time, in the multi-ethnic South Russian region, where the traditions of ethnic, religious and ethno-national identities are strong, there is an increased demand for civil identity, which can become the Foundation of solidarity and consolidation of the peoples in the South of Russia without prejudice to their national, religious feelings, values and social practices.

Conclusion

The results of sociological research have fixed that patriotism is perceived by the population of the South of Russia as the phenomenon of emotional and sensual character connected first of all with love to the Homeland, readiness to rise on its protection and feeling of indissoluble connection of the person with the people, its culture, and history. At the same time, the homeland is not associated not with the place of residence, but, first of all, with the place of birth, which forms the migration attitudes of a certain part of the population, which does not consider itself unpatriotic one.

The high level of patriotism in terms of self-estimation of the residents in the South of Russia on the "patriot/non-patriot" axis is poorly correlated with the attitude to patriotism as a value that occupies low rating positions in the system of vital values of respondents, which is dominated by the values of family, health, love, and friendship and material well-being. This is due to the perception of patriotism as love for the Motherland, the manifestation of which, following the military-Patriotic tradition in Russia in its sovereign and statist form, is pride for the country and readiness to stand up for it in case of danger threatening it and its people.

This situation is due to the lack of understanding of how patriotism can be shown, the "title of patriot" can be justified in ordinary civil life, that is, when someone is talking about the instrumental obscurity of the content of patriotism, entirely perceived from emotional and non-reflexive positions in the world of irrational which is not associated with everyday life and everyday practices.

In General, patriotism in local communities in the South of Russia is characterized by the following features: 1) the dominance of the statist type of patriotism, the basis of which are the military-Patriotic mobilization practices; 2) a characteristic feature of statist patriotism is its publicity, on the one hand, allowing people to feel like "citizens of a great country", and on the other – turns it into a fashion trend, which is not expressed in Patriotic actions, but in imitation of socially approved way of thinking; 3) heroic framing of patriotism as a consequence of its reproduction mechanism through the actualization of military-historical memory and the construction of historical consciousness based on the heroic events of the past; 4) Lack of civic consciousness in the structure of patriotism, which is confirmed by the low level of social responsibility and civic activity aimed at improving life in the country.

To connect patriotism and civic consciousness in Russia in the framework of the policy of patriotism it is necessary to develop scientific concept and model of civic patriotism taking into account mental specifics of Russian society.

Acknowledgement

The article is executed within the framework of the state task (Ministry of education and science of the Russian Federation), project № 28.3486.2017/ PM "civic patriotism in the formation and development of solidarity practices in the South of Russia: resource potential and conditions for its implementation".

References

- Beck, U., Beck-Gernsheim, E. (2009). Global Generations and the Trap of Methodological Nationalism for a Cosmopolitan Turn in the Sociology of Youth and Generation. *European Sociological Review*, 25(1), 25–36.
- Blatberg, Ch. (2000). *From Pluralist to Patriotic Politics: Putting Practice First*. Oxford: Oxford University Press.
- Blum, D.W. (2006). Official Patriotism in Russia. Its Essence and Implications. *PONARS Policy Memo*, 420, 163-174.
- Cohen, J., Nussbaum, M.C. (1996). *For Love of Country: Debating the Limits of Patriotism*. Boston: Beacon Press.
- Goodrich, L.A. (2016). Picture of Russian Patriotism. *On Geopolitics*, 22, 266-275.
- Great-power sentiments in Russia have reached a historic maximum. (2017) "Levada-center". URL: <https://www.levada.ru/2017/12/21/velikoderzhavnye-nastroeniya-v-rossii-dostigli-istoricheskogo-maksimuma/>;
- Khali, I.A. (2017). Patriotism in Russia: experience of typology. *Sociological research*. No. 2, 67-74.
- Lubsky, A.V. (2017). Civic patriotism: on the compatibility of patriotism and civic consciousness in Russian society. *Humanitarian Person of the South of Russia*. No. 1, 42-59.
- Lubsky, A.V., Kolesnikova, E.Y., Lubsky, R.A. (2016). Normative type of personality and mental matrix of social behavior in Russian society. *Indian Journal of Science and Technology*. Volume 9, Issue 36, September.
- Magaril, S.A. (2016). meanings of patriotism – historical transformations. *Sociological research*. No. 1, 142-151;
- Mental programs and models of social behavior in Russian society (2016). Rostov on Don: Fund of science and education.
- Newton, M. (2017). Russia Media Profile: Digital Patriotism and a Nationalist Agenda. International policy institute. *The University of Washington*. *University of Washington September 6*.
- Patriotism: dynamics of opinions. (2015). The necessary attributes of patriots. Public Opinion Foundation. URL: <http://fom.ru/TSennosti/13261>;
- Patriots and unpatriotic behavior. (2016). All-Russian center for the study of public opinion. URL: <https://wciom.ru/index.php?id=236&uid=116266>;
- Paul, J. (2005). *Global Matrix: Nationalism, Globalism and State-Terrorism*. London; New York: Pluto Press.
- Russian society and the challenges of time. (2016). Moscow: the Whole world. Book4.
- Viroli, M. (1997). *For Love of Country: An Essay on Patriotism and Nationalism*. Oxford: Oxford University Press.
- Vodenko, K.V., Ponomaryov, P.A., Vergun, T.V., Zritneva, E.I., Volkova, L.A. (2018). University As Center Of Regional Social-Economic And Scientific-Innovative Development. *Modern Journal of Language Teaching Methods*. 2018. Vol. 8, Issue 3, March, 76-86.

Volkov, Yu.G., Vereshchagina, A.V., Lubskiy, A.V., Vagina, V.O., Gubarev, I.V. (2018). Patriotism and solidarity in the west and in Russia. *International Journal of Engineering & Technology*, 7(2), 46-50.

Volkov, Yu.G., Vereshchagina, A.V., Lubsky, A.V., Vagina, V.O., Gubarev, I.V. (2017). Patriotism as the Subject of Discursive Practices in Russia. *Astra Salvensis*. 2017. № 2, 841-859.

PREVIEW

Students-Leaders And Students-Outsiders: Cognitive Style And Personal Constructs Of Students With Different Sociometric Status

Irina V. Mikhailova¹, Larisa V. Orlova², Maria A. Erofeeva³, Lyudmila A. Stanovova⁴, Tatyana L. Khudyakova⁵, Elena V. Fomina⁶, Victoria A Baranova⁷

¹ Ulyanovsk State University, Ulyanovsk, Russia

² State University of Humanities and Social Studies, Kolomna, Russia

³ Moscow University of the Ministry of Internal Affairs of Russia V. Kikot, Moscow, Russia

⁴ Tver State University, Tver, Russia.

⁵ Voronezh State Pedagogical University, Voronezh, Russia

⁶ The Sechenov First Moscow State Medical University, Moscow, Russia

⁷ Lomonosov Moscow State University, Moscow, Russia

*corresponding author

Abstract

At present, in society there is a need to identify psychological characteristics of leaders and outsiders of interpersonal communication. The article aims to describe an empirical study of the cognitive style and personal constructs of students with different sociometric status. The leading methods to study this problem are the diagnostic, sociometry method, G. Kelly's modified repertory grid technique, content analysis and static methods that allow one to reveal the existence of cognitive style and personal constructs of students-leaders and students-outsiders. Based on the results of the empirical study, the hypothesis about the existence of differences in the cognitive style and internal constructs among students with a high, low and average sociometric status was confirmed: students with a low sociometric status are able not only to vary the cognitive style of the field dependence -field independence depending on the context of each situation, but also demonstrate a more complex organization of cognitive space; while students with a high and average sociometric status, on the contrary, are equally dependent and have a more simplified organization of cognitive space. The results outlined in this article can be useful for the purpose of optimizing interpersonal relations in student and work (professional) groups, and also serve as a source of additional information to develop psychological impact measures.

Keywords: students, small group, group processes of a small group, cognitive style, field dependence-field independence, cognitive simplicity-complexity, personality constructs.

Introduction

The problem of cognitive style is presented in the works of various authors. They considered it from the point of view of various concepts proposed in both international (Adler, 2000; Kelly, 2000), and Russian psychology (Kholodnaya, 2004; Shkuratova, 1994; Petrenko, Mitina & Korostina, 2017; Tastan et al., 2018). Initially, the style approach was developed in the mainstream of psychology of personality, in domestic psychology - in the mainstream of the theory of activity. The term "cognitive style" arose and was first used by psychologists in the 1920-s of the past century. At the same time, in its modern sense, it began to be used much later. That is why, the emergence and taking root of the concept of "cognitive style" in the psychological use has its own history, which is determined not only by the parameters of temporary changes, but also by the semantic field of the concept "style" and can be divided into several stages (Obdalova, Soboleva & Naiman, 2013; Davoudi et al., 2018):

Since the first half of the 20th century, the problem of style has been mentioned in the works of A. Adler (2000), G. Allport (2002), and others. Thus, one of the first areas of psychology where the term "style"

came into use is psychology of personality. At this stage, the unifying criterion for all the authors attributed to a given time interval is the definition of style as an individualized (individual, strictly personal) indicator. That is, a step was taken to explain the differences in the personality properties of the individual.

The second stage in the development of psychologists' views on the stylistic approach dates back to the middle of the 20th century already in the framework of cognitive psychology. Here the authors start to take interest in the style from the point of view of individualization of the process of processing information about the surrounding reality. The main array of works devoted to the style approach refers to the development of American researchers of the 50-60-s. The origin of the concept of "cognitive style," which was understood as individually-original ways of processing information by a person which was received from outside is referred to this period of time. Finally, the third stage of the evolution of the concept of "style" began in the 80-s of the XX century and is characterized by the actual identification of the style with individual differences in mental activity.

At the present stage, the appeal to the cognitive style takes place to distinguish individual identity in the processing of information, as well as to identify the types of people depending on the specific features of the organization of their cognitive sphere. In Russian psychology, the development of the style approach initially took place in the mainstream of the psychology of activity. For instance, V.S. Merlin (1986) and E.A. Klimov (1988) introduced the concept of "individual style of activity", which according to E.A. Klimov (1988) was disclosed as "an individually peculiar system of psychological means which a person consciously or spontaneously resorts to in order to balance his (typologically determined) individuality best with substandard external conditions of activity" (Shkuratova, 1994.).

At the same time, V.S. Merlin (1986) gave a different definition to the individual style of activity, describing it as a complex construct consisting of the characteristics of different levels: the style of electrical activity of the brain underlying it, the style of reactions and movements, the style of goal setting and even the style of life activity, including the "style of alimentary activity (nutrition) and motor activity". At the same time, he shared the individual style of activity with the cognitive style proposed by H. Witkin and the instrumental styles by G. Allport (2002), since the latter mostly affect the internal characteristics of the personality (Shkuratova, 1994).

The problems of cognitive style in domestic psychology were also dealt with by M.A. Kholodnaya (2004) and I.P. Shkuratova (1994). For example, according to M.A. Kholodnaya (2004), "modern psychology defines cognitive styles as individually unique ways of processing information about one's surroundings in the form of individual differences in perception, analysis, structuring, categorization, evaluation of what is happening" (Glazkov, 2012).

At present in scientific literature, the number of described cognitive styles exceeds the mark of 20 types (Mamedova et al., 2016). But no more than 10-15 styles are studied intensively in the theory and practice of psychological research that have a correlation between each other (Ostapenko & Zobkov, 2016). It turns out that the concept of "cognitive style" combines the pluralism of approaches to the identification and explanation of operational differences between people. There are the following among them: differences in the methods of obtaining, reproducing and processing information; methods of control; features of intellectual activity and forms of intellectual activity, as of a higher order than the traditionally described features of cognitive processes.

Let us consider some of them, studying which this work is aimed at. Namely, we will focus in more detail on the cognitive style of field dependence - field independence and cognitive simplicity - complexity. The cognitive style of field dependence and field independence is the most popular from the point of view of elucidation in the literature and a number of dedicated studies.

H. Witkin, the American researcher was the pioneer of this cognitive style who, as a result of studying individual differences in spatial orientation, found that the recipients in the process of perceiving the object differently respond to the influence of the background. Thus, for one category of people, the background represents a significant obstacle for isolating individual figures in it, while for another category of people the background is not a perceptive barrier for identifying individual images in it. The first category of people demonstrates a field-dependent cognitive style and has the ability to isolate oneself from the "field" (differentiate "I" from "non-I"). The second category described by H. Witkin is a field dependent cognitive style. People with this style are characterized as incapable of separating themselves from the field (Karpova & Yablokova, 2016; Kholodnaya, 2004; Osokina, 2016; Masalimova et al., 2014; Zaretsky, 2017a; Zaretsky, 2017b; Fartash et al., 2018).

Such popularity of this cognitive style has led to the emergence of studies affecting the search for interrelations between the field dependence and field independence and various personality traits. After analyzing various empirical studies, we can say that the cognitive style of field dependence –field independence irrespective of a wide study in the scientific works of foreign and domestic authors, still has contradictions in establishing correlation links with other indicators of the individual diversity of personal dispositions. That is why, it requires additional study on the periphery, and, possibly, the development of new diagnostic methods. Thus, the definition of "cognitive style" is rigidly associated with a certain technique and its existence can be fixed only by it. This creates a lot of contradictions, in particular, the difficulty in theoretical comprehension of the available empirical material.

The system of personal constructs underlies the cognitive style simplicity-complexity, the degree of differentiation of which is able to vary the poles of a given cognitive style in relation to the individuals who demonstrate them. On the basis of the analysis of research related to this topic, we found out that the degree of cognitive differentiation can be a derivative of the socio-psychological characteristics of an individual as a participant in a group, and also as a result of high communicative competence that apparently expands the range of verbal phrases to describe and interpret the surrounding reality. For the first time, the index of cognitive complexity was introduced by James Biery in 1955. It was meant to be as an indicator of the degree of independence of the constructs introduced by the subjects while undergoing the repertory grid technique proposed by G. Kelly (2000), under whose supervision Biery worked (Torlopova & Nizovskikh, 2017). Thus, the concept of "cognitive complexity" is initially associated with G. Kelly's (2000) repertory grid technique.

The constructs are systematized in a certain way in the semantic space of the individual. They have the properties of interconnection and interdependence. Here, the basic complexity and inconsistency of this cognitive style opens. For all their homogeneity and dependence on each other, the constructs have a certain degree of differentiation. In D. Biery's opinion, cognitive differentiation expresses the plurality of independent meanings that are acquired by an individual in the process of constructing the social environment. That is why, he understands a very high differentiation of cognitive constructs that enter the semantic space of each individual under the cognitive complexity, and the cognitive simplicity by a low differentiation of cognitive constructs. D. Bannister adds an understanding of the interconnection of constructs to this theory (Francella & Bannister, 1987).

In domestic psychology, the concept of cognitive complexity was developed in the mainstream of psychosemantics under the guidance of V.F. Petrenko, O.V. Mitina and M.A. Korostina (2017). Here, the cognitive complexity is thought of as a system of "categorical disintegration of the individual's consciousness" (Petrenko, Mitina & Korostina, 2017). The cognitive complexity is the only one position in the dichotomy, on the reverse side of which is the cognitive simplicity. And, if the complexity denotes the diversity of the semantic space and high structured character of the systems of constructs, the simplicity, on the contrary, is characterized by a scarcity of semantic space and low structuralism of the systems of

constructs. The degree of differentiation of cognitive space is established on the basis of the factor analysis.

The sociometric status implies a certain system of group members' mutual evaluations, on the basis of which the hierarchy of intragroup relations is built, where each member of the group is assigned one of the three possible positions: a high, average or low sociometric status. Research in this field was carried out by M.E. Sachkova (2016), R.A. Zolotovitsky (2007), and others.

The sociometric status regulates the position of participants in a small group in the structure of intragroup relations by providing a researcher an opportunity to concentrate scientific interest on the bipolar constituents of group activity, characterized by a high (positive) or low (negative) sociometric status. At present, the majority of the scientific research in psychology and pedagogy, devoted to the study of the sociometric status, touch upon only the two categories mentioned above in the system of intragroup relations: leaders and outsiders, respectively. But researchers of small groups do not only take interest in this range of phenomena. A less popular area of scientific research, but not inferior in importance according to other authors' opinion, is the study of the intermediate position of intragroup functioning, represented by the average members of the group.

In the structure of interpersonal relations of a small group, a certain role is played not only by the sociometric status, but also by the sociability, the participants' sense of affiliation to the group and personal identity, the I-concept.

The student age is considered as a period of the formation of a conscious self, stable self-conceptions and self-esteem, and self-awareness is considered as the central point of this age in domestic psychology. T.T. Kapesina (2016), V.V. Stolin (1987) and others dealt with the problems of determining self-consciousness of a person. Students as an age category and social group is a special age period of the formation of personality. First of all, due to the fact that "according to the general sense and objective laws, the age from 18 to 25 years is, rather, the initial link in the chain of mature ages than the final one in the chain of child development periods" (Zimnyaya, 2004; Salakhova et al., 2018). By this age, the maturation of the body physiologically comes to an end. But the development of a person does not end there, it continues throughout the whole subsequent life - the social situation of development in adolescence differs in that at this age all mental processes reach an optimal level. A position is typical of Russian psychology, according to which the period of adolescence is affirmed as a period of achievement of a new level of development of the internal position, self-awareness and self-esteem. It is at this age that an active formation of the personality, the construction of the image of the world, the forecasting of one's place in this world, the planning of one's own future and ways of self-realization take place (Krichevsky & Dubovskaya, 2001; Salakhova et al., 2017; Zaretskiy, 2018; Masalimova & Chibakov, 2016).

Methodological Framework

To verify the hypothesis about the differences in the cognitive style and internal constructs of students with different sociometric status, we chose sociometry, G. Kelly's (2000) modified repertory grid technique and the technique of "Embedded figures" by Gottschaldt. The sample of the study consisted of 130 students (38 with a high sociometric status, 37 with a low sociometric status and 54 with an average sociometric status).

We collected the empirical data in several stages, alternately giving to the groups of subjects a series of three techniques chosen by us in accordance with the hypothesis of the study. The first technique consisted in measuring the sociometric status, with the help of which we subsequently determined conditional leaders and outsiders of student groups, as well as average status students who are in an intermediate position (Ju et al., 2017). The participants of the group were asked to answer questions of sociometry, which provided an opportunity to discover their likes and dislikes towards each other within

the group. The choice of subjects was limited to specifying the names of the three members of the group who were present at the time of the study.

In the second technique ("Embedded figures" by Gottschaldt), it was required to search for a base element in thirty geometrically complex images, each of which included one of five simple elements. The time to pass the procedure was recorded by the subjects themselves at the beginning and at the end of the procedure. So we measured the field dependence - field independence parameter. In the course of holding Gottschaldt's "Embedded figures" technique, most subjects with a high, medium and low sociometric status spent a considerable amount of time to think about the answer. And as a result, we detected field-specific results, even if we found simple images in complex ones correctly.

Finally, the third stage in the collection of empirical data was that the subjects were asked to undergo a modified technique of repertory grids of G. Kelly (2000). To do this, each participant was given cards with 8 elements and forms with a specimen to fill it in. Various situations were picked as the elements: a situation that was greatly pleasing; a situation that caused great anxiety; a situation of rivalry; a situation that united people; a noisy company; loneliness; close friends; acquaintances. The subjects had to choose two similar situations, write down their numbers in the form and write down the quality that united them in the appropriate box. Then, they had to choose one more situation, which would be different from the previous two, write down its number in the form and write down the quality that distinguished it from them. In other words, we asked the subjects to compare 8 situations between themselves according to the criteria of similarity and contrast (differences), and on the basis of this, to make up the pairs of words (constructs) expressing opposite tendencies to indicate the signs of similarity and difference that the situations given by us to the subjects contain.

The results of the study were processed with the use of the Mann-Whitney U-test and the Fisher's angular conversion criterion.

Results and Discussion

The method of sociometry allowed us to divide the participants of the study groups into three categories, where the sociometric status served as the classifying sign: people with a high sociometric status (hereinafter leaders) - 38 subjects and people with a low sociometric status (hereinafter outsiders) - 37 subjects and people with an average sociometric status (average status members of the group) - 54 subjects. Thus, the total sample of our study was presented by 130 respondents. From the above correlation of respondents we can see that the members of the group with an average sociometric status make up a large part of the sample, which corresponds to other studies (Sachkova, 2016).

The results of processing the data with the use of Gottschaldt's technique of "Embedded figures" permitted us to draw the following conclusions. The average values for the sample are shown in Table 1.

Table 1. Summary of mean values by the method of studying the cognitive style in subjects with different sociometric status

Students with a high sociometric status	Students with a low sociometric status	Students with an average sociometric status
1,8	2,2	1,6

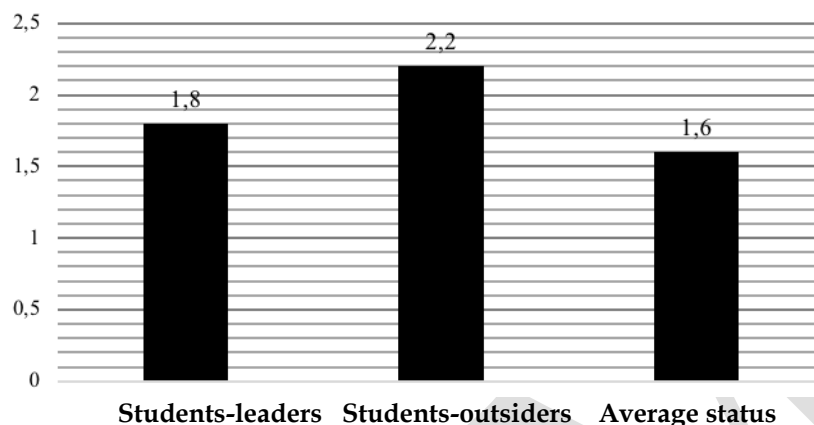


Figure 1. Comparison of mean values on the scale of field dependence-field independence in students with different sociometric status

The reliability verification of our assumptions using the Mann-Whitney U-test as expected did not show any significant differences in the cognitive style of field dependence-field independence between outsiders and leaders ($U_{emp} = 99.5$), as well as leaders and average members of the group ($U_{emp} = 138$). However, the differences between outsiders and average members of the group ($U_{emp} = 105$) were determined as significant at the level of $p < 0.05$. Since students-outsiders (2.2) outstrip average status students (1.6) when comparing mean values, we can assume that students with a low and average sociometric status have differences in the field-dependence-field independence ratio. There is a possibility that students with a low sociometric status are field independent in relation to field-dependent students with an average sociometric status.

The analysis of the personal constructs of the respondents that we obtained in the course of holding G. Kelly's (2000) modified repertory grid technique allowed us to draw the following conclusions. Using the method of content analysis, we distributed the personal constructs of the subjects in two categories for each of the positions of different sociometric status. We singled out "unique" constructs - the semantic content of which is encountered in a single example and "repetitive" constructs - the similarity of the values of which became the basis for placing them in a separate category. Thus, we reckoned those constructs from the general list, which met repeatedly (more than once) repetitive ones. The results are shown in Table 2.

Table 2. Total number of personal constructs of students with different sociometric status, unique and repetitive ones

Students with a high sociometric status		Students with a low sociometric status		Students with an average sociometric status	
Total number of constructs					
118		85		91	
Number of "unique" and "repetitive" constructs ("U" and "R")					
"U"	"R"	"U"	"R"	"U"	"R"
50	68	60	25	50	41

In the aggregate, we obtained 296 constructs. Proceeding from the data obtained, it is possible to come to a conclusion, that at the subjects with a high and average sociometric status the proportion of two categories of constructs identified by us are practically counterbalanced. The subjects with a low sociometric status, the uniqueness of constructs rises noticeably above the frequency of occurrence.

To determine the presence of differences in the total number of constructs and their significance, we used the criterion of Fisher's angular transformation. To do this, we compared the percentage of the overall indicator of constructs of leaders with the overall indicator of constructs of outsiders. Values of a high significance level were obtained, where $\varphi * emp = 2,861$ (at $p > 0,01$). This confirms the reliability of the prevalence of the share in the total number of constructs of leaders (40.1%) over the share of the total number of constructs identified by outsiders (28.9%). Then we compared the share of the total number of constructs of leaders and average status members of the group. The obtained value of $\varphi * emp = 2,304$ is significant at the level $p \geq 0,05$.

Leaders and average status members of the group are inferior to outsiders in the uniqueness of personal constructs, while repeating most of them. That is, there is a high frequency (42.4% to 57.6%) in the repertory of leaders, despite the fact that the number of personal constructs identified by them exceeds the total number of constructs of outsiders. Thus, the uniqueness of the leaders' personal constructs is ousted by their frequency of occurrence.

Let us compare the quantitative ratio of unique constructs between leaders and outsiders according to the frequency of occurrence of the sign with the help of the Fisher's criterion. The obtained value of $\varphi * emp = 4.056$ (at $p > 0.01$) is in the area of significance. Thus, we can say that the share of outsiders' unique constructs is significantly higher than the share of leaders' unique constructs.

Then we compare the unique and repetitive constructs of students with a low and average sociometric status. The obtained value of $\varphi * emp = 2,161$ is significant at the level $p \geq 0,05$. This means that by the uniqueness of personal constructs outsiders can exceed average status members of the group.

In the first place in terms of the number of references of high-status subjects (as well as representatives of the other two sociometric positions) there is the construct "positive emotions - negative emotions". Thus, making up the pairs of constructs when perceiving the proposed situations, leaders were inclined to address the emotional sphere, creating a binary opposition. The construct "loneliness - company" is also popular. Consequently, the leaders evaluated the proposed situation primarily from the position of the milieu. In addition, leaders resorted to the use of the construct "obligations - needs" in the perception of the proposed situations. This construct expresses a dissonance between the necessary actions that are required in view of objective circumstances and subjective desires of the subjects.

The leading position in the cognitive field of outsiders is equally occupied by the constructs "negative emotions - positive emotions" and "loneliness - company". These constructs were primary for outsiders in perceiving the proposed situations, because they pass information through the emotional sphere in the first place and see if the situation is connected to being alone or it will take place among people and they build their behavior on the basis of this.

In addition, the constructs "loneliness - company", "negative emotions - positive emotions", "compromise - disagreements", and "openness - suspiciousness", "friends - fellows", "friends - enemies" are common for the repertory of subjects with high and low sociometric status.

Discussions

In the course of our study, we came to the conclusion that students with a low, high and average sociometric status have differences in the cognitive style and personality constructs. For instance, students with a low sociometric status show cognitive complexity. Students with a high and average sociometric status demonstrate cognitive simplicity. In addition to cognitive complexity, students with a

low sociometric status have shown themselves to be cognitively complex and more field dependent. Students with a high and average sociometric status demonstrated somewhat simplified organization of cognitive space and a field dependent cognitive style.

The fact of the presence of similar constructs in the repertory of students belonging to different positions of the sociometric status testifies to socio-cultural stereotypes that help to minimize verbal barriers.

Constructs of cognitively simple respondents, leaders in particular, are distinguished by a high frequency of occurrence, which is correlated with the number of original values and even exceeding it. This imbalance of the constructive system in favor of "repeated" constructs shows that students with a high and average sociometric status construct their social reality on the basis of a limited range of parameters that are self-contained.

Leaders and average status students made up the largest number of constructs, but they are inferior to the designs of outsiders by the degree of differentiation. Thus, the system of constructs of leaders and average status students is distinguished by the rigidity of ties, which can become a prerequisite for the dogmatization of thinking and loss of flexibility.

Thus, according to the logic of our interpretation of the results, one of the main differences between students with different sociometric status is the difference in the perception and analysis of the proposed situations.

Conclusions

This article presents the results of the cognitive style study and personality constructs of students with different sociometric status. The results demonstrate that students with different sociometric status can be equally field dependent in the framework of a certain type of situations. In the context of certain situations, students-outsiders can demonstrate a field independent cognitive style. Average status students are equally field dependent irrespective of the context of situations. The cognitive space of subjects-outsiders has a more differentiated structure, which allows them to evaluate social situations taking into account numerous parameters. Cognitively complex subjects are guided not by a productive experience (motivation for success) as in the case of leaders and average status subjects, but by unproductive one (expectation of failure). Due to this, they are constantly in search of "correct" constructs, by picking the most probable ones. Many situations which the subjects-outsiders find themselves in, are analyzed by them not from the position of the past experience, but taking into account the identification of changed details and the construction of a new scheme suitable for each specific case. That is, cognitively complex subjects, are more susceptible to changes in the situation, in this connection, both new and already familiar situations are perceived by them holistically and in a renewed manner.

Recommendations

With respect to groups of learners, the following areas of psychological work can be developed: the development of reflective thinking, independence in decision-making, the formation of value orientations, the formation of interpersonal relations skills, as well as qualities such as empathy, tolerance, flexibility in behavior, internality, ability to accept situations and solve problems (Salakhova et al., 2017). Work can be carried out in the form of group trainings for personal development, as well as interpersonal interaction, and this can also be done in the form of consultations.

Acknowledgments

This work has been completed under the sponsorship of RFBR grant No. 18-413-730015 \ 18 "Cognitive attributes of group phenomena of the information environment in the context of socio-cultural challenges in the territory of the Ulyanovsk region".

References

- Adler, A. (2000). To understand the nature of man. St. Petersburg: Academic Project.
- Allport, G. (2002). The Formation of Personality: Selected Works. Moscow: Meaning.
- Davoudi SMM, Fartash K, Venera G. Zakirova, Asiya M. Belyalova, Rashad A. Kurbanov, Anna V. Boiarchuk, Zhanna M. Sizova (2018). Testing the Mediating Role of Open Innovation on the Relationship between Intellectual Property Rights and Organizational Performance: A Case of Science and Technology Park, *EURASIA Journal of Mathematics Science and Technology Education*, 14(4), 1359-1369.
- Fartash K., Davoudi, S.M.M., Tatiana A. Baklashova, Natalia V. Svechnikova 4, Yulia V. Nikolaeva, Svetlana A. Grimalskaya (2018). The Impact of Technology Acquisition & Exploitation on Organizational Innovation and Organizational Performance in Knowledge-Intensive Organizations, *EURASIA Journal of Mathematics Science and Technology Education*, 14(4), 1497-1507.
- Francella, F., Bannister, D. (1987). New method of studying personality: A guide to repertoire personal methods: Translated from English. General. ed. and preface by Yu.M. Zabrodina and V.I. Pokhilko. Moscow: Progress.
- Glazkov, A.V. (2012). Interrelation of organizational loyalty and cognitive style "Field dependence - field independence" demonstrated by the example of pedagogical workers. *Bulletin of BSU*, 2, 166-170.
- Ju, R., Buldakova, N.V., Sorokoumova, S.N., Sergeeva, M.G., Galushkin, A.A., Soloviev, A.A., Kryukova, N.I. (2017). Foresight methods in pedagogical design of university learning environment. *EURASIA Journal of Mathematics Science and Technology Education*, 13(8), 5281-5293.
- Kapesina, T.T. (2016). The study of interpersonal relations in a student group. *Science, Society, State*, 4(1), 95-102.
- Karpova, E.V., Yablokova, A.V. (2016). Cognitive styles: the history of the issue and new problems. *Yaroslavl Pedagogical Bulletin*, 6, 62-74.
- Kelly, G. (2000). Theory of personality. Psychology of personal constructs. St. Petersburg: Speech.
- Kholodnaya, M.A. (2004). Cognitive styles. The nature of the individual mind. St. Petersburg: Peter.
- Klimov, E.A. (1988). Introduction to the psychology of labor. Moscow: Pedagogy
- Krichevsky, R.L., Dubovskaya, E.M. (2001). Social psychology of a small group. Textbook for institutions of higher education. Moscow: Aspect Press.
- Mamedova, L.V., Gudkov, Yu.E., Sergievich, A.A., Khoroshikh, P.P. (2016). Cognitive styles: modern aspects of research. *Bulletin of A.S. Pushkin Leningrad State University*, 2, 48-59.
- Masalimova, A.R., Schepkina, N.K., Leifa, A.V., Shaidullina, A.R., Burdukovskaya, E.A. (2014). Mentoring perfection in modern enterprises conditions: practical recommendations. *American Journal of Applied Sciences*, 11(7), 1152-1156.
- Masalimova, A.R., Chibakov, A.S. (2016). Experimental analytical model of conditions and quality control of vocational training of workers and specialists. *Mathematics Education*, 11(6), 1796-1808.
- Merlin, V.S. (1986). Essay on the integral study of individuality. Moscow: Pedagogy.

- Obdalova, O.A., Soboleva, A.V., Naiman, E.A. (2013). The concept of cognitive style and its role in the functioning of the cognitive sphere of the individual when teaching a foreign language. *Bulletin of Tomsk State University*, 366, 126-131.
- Osokina, K.A. (2016). Interrelation of the cognitive style (field dependence-field independence) and some personality traits. *Bulletin of V.P. Astafiev KSPU*, 4(38), 54-67.
- Ostapenko, G.S., Zobkov, A.V. (2016). Dynamics of heterochronism of the development of cognitive styles in adolescence. *PNiO*, 2(20), 73-87.
- Petrenko, V.F., Mitina, O.V., Korostina, M.A. (2017). Psychometric Analysis of Diagnostic Indicators of the Technique "Fabulous Semantic Differential". *Bulletin of Moscow University. Series Psychology*, 2, 114-135.
- Sachkova, M.E. (2016). A topical approach to the study of status relations in student groups in the framework of the school of thought at the Faculty of Social Psychology of Moscow State Pedagogical University. *Social psychology and society*, 7(1), 59-71.
- Salakhova, V.B., Sidyacheva, N.V., Zotova, L.E., Klepach, Yu.V., Rusyaeva, T.A., Belova, T.A., Buevich, S.Yu. (2018). Specific features of normative ideals and individual priorities of the deviant. *Modern Journal of Language Teaching Methods*, 8(5), 232-242.
- Salakhova, V.B., Tkhugo, M.M., Shalamova, L.F., Polevaya, M.V., Pozharskaya, E.L. (2017). Intergration resources of the personality in the context of human existence modes. *Man in India*, 97(9), 121-130.
- Shkuratova, I.P. (1994). Cognitive style and communication. Rostov on Don: Publishing house of Rostov Pedagogical University.
- Stolin, V.V. (1987). Psychodiagnosis of self-consciousness. General psychodiagnosis. Moscow: Pedagogy.
- Taştan, S.B., Davoudi, S.M.M., Masalimova, A.R., Bersanov, A.S., Kurbanov, R.A., Boiarchuk, A.V., Pavlushin, A.A. (2018). The Impacts of Teacher's Efficacy and Motivation on Student's Academic Achievement in Science Education among Secondary and High School Students, *EURASIA Journal of Mathematics Science and Technology Education*, 14(6), 2353-2366.
- Torlopova, N.V., Nizovskikh, N.A. (2017). Cognitive complexity of interpersonal perception as an indicator of communicative competence of senior preschool pupils. *Kontsept*, 5, 79-86.
- Zaretskiy, V.V. (2017a). Approaches to expertise of social projects, including social advertising directed to the performance of healthy lifestyle and prevention to expertise of addictive behavior. *Prophylaxis of dependencies*, 2(10), 158-164.
- Zaretskiy, V.V. (2017b). Prevention of tobacco-smoking with minor and youth (training module of the program of improving qualification "Prevention of additions among the junior"). *Prophylaxis of dependencies*, 1(9), 33-71.
- Zaretskiy, V.V. (2018). Social and psychological support for persons affected by him, and also with the support of families in which the child is affected by the virus of human immunodeficiency virus. *Prophylaxis of dependencies*, 2(14), 181-212.
- Zimnyaya, I.A. (2004). Pedagogical psychology: Textbook for institutions of higher education. Moscow: Logos.
- Zolotovitsky, R.A. (2007). Sociometry by Ya.L. Moreno. *Psychology and school*, 3, 43-54.

Learning Style Preferences of Students Studying in Foreign Language

Mehmet Ugural, Ph.D.¹, Salim Akyürek, Assit. Prof. ², Ecem Tezel, M.Sc.³

Professor Doctor Heyecan Giritli⁴

Ph.D.Assistant Professor, Dept. of Civil Engineering, Istanbul Kültür University, Istanbul, Turkey.(Corresponding author)

¹Assistant Professor, School of Tourism and Hotel Management, Near East University, Istanbul, Turkey

²Research Assistant, Dept. of Architecture, Istanbul Technical University, Taşkışla Campus, Istanbul

Abstract

Knowledge of learning styles plays a vital role in education because, it can enhance the ability of educators to build on student experiences and construct new learning opportunities. This study aimed to understand the learning preferences of students from two distinguishing departments of construction who are educated in foreign language of English. With this aim, following an in depth literature review, the learning style of 170 undergraduate architecture and civil engineering students at Istanbul Technical University were empirically surveyed, using Honey and Mumford's Learning Style Questionnaire (LSQ). According to statistical tests of the questionnaire data, there is no evidence supporting the hypothetical two bipolar structure of the LSQ. However, the results confirmed different characteristics of students from different disciplines.

Keywords: Learning Style Preference; Architecture Student; Civil Engineering Student; Undergraduate Level.

Introduction

Education research students learn and study in different ways and that students' learning styles will not only affect their academic performance, but also prepare them for demands and expectations of the business world. As such, understanding the ways in which students learn is a key element to education improvement. Students' behaviors and performance during lectures differ from each other according to their prominent learning style. Obviously, failure to observe individual differences in teaching and learning process would inevitably lead to an impoverishment of education. That is to say that, academic achievement of a learner depends on his/her intellectual ability, as well as his/her preferred learning styles (Kolb, 1984).

A review of a large number of studies into the relationship between learning styles and performance indicates that, learning style has an impact not only on academic performance, but also on work-related performance as well (Furnham et al., 1999; Kozhevnikov, 2007; Hamza et.al, 2018; Akhlaghiet.al, 2018;). There have also been various systematic reviews in this area (Hough, 1998, 1992; Feldman et.al., 2015; Al-Azawe and Badii, 2014; Jouaneh, 2005; Romanelli et.al., 2009). According to these studies, students prefer different learning styles. As such, understanding individual differences in the ways students approach learning is a key element in enhancing learning performance of students but also preparing them for demands and expectations of the business world.

As noted by Kolb (1983), learning styles are not fixed personality traits but rather refer to individuals' characteristics and behavior explaining their preferred ways of gathering, organizing and thinking about information (Fleming, 2005). Learning theories and models are among the means that aim to account for differences in individual learning (Scott, 2010). However, the myriad of theories of learning styles with their overlaps and inconsistencies have led to many criticisms of their value. An in-depth discussion of theories and models in the field of learning style to date is beyond the scope of this paper and the reader is

referred to Cassidy (2004), Coffield et al. (2004), Feldman et al. (2015), Al-Azawei and Badii (2014) for a thorough treatment of the subject

Students' learning preferences may be influenced by several factors, including gender, age, major, and sociocultural factors (Sarabi-Asiabaret al., 2015). Contradictory results regarding these potential influences have been reported in various studies (Al-Saud, 2013; Rahimiet al., 2008).

Some researchers have investigated the differences in the learning styles of students of different majors. In these researches, it has been suggested that studies comparing majors should focus on discrete majors instead of more generalized headings. Therefore, this study aims to raise concerns for individual differences in learning styles between architecture and civil engineering students. The significance of this paper, apart from its valuable insights about learning process, is to uncover the diversity among architecture and civil engineering students' approaches to learning at Istanbul Technical University.

Learning Style Instruments

A review of the literature reveals various learning style instruments as well as their potential use and limitations, a wide variety of instruments or inventories for measuring learning styles and each has both advantages and disadvantages (Cassidy, 2004). As argued by Hawk and Shah (2007), each instrument has its own format, various number of statements and includes certain complexities. Thus, it may not be possible to explore all of the richness of the nature of learning styles with a single instrument. Many of them suffer from low internal reliability and lack of empirical evidence. The critical question is whether these instruments really just measure studying performance.

Considering the dozens of developed learning style models, five of the models have taken part in engineering education literature. These models are Myers-Briggs Type Indicator (MBTI), Kolb's Learning Style Inventory (LSI), Felder and Silverman's Index of Learning Styles (ILS), Dunn and Dunn's Learning Styles Inventory Visual, Auditory and Kinesthetic (LSI-VAK) and Honey and Mumford's Learning Styles Questionnaire (LSQ). Even Kolb's Learning Style Inventory (LSI) and Honey and Mumford's Learning Styles Questionnaire (LSQ) have been widely used in researches about learning styles of students in various disciplines, there are few published studies that have systematically examined the learning styles of architecture students (Khorshidifard, 2014; Demirbaş & Demirkan, 2003).

In this study, Honey and Mumford's (1992) Learning Style Questionnaire (LSQ) was selected for use for a number of reasons. First, it has been widely applied to educational settings in different countries (Duff & Duffy, 2002). Second, despite Duff and Duffy (2002) revealed concerns about LSQ's reliability and validity, it does not appear to have lower status than other inventories addressing learning styles (Sadler-Smith, 2001; Honey & Mumford, 1992; Allinson & Hayes, 1988). Third, items included in the LSQ are found relatively easier to understand (Duff & Duffy, 2002). Additionally, LSQ can be completed in a shorter time since it has fewer items compared with some of the instruments.

Honey and Mumford (1986; 1992) extended David Kolb's theories into a psychological framework of four basic learning styles: activists, reflectors, pragmatists and theorists. These four styles correspond approximately to those suggested by Kolb's ELT (Experiential Learning Theory): Active Experimentation (Activist), Reflective Observation (Reflector), Abstract Conceptualization (Theorist), and Concrete Experience (Pragmatist). Activists prefer to learn by experience and tend to act first and consider the consequences later. Reflectors are more likely to learn from reflective observation. They tend to be cautious and keep a low profile. Theorists are able to learn from logically sound, coherent theories, exploring observations. They emphasized the importance of perfectionism and analytical thinking. Pragmatists focus on learning by doing or trying things with practical values. They have the capacity for making practical decisions and solving problems.

Although the LSQ shares the same theoretical basis with Kolb's LSI, researchers found that the LSQ has better psychometric properties than the LSI (Allinson & Hayes, 1988). This study will seek to use Honey and Mumford's LSQ to understand the learning style preferences of architecture and engineering students and draw comparisons with previous studies.

Competing Ideas About Learning Style Preferences

Learning preferences may be defined as the favoring of one particular style of learning over another. Additionally, style is an important part of learning, because it determines an individual's preferred way of learning. However none of the studies has been determined the optimal learning style so far. A belief expressed in the field of learning styles is that, one learning style is neither preferable nor inferior to another, but is simply different, with different characteristic strengths and weaknesses (Felder & Brent, 2005).

Previous research on the concept of learning style preferences highlighted some controversial views. Some educators focused on whether learning style preferences should be considered as bipolar (e.g. mutually exclusive) or orthogonal (e.g. combinatorial). Kolb's learning style inventory measured student preferences in two bipolar dimensions as active-reflective and abstract-concrete. In Kolb's opinion, for example, students may show a preference for active experimentation or they prefer to think about their experiences by reflective observation (Lynch, 2002).

Parallel with Kolb's findings, Dörnyei (2005) proposes that learning styles represent two extremes, each of which has its own potential advantages and disadvantages, and argues that an individual who falls on a middle ground between these opposite models is value neutral. However, current research findings lend little empirical support for a dual-factor structure (Kayes, 2005; Yahya, 1998; Brew, 1996). Whereas some studies failed to support Kolb's hypothesized bipolar dimensions of style (Wierstra & de Jong, 2002; Geiger, 1992; Cornwell et al., 1991; Ruble & Stout, 1990), others found mixed support. For example, De Ciantis and Kirton (1996), in their study, presented evidence for two bipolar style orthogonal dimensions, which are not consistent with Kolb's configurative opposites. In two studies on small samples of British and Indian managers, researchers did not reproduce the hypothesized two orthogonal bipolar factor structure.

Based on original ideas by Kolb (1984), Honey and Mumford's work has also postulated that different situations demand and reinforce the application of different learning styles. That is, individuals change their learning style depending on the context of their environment (= style flexibility). A lack of this flexibility results in learners struggling. This raises the question of whether learning flexibility is a function of balancing learning modes.

Scanning the literature also demonstrates that there has been much debate over the stability of learning style among researchers. Some researchers and educators acknowledge that learning styles are fixed and stable, or at least are very difficult to change. To defend this belief, for example, Dunn and Griggs (1989) argue that learning style is a "biologically and developmentally imposed set of characteristics that make the same teaching method wonderful for some and terrible for others". Similarly, Claxton and Ralston (1978) indicated that learning style is stable and Cornett (1983) proposed that, the core of the learning style of an individual remains unchanged despite qualitative changes may happen. On the other hand, the evidence about students' learning style preference changes over time provided by Geiger and Pinto (1991) seemed weak and inconclusive. Contrarily, others support the idea that learning styles are not fixed modes of behavior, but are influenced by the situation (Oxford, 2011; Reid 1987). For example, Pinto et al. (1994) found the learning style preferences of students to be susceptible to change over time. Furthermore, Kolb (2000) indicated that learning style is not a fixed trait, but a differential preference for learning, which changes slightly from situation to situation.

In summary, researchers were divided in their findings as to whether students change their learning style in response to different situations. However, much of learning research to date remain both confusing and controversial.

According to Herman Witkin's model in 1978, a distinction may be drawn between students who are fixed in their use of a situation-dependent or situation-independent learning style and those who has flexibility in learning (Anderson & Adams, 1992; Griggs, 1991; Hvitfeldt, 1986). Following this theory, one can go further and suggest if learning styles are not fixed, but can change and adapt to different situations and learning contexts, emphasis should be given to not only identifying the learning styles of students, but also encouraging a balanced approach to learning. This may be attributed to the fact that, a student's preferred (or most comfortable) learning style is not a signal of that student's ineffective learning in other styles. Contrarily, the student's flexibility to perform different learning styles according to the requirement of the situation is an undeniable advantage compared with others who prefers only a single learning style (Brunton et al., 2016). This is also the case for the workforce.

Methodology

Sample and Data Collection

The sample was composed of undergraduate students from Departments of Architecture and Civil Engineering. The students were divided into two groups. Group 1 consisted of 91 undergraduate students of the final year class of Civil Engineering Department, while Group 2 consisted of 79 undergraduate students of the final year class students of Architecture. Both groups were sampled using convenient sampling technique.

Data of this study were collected using a questionnaire that consisted of two parts. First part includes questions designed to determine the respondents' demographic information. Second part of the questionnaire consists of the 80-item LSQ developed by Honey and Mumford (2000). Respondents were asked to indicate their agreement of the 80 questions (20 questions for each of the four learning styles). The answers of each student was analyzed and used to measure their tendencies towards a particular learning style.

Measurement

This study investigates differences in learning style preferences of architecture and civil engineering students. Each respondent's cognitive complexity among the four learning styles is based on the assumption that all individuals develop and practice a balanced mixture of styles in response to situational demands. Nevertheless, some individuals may heavily be dominated by one learning style, or are just particularly weak in one style.

The balance among the four learning frames was operationalized in this study by creating three learning orientation that indicated the degree to which perceptions of the behaviors of students reflected their balanced (or unbalanced) use of the four learning styles.

1. Fully balanced learning orientation: Students in this category scored above the norm-based mean scores for all four learning styles.
2. Moderately balanced learning orientation: Students in this category scored above the norm-based mean scores for any of three of the four learning styles.
3. Unbalanced learning orientation: Students in this category scored above the norm-based mean scores for only one or two of the four learning styles.

Results and Discussion

Means, standard deviations, inter-correlations and Cronbach’s alpha reliability coefficients were calculated for the sample as a whole (see Table 1). The coefficients indicate that, the scores produced by the LSQ have modest internal consistency reliability: Activist, 0.74; Reflector, 0.77; Theorist, 0.68 and Pragmatist, 0.64.

For the data analysis and interpretation of the results, Honey and Mumford’s scoring norm in the UK (1992) was used as the main reference. If the score of the students in LSQ survey appeared higher than the average, it is likely to indicate that the students highly prefer that particular learning style. Otherwise, it is likely to indicate that the students are having low preference in that style.

Table 1. Means, standard deviations, ranges, reliability estimates and inter-scale correlations for the LSQ inventory subscales

Learning Styles	Mean	SD	Range	Activist	Reflector	Theorist	Pragmatist	Honey & Mumford Norm (1992)
Activist	12.19	2.71	7-18	(.74)				9.3
Reflector	14.12	3.12	4-19	-.093	(.77)			13.6
Theorist	13.18	2.82	6-19	-.146	.582**	(.68)		12.5
Pragmatist	12.42	2.64	6-20	.100	.114	.361**	(.64)	13.7

Cronbach’s alpha values are shown in parentheses on the diagonal.

**p<0.01 (two-tailed test)

As shown in Table 1, correlation analysis revealed a positive relationship between the Theorist learning style and the Reflector and Pragmatist learning styles. That is, students who were more Theorist in their learning styles also were more Reflector and Pragmatist in their approach to learn. This result did not support the hypothetical two bipolar structure of the LSQ as theorist and reflector learning styles are considered opposites. However, it conforms to the findings of the researchers who failed to support the two bipolar dimensions of the LSQ (Duff & Duffy, 2002; De Ciantis & Kirton, 1996).

Table 2 represents the learning style orientation of respondents. Initial investigation of the data revealed that, 16.5% of respondents have highly balanced learning orientation type. The percentage of respondents whose learning style type is moderately balanced is 30.6%. The remainder of 52.9% encompasses unbalanced learning style preference. In respect to educational specialization, 7.1 percent of the undergraduate architecture students and 23.2% of the civil engineering student prefer a highly balanced or multi-modal learning style within the classroom. Unbalanced learning styles are abundant among the students enrolled in civil engineering and architecture with 49.5% and 57.7%, respectively.

Table 2. Learning style orientation

Learning Styles	Total		Civil Engineering		Architecture	
	n	%	n	%	n	%
Highly balanced	28	16.5	23	23.2	5	7.1
Moderately balanced	52	30.6	27	27.3	25	35.2
Unbalanced	90	52.9	49	49.5	41	57.7
Total	170	100	99	100	71	100

A series of paired t-tests were carried out to examine learning styles preferences of students in the architecture and civil engineering groups, respectively. Paired t-test was calculated on pairs of learning styles with statistical significant interaction effects within the data sets for each group and shown in Table 3. Results indicate that reflector style was the most preferred learning style of students majoring in architecture. The next preferred styles for the architectural group were activist and theorist styles (no difference between styles). Finally, the pragmatist style was the least frequently performed by the architectural group.

Table 3. Paired samples test

Learning styles		Mean	SD	t	df	Sig. (2-tailed)
Architecture students	Activist-Reflector	-1.479	4.306	-2.894	70	.005
	Activist-Theorist	-.606	4.331	-1.178	70	.243
	Activist-Pragmatist	.944	3.714	2.141	70	.036
	Reflector-Theorist	.873	3.061	2.404	70	.019
	Reflector-Pragmatist	2.423	4.087	4.994	70	.000
	Theorist-Pragmatist	1.549	2.787	4.685	70	.000
Civil Engineering students	Activist-Reflector	-2.263	4.325	-5.205	98	.000
	Activist-Theorist	-1.273	4.075	-3.107	98	.002
	Activist-Pragmatist	-1.081	3.263	-3.296	98	.001
	Reflector-Theorist	.990	2.481	3.971	98	.000
	Reflector-Pragmatist	1.182	3.609	3.258	98	.002
	Theorist-Pragmatist	.192	3.181	.600	98	.550

From the research findings, it can be concluded that the students majoring in civil engineering preferred the reflector style the most, followed by the theorist and pragmatist styles (no differences between two styles). By far, the least preferred style was the activist style.

Independent t-tests were carried out to compare students' learning styles between the architecture and the civil engineering groups. Results of the independent t-test showed that, there was one significant difference in students' learning styles between the two student groups. Students in the civil engineering group reported the use of pragmatist more often than those in the architecture group ($t=2.460$, $p<0.005$). In addition, gender difference was found only in the pragmatist style where men have a higher mean score than women ($t=-4.812$, $p<0.001$). This result is inconsistent with Honey's study, which revealed no obvious gender differences in learning style preferences. The reminder of this section will discuss these findings in the light of educational specialization culture and gender.

According to the findings of this study, there was no difference between the most preferred learning style of the two student groups. The results showed that the most preferred learning style was the reflector, regardless of the respondents' major. Yet, the reported evidence is in contrast with the findings of those

who found that engineering students tend to show higher preference in the active dimension when compared to the reflective dimension (Lee & Sidhu, 2013; Kolmos & Holgaard, 2008; Mills et al., 2005; Felder & Silverman, 1988). This finding of the present study, combined with the findings of similar studies, raises the question of the impact of culture on the learning process.

There is reason, based on the literature, to believe that cultural differences tend to influence learning preferences (Hofstede, 1997). Hofstede's cultural dimensions may be a good way for understanding of how culture affects learning styles. In his research with 116.000 employees of IBM in 72 countries, Hofstede identified four dimensions of culture, namely; power distance, uncertainty avoidance, masculinity/femininity and individualism/collectivism. According to Hofstede's (1980) model of national culture, Turkey is classified as high-power distance, strong uncertainty avoidance, collectivist and feminine. Among these dimensions, individualism/collectivism and uncertainty avoidance have particular relevance for studying learning styles.

The influence of cultural values on learning preferences was evidenced in several studies. A meta-analysis by Yamazaki and Kayes (2005) provide a summary of these studies. Some scholars argue that, individuals may have a more reflective learning style in countries that are high on in-group collectivism, uncertainty avoidance and assertiveness (Kolb & Kolb, 2009). Auyeung and Sands (1996) examined the learning style preferences made by accounting students from Australia, Hong Kong and Taiwan by adopting the individualism-collectivism cultural dimension. They found that the preference of the accounting students in Taiwan and Hong Kong for reflective style whereas the preference of the Australian students for active style. According to Auyeung and Sands (1996), the reflective style of Taiwanese and Hong Kongese students was resulted from the collectivist nature of those countries while the activist style of Australian students was resulted from the individualistic nature of Australia. Likewise, in the studies of Hoppe (1990) and Yamazaki (2005) there were evidence for a positive relation between uncertainty avoidance and a high preference for reflective learning style. Based on a questionnaire survey conducted in Hong Kong, Wong et al. (2009), found a strong preference of the construction practitioners on the reflector scale, which describes individuals who are good at listening others. In the light of the characteristics of the construction industry, the authors concluded that those who is responsible for design and construction project should be good listeners in fulfillment of the owner's demands.

As it is clear from the above, there exists an alignment between the most preferred learning style of the sample students and the Turkish social values of high on in-group collectivism and uncertainty avoidance.

As for the less preferred learning style, the findings contemn that architecture students showed less preference for pragmatist learning style whereas civil engineering students displayed less preference for activist learning style. Less preference of "Activist" indicates that, the students majoring in civil engineering would plan their activities in detail and evaluate the benefits and risks before taking actions, instead of acting immediately and making intuitive decision. For architecture students, less preference of "Pragmatist" may raise a substantial issue for the architecture education that the students do not have awareness about the importance of generating new ideas or they abstain to experience new ideas into practice. This is important due to the fact that, for construction, which has knowledge-driven and competitive business environment, innovation efforts are the main competitive advantage to survive. Without further analysis of the sample, it is difficult to propose substantial reasons for this pattern. This result calls for a reassessment of content and delivery of the architectural education program.

Evidence regarding the balance use of learning styles shows that civil engineering students tended to achieve a more balanced learning style combination than did architecture students. This implies that, civil engineering students prefer to learn in a holistic way, "using the abilities associated with all four learning

modes" (Kolb et al., 2001), while architecture students have a preference for one or two learning styles over others.

When examining the differences in learning orientation of male and female students, the findings show that male students preferred the pragmatist style significantly than female students. While this result is inconsistent with Honey's study, it supports the findings of Felix (2001) and Leiba and Nachmias (2006). In their studies, they reported the correlation between students' gender and particular learning styles. Here, it is important to note that, the impact of gender on learning style preferences is generally attributed to various socio-cultural factors (Yang, 2007; Garland & Martin, 2005; Hlawaty, 2002; Heather et al., 2000), however, this issue is not within the scope of this study.

Conclusion

The present study aimed to understand the learning style preferences of architecture and civil engineering students at the Istanbul Technical University. It revealed some interesting findings which contribute to the field in several ways. Firstly, the findings did not support the existence of two bipolar learning style structure of the LSQ. This raises some doubts as to the applicability of the LSQ to students generally and architecture and civil engineering students in particular. One can draw from this conclusion that the attempts to reproduce the hypothetical bipolar dimensions of the LSQ may be inappropriate.

The two groups of student scored higher along the four learning styles when compared with the general norms in the UK. There is also evidence to contend that the sample students rely on reflective observation versus active experimentation in the way they learn. This may be an explanation for how culture could be influential in shaping learning preferences.

With respect to the field of specialization, the civil engineering students were found to be more pragmatist learners than the students in architecture. This may be due to the fact that students from different disciplines tend to adapt their learning styles to meet the demands of those disciplines (Entwistle, 1991; Kolb, 1984). A limited number of studies have investigated students' abilities to identify learning style characteristics of disciplines that do not match their learning styles (Komarraju, 2013; Nasarieh & Sarab, 2013; Scott, 2010). In the study reported in this article, we examined the extent to which students' learning style preferences diversify between engineering and architectural disciplines.

Scanning multidisciplinary literatures also revealed that, although there are many learning theories, few have been applied to architectural education. In our review, we did not, also, find any studies investigating the learning style preferences of the architecture students, based on Honey and Mumford's model. In order to contribute to closing this gap, Honey and Mumford's model was used as a framework for determining learning styles.

This study has certain limitations due to its cross-sectional nature and methods of data collection. First, since the participants of this study were students from one university, further research is needed to determine the generalizability of our results. Second, data in the current study were gathered at one point in time. Consequently, the respondents' perception may have been influenced by covariate factors. For this reason, a more extensive research covering a much larger sample size and cross-cultural studies could be conducted in the near future. This study could then become more consolidated.

References

Akhlaghi, N., Mirkazemi, H., Jafarzade, M. and Akhlaghi, N., 2018. Does learning style preferences influence academic performance among dental students in Isfahan, Iran? *Journal of educational evaluation for health professions*, 15.

- Al-Azawei, A. and Badii, A., 2014. State of the art of learning styles-based adaptive educational hypermedia systems (LS-BAEHs). *International Journal of Computer Science & Information Technology*, 6(3), p.1.
- Allinson, C. W., and Hayes, J. (1988). "The learning styles questionnaire: An alternative to Kolb's inventory." *Journal of Management Studies*, 25(3), 269-281.
- Al-Saud, L.M.S., 2013. Learning style preferences of first-year dental students at King Saud University in Riyadh, Saudi Arabia: influence of gender and GPA. *Journal of Dental Education*, 77(10), pp.1371-1378.
- Anderson, J. A., and Adams, M. (1992). "Acknowledging the learning styles of diverse student populations: Implications for instructional design." *New Directions for Teaching and Learning*, 49, 19-33.
- Auyeung, P., and Sands, J. (1996). "A cross-cultural study of the learning style of accounting students." *Accounting and Finance*, 36(2), 261-274.
- Brew, C. R. (1996). Exploring the learning experience in a first year biology laboratory. (Doctoral dissertation) Monash University.
- Brunton, J., Brown, M., Cleary, A., Costello, E., Delaney, L., Fox, S., Galvin, C., Gilligan, J., O'Regan, L., and Ward, J. (2016). Lost in transition: A report on enabling success for flexible learners. *Dublin: Dublin City University*.
- Cassidy, S. (2004). "Learning styles: An overview of theories models and measures." *Educational Psychology: An International Journal of Experimental Educational Psychology*, 24(4), 419-444.
- Claxton, C. S. and Ralston, Y. (1978). "Learning styles: Their impact on teaching and administration." *Washington, DC: National Institution of Education*.
- Coffield, F., Moseley, D., Hall, E. and Ecclestone, K. (2004). *Learning styles and pedagogy In post-16 learning: A systematic and critical review*, Learning & Skills Research Centre, London.
- Cornett, C. E. (1983). *What you should know about teaching and learning styles*, Phi Delta Kappa, Indiana.
- Cornwell, J. M., Manfredi, P. A. and Dunlop, W. P. (1991). "Factor analysis of the 1985 version of Kolb's learning style inventory." *Educational and Psychological Measurement*, 51(2), 455-462.
- De Ciantis, S. M. and Kirton, M. J. (1996). "A psychometric reexamination of Kolb's experiential learning cycle construct: A separation of level, style and process." *Educational and Psychological Measurement*, 56(5), 809-820.
- Demirbaş, O. O., and Demirkan, H. (2003). "Focus on the architectural design process through learning styles." *Design Studies*, 24(5), 437-456.
- Dörnyei, Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition*, Lawrence Erlbaum Associates, New Jersey.
- Duff, A. and Duffy, T. (2002). "Psychometric properties of Honey & Mumford's learning styles questionnaire (LSQ)." *Personality and Individual Differences*, 33(1), 147-163.
- Dunn, R. and Griggs, S. A. (1989). "Learning styles: Quiet revolution in American secondary schools." *The Clearing House*, 63(1), 40-42.

- Entwistle, N. J. (1991). "Approaches to learning and perceptions of the learning environment: Introduction to the special issue." *Higher Education*, 22, 201-204.
- Felder, R. M. and Brent, R. (2005). "Understanding student differences." *Journal of Engineering Education*, 94(1), 57-72.
- Felder, R. M. and Silverman, L. K. (1988). "Learning and teaching styles in engineering education." *Engineering Education*, 78(7), 674-681.
- Feldman, J., Monteserin, A. and Amandi, A., 2015. Automatic detection of learning styles: state of the art. *Artificial Intelligence Review*, 44(2), pp.157-186.
- Felix, U. (2001). *Beyond Babel: Language learning online*, Publications and Clearinghouse Manager, Language Australia, Australia.
- Fleming, N. D. (2005). *Teaching and learning styles: VARK strategies* (2nd ed.). Christchurch: The Digital Print and Copy Center.
- Furnham, A., Jackson, C. J., and Miller, T. (1999). Personality, learning style and work performance." *Personality and Individual Differences*, 27(6), 1113-1122.
- Garland, D. and Martin, B. N. (2005). "Do gender and learning style play a role in how online courses should be designed." *Journal of Interactive Online Learning*, 4(2), 67-81.
- Geiger, M. A. (1992). "Learning styles of introductory accounting students: An extension to course performance and satisfaction." *The Accounting Educator's Journal*, 4(1), 22-39.
- Geiger, M. A. and Pinto, J. K. (1991). "Changes in learning style preference during a three-year longitudinal study." *Psychological Reports*, 69(3), 755-762.
- Griggs, S. A. (1991). *Learning styles counseling*, ERIC Digest, ERIC Clearinghouse on Counseling and Personnel Services, Michigan.
- Hamza, M., Inam-Ul-Haq, S.H., Nadir, M. and Mehmood, N., 2018. Effect of moderate learning Style-teaching mode mismatch on academic performance among 2nd year medical students in Pakistan. *Indian journal of psychiatry*, 60(1), p.109.
- Hawk, T. F. and Shah, A. J. (2007). "Using learning style instruments to enhance student learning." *Decision Sciences Journal of Innovative Education*, 5(1), 1-19.
- Heather, T., Cox, R. and Takahiro, K. (2000). "Relating preferred learning style to student achievement." *Proc., Annual meeting of the teachers of English to speakers of other languages*, Canada, Vancouver. (ERIC Document and Reproduction Service No. ED445513).
- Hlawaty, H. (2002). *Comparative analysis of the learning styles of German versus other adolescents from diverse nations by age, gender and academic achievement level*. Unpublished doctoral dissertation, St. John's University, New York.
- Hofstede, G. (1980). *Culture's consequences: International differences in work-related values*. Sage Publications, California.
- Hofstede, G. (1997). Organizational culture. In A. Sorge and M. Warner (Eds.), *Organizational behavior*, Thompson, UK, 193-210.

- Honey, P. and Mumford, A. (1986). *Using your learning styles*. (2nd ed.), Peter Honey Publications, UK.
- Honey, P. and Mumford, A. (1992). *The manual of learning styles*. (3rd ed.), Peter Honey Publications, UK.
- Honey, P. and Mumford, A. (2000). *The learning styles helper's guide*, Peter Honey Publications, UK.
- Hoppe, M. H. (1990). *A comparative study of country elites: International differences in work-related values and learning and their implications for management training and development*. Unpublished doctoral dissertation, University of North Carolina, Chapel Hill, North Carolina.
- Hough, L. The big 5 personality variables-construct confusion: Description versus prediction. *Human Performance*, 5, 139-155. (1992).
- Hough, L. Personality at work: Issues and evidence. In M. Hakel (Ed.), *Beyond multiple choice: Evaluating alternatives to traditional testing for selection*, Hillsdale, New Jersey, Erlbaum. (1998).
- Hvitfeldt, C. Traditional culture, perceptual style, and learning: The classroom behavior of Hmong adults. *Adult Education Quarterly*, 36(2), 65-77. (1986).
- Jouaneh, M. K.. A study of learning styles and team performance. *Proc., 2005 American Society for Engineering Annual Conference & Exposition*, Portland. (2005).
- Kayes, D. C. Internal validity and reliability of Kolb's learning style inventory version 3 (1999). *Journal of Business and Psychology*, 20(2), 249-257. (2005).
- Khorshidifard, S. A. (2014). "A paradigm in architectural education: Kolb's model and learning styles in studio pedagogy." *In ARCC Conference Repository*, North America.
- Kolb, A. Y. and Kolb, D. A. (2009). Experiential learning theory: A dynamic, holistic approach to management learning, education and development. In S. Armstrong & C. Fukami(Eds.), *Handbook of management learning, education and development*.
- Kolb, D. A. (1983). "Learning styles and disciplinary differences." *The Modern American College*, 1, 232-255
- Kolb, D. A. (1984). *Experiential learning as the science of learning and development*. Prentice Hall, New Jersey.
- Kolb, D. A. (2000). *Facilitator's guide to learning*. Hay/McBer, Boston.
- Kolb, D.A., Boyatzis, R.E. and Mainemelis, C., 2001. Experiential learning theory: Previous research and new directions. *Perspectives on thinking, learning, and cognitive styles*, 1(8), pp.227-247.
- Kolmos, A. and Holgaard, J. E. (2008). Learning styles of science and engineering students in problem and project based education. In *Book of abstracts*, Sense Publishers, Denmark.
- Komarraju, M. (2013). "Ideal teacher behaviors: Student motivation and self-efficacy predict preferences." *Teaching of Psychology*, 40(2), 104-110.
- Kozhevnikov, M. (2007). Cognitive styles in the context of modern psychology: Toward an integrated framework of cognitive style. *Psychological Bulletin* 133: 464-81.
- Lee, C. K. and Sidhu, M. S. (2013). "Engineering students learning styles preferences using Honey and Mumford learning style questionnaire: A case study in Malaysia." *International Journal of Information Technology & Computer Science*, 9(1), 107-114.

- Leiba, M. and Nachmias, R. (2006). "Web usage patterns and learning styles in an academic course in engineering." *Proc., International Conference on Information Communication Technologies in Education (ICICTE 2006)*, Rhodes.
- Lynch, M. M. (2002). *The online educator: A guide to creating the virtual classroom*, Routledge, London.
- Mills, J., Ayre, M., Hands, D. and Carden, P. (2005). "Learning about learning styles: Can it improve engineering education." *Mountain Rise*, 2(1).
- Naserieh, F. and Sarab, M. R. A. (2013). "Perceptual learning style preferences among Iranian graduate students." *System*, 41(1), 122-133.
- Oxford, R. L. (2011). "Strategies for learning a second or foreign language." *Language Teaching*, 44(2), 167-180.
- Pinto, J. K., Geiger, M. A. and Boyle, E. J. (1994). "A three-year longitudinal study of changes in student learning styles." *Journal of College Student Development*, 35(2), 113-119.
- Rahimi, M., Riazi, A. and Saif, S. An investigation into the factors affecting the use of language learning strategies by Persian EFL learners. *Canadian Journal of Applied Linguistics/Revue canadienne de linguistique appliquée*, 11(2), pp.31-60. 2008.
- Reid, J. M. The learning style preferences of ESL students. *TESOL Quarterly*, 21(1), 87-111. (1987).
- Romanelli, F., Bird, E., and Ryan, M. Learning styles: A review of theory, application and best practices. *American Journal of Pharmaceutical Education*, 73(1), 1-5. (2009).
- Ruble, T. L. and Stout, D. E. Reliability, construct validity, and response-set bias of the revised learning-style inventory (LSI-1985). *Educational and Psychological Measurement*, 50(3), 619-629. (1990).
- Sadler-Smith, E. (2001). The relationship between learning style and cognitive styles. *Personality and Individual Differences*, 30(4), 609-616.
- Sarabi-Asiabar, A., Jafari, M., Sadeghifar, J., Tofighi, S., Zaboli, R., Peyman, H., Salimi, M. and Shams, L., The relationship between learning style preferences and gender, educational major and status in first year medical students: a survey study from iran. *Iranian Red Crescent Medical Journal*, 17(1). 2015.
- Scott, C. The enduring appeal of learning styles. *Australian Journal of Education*, 54(1), 5-17. (2010).
- Wierstra, R. F. A. and De Jong, J. A. A scaling theoretical evaluation of Kolb's learning style inventory-2. In M. Valcke and D. Gombeyr, (Eds.). *Learning styles: reliability and validity*, 431-440. (2002).
- Wong, K. Y., Chan, K. W. and Lai, P. Y. Revisiting the relationships of epistemological beliefs and conceptions about teaching and learning of pre-service teachers in Hong Kong." *Asia-Pacific Education Research*, 18(1). (2009).
- Yahya, I. (1998). Willcoxson and Prosser's factor analyses on Kolb's LSI data: reflections and re-analyses. *British Journal of Educational Psychology*, 68(2), 281-286.
- Yamazaki, Y. Learning styles and typologies of cultural differences: A theoretical and empirical comparison. *International Journal of Intercultural Relations*, 29(5), 521-548. (2005).
- Yamazaki, Y. and Kayes, D. C. Expatriate learning: Exploring how Japanese managers adapt in the United States. *Proc., Annual meeting of the Academy of Management*, Honolulu, Hawaii. (2005).

Yang, J. The impact of knowledge sharing on organizational learning and effectiveness. *Journal of Knowledge Management*, 11(2), 83-90. (2007).

WILEY

Mastering Of Student Valeological Socio-Cultural Etalons In Pedagogically Organized Environment Of College And University

Roza Sh. Akhmadieva¹, Irina P. Yakusheva², Maxim S. Fabrikov³, Nina I. Kryukova⁴, Ekaterina P. Perkova⁵, Gulnara R. Ibraeva⁶, Elena V. Platonova⁷, Olga N. Gallyamova⁸

¹Vice Rector for Academic Affairs, Kazan State University of Culture and Arts, Kazan, Russia

²Department of Jurisprudence, Russian State Agrarian University - Moscow Timiryazev Agricultural Academy, Moscow, Russia

³Vice-Rector for Administrative and Economic Work, Vladimir State University named after Alexander Grigorievich and Nikolai Grigorievich Stoletov, Vladimir, Russia

⁴Department of State and Legal Disciplines, Plekhanov Russian University of Economics, Moscow, Russia

⁵Department of Sociology, Psychology and Social Management, Moscow Aviation Institute (National Research University), Moscow, Russia

⁶Department of Sociology, Political Science and Law, Kazan State Power Engineering University, Kazan, Russia

⁷Department of English Language for Professional Activity, Ulyanovsk State University, Ulyanovsk, Russia

⁸Department of Physical Education and Sports, Kazan (Volga region) Federal University (Naberezhnye Chelny Branch), Naberezhnye Chelny, Russia

*corresponding author

Abstract

The purpose of the article is to determine the opportunities and directions in mastering of valeological socio - cultural etalons by College and University students. The importance of this process for the education of young students is due to the fact that the lack of deeply conscious valeological benchmarks leads to the dominant choice by the youth of anti-social forms of behavior. The article substantiates the components of creating a pedagogically organized environment in educational institutions. It is shown that the modeling of such environment includes a set of qualities of individual psychosomatic health and the process of mastering of socio-cultural valeological etalons – matrix of generalized social representations of health and disease, which operate at the levels of social, group and individual consciousness, manifested in the form of the most common concepts, cultural codes, behavior stereotypes, etc. The study found that the creation of a pedagogically organized environment is possible through the use of special techniques that develop students' goal-setting to value attitude to their own health. The authors have developed conditions that ensure purposeful management of education process of health culture among students of colleges and universities on the basis of mastering of socio-cultural valeological etalons. Methods for diagnostics of the pedagogically organized environment are revealed; the program of work with students on mastering of valeological sociocultural etalons is described.

Keywords: pedagogically organized environment, modeling, diagnostics, College, University, students, valeological socio-cultural etalons, value attitude to health, harmonization.

Introduction

The problems of mastering of social and cultural valeological etalons by students of colleges and universities are considered in interdisciplinary studies of recent years (Pashin, 2011; Stolyarov, 2011).

Methodological foundations and applied aspects in the formation of student valeological culture, creating an environment ensuring the preservation and development of their health are considered in the works of G.V. Bezyuleva (2008), E.N. Dzyatkovskaya (2000), G.K. Zaitsev (2004), N.A. Krasnoperova (2005), V.N. Yakovlev (2010) and others. Researchers rightly note the decline in the level of health care of modern College and University students (Marks et al., 2000; Tastan et al., 2018). This is reflected in the large number of students who have chronic diseases (Maltsev et al., 2005); and in the decrease in the number of healthy students; and in the alarming dynamics of students' diseases of the respiratory system, nervous system and gastrointestinal tract.

As the most influential reasons for this situation, researchers call the lack of night sleep, low motor activity, eating disorders (Raevsky & Kanishevsky, 2008). In addition, it is possible to include in the list of these reasons the growth of student alcohol and drug dependence, as well as a low level of valeological culture.

Meanwhile, the health care and preservation are directly dependent on the level of valeological culture, which reflects the measure of awareness and attitude of man to him/herself, i.e. the system of knowledge about health. An important place in the development of valeological culture is played by the life guidelines of the individual, which, in turn, are based on the mastered in childhood and youth behaviors, value orientations – special socio-cultural standards, which are socio-cultural valeological etalons – matrix of generalized social concepts of health and disease, which operate at the levels of social, group and individual consciousness, manifested in the form of the most common concepts, cultural codes, stereotypes of behavior.

Scientists also determine the importance for the student health care of a certain psychological comfort (Borisova, 2005), describe the factors of formation of students' value attitude to their health (Kudashev, 2012), prove the impact of the health technologies' mastering on professional and personal development (Ivakhnenko, 2016).

All this indicates the need to increase attention to the valeological component of education, which implies a wider introduction of knowledge and skills, including in the mastering of valeological socio-cultural etalons in the content of the educational process in colleges and universities.

In General, the most effective is the mastering of socio-cultural valeological etalons in a pedagogically organized environment, which has a complex impact on students and forms the basis of valeologically appropriate behavior, motivating the student to a healthy lifestyle, which contributes to the performance of human professional, social and household functions in optimal conditions for health and development. Thus, the mastering of socio-cultural valeological etalons creates a Foundation for the education of student attitude to health as the main human value.

The scientific and theoretical novelty of this study is provided by the fact that it identifies the components of the pedagogically organized environment aimed at mastering of socio-cultural valeological etalons by the students of colleges and universities as the basis of valeological culture of the individual:

- Component of health care: the presence in the educational environment of conditions for preservation and strengthening of the health of all entities of the educational process, taking into account the psychological age-specific features of students, including such as a heightened sense of individualism; the desire for independence, strong emotional experiences, communication problems; manifestations of distress, depressive symptoms (Wells et al., 1989);
- Component of formation of valeological culture: purposeful formation of value attitude culture to student health and healthy lifestyle, including value-motivational attitudes, knowledge, abilities, health care and improvement skills, mastering of socio-cultural valeological etalons;

- Prevention component of negative trends in the dynamics of student health and lifestyle: a constant step-by-step prevention, the study of the impact dynamics of measures taken to improve the student lifestyle.

The creation of a pedagogically organized environment provides support for all major factors which are important for the student health, including socio-hygienic, biomedical and psychological ones (Stukalova, 2017). Besides, in the developed pedagogically organized environment of the educational organization students are accompanied by the pedagogical maintenance directed on the help in adaptation to new conditions of activity (Yefimova, 2004; Yegorychev & Pentsik, 2003), (Kosolapov & Lofitskaya, 2002; Adda, Chandola & Marmot, 2002; Davoudi et al., 2018; Fartash et al., 2018), support for adequate self-assessment, which correlates with the level of objective state of health (Rusinova, Panova & Safronov, 2008). The research identify that in the course of student adaptation the incidence of morbidity is increasing (Medik & Yuryev, 2003).

Meanwhile, it should be noted that many aspects of the pedagogically organized environment of educational organizations, in which the conditions for the formation of valeological culture foundations are created are still debatable.

Thus, the works of scientists do not consider such aspects as 1) the development of techniques that develop the students' goal-setting to value attitude to their own health; 2) the creation of conditions that provide purposeful management of the process of health culture education among College and University students on the basis of mastering of socio-cultural valeological etalons; 3) the rationale for methods of diagnosis of pedagogically organized environment; 4) generalization and classification of forms of work with college and university students on the mastering of valeological socio-cultural etalons.

This article reflects the results of the theoretical and practical study, aimed at revealing the essence of the above mentioned aspects and their ability to overcome the formalism in the creation of pedagogically organized environment, which is very important not to reduce to activities to promote various diets and other hygienic methods and programs of somatic existence.

From the standpoint of the authors of the study, the modeling of pedagogically organized environment is based on the idea of "health" as a holistic characteristic of the human state, which includes a set of qualities and peculiarities of individual psychosomatic health. The basis of this is the valeological socio-cultural etalons, which provide a conscious adherence to a certain order and harmony in life functions, stable positive attitude, contributing to the productive realization of personal potential.

The study is based on modern valeological socio-cultural etalons of anthropocentric model, i.e. the existence of an internal connection between personal growth and health, which is understood as the development, change, the desire to gain meaning and completeness of life, identity, achieving productive self-realization in professional and personal development.

Materials and Methods

This article presents the results of a long - term study (2015-2018) on the modeling of pedagogically organized environment in universities and colleges, which includes a variety of educational, sports, information and preventive activities and events that can ensure the productive activities of students to preserve and strengthen the health of the entities of the educational process, the development of their value attitude to health care and the development of valeological socio-cultural etalons.

The experimental base consisted of pedagogically organized environments created in colleges and universities of Moscow, Moscow region, the Republic of Tatarstan, Orel, Smolensk, Nizhny Novgorod.

Age of students: 16 - 25 years. The experimental group was composed of 670 students. 76 employees of educational institutions, including teachers and administrators, were also involved. To assess the impact

of pedagogically organized environment on the state of students and the level of valeological socio-cultural etalons' mastering experts were invited: teachers, psychologists and health professionals.

Methodical toolkit.

The following methods were used to diagnose the pedagogically organized environment of educational organizations:

1) analysis of the learning activities from positions reflecting valeological social and cultural etalons.

From these positions were evaluated:

- Material and technical environment of the educational space;
- Psychological climate of the educational process;
- The availability and selection of methods, contributing to enhance socio-cultural mastering of health etalons and support for the initiative of the students themselves in the process. This is action training, discussions, role-playing; methods aimed at self-knowledge and development;
- Compliance with hygiene standards and requirements for the use of multimedia in the classroom;
- Level of motor activity of students;
- the presence in the content of the lesson of issues related to health and healthy lifestyle; demonstration, tracking these relationships; formation of attitudes to health as a personally significant value; development of understanding of the essence of a healthy lifestyle; the formation of the need for a healthy lifestyle; development of an individual way of safe behavior, the informing of students about knowledge on the possible consequences of the choice of behavior, etc.;
- Rationality in the distribution of the rhythm of classes, taking into account the time of fatigue of students and reduce of their learning activity. This rhythm is determined in the course of intensive monitoring the dynamics of distractions of students' attention.

The study highlights the characteristics of the rhythm of classes: a) fast, "crumpled" rhythm: in the classroom there is no time for questioning and reflection; b) calm smooth rhythm: students have the opportunity to discuss the material, the teacher comments on educational information and tasks for independent work; c) slow rhythm: there is a delay of students in the classroom after the call.

2) Diagnostics of student goal-setting of this educational organization in the value attitude to one's own health. To do this, the method for assessing the microclimate of the student group was used (Fetiskin, Kozlov & Manuilov, 2002; Rogov, 1999). The expert assessment carried out by a group of specialists on a scale was also applied: 1 - low level of goal setting, 2 - goal setting in the initial stage of the average formation, 3 - average goal setting; 4 - goal setting which is above the average, 5 - high level of goal setting. The comparison of indicators of somatic health level in goal setting and the development of social and cultural valeological etalons took place in the study; in this part of the study health professionals were invited.

The course of the experiment.

At the first stage of the experiment diagnostics of pedagogically organized environment was carried out. At the stage of ascertaining experiment it was investigated how the indicators of development of pedagogically organized environment can affect the health of students, the psychological climate within the group. On the forming stage the hypothesis was tested about the necessity of mastering social and cultural valeological etalons by students. It is determined that the formation of valeological culture, in general, is reflected in the reduction of neuroticism of students, their irritability, i.e. has a positive impact on a number of indicators of social and mental health of students. This, in turn, entails an increase in the somatic health indicators of students.

Four groups of students were formed in the experiment (see table 1).

Table 1. General characteristics of experimental groups of students

Group	The program of experimental work in the group included
№ 1	special effects on the material and technical component of the environment
№ 2	special effects on the material and technical component of the environment, on the psychological climate in the student group
№ 3	special effects on the material and technical component of the environment, on the psychological climate in the student group, a number of educational activities aimed at the mastering of socio-cultural valeological etalons
№ 4	a full-fledged program to create a pedagogically organized environment and the mastering of socio-cultural valeological etalons

The experiment in the group № 4 was the most complete and voluminous and was aimed at the formation of a pedagogically organized environment, and to determine the impact on students of socio-cultural valeological etalons' mastering. The program of the experiment included specially organized seminars, psychological trainings and other educational activities aimed at the formation of valeological culture, to reduce deviations in mental and social health; to prevent and reduce stress and burnout; to increase the level of competence in the field of health saving, to improve knowledge and skills in relation to health-preserving pedagogical conditions of the educational process organization; to promote knowledge on health care.

In addition, special extracurricular activities aimed at improving the socio-psychological climate in the group, the development of stress resistance were organized.

In addition, the opportunities of specially organized individual and group conversations with students were used. The interviews were conducted by professional psychologists and included the issues of acquiring the skills of stress resistance, coping strategies and value attitude to health.

Results

The study showed that the creation of a developed pedagogically organized environment of the University and College required significant time and human resources. Although this study failed to fully realize the potential of pedagogically organized environment aimed at the formation of valeological culture of students, the resulting value of the changes carried out in the experimental groups – primarily in the group number 4, shows a significant improvement in the quality of pedagogically organized environment of educational organizations in terms of health preservation.

The data has been summarized in tables and charts (see example in the chart in Fig. 1).

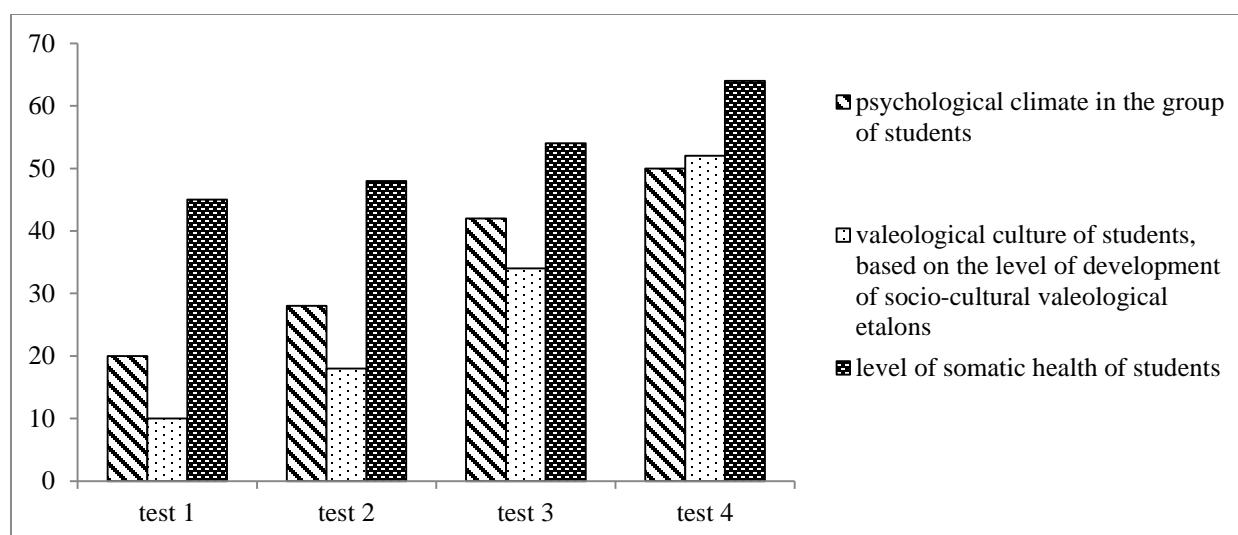


Figure 1. Diagram showing the study of the dynamics on the influence of pedagogically organized environment on the development of student socio-cultural valeological etalons (the results of the score in the group № 4)

In the study, conditions were developed to ensure the purposeful management of the process of education of health culture among students of colleges and universities on the basis of the mastering the socio-cultural valeological etalons. These conditions are summarized in table 2.

Table 2. Conditions for the formation of valeological culture of College and University students in a pedagogically organized environment

Conditions	Pedagogical support of their implementation
Optimization of psychological climate in the group	<ul style="list-style-type: none"> - creation of a favorable psycho-emotional climate of classes (individual and group work with students, improving professional competence and valeological culture of teachers); - provision of psychological and pedagogical assistance to students in difficult life situations (consultations, conversations, trainings); - Coordination and construction of constructive interaction of all entities of the educational process.
Development of students' value attitude to health	<ul style="list-style-type: none"> - expansion of knowledge of teachers and students about health, healthy lifestyle, about the factors influencing health, data on ways of maintenance of physical, mental, moral health; sanitary and medical knowledge; knowledge of normative legal documents in the field of health saving; - introduction into the educational process of modern techniques and technologies aimed at fostering a culture of student health and the mastering of valeological socio-cultural etalons; - Psychological and pedagogical support of the development of student conscious value attitude to their own health.
Activation of social and cultural	- creating situations that motivate the initiative and self-inclusion of

initiative of students and their responsible attitude to their own health	students in various activities aimed at fostering a culture of health; - conducting creative meetings, sports and educational activities aimed at supporting the initiative of students in the mastering of socio-cultural valeological etalons.
---	---

In general, the generalized data of theoretical and practical (experimental) research confirm that the complex application of influences' program on students in the process of creating a pedagogically organized environment of educational organization and the creation of conditions for the mastering of socio-cultural valeological etalons, which generally forms the valeological culture of students, can improve changes in all health subsystems-physical, mental and social - among the students of the experimental group, which has passed such a program compared to the students who were included in the group in which the program was not fully implemented.

Discussion

The analysis of the factors influencing the improvement of the quality of the pedagogically organized environment in the educational organization aimed at supporting the desire of students to implement the practice of health saving, based on the mastering of socio-cultural valeological etalons, revealed that the violation of students' somatic health is closely linked not only with the indicators of mental and social health, but also with the motivation for self-development and the level of valeological culture. In particular, it was found that students with a low level of socio-cultural valeological etalons' mastering have increased neurotic state is developed; there is a decrease in educational motivation.

Observation of students included in the process of socio-cultural valeological etalons' mastering in a pedagogically organized environment shows that they are ready for changes in the order and way of life, to recovery, abandonment of bad habits and motivated to transmit the acquired knowledge to their colleagues.

The study developed and tested methods that develop students' goal-setting to value attitude to their own health: stimulating of students' internal motivation to interiorize the concept of "individual health"; actualization of associative links with ideas about health, reflecting the positive nature of this concept; activation of students' cognitive interest in the health care and preservation; support of stable subjective attitude of students to health. It is important that the value attitude of students to health was quite dominant and intense in the structure of their personality. It is these parameters that reflect the power with which the value attitude is manifested. Intensity indicators are reflected in such components of personality manifestations as perceptual-affective, cognitive, and practical. The high intensity of the value attitude to health indicates that the attitude takes the form of focus, i.e. readiness for a healthy lifestyle. This focusing is a real value attitude to the health of students.

In general, the content of improving the quality of the pedagogically organized environment in the educational organization consists of:

- 1) Students' enculturation to the practices of a healthy lifestyle;
- 2) Availability of the pedagogical program for students' valeological culture formation in the conditions of educational activity and improving their rest based on a combination of the principles of the organization and self-organization;
- 3) integration of the activities in all departments and structures of the University and the College to form a pedagogically organized environment that opens up opportunities for the preservation and improvement of health basic components not for only students but also teachers, and contributes to the development of their meaningful needs for a healthy lifestyle;

- 4) Diagnostics of the real state of students' health on the main components of health and disclosure of social, psychological and pedagogical reasons for its deterioration;
- 5) Introduction to the curriculum of universities and colleges of courses on the formation of student valeological culture taking into account age and individual personal characteristics;
- 6) formation of students' skills to comply with the day regime and nutrition order, rational rhythm of work and leisure, which helps to prevent the formation of bad habits, functional disorders of diseases, which also includes psych prophylaxis of the educational process.

To improve the quality of pedagogically organized environment in the University and College, it is advisable to apply a number of special pedagogical conditions, tested and confirmed their effectiveness during the experiment.

Conclusion

Pedagogically organized environment of the University and College is a relationship of components that contribute to the formation of students' needs in a healthy lifestyle through the organization of the space for educational and free time, familiarization with the values of health, psychological protection of physical, mental, social health of students, prevention of asocial conditions, which, together, develops internal motivation of students to the mastering of valeological socio-cultural etalons that guide the individual to the preservation and strengthening of health.

The experiment shows that the modeling of pedagogically organized environment in educational organization includes in addition to the above mentioned pedagogical conditions, the design of individual health-saving educational trajectory of each student, taking into account its psycho - physiological, personal, ethno-cultural features-all this contributes to the full conscious mastering of valeological socio-cultural etalons.

The most significant social effect of the influence of pedagogically organized environment, in which students master socio - cultural valeological etalons, is the inclusion of students in independent practical activities for the preservation and promotion of individual health, on the one hand, and on the other-a manifestation of readiness to develop a value attitude to health among members of their social environment.

References

- Adda, J., Chandola, T., Marmot M. (2002). Socio-economic Status and Health. *Journal of Economics Pathways*, 4, 208-310.
- Bezyuleva, G.V. (2008). Psychological and pedagogical support of professional adaptation of students. Moscow: Moscow psychological and social Institute.
- Borisova, M.V. (2005). Psychological determinants of the phenomenon of emotional burnout in teachers. *Questions of psychology*, 2, 96-103.
- Davoudi SMM, Fartash K, Venera G. Zakirova, Asiya M. Belyalova, Rashad A. Kurbanov, Anna V. Boiarchuk, Zhanna M. Sizova (2018). Testing the Mediating Role of Open Innovation on the Relationship between Intellectual Property Rights and Organizational Performance: A Case of Science and Technology Park, *EURASIA Journal of Mathematics Science and Technology Education*, 14(4), 1359-1369.
- Dzyatkovskaya, E.N. (2000). The concept of education in health-saving educational space. Irkutsk: Irkutsk Institute of advanced training of education workers.
- Fartash K., Davoudi, S.M.M., Tatiana A. Baklashova, Natalia V. Svechnikova 4, Yulia V. Nikolaeva, Svetlana A. Grimalskaya (2018). The Impact of Technology Acquisition & Exploitation on Organizational

Innovation and Organizational Performance in Knowledge-Intensive Organizations, EURASIA Journal of Mathematics Science and Technology Education, 14(4), 1497-1507.

Fetiskin, N.P. Kozlov, V.V., Manuilov, G.M. (2002). Socio-psychological diagnosis of personality development and small groups. Moscow: Publishing House Of The Institute Of Psychotherapy.

Ivakhnenko, G. (2016). Health of students as a subject of study of domestic sociology. *Scientific thought*, 4, 53-61.

Kosolapov, A.B., Lofitskaya, V.A. (2002). Problems of studying, preservation and development of health of students. Vladivostok: DUGEAU.

Krasnoperova, N.A. (2005). Pedagogical support of healthy lifestyle of the student. *Theory and practice of physical culture*, 6, 12-14.

Kudashev, R.K. (2012). Formation of health culture of students in health-saving educational environment of the University. *Pedagogical and psychological Sciences*, 5, 117-123.

Maltsev, S.V., Faizullin, R.A., Arkhipova, N.N., Zaripov, R.T. (2005). Actual problems of adolescent medicine. *Kazan medical journal*, 2, 154-156.

Marks, D., Murray M., Evans B., Willing C. (2000) Health Psychology: Theory, Research and Practice. London: Sage.

Medik, V., Yuryev, V.K. (2010). Lectures on Public health and public health. Moscow: GEOTAR-Media.

Pashin, A.A. (2011). Formation of value attitude to health in physical education of schoolchildren. Penza: PGPU.

Raevsky, R.T., Kanishevsky, S.M. (2008). Health, healthy lifestyle of students. Odessa: Science and technology.

Rogov, E.I. (1999). Handbook of practical psychologist. Moscow: VLADOS.

Rusinova, N.L. Panova, L.V., Safronov, V.V. (2008). Social stratification of health in St. Petersburg: changes in the period of transformation. *Journal of sociology and social anthropology*, 4, 102-121.

Stolyarov, V.I. (2011). Spartan universalism: axiology of culture, lifestyle and personal development (Physical culture and sport in the system of values of the Spartan concept of universalism). Physical culture and sport in the light of history and philosophy of science. Moscow: publishing house "Physical culture".

Stukalova, O.V. (2017). The system of cultural and creative development of students in the educational environment of higher education institutions in the sphere of culture and art. *Espasios*, 38(56), 33-45.

Taştan, S.B., Davoudi, S.M.M., Masalimova, A.R., Bersanov, A.S., Kurbanov, R.A., Boiarchuk, A.V., Pavlushin, A.A.(2018). The Impacts of Teacher's Efficacy and Motivation on Student's Academic Achievement in Science Education among Secondary and High School Students, EURASIA Journal of Mathematics Science and Technology Education, 14(6), 2353-2366.

Wells, K., Stewart, A., Hays, R.D., Burnam, M.A., Rogers, W, Daniels, M., Berry, S., Greenfield, S., Ware, J. (1989). The Functioning and Well-Being of Depressed Patients: Results from the Medical Outcomes Study. *Journal of the American Medical Association*, 262, 914-919.

Yakovlev, V.N. (2010). Formation of health-saving environment for students of higher educational institutions. Tambov, Publishing house of Tambov state University named after G. R. Derzhavin.

Yefimova, I.V. (2004). Psychophysiological basis of students ' health. Irkutsk: Publishing house of Irkutsk University.

Yegorychev, A.O., Pentsik, B.N. (2003). Health of students from the position of professionalism. *Theory and practice of physical culture*, 2, 15-23.

Zaitsev, G.K. (2004). Valueology adulthood: a pedagogical framework for ensuring the health of adolescents and youth. St. Petersburg: Russian Academy of education, Institute of adult education.

WILEY

Formation Of The Regional Economic Security System As An Important Direction Of Socio-Oriented Indicative Planning

Ivan P. Danilov¹, Ekaterina A. Ilyina², Tatiana I. Ladykova³, Nataliia V. Morozova⁴, Alena I. Trukova⁵

¹ Department of Regional Economy and Entrepreneurship, I.N. Ulyanov Chuvash State University, Cheboksary, Russia

² Department of Communication Technologies and Management, I.Y. Yakovlev Chuvash State Pedagogical University, Cheboksary, Russia

³ Department of Regional Economy and Entrepreneurship, I.N. Ulyanov Chuvash State University, Cheboksary, Russia

⁴ Department of Regional Economy and Entrepreneurship, I.N. Ulyanov Chuvash State University, Cheboksary, Russia

⁵ Department of Foreign Languages, I.N. Ulyanov Chuvash State University, Cheboksary, Russia
*corresponding author

Abstract

The relevance of the research is caused by the need of analyzing the processes, having a primary impact on the sustainable and stable development of the regional system, and, consequently, on the economic security of the subject of the Federation. It is also necessary to give a qualitative and quantitative assessment of its level to work out measures for countering threats to economic security. In this regard, this article is aimed at giving reasons and working out measures to ensure regional economic security and development of competitive advantages of the region, using the example of the Chuvash Republic. The main approach to investigating this problem is the use of methodological concepts of institutional economics, of innovation theory, of system and comparative analysis, of structural and functional analysis, offering an opportunity to comprehensively consider the issues of economic security of the country and the region. The article presents an analysis of the main challenges and threats to the economic security of the Russian Federation, It investigates the problems of ensuring economic security of the economy's real sector, as well as indicators of economic development of the region. The article can be useful in setting strategic objectives to ensure sustainable and stable development of economic sectors, in creating methodology and system's tools, appropriate to modern conditions, to ensure economic security of the region.

Keywords: economic security, threats, sustainable development, region, real economy, industry, modernization.

Introduction

The concept of economic security has long been used in Russian literature, but it is still vague (Chekmarev, 2018). In conditions of uncertainty and constant changes, existing strategies for improving national and regional economic security need new approaches, that are adequate to modern challenges. Thus, identifying and neutralizing threats and crisis situations at the regional level can significantly reduce the risk of global threats to national security (Krutikov, 2017; Kvon et al., 2017).

Unresolved internal problems of the Russia's economy have led to the fact, that having large areas and reserves of natural resources, key geopolitical position and still remaining scientific and technical potential, Russia has not been able to take its rightful place in the world civilization. The country is still

highly dependent on international capital, which places it on the periphery of the world economy as a source of raw materials and cheap labour (Listopad, 2011).

The most important component of strategic planning is to counter challenges and threats to economic security, to prevent crisis situations in various spheres of the Russia's economy and maintain people's living standards. To solve these problems, the Russian Federation economic security strategy until 2030 was approved by the Presidential decree of 13 May 2017 № 208 (Presidential Decree, 2017). The system of economic security indicators is being formed to timely identify challenges and threats to economic security, to respond quickly to them and to make management decisions and recommendations (Vissarionov & Gumerov, 2017).

Methods and Materials

To solve the tasks, set in this work, the following methods were used: analysis of legal documents and special literature on the research topic, statistical data analysis, comparison and synthesis of analysis results, system analysis, graphic modeling, economic and mathematical methods.

The research was conducted in three stages:

- at the first (preparatory) stage, the main challenges and threats to the economic security of the Russian Federation were analyzed;
- at the second (main) stage, the economic security of the country economy's real sector was analyzed, the goals and objectives for sustainable development were defined;
- at the third (final) stage, the measures to ensure regional economic security and to develop competitive advantages of the region, using the example of the Chuvash Republic, were worked out.

Results

3.1. The Main Challenges and Threats to the Economic Security of the Russian Federation

In the Russian Federation economic security strategy until 2030, economic security is defined as protection of the national economy from external and internal threats, which ensures the economic sovereignty of the country, unity of its economic space, conditions for implementation of strategic national priorities of the Russian Federation (Strategy, 2017).

Threats, goals and methods of ensuring economic security vary, depending on the level of socio-economic development of the country and can be transformed, following the change in its economic situation and strategic claims. For developed countries, the threats are primarily external: emergence of new leading countries, violating the established world hierarchy; adoption of international acts, restricting freedom of transnational associations and foreign capital; consolidation of efforts of developing countries to struggle against unfair distribution of the world income, including by forming regional alliances. For less developed countries, these circumstances offer further opportunities for development; their problems of economic security are in the area of their internal threats (Listopad, 2011). The Russian Federation economic security strategy until 2030 identifies the main challenges and threats to economic security, which can be divided into external and internal (figure 1).

When monitoring threats to economic security, it is necessary to identify critical "pain points" beyond which destructive processes take place. Therefore, from the set of indicators of the level of threats to economic security, it is necessary to identify those that reflect the critical "pain points". These indicators are used as threshold values of economic security. Initially, the list of economic security threshold values was based on the list of parameters reflected the 1996 State economic security strategy. The list included 50 indicators grouped as follows: indicators, reflecting the economy's capacity for sustainable

development; indicators of the financial system's stability; indicators of the social sphere; indicators of foreign trade and foreign economic activity.

The set of economic security indicators by S.Yu. Glazyev (2015) is used worldwide. The key parameters of economic security in this set are related to the dynamics of production, the state of the budget and national debt.

According to A. Illarionov (1998), when describing the state of economic security (danger), it is necessary to compare the current results, taking into account of dynamics of conditions in the national and world economy. The most important factor in the socio-economic development of the country is GDP per capita, its growth or decline.

The Russian Federation economic security strategy until 2030 outlines 40 indicators, against which the state of economic security of the country should be monitored and assessed. The question of the values of indicators in the Strategy remains open. Meanwhile, not the indicators themselves, but their threshold or limit values are the criterion and at the same time one of the main tools for monitoring, analyzing and forecasting economic security (Vissarionov & Gumerov, 2017).

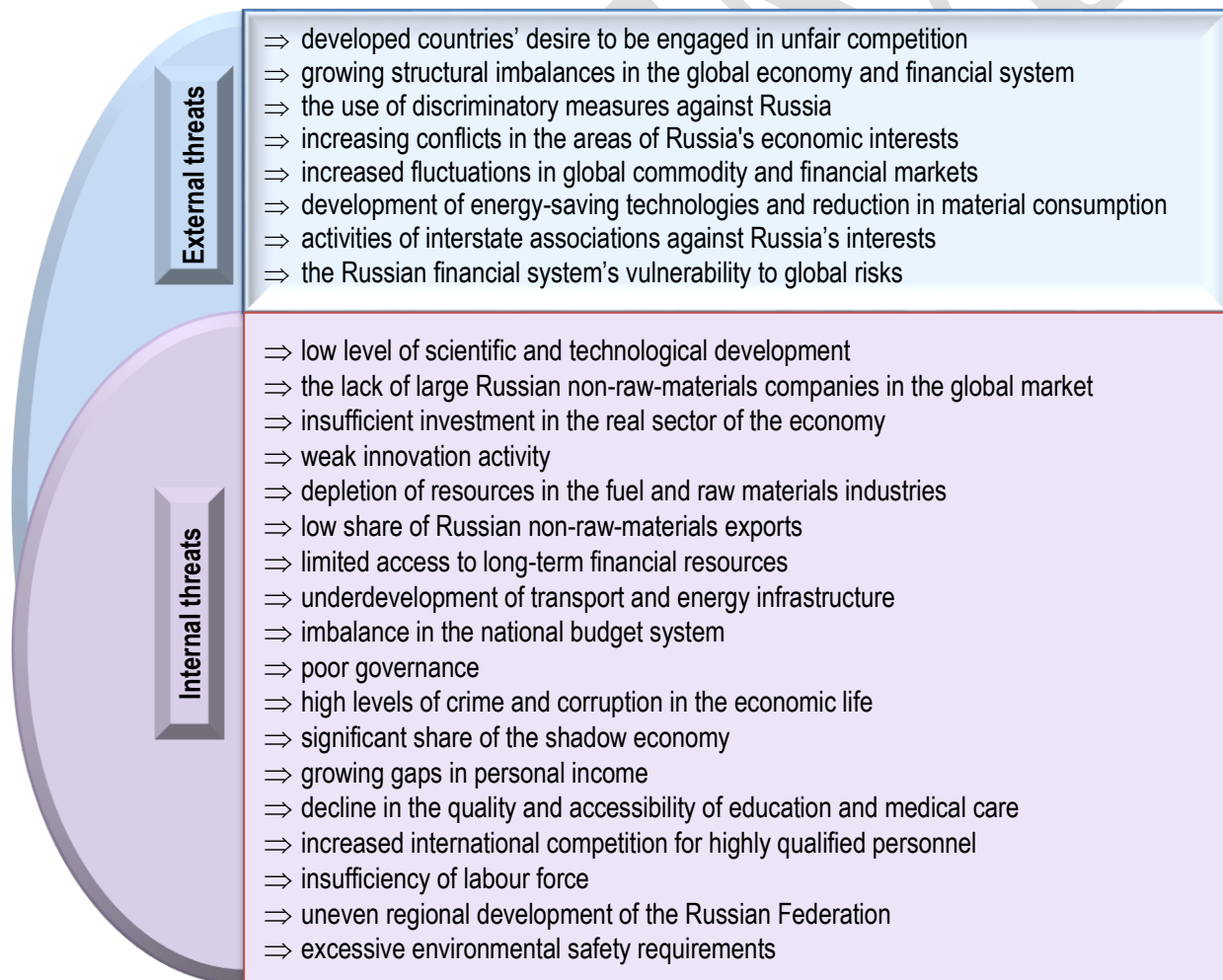


Figure 1. Threats to the economic security of the Russian Federation (Strategy, 2017)

The list of indicators of economic security situation can be specified as a result of its monitoring. Monitoring and assessment of economic security condition are carried out on the basis of official statistical observation data, as well as further information provided by government authorities, other state bodies, local authorities, the Central Bank of the Russian Federation and other organizations in accordance with their competence, taking into account the expert assessment of challenges and threats to economic security (Official site of the Federal state statistics service, 2018).

3.2. Ensuring Economic Security for the Real Sector of the Country's Economy

The main internal threats of the country are the problems of the economy's real sector. We will analyze commodity structure of exports, investment level in the real sector of the economy and innovation activity in the country.

The threat means the exhaustion of the export-raw-materials model of economic development, reduced role of traditional factors for ensuring economic growth as a result of scientific and technological changes; lack of Russian non-raw-materials companies among the global leaders of the world economy; the limited Russian non-raw-materials exports as a result of its low competitiveness, underdeveloped market infrastructure and weak involvement in the global "chain" of value added creation.

Table 1 and figure 2 show data on the structure of Russia's exports for 2000-2017 in absolute and relative terms.

Table 1. Commodity structure of exports of the Russian Federation (at then-current prices), US \$ billion

	2000	2005	2010	2013	2014	2015	2016	2017
Exports - total	103	241	397	526	497	344	286	358
including:								
minerals	55,5	156	272	376	350	219	169	216
machinery, equipment and vehicles	9,1	13,5	21,3	28,8	26,5	25,4	24,5	28,1

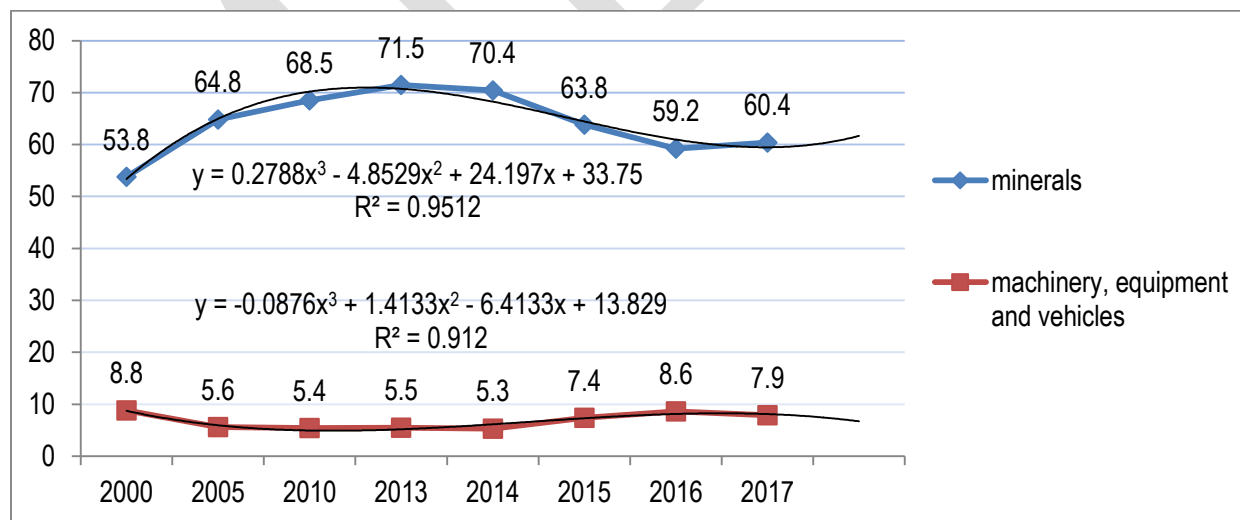


Figure 2. Changes in the structure of commodity exports of the Russian Federation, %

The table and the figure show a high share of minerals exports and a low share of machinery and equipment, whereas the commodity structure of developed countries' exports is characterized by a high share of products of mechanical and special engineering, electrical equipment, vehicles. During the analyzed period, the export-raw-materials model of the country's economy remains, which causes a threat to the economic security of the country. The value of the reliability of the R2 approximation of the constructed polynomial trend lines of the third degree is more than 0.9, which points to further negative trend of increasing the share of minerals exports and reducing the share of machinery and equipment exports.

The next significant problem is the lack of investment in the economy's real sector, resulting from poor investment climate, high business costs, excessive administrative barriers, inefficient property rights protection.

Table 2 analyzes the impact of fixed investment, on the full range of organizations, on gross domestic product per capita.

Table 2. Dynamics of GDP and fixed investments within the period 2010-2017

Годы	Gross domestic product at market prices per capita according to the SNA methodology 2008, roubles	Fixed investment on the full range of organizations, billion roubles
2010	324177	9152,096
2011	421 671,50	11035,652
2012	475 999	12586,090
2013	509 619	13450,238
2014	542 127	13902,645
2015	569 561,30	13897,187
2016	585 771,90	14748,846
2017	627 086,70	15966,8

We calculate indicators relationship in the table. The correlation coefficient is 0.991587. It exceeds 0.85, therefore, the indicators significantly affect each other. In addition, the linear relationship is expressed by the equation $y=0,0218 x+2065,1$, the approximation coefficient is 0.9832. Calculations show, that with an increase in fixed investment, the gross domestic product also increases. Therefore, to strengthen the economic security of the country, it is necessary to increase investments in fixed assets.

Another threat to the development of the economy's real sector is poor innovation activities, lag in new and promising technologies (including digital economy technologies), lack of skills and key competencies of specialists (Strategy, 2017).

Figure 3 shows the change in the innovation activities coefficient calculated as the ratio of the number of domestic patent applications for invention rights in Russia, per 10 thousand people.

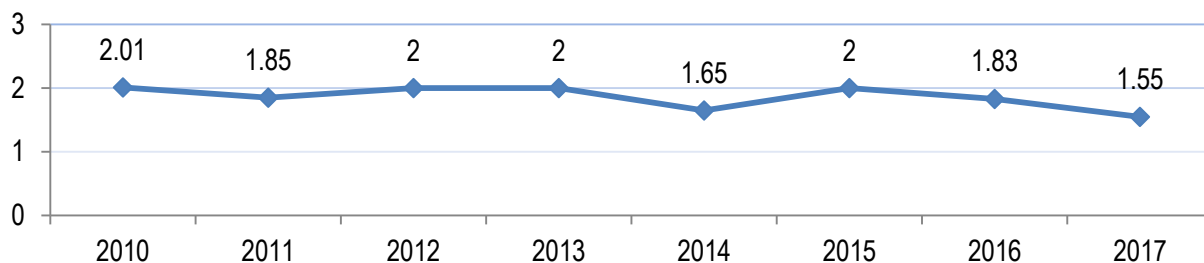


Figure 3. Innovation activities coefficient in Russia within the period 2010-2017.

The coefficient value since 2011 has not exceeded 2 and for 2016-2017 tends to decrease. In 2015 Korea (33.5), Japan (20.69), Switzerland (10.35), Luxembourg (9.51), USA (8.97) were among the leading countries for this indicator.

The share of high-tech and knowledge-based industries in the country's gross domestic product also increased slightly: from 2014 to 2017 it amounted to 21.3, 21.6 and 21.7% respectively. There is a decline in innovation activities in the number of nanotechnologies developed in the whole country (figure 4).

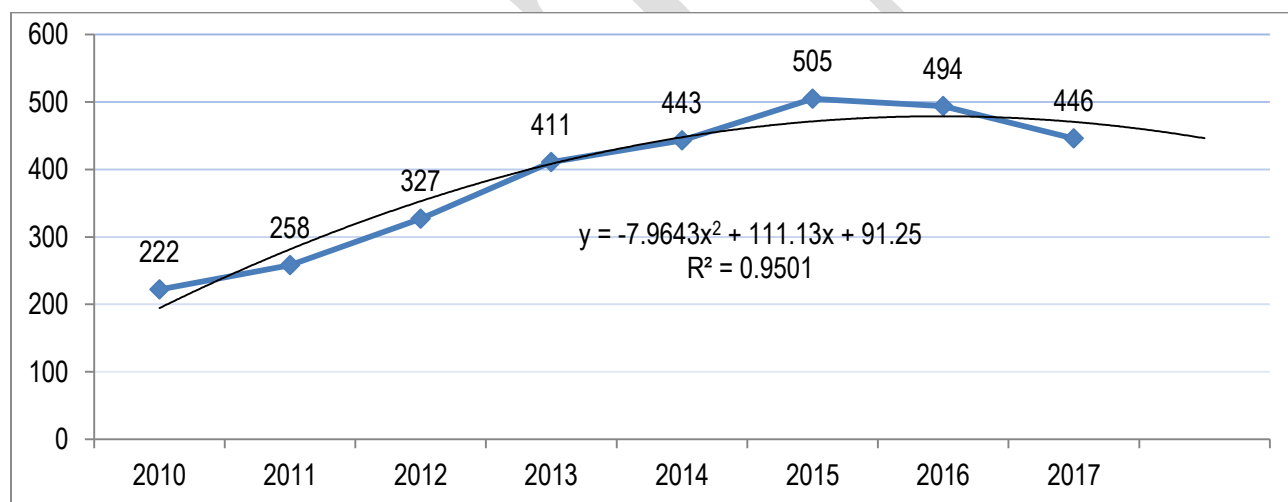


Figure 4. Number of developed nanotechnologies in the Russian Federation (units)

The constructed polynomial function of the second degree indicates that next year the number of developed nanotechnologies will remain at the level of 2017. Instability of researchers' achievements, resulting from the lack of financial support, was reflected in the relevant Russian and foreign ratings. Thus, according to the studies by the rating agency Bloomberg, Russia on the innovation activities index (it takes into account such indicators as patent activity, concentration of researchers, intensity of R&D, amount of public funding for R&D) in 2017 fell down to 26th position in the world, while in 2016 it ranked 12th (14th - in 2015, 18th - in 2014). On the global innovation index, according to the estimates of the international business school INSEAD, in 2016 our country ranked only 43rd in the world (in 2014 - 49th). In 2016 Russia ranked 117th out of 138 countries (in 2011 - 126th out of 142 countries) on one of the

leading indicators of competitiveness of the World economic forum – "protection of intellectual property rights" (Volkova & Usoltsev, 2017; Davoudi et al., 2018; Fartash et al., 2018).

The analysis of the data proves the low level of innovation activity, which poses a threat to the sustainable development of the economy of the region and the whole country.

3.3. Goals and Objectives for Sustainable Development of the United Nations and Russia

On 25 September 2015, the United Nations set the following sustainable development goals and objectives until 2030: to promote inclusive and sustainable industrialization, to increase the industrial production share in gross domestic product; to make financial services and low-cost loans more accessible for enterprises; to strengthen the integration of enterprises into supply chains and markets; to improve infrastructure and to re-equip industrial enterprises; to widely use clean and environmentally friendly technologies; to intensify scientific research and promote innovation activities.

The goals of UN's sustainable development coincide with those of Russia's state policy for economic security. The strategic goals of ensuring national security are the development of the country's economy, ensuring economic security and creating conditions for development of the person, transition to a new level of technological development, joining the leading countries in terms of gross domestic product (GDP) and countering internal and external threats (Danilov et al., 2017).

In our country, the structural changes in the economy and the modernization of the leading sectors and institutions are provided by the whole range of economic policy measures, by using the tools of state programs, strategies, Federal targeted programs, road maps for solving specific problems and "the expansion of structural and institutional bottlenecks."

The state programs include a package of key projects with significant structural and macroeconomic effects, differing in the ratio of the contribution of private and public expenditures, or the balance of public-private partnership, and, accordingly, different payback periods (Forecast of long-term socio-economic development of the Russian Federation until 2030, 2018).

The main directions of our country's strategic development are "Health care", "Education", "Mortgage and rental housing", "Housing and communal services and urban environment", "International cooperation and export", "Labor productivity", "Small business and support of individual entrepreneurs' initiatives", "Control and supervisory activities reform", "Safe and better roads", "Monotowns", "Ecology" (Forecast of long-term socio-economic development of the Russian Federation until 2030, 2018). The main digital technologies according to the program "Digital economy of the Russian Federation" should be Big data; Neurotechnology and artificial intelligence; Distributed registry systems; Quantum technologies; New production technologies; Industrial internet; Robotics and sensorics; Wireless communication technologies; Virtual and augmented reality technologies ("Digital economy of the Russian Federation").

The main task of ensuring sustainable growth of the economy's real sector in Russia is the production clusters formation, development of territories with preferential conditions for industrial production and technical implementation activities.

To sustain rapid growth rates of industrial parks and industrial technoparks, mechanisms have been developed to reimburse managing companies of parks for costs of servicing loans for the construction of municipal and transport infrastructure; to grant up to 5 billion rubles credits for 14 years on security of rights to real estate and infrastructure under construction or guarantee (surety) of the Federation subjects; to reimburse the subject of the Federation for the costs on infrastructure of industrial parks and industrial technoparks at the expense of taxes and customs duties, paid to the Federal budget by residents of these facilities (TIF – Tax Increase Financing). Geoinformation system of industrial parks, industrial technoparks and clusters has also been launched.

3.4 .Ensuring Regional Economic Security

V.K. Senchagov (2005) defines regional economic security as the ability of the subjects of the Federation to withstand crisis situations caused by the impact of external and internal factors on the scientific, production and resource potential and their structure, sphere of circulation and institutional infrastructure, social sphere, living standards of people (Senchagov, 2005).

Regional crisis situations can be formed under the influence of macroeconomic crisis processes and social and economic development of regions. Regional crisis situations are considered as negative changes in the reproductive processes of the economy, social sphere and ecology of the region, having adverse impact on public health, political stability of society, proper functioning of economy's vital sectors (Krutikov, 2017).

The crisis situation in the economy and social sphere of the regions can be formed under the influence of the following processes and phenomena that can threaten the economic security of the country:

- low competitiveness of some industries and enterprises of the regional economy owing to their technical backwardness; inefficient use of raw materials, fuel and energy; high energy and material intensity of production; low quality products at high production costs;
- deterioration in scientific and technical potential of the regions;
- rising level of criminality;
- increased competition from imported goods and dependence on their supplies, etc. (Krutikov, 2017).

At the macroeconomic and regional levels, indicators and threshold values are used to assess economic security (Krutikov, 2017).

We will analyze the state of the real sector of the Chuvash Republic's economy. Table 3 presents the economic activities of the region and their share in the gross regional product for 2013-2016.

Table 3. Gross value added, by economic activities of the Chuvash Republic within the period 2013-2016 (in basic prices)

Economic activities	2013		2014		2015		2016	
	million roubles	% of total	million roubles	% of total	million roubles	% of total	million roubles	% of total
Gross regional product	223147,9	100	237447,2	100	251307	100	261574,3	100
among them:								
Manufacturing	54914,1	24,61	55160,4	23,23	62479,8	24,86	68054,1	26,02
Wholesale and retail trade; repairs of vehicles, motorcycles, household goods and items for personal use	31699,5	14,21	34627,3	14,58	35728,6	14,22	36242,5	13,86
Real estate business, rental and services	25587,7	11,47	26403,8	11,12	28209,7	11,23	30844,9	11,79
Agriculture, hunting and forestry	18720,1	8,39	23712,9	9,99	28346	11,28	27633,5	10,56
Construction	20460,2	9,17	19178,5	8,08	21027,4	8,37	18457,8	7,06

Transport and communications	14272,8	6,40	17628,2	7,42	15222,9	6,06	17415	6,66
Government administration and military security; social insurance	16034,4	7,19	16618,6	7,00	16534,4	6,58	17080,5	6,53
Health care and social services	12178,1	5,46	13066,4	5,50	13205,8	5,25	13858,4	5,30
Production and distribution of electricity, gas and water	11813,4	5,29	11415,5	4,81	10647,3	4,24	11588,6	4,43
Education	9875,8	4,43	10834,4	4,56	10710,6	4,26	10822,7	4,14
Hotels and restaurants	2871,2	1,29	3851,6	1,62	3895,9	1,55	4110,3	1,57
Other utilities, social and personal services	3463,3	1,55	3665,7	1,54	3901,3	1,55	3965,4	1,52
Financial activities	834,1	0,37	870	0,37	959,7	0,38	1177,4	0,45
Fishing, fish farming	33,3	0,01	29	0,01	58,5	0,02	56,6	0,02
Mining	389,6	0,17	385,1	0,16	379,1	0,15	266,6	0,10

The data in the table are ranked in descending order for the share of economic activity in the gross regional product (Order of the Government of the Russian Federation, 2017). Thus, the main sectors of the region's economy, accounting for ¾ GRP, are manufacturing; wholesale and retail trade; repairs of vehicles, motorcycles, household goods and items for personal use; real estate business, rental and services; agriculture, hunting and forestry; construction; transport and communications. Changes in the share of industries, accounting for the largest part in GRP, are shown in figure 5.

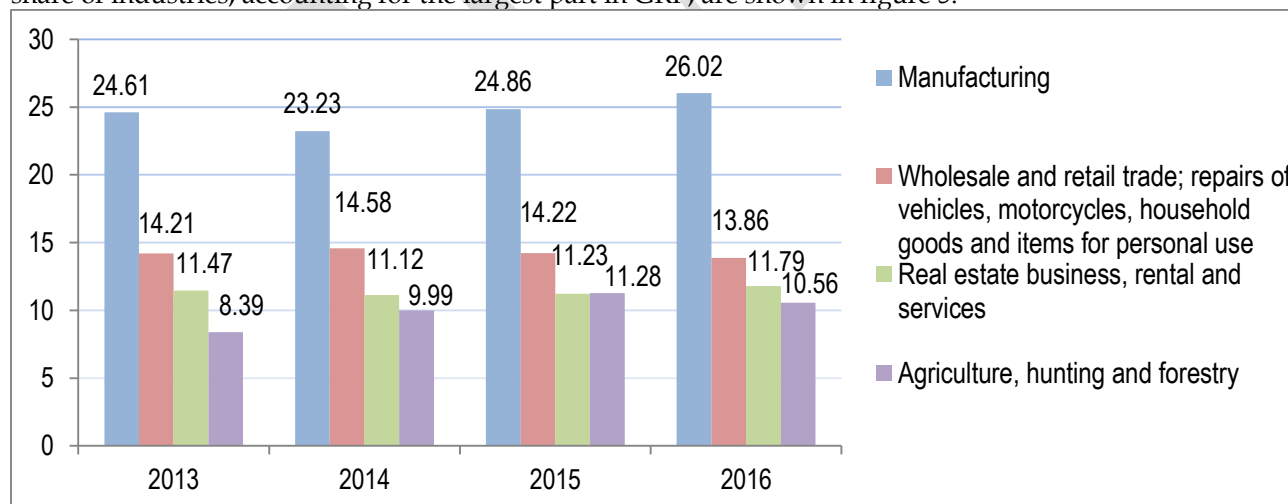


Figure 5. Share of the main sectors of the economy in the gross regional product of the Chuvash Republic within the period 2013-2016, %

The analysis of the chart shows that shares of these activities vary slightly from year to year. $\frac{1}{4}$ GRP comes from the region's manufacturing industry, 10-15% of GRP are from trade, real estate business and agriculture. These industries are the main ones to ensure the economic development of the region.

It is known, that in post-industrial society, production of services, rather than of goods, has got a dominating role as a result of the scientific and technological revolution. Information and knowledge are the main production resources; scientific developments are the driving force of the economy. It is impossible to ensure the development of the region only through industrialization; it is necessary to develop services markets, tourism, and trade, to study market conditions and find new technologies, new materials and new markets.

3.5. Development of Competitive Advantages of the Region

In modern conditions, the regions whose economy is based on the most advanced electronic technologies and services, including "big data" analysis technology and predictive technologies, as well as indicative planning, will gain the competitive advantage. For the Chuvash Republic, the electrical engineering sector remains the main promising part of the Republic's industry. Priority areas of the electrical engineering industry in the region will be power (energy) electronics; optoelectronics and photonics; wireless communications and radar engineering; producing home-made equipment and technologies for Arctic zone development.

Development of digital technologies will increase the share of non-manufacturing knowledge-based industries in the Chuvash Republic's economy, mainly in the services sector (3D printing of various household and industrial products, building structures and houses in general, IT services, Internet of things, virtual reality services, etc.). It will lead to an overall decrease of the traditional industry share in the economy of the Republic. The digital economy and the associated automation will result in a shift in labour out of industry to high-tech services sector.

In the long term, mechanical engineering is considered as one of the drivers for the Chuvash Republic's economy. To implement the concept of mechanical engineering of the future, it is necessary to increase the production flexibility, as well as to shorten the period of innovations introduction. It is assumed, that the state support will focus on the technological development of key industries in the areas of mechanical engineering, that are associated with the task of achieving technological leadership in the field of rocket and space technology, civil aviation and nuclear energy, as the state plays a dominant role in the implementation of these priorities.

The development of renewable energy sources in the region is carried out through the implementation of the project "Hevel", which includes the launch of industrial production of photovoltaic cells by heterojunction technology (HJT), developed by Russian scientists. This technology provides efficiency of solar modules over 20%, which allows them to compete with the best world analogues. The solar modules, produced by using new technology since March 2017, will fulfill the tasks of import substitution and bring the localization of solar power plants to 100%.

Today, chemical industry is one of the most knowledge-based industries, characterized by high level of production automation and technological development, high unit costs for innovative development. The priorities of the Chuvash Republic's chemical complex are setting up new productions of polymer composite materials and new generation compositions; creation of new anticorrosion coatings, lubricants and cooling materials for aviation and shipbuilding, synthetic rubber for solid rocket fuel production, rubber for automobile and aviation needs; manufacture of products and structures made of composites, which are resistant to aggressive environments for the needs of the oil and gas industry of the Russian Federation, etc.

As a result of the implementation of the measures for the integrated development of the most important sectors of the economy for Chuvashia by 2035, the industrial production index is expected to increase by 2.7 times (Draft Strategy of socio-economic development of the Chuvash Republic until 2035, 2017).

Conclusion

Monitoring of economic security indicators reveals crisis phenomena in the economy of the country and the region, by comparing them with economic security threshold values. For the sustainable development of the country, it is necessary to implement a set of measures to ensure economic security, including inclusive and sustainable industrialization, increasing the share of industrial production in the gross domestic product, modernization of infrastructure, intensification of research, support for the development, research and innovation in the field of technologies. It is also necessary to develop regional services markets, tourism, trade, to study market conditions and find new technologies, new materials and new markets. In Chuvashia, it is necessary to promote the development of key industries that are the main contributing sectors to the gross regional product: the electrical industry, digital technology, mechanical engineering, development of renewable energy sources, and chemical industry.

Recommendations

The conclusions in the article are aimed at developing measures to ensure regional economic security. The research is conducted with financial support of RGNF within the research project No. 17-12-21009 "Identifying new approaches of institutional provision of economic security of the region in view of dynamics of the environment". The article is prepared with financial support of RFFI within the research project No. 18-010-00459 "Socio-oriented system of indicative planning of macro-territory economic development in conditions of increased amplitude of global challenges and threats".

References

- Chekmarev, V.V. (2018). Ensuring economic security of economic entities: theory and practice. Kostroma: Kostroma State university publ. URL: https://elibrary.ru/download/elibrary_32708625_81835153.pdf.
- Danilov, I.P., Ilyina, E.A., Ladykova, T.I., Morozova, N.V., Nikiforov, Yu.G. (2017). Re-Industrialization and Innovative Development of Russia. *Journal of Advanced Research in Law and Economics*, 2(24), 437-443.
- Davoudi SMM, Fartash K, Venera G. Zakirova, Asiya M. Belyalova, Rashad A. Kurbanov, Anna V. Boiarchuk, Zhanna M. Sizova (2018). Testing the Mediating Role of Open Innovation on the Relationship between Intellectual Property Rights and Organizational Performance: A Case of Science and Technology Park, *EURASIA Journal of Mathematics Science and Technology Education*, 14(4), 1359-1369.
- Draft Strategy of socio-economic development of the Chuvash Republic until 2035. (2017). URL: <http://economy.gov.ru/wps/wcm/connect/189d7a45-a8b2-478d-86cc-b4ce372f4180/strategch.pdf?MOD=AJPERES/> (accessed 20.08.2018)
- Fartash K., Davoudi, S.M.M., Tatiana A. Baklashova, Natalia V. Svechnikova 4, Yulia V. Nikolaeva, Svetlana A. Grimalskaya (2018). The Impact of Technology Acquisition & Exploitation on Organizational Innovation and Organizational Performance in Knowledge-Intensive Organizations, *EURASIA Journal of Mathematics Science and Technology Education*, 14(4), 1497-1507.

Forecast of long-term socio-economic development of the Russian Federation until 2030. (2018). Forecast of long-term socio-economic development of the Russian Federation until 2030. URL: http://www.consultant.ru/document/cons_doc_LAW_144190/ (accessed 28.08.2018)

Glazyev, S.Yu. (2015). Creation of a system of Russia's economic security and development management. *Management and business administration*, 4, 12-26.

Illarionov, A.I. (1998). Criteria of economic security. *Economic Questions*, 2, 35-58.

Krutikov, V.K. (2017). Economic security. Kaluga: Eidos.

Kuznetsova, E.I. (2018). Economic security. Moscow: Yurayt.

Kvon, G.M., Faleeva, L.V., Pyrkova, G.K., Alyakina, D.P., Mustafina, A.A., Kryukova, N.I., Blekus, V.V. (2017). Strategic Priorities of Regional Investment Activity. *Eurasian Journal of Analytical Chemistry*, 12(7B), 1099-1106.

Listopad, M.E. (2011). Economic security of Russia: conceptual bases of functioning and development (Doctoral dissertation). URL: <http://dissers.ru/avtoreferati-dissertatsii-ekonomika/1/93.php>.

Official site of the Federal state statistics service. (2018). URL http://www.gks.ru/free_doc/new_site/besopasn/pok-besopasn.htm/ (accessed 20.08.2018)

Order of the Government of the Russian Federation. (2017). Order of the Government of the Russian Federation of 28.07.2017 № 1632-p "About approval of the program "Digital economy of the Russian Federation" URL: http://www.consultant.ru/document/cons_doc_LAW_221756/ Date of the application 28.08.2018.

Presidential Decree. (2017). of 13.05.2017 № 208 "On the Strategy of economic security of the Russian Federation until 2030". URL: http://www.consultant.ru/document/cons_doc_LAW_216629/ (accessed 20.08.2018)

Senchagov, V.K. (2005). Economic security of Russia. Moscow: Delo.

Vissarionov, A.B., Gumerov, R.R. (2017). About the use of threshold values of indicators of economic security of the Russian Federation. *Management Sciences*, 3, 12-20.

Volkova, T.I., Usoltsev, I.A. (2017). Invention activity of researchers: cross-country ratings. *Economy of the region*, 1, 290-307.

Modern Trends In Educational Institutions Education Quality Assessment

Olga V. Stukalova¹, Roza Sh. Akhmadieva², Oleg R. Khasyanov³, Liya V. Faleeva⁴, Gulnaz Sh. Ashrafullina⁵, Lyubov K. Fortova⁶, Lyubov V. Kochneva⁷, Nina I. Kryukova⁸

¹ Arts and Cultural Studies Integration Laboratory, Institute of Art Education and Cultural Studies of the Russian Academy of Education, Moscow, Russia

² Vice Rector for Academic Affairs, Kazan State University of Culture and Arts, Kazan, Russia

³ Department of Philosophy, History and Economic Theory, Ulyanovsk State Agrarian University named after P.A. Stolypin, Ulyanovsk, Russia

⁴ Department of Public Administration and Municipal Management, Vyatka State University, Kirov, Russia

⁵ Department of Physical Education and Sports, Kazan (Volga region) Federal University (Naberezhnye Chelny Branch), Naberezhnye Chelny, Russia

⁶ Department of State and Legal Disciplines, Vladimir Law Institute of the Federal Service for the Execution of Sentences, Vladimir, Russia

⁷ Department of Sociology, Psychology and Social Management, Moscow Aviation Institute (National Research University), Moscow, Russia

⁸ Department of State and Legal Disciplines, Plekhanov Russian University of Economics, Moscow, Russia

*corresponding author

Abstract

The relevance of the article is due to the importance of an objective analysis of education quality dynamics, which allows identifying not only the performance of the educational process impact on students, but also its effectiveness. The modern educational process in the "pulsating" information space is characterized by instability, variability, the desire for quantitative rather than qualitative results. The overcoming of these negative phenomena can be achieved by a systematic assessment of the education quality dynamics, which allows identifying certain correlations that reveal certain implicit problems in the educational process – for example, the growing gap between high learning outcomes, according to the point system, and the low level of student social, communicative, information competence. The authors developed the principles for assessing the dynamics of education quality and empirically proved that the greatest risk in the education quality is the vertical nature of management and the lack of horizontal links in the structure of the organization. An important conclusion of the study is that the assessment of the education quality dynamics reveals the importance of reliance on the delegation of authority to representatives of different departments and sectors in the organization, stimulating the initiative of teachers and students, which ensures the growth of their responsibility for the quality of work and mastering of knowledge.

Keywords: educational organization, quality of education, assessment of dynamics, horizontal connections, structure, improvement of educational process, responsibility, social competence.

Introduction

Developing such a complex problem as the assessment of the education quality require taking into account of many factors that affect the entire education system in the region: cultural codes; established traditions and other historical and cultural components; goals set by the state; the material and technical base of educational organizations; the level of teaching staff training, etc. As practice shows, it is not so difficult to evaluate the results of training as to objectively identify the real social effect of education, to

show its strategic goals (Dolmans, Wolfhagen & Van Der Vleuten, 2005). The development of common standards of education quality is designed to solve this problem, but currently there are no universal objective criteria for assessing the educational process. Thus, even such authoritative monitoring of education quality assessment as PISA (Programme for International Student Assessment), which has been organized and conducted since 2000, cannot fully reflect the real quality of education of national educational systems. First, the approach to assessing the social impact of education in these monitoring remains debatable, as the ability of students to identify the problem in the text and solve it using knowledge from a particular subject area is assessed. Secondly, the chosen criteria are also controversial: mathematical literacy, natural science literacy, reading literacy, competence in solving problems. Thus, this approach and criteria are aimed solely at identifying the ability of students to practical application of theoretical skills obtained at school (Carnoy, Khavenson & Loyalka, 2016; Faleeva et al., 2017; Levin et al., 2017; Tastan et al., 2018). Therefore, it is about the adaptation, in other words, about the talents to extract the everyday use from knowledge in the areas of reading, mathematics and science. The question arises - can such a talent allow achieving high results in the field of theoretical physics, or philosophy, or art studies?

Of course, the PISA study has much valuable and significant for the field of education quality assessment. In the context of this study, one can first name the focus of monitoring on the comparison of changes in education systems in different countries. This makes it possible to assess the effectiveness of strategic decisions in the field of education.

It is obvious that the objectivity of the quality assessment is correlated:

1) with its dynamics and impact on the implementation of the society request for the preparation of socially oriented, active, adapted and ready for a holistic productive self-realization of the citizen (Levina, 2017; Kvon et al., 2018)

2) with the readiness of education to meet the challenges of the information space, to overcome the risks of instability, variability of value orientations, the desire to achieve rapid visible results, without taking into account the content and depth of information comprehension. Due to the swiftness of the avalanche-like flow of information that students receive nowadays, it can be called "pulsating" one, i.e. continuously pushing out large units of various information, often containing false data. Such a space also becomes "aggressive" one, as it actively interferes with people's life and consciousness, imposing certain patterns of behavior and standards of assessments of the surrounding world (Ferlie, E. at al. 2005). Immersion in such an information space can encourage an immature person to have socially unapproved behavior. Therefore, the task of educational institutions is not only and not so much to provide information that can then be applied in everyday life for practical purposes, but rather to form students' resistance to the pressure of information on consciousness and behavior.

In this context, the criteria of education high quality will be such manifestations of students as:

The presence of positive internal motivation, the desire for self-acquisition and interiorization of knowledge, obtaining satisfaction not only from the formal peculiarities of a good level of training (grades, diplomas, etc.), but also from the learning process (Van Driel & Berry, 2012);

- Highly developed ability to plan, organize their training activities, think and act independently;
- creative activity, manifested in the ability to master new knowledge, technology, self-expression of the individual in various forms of social and educational and professional activities;
- Developed ability to generalize and abstract, speed, flexibility, mobility of cognitive processes, mental operations, forms of thinking, diverse experience;
- The ability to modify, combine, vary their own activities in a non-standard way;

- Goal-setting, commitment of the individual to the professional / creative task set by him/she, commitment;
- The presence of a communicative culture;
- Initiative, a high degree of self-regulation, hard work.

The theoretical study allowed us to identify several important scientific provisions that justify modern trends in the assessment of the education quality dynamics:

- achievement of high quality of education, which is determined primarily by the criteria of effectiveness and personally significant content of educational activities is possible on the basis of certain strategic operational actions of pedagogical accompany (Varchenko, 2013), which is based on the motivation of the teaching staff and the goal-setting of the organization's management and all its employees (Nukpe, 2012). to implement the developed mission and strategic planning goals of the entire organization;
- improving the quality of education is inherently a *continuum* and cannot be defined as a complete final process. Improving the quality of education requires constant implementation of innovative methods and technologies based on the strategic plan, which takes into account the benefits and risks in the development of this educational organization (Davoudi et al., 2018; Fartash et al., 2018).
- Scientists substantiate the importance of providing "sliding quality improvement", which reflects positive changes in a certain component of the whole process of improving the quality of education (Bolotov & Yefremova, 2007).

Thus, the idea of this study about the need in assessing the quality of education to focus on its dynamics and thus to identify not the performance of the learning process, but its effectiveness is based on the fundamental theoretical principles of modern psychological and pedagogical science.

The authors substantiate *the principles of assessing the dynamics of the education quality*:

- *the principle of openness of the educational organization*: this principle determines the need to participate in the discussion and implementation of strategic directions in the field of improving the education quality by the representatives from all sides of the educational process-including student self-government, parent committees, teaching staff, management of the organization, as well as public and regional authorities in charge of the education system (Vangrieken et al., 2017);
- *the principle of an integrated approach to the analysis of monitoring results of education quality*: this principle involves the study of the totality of the data obtained on the activities of the educational organization, including the analysis of the material and technical base, the conditions of the region, the socio-cultural environment, etc.;
- *the principle of scientific validity of measuring the dynamics of the education quality on the selected criteria*: this principle determines the importance of the use of evaluation methods' set, including mathematical, statistical methods - as well as methods of pedagogical qualimetry - including interviews, surveys, observation in relation to a certain type of education and type of educational organization;
- *the principle of taking into account the readiness of the educational organization to "sliding" quality improvement*: this principle emphasizes the importance of tracking the presence of positive changes in the level of a component of the education quality and comparing the data obtained in the course of determining the dynamics of the education quality;

- *The principle of determining the correlation of the education quality with the resources spent:* this principle reveals the optimality of the organization's efforts (funds, time, human resources, etc.) to achieve a certain level of education quality;
- *the principle of correlation of the education quality with modern trends in the development of the national education system and the world educational results:* this principle assumes the account of changes in the environment (including information one), which affects the content and forms of educational activities, poses certain risks and requires measures to prevent negative phenomena, on the one hand, and on the other - the inclusion in the educational process of the most effective achievements of science and practice (Jenkins & Agamba, 2013);
- *the principle of strategic orientation of the assessment of the education quality dynamics:* this principle justifies the social significance of the monitoring, the purpose of which is not to criticize the educational organization, but to conduct a strategically directed audit of the education quality, which allows the organization to more clearly and systematically solve both current and long-term tasks of its development.

The study shows that the above-mentioned principles can be effectively implemented in educational practice in case, if they are focused on the interests of all stakeholders in the process of improving the education quality in the organization and take into account the most influential types of monitoring, which is universal for all forms and stages of modern education, namely the analysis of the education quality in accordance with Federal government standards; analysis of the directions of improving the education quality in relation to the conditions of the region, monitoring the level of professional competence of the teaching staff in the organization (Potashnik, 2001), the study of the level of development of the educational environment (Gershunsky, 1998; Nazarova, 2000), the study of the educational level of students, including the above mentioned criteria - including the level of internal motivation of both teachers and students to self-development and cognitive interest's increase (Nukpe, 2012), the involvement of students in the process of improving the education quality (Vilyunas, 1990).

It should be noted that such a study suggests the need to develop areas of pedagogical support for gifted students within a specific subject area (Vygotsky, 1996). Finally, one of the most important things to determine the effectiveness of improving the education quality is to monitor the readiness of the organization to overcome possible risks and create conditions for the prevention of the negative impact of external and internal factors in the information society (Levina & Gumerov, 2016);

For the successful implementation of the whole complex of the above mentioned types of monitoring the unidirectional target settings of all stakeholders in the development of educational organizations, strategic planning of the rational use of resources of the national and regional education system, continuous and objective reporting on the results achieved and analysis of their social impact are important.

The most *significant areas for evaluation of the education quality dynamics* in educational institutions of all types are:

Professional development level assessment of teachers and heads of educational institutions.

Assessment of compliance with the principles of assessing the dynamics of the education quality.

The study of readiness for the development of the organization in accordance with the main trends of modern education.

Analysis of frequency, availability of a complex of types and application level of monitoring the education quality dynamics.

Study of the effectiveness from innovative technologies and techniques' implementation to improve the quality of education.

Analysis of the presence of horizontal links in the organization; the level of inter-sector interaction.

Thus, the assessment of the education quality dynamics in educational institutions can be called one of the effective approaches to the management of the education quality in General.

This approach meets the requirements of the modern paradigm of education, which includes 1) subject-subject positions of building the educational process (the principle of openness determines this position); 2) overcoming the risk of vertical nature and the establishment of horizontal links in the educational organization, including its management and strategic development planning; 3) multi-level execution of the authority to assess the dynamics of the education quality (Ulyankina, 2015); 4) availability and positive character of the educational process.

The potential for assessing the dynamics of the education quality in educational institutions is due to such features of this approach as: stimulating nature of the data obtained, reliance on the interest of all subjects of the educational process; priority control over the results of the educational process while reducing control over its content and progress; increasing the role of self-control of the organization for assessing the quality of the educational process.

Materials and Methods

2.1. Stages of investigation

- Scientific substantiation and development of principles and criteria for assessing the dynamics of the education quality; studying the compliance of organizations with certain requirements for the quality of education (2015-2016);
- Implementation of the proposed principles, criteria and recommendations to overcome the problems encountered in the development of educational institutions in cities of Moscow, Kazan, Arzamas, Ulyanovsk, Naberezhnye Chelny, Smolensk, as well as Leningradskaya, Smolenskaya and Kaluzhskaya regions (2017-present) in the framework of the state task of the Ministry of education and science of Russia (27.7394.2017/8.9);
- Generalization of the most significant results, adjustment of the directions for implementation of the assessment of the education quality dynamics in accordance with the requirements of the regional education system (2018).

2.2. Method of research.

The study of the education quality dynamics was carried out using such methods as pedagogical observation, analysis of pedagogical documentation, oral and written survey of employees in educational organizations, representatives of student self-government, parent community, interviews of heads of organizations, testing of students in relation to determining the level of educational results, etc. Table 1 shows a comparison of trends and methods for assessing the dynamics of the quality of education. Each direction also included a number of criteria that correlate this direction with the type of education and type of organization. Thus, the study strictly observed *the principle of scientific validity for measuring the dynamics of education quality*.

Table 1. Criteria and methods for assessing the dynamics of the quality of education

Directions of research	Methods
Assessment of the professional development level of teachers and heads of educational institutions	Pedagogical observation, study of programs and curricula, the study of teaching statements, a survey of teachers, interviews of supervisors; testing of teachers; a survey of representatives of the parent community, comparative analysis of data on quantitative outcomes of education and the educational level of students
Assessment of compliance with the principles of	Analysis of pedagogical documentation, interviews of managers, content analysis of publications in the media, a survey of

assessing the dynamics of the quality of education	representatives - entities of the educational process, testing of students, evaluation of the educational environment in the organization
Study of readiness for the development of the organization in accordance with the main trends of modern education	Pedagogical supervision, survey of employees of the organization, interview of heads, the psychological techniques defining professional stability, motivation of pedagogical collective, level of team-building, etc.
Analysis of the frequency, availability of types' set and level of application of monitoring the dynamics of the education quality	The study of pedagogical documentation, comparative analysis, mathematical and statistical methods, identifying the correlation of monitoring and dynamics of the level of one or another component of the education quality
Study of the effectiveness of innovative technologies and techniques' implementation to improve the quality of education	Pedagogical supervision, survey of employees of the organization, interview of heads, the analysis of pedagogical documentation, poll of students, studying of the website of the organization, the analysis of publication activity of pedagogical collective; studying of teachers' involvement in self-education and increase of professional competence
Analysis of the presence of horizontal links in the organization; the level of inter-sector interaction	Pedagogical supervision, survey of employees of the organization, interview of heads; studying of the environment of the organization; poll of entities of educational process, comparison of data in dynamics

The study also conducted a correlation analysis of indicators for several educational organizations, which reflected the features of assessing the dynamics of the education quality in preschool, primary, primary, secondary, secondary vocational (technical schools, colleges) and higher education in comparison with the data of the first and final tests. Thus, it was determined how effectively the recommendations developed in the process of research influenced the improvement of the quality of education; the characteristics were revealed that should be taken into account in assessing the dynamics of the education quality, depending on its kind and type of organization.

Results

Tables 2-3 below provide examples of generalized analysis of educational institutions. Table 2 shows the results of the analysis of basic education quality (secondary schools) in the regions participating in the study. This part of the study involved 14 educational institutions.

Table 2. The results of education quality study in educational institutions of basic education (on the totality of data in %)

Directions of studying the quality of education	Description of the main problem areas	Compliance with the requirements for the quality of education in this area in %
Assessment of the professional development level of teachers and heads in educational	Lack of measures for the exchange of pedagogical experience; professional deformation of a number of employees ("professional burnout" (Alkhateeb, Kraishan & Salah, 2015); low level of professional stability, low self-regulation (Fernet et al., 2012); lack of knowledge and skills	38,7

institutions	in the field of information technology; excessive bureaucratization of the educational process (reports instead of real professional growth of employees); formalization of professional communication, etc.	
Assessment of compliance with the principles of assessing the dynamics of education quality	Insufficient level of knowledge in the field of assessing the dynamics of the education quality (especially in the direction of correlation analysis and mathematical and statistical methods); insufficient level of use of information technologies in the preparation of strategic plans for the development of the educational environment and improving the quality of education	17,3
Study of readiness for the development of the organization in accordance with the main trends of modern education	Lack of understanding for the importance of the dynamics of the education quality; low level of students' involvement in independent improvement of the quality of education; low awareness of modern achievements of domestic and world pedagogical science	42
Analysis of the frequency, availability of types' set and application level of monitoring the dynamics of the education quality	Lack of objective universal criteria for assessing the dynamics of the education quality; dominance of formal methods	64
Study of the effectiveness from innovative technologies and techniques' implementation to improve the quality of education	The volatility in the use of modern methods and technologies to improve the quality of education; inconsistency of the teaching staff's activities; the practical lack of monitoring the impact of the methods and technologies used to improve the quality of education (especially in the field of extracurricular activities)	27,4
Analysis of the presence of horizontal links in the organization; the level of inter-sector interaction	Excessive authoritarianism and hierarchy of management of the organization, imperfection of self-government; weak / formal level of delegation of authority; low level of execution of decisions regarding the development of the organization and improvement of the education quality; Underdevelopment of inter-sector interaction	34, 5

The results presented in table 2 show that only in the "analysis of frequency, availability of types' set and application level of monitoring the dynamics of the education quality" it is possible to note a sufficiently high level of compliance with the requirements for the educational organization in the field of education quality. According to other criteria, the results in all organizations of basic education are quite low. First of all, it concerns the assessment of compliance with the principles for assessing the dynamics of the education quality. Therefore, the necessity of informing employees in educational organizations about the

developed principles and possibilities of their implementation in the work of the organization is confirmed.

Implementation of the developed principles and guidelines for the assessment of the education quality has improved the results of the evaluation of the education quality. The level of basic education has increased most noticeably. Difficulties with the implementation of the recommendations arose in the institutions of higher education because of the characteristics of the vertical control's construction.

With regard to the management of educational institutions in the field of pre - school, primary, General, basic and additional education, there is an obvious need to improve the level of professional development-especially with regard to the introduction of information technologies.

The dynamics of the education quality in educational institutions participating in the experiment is reflected in table 3 on the example of secondary schools. A comparison of the data in tables 2 and 3 shows the growth level (or decline) in the quality of education.

Table 3. The results of the study of the education quality level on the basis of the selected principles and directions. The dynamics of the process (in %)

Direction of study of the education quality	Description of problem areas requiring additional adjustment	Compliance with the criterion in %	The dynamics of growth/decline (%)
Assessment of professional development level of educational institutions' teachers and heads	Insufficient assessment of the importance of self-education opportunities and the use of distance learning potential; low level of readiness to use modern methods of delegation of authority and assessment of education quality dynamics; lack of managers' involvement in the problems of professional growth of teaching staff	58,6	+ 19,9
Assessment of compliance with the principles for assessing the dynamics of the education quality	Problems in the development of a strategic plan to improve the quality of education	36, 8	+ 19,5
Study of readiness for the development of the organization in accordance with the main trends of modern education	Low level of students' involvement in self-development and improving the quality of education; lack of monitoring of the educational environment of the organization	59	+17
Analysis of the frequency, availability of types' set and level of application for monitoring the education quality dynamics	The dominance of formal methods that is reflected by the pedagogical documentation	86	+22

Study of the effectiveness from innovative technologies and techniques' implementation to improve the quality of education	The low level of interaction of the teaching staff in the development of author's programs and their implementation in practice; the lack of exchange of pedagogical experience in this direction	46,8	+ 19,4
Analysis of the presence of horizontal links in the organization; the level of inter-sector interaction	Application of authoritarian methods of quality management of education, imperfection of the system of self-government; formalism in assessing the quality of execution of tasks, which leads to a decrease in the level of delegation of authority; inconsistency of tactical decisions with the strategic plan	52,3	+17,8

These results were presented at pedagogical meetings and in conversations with heads of educational organizations. Also the options of correction of the existing problem areas were considered. On average, in all areas there was an increase in compliance with the quality of education by 19.3%. According to the leaders themselves, it was especially important to get acquainted with the principles for assessing the quality of education and emphasizing the importance of the readiness of the educational organization to "sliding" improvement of qualities, which allows optimizing the strategic planning of the educational organization.

Discussion

The analysis of experimental work shows that, despite the existing problems in improving the quality of education in all kinds and types of educational institutions, there are areas that can quickly improve the educational process.

Based on the results of the control diagnostics, *recommendations for managers and employees of educational institutions of higher, primary, general, pre-school and additional education* aimed at improving the quality of education were identified. Among them the most significant are the following ones:

- Ensuring the quality of education is part of the state strategy to improve the educational level of young people, in this regard, this process cannot ignore the requirements of Federal state standards, as well as existing indicators of the education quality developed in the world.

It is obvious that the vertical nature of educational organization management, exclusion from the practice of opportunities to include students in the process of improving the quality of education increases the risk of reducing the quality of education and expanding the impact of negative factors, such as:

- Low level of professional development of teaching staff,
- Increase in the level of professional deformation,
- Lack of motivation of students to improve the quality of education,
- Lack of inter-sector interaction and real assessment of the impact of the educational process on the formation of the personality of graduates in educational organizations.

1) In this regard, it is necessary to develop a science-based strategic plan for the integral development of the educational organization, which, in turn, includes strategic planning to improve the quality of education.

- 2) The Introduction of the developed principles for assessing the dynamics of the education quality ensures the relationship of the main directions, including the assessment of professional development level of teaching staff in the organization (Patton, Parker & Tannehill, 2015).
- 3) The Implementation of all these interrelated principles and directions is effective only in case of decentralization of management and thoughtful involvement in the process of improving the quality of education of all representatives of interested groups in the educational process. It is especially important to support the internal motivation of the entities of education to self-development and improve their educational level, which, in turn, actively affects the quality of education throughout the organization (Stukalova, 2017).
- 4) When creating a strategic plan, it is necessary to take into account the potential of interaction within the teaching staff, the teaching staff with students, the teaching staff with parents – all this contributes to the development of the educational environment, within which the resources of all the entities in the educational process are thus stimulated. In this case, the quality of education is managed horizontally and democratically, affecting the activity, initiative and communicative culture of all actors (Toshalis & Nakkula, 2012).
- 5) Assessment of the education quality should take into account its dynamics, i.e. should be flexible, variable and take into account emerging changes in social development and in the requirements of Federal state standards, the emergence of new approaches in pedagogy, sociology and psychology. This means that employees of the organization should be open to continuous improvement of their professional level and pedagogical culture, the mastering of new knowledge and skills – including in the field of communication and information technology.

Conclusion

The quality of education is crucial for successful social development in the modern era of the growing influence of information space on all the entities of education. Significant changes that occur in the field of education, primarily in the mastering of information, in learning technologies, in the training of competent specialists, in the development of intellectual resources, dictate the search for new criteria for assessing the quality of education and approaches that stimulate its continuous improvement.

There is a lack of external evaluation of the education quality currently, such assessment mechanisms are required, which reflect the content of the educational process and allow to objectively study its social effect of the quality of education provided by the educational organizations themselves.

In this regard, it is important to overcome the existing problem areas in the informal and objective assessment of the quality of education – they are associated with a lack of knowledge and skills in this area, with the desire to remove for existing shortcomings, to the unwillingness to overcome emerging risks (Gazman, 2000).

A significant potential belongs to the assessment of the dynamics of the education quality, which reveals the importance of reliance on the delegation of authority to representatives of different departments and sectors in the organization, stimulating the initiative of teachers and students, which ensures the growth of their responsibility for the quality of work and mastering of knowledge.

Assessment of the dynamics of the education quality is aimed at supporting the holistic and positive development of the educational organization, the involvement of public institutions in this process, the constant creative interaction of all participants in the educational process. Monitoring, which is carried out on the principles of such assessment, allows building a rational goal-setting in the educational process, to combine tactical goals and objectives with the requirements of the modern paradigm of education.

References

- Alkhateeb, O., Kraishan, O.M., Salah, R.O. (2015). Level of psychological burnout of a sample of secondary phase teachers in Ma'an Governorate and its relationship with some other variables. *International Education Studies*, 8(6), 56-68.
- Bolotov, V., Efremova, N.F. (2007). Education quality assessment system. Moscow: Logos.
- Carnoy, M., Khavenson, T., Loyalka P. (2016). Revisiting the Relationship Between International Assessment Outcomes and Educational Production. Evidence From a Longitudinal PISA-TIMSS Sample. *American Educational Research Journal*, 1. URL: <http://journals.sagepub.com/doi/pdf>
- Davoudi SMM, Fartash K, Venera G. Zakirova, Asiya M. Belyalova, Rashad A. Kurbanov, Anna V. Boiarchuk, Zhanna M. Sizova (2018). Testing the Mediating Role of Open Innovation on the Relationship between Intellectual Property Rights and Organizational Performance: A Case of Science and Technology Park, *EURASIA Journal of Mathematics Science and Technology Education*, 14(4), 1359-1369.
- Dolmans, D.H., Wolfhagen, I.H., Van Der Vleuten (2005). Problem based learning: future challenges for educational practices and research. *Medical Education*, 39(7), 732-41.
- Faleeva, L.V., Bratukhina, E.V., Ezhov, S.G., Gorbunova, L.N., Lopanova, A.P., Viaznikova, L.F., Kryukova, N.I. (2017). Student's Social Experience Forming in University Vocational Training. *Eurasian Journal of Analytical Chemistry*, 12(7B), 1127-1135.
- Fartash K., Davoudi, S.M.M., Tatiana A. Baklashova, Natalia V. Svechnikova 4, Yulia V. Nikolaeva, Svetlana A. Grimalskaya (2018). The Impact of Technology Acquisition & Exploitation on Organizational Innovation and Organizational Performance in Knowledge-Intensive Organizations, *EURASIA Journal of Mathematics Science and Technology Education*, 14(4), 1497-1507.
- Fernet, C., Guay, F., Senectal, C., Austin, S. (2012). Predicting intraindividual changes in teacher burnout: The role of perceived school environment and motivational factors. *Teaching and Teacher Education*, 28, 514-525.
- Gazman, O.S. (2000). Pedagogy of freedom: the way to the humanistic civilization of the XXI century. *Class teacher*, 3, 6-33.
- Gershunsky, B.S. (1998). Philosophy of education for the XXI century (in search of practice-oriented educational concepts). Moscow: Perfection.
- Jenkins, S., Agamba, J.J. (2013). The missing link in the CCSS initiative: Professional development for implementation. *Academy of Educational Leadership Journal*, 17(2), 69-79.
- Kvon, G.M., Vaks, V.B., Masalimova, A.R., Kryukova, N.I., Rod, Y.S., Shagieva, R.V., Khudzhatov, M.B. (2018). Risk in Implementing New Electronic Management Systems at Universities. *EURASIA Journal of Mathematics, Science and Technology Education*, 14(3), 891-902.
- Levina E.Y., Masalimova A.R., Kryukova N.I., Grebennikov V.V., Marchuk N.N., Shirev D.A., Renglikh K.A., Shagieva R.V. (2017). Structure and Content of e-Learning Information Environment Based on Geo-Information Technologies. *EURASIA Journal of Mathematics, Science and Technology Education*, 13(8), 5019-5031.
- Levina, E.Yu. (2017). Quality as a determinant of social responsibility of education. *Professional education in Russia and abroad*, 2, 42-47.

- Levina, E.Yu., Gumerov, A.V. (2016). A new standard of excellence: social priorities. *Kazan pedagogical journal*, 4, 211-216.
- Nazarova, T.I. (2000). The educational environment of the school and new learning technologies at the turn of the XXI century. *Public education*, 8, 49-54.
- Nukpe, P. (2012). Motivation: theory and use in Higher Education. *Investigtions in university teaching and learning*, 8, 1 - 2.
- Patton, K., Parker, M., Tannehill, D. (2015). Helping teachers help themselves: Professional development that makes a difference. *NASSP Bulletin*, 99(1), 26-42.
- Potashnik, M.M. (2001). Education quality management. Moscow: Pedagogical society of Russia.
- Stukalova, O.V. (2017) The system of cultural and creative development of students in the educational environment of higher education institutions in the sphere of culture and art. *Espasios*, 38, 33-45.
- Taştan, S.B., Davoudi, S.M.M., Masalimova, A.R., Bersanov, A.S., Kurbanov, R.A., Boiarchuk, A.V., Pavlushin, A.A.(2018). The Impacts of Teacher’s Efficacy and Motivation on Student’s Academic Achievement in Science Education among Secondary and High School Students, *EURASIA Journal of Mathematics Science and Technology Education*, 14(6), 2353-2366.
- Toshalis, E., Nakkula, M.J. (2012). Motivation, Engagemnt and Student Voice. The student at the Center Series. URL: www.howyoulearn.org.
- Ulyankina, E.V. (2015). Problems of adaptation of young specialists in educational institutions. *Academic Bulletin*, 2, 201-207.
- Van Driel, J.H., Berry, A. (2012). Teacher professional development focusing on pedagogical content knowledge. *Educational Researcher*, 41(1), 26-28.
- Vangrieken, K., Meredith, C., Packer, T., Kyndt, E. (2017). Teacher communities as a context for professional development: A systematic review. *Teaching and Teacher Education*, 61, 47-59.
- Varchenko, E.I. (2013). Quality management of education in an educational institution. *Young scientist*, 3, 471-474.
- Vilyunas, V.K. (1990). Psychological mechanisms of human motivation. Moscow: MSU publishing House.
- Vygotsky, L.S. (1996). Psychology of development as a phenomenon of culture. Moscow: Institute of psychology; Voronezh: MODEK.

Case-Method Use To Train Management Masters

Olga V. Rogach¹, Elena V. Frolova², Tatyana M. Ryabova³, Maxim S. KOZYREV⁴

¹ Russian State Social University, The Russian Federation, Moscow. Candidate of sociological sciences, assistant professor at the department of management and administration. Address: 129226, Moscow, Wilhelm Peeck street, d. 4 p. 1.

² Russian State Social University, The Russian Federation, Moscow. Doctor of sociological sciences, docent, professor of the department of management and administration. Address: 129226, Moscow, Wilhelm Peeck street, d. 4 p. 1.

³ Russian State Social University, The Russian Federation, Moscow. Candidate of sociological sciences, assistant professor at the department of management and administration. Address: 129226, Moscow, Wilhelm Peeck street, d. 4 p. 1.

⁴ Russian State Social University, The Russian Federation, Moscow. Candidate of philosophical sciences, assistant professor at the department of management and administration. Address: 129226, Moscow, Wilhelm Peeck street, d. 4 p. 1.

Abstract

The article attempts to perform the problematic analysis of case method application possibilities to train management masters. The purpose of the research work was to determine the advantages and the disadvantages of the author's case-method application in the discipline "Strategic management by the state and municipalities" via the approbation of the developed scenario during the classes of part-time student group training in the field of "State and Municipal Administration" (Master's degree) (N = 24). The analysis of case-study method use results was supplemented by the focus group study (N = 12).

The use of the case-method showed its high efficiency for the development of management master competences: the solution of non-standard situations in the conditions of uncertainty, stress, time deficit allowed to form the trainees' skills necessary for further work. According to the results of the study, the authors singled out the case merits: the effectiveness of competence development, the development of a steady interest in further learning of the course, and the desire for self-learning and the deepening of their knowledge. However, the use of the case has a number of limitations in the learning process: on the one hand, it stimulates cognitive activity, and it leads to destructive manifestations of group interaction, on the other hand; it can result in dysfunction of participant individual and group indicators; a weak elaboration of case method conditions and situations may lead to the unattainability of the case goals and tasks.

Keywords: case-methods, master's degree program, training, education, interactive techniques, management, strategic planning.

Introduction

The current trends and the challenges of modern reality, expressed in the change of conceptual representations about the role, the goals and the content of education in the modern world, have led to significant transformations of student needs (Frolova, Rogach, 2017), the centering of research interests around the mechanisms and the principles of the competence approach implementation in the pedagogical process. The competence approach as the basis of modern education standards focuses attention on education result (Kasatkin, 2017), and not the amount of acquired information, but a person's ability to act in various problem situations is regarded as a result (Kutumova, 2014; Kirillov et al., 2017).

In modern conditions the institution of education is the key agent for the reproduction of social development social and intellectual capital (Rogach et al., 2017). High society demands to the results of

young people training actualize significantly the risks of the pedagogical process, related to the difficulties of theoretical knowledge and practical activity integration. The most important task is to develop the ways to harmonize the requirements in the field of education, employers' requests and, above all, the needs of students (Newton et al., 2009; Vinichenko et al., 2017).

Within the traditional organization of the educational process, unilateral communication forms are used in the process of knowledge transfer, the essence of which is the transfer of information and its subsequent reproduction by students. A passive perception of knowledge has insufficient effectiveness, while active teaching methods contribute to better assimilation of information, its identification and realization in professional activity (Semushin, 2016; Cotorruelo, Fernandez, 2017). Case methodology has received high recognition in the education system as a viable and an effective practice for the training of future experts (Jones, 2008; Lengyel, Vernon-Dotson, 2010). Case method contributes to the overcoming of traditional occupation limitations, in which students receive already "known" knowledge in a highly structured format (Jain, 2005). An extremely dynamic labor market requires the constant update of knowledge and the acquisition of new competencies. Accordingly, the knowledge itself does not provide competitiveness in the modern world, the practical skills become the decisive factor. "The public access to information and almost zero cost of its storage and transfer" (Donnelli et al., 2013) updates the importance of analytical skills. It is important to develop heuristics and algorithmic capabilities for students in an increasingly complex environment to understand the problem in a complex, to assess the likely impact of management decisions on various aspects of activity in short, medium and long term (Jain, 2005).

Case-method has a number of features that determine its advantages in modern training practices: the predominance of research and analytical procedures; collective development of ideas and information exchange; synergetic effect, the improvement of knowledge quality and quantity; the activation of training needs, the stimulation of cognitive, creative activity, the motivation for success.

Per se, the case method is the transition from a traditional model centered on a teacher to interactive education, the central participant of which is a student who plays a leading role in his own learning organization.

The advantages of Case method are related to the wide possibilities of multiple and diverse interpretations, which is especially important for the teaching of management disciplines. Case method allows to form the leadership potential of students, developing their abilities as critical and creative thinkers (Greenhalgh, 2007),

Modern socio-economic conditions dictate the need to form such qualities of future professionals as mobility, communication skills, initiative, flexibility, the ability to respond quickly to the requests of a dynamically changing environment. Pedagogical practices should correspond to the labor market needs, form the competences of managerial decision development in the situation of uncertainty and diverse challenges. The case-study method deserves consideration as the most adequate pedagogical toolkit reflecting the requests of the external environment (Collier & O'Sullivan, 2012). The studies illustrate that the use of the case method in the teaching of the strategic management course has shaped the students' tolerance to the situation of uncertainty (Banning, 2003).

In modern social and economic conditions, the ability to interact with different partners is particularly relevant. Effective business relationships are impossible without practical communication skills. The training of a modern professional is largely determined by the development level of his communication skills.

As interpersonal communication concepts become more central to the basic courses of speech communication, the learning by the case method also becomes more important (McAdoo, Nelson, 2009).

An effective use of information is a key component of a manager's work. In the business environment burdened with information overload, the issue of MBA programs is how to provide training so that their graduates have the necessary basics in this skill. Business managers use information in the decision-making process, so students need to learn and use effectively the opportunities for an effective information use (Cullen, 2013), to form skills for problem evaluation and solution (Jones, 2008).

The use of the case method involves a number of questions for a teacher, first of all, such as a situation selection, the determination of the best strategy to help students to prepare for a discussion, the ways of a discussion intensification, the evaluation of a method efficiency and its capabilities in required competence development (Dowd, 2015). An effective use of the situations in the educational process proposed for analysis requires a considerable preparatory work, the development of a methodological base (Pashchenko, 2016).

The use of case method in the process of student teaching involves the following factors: the conceptual content of a subject, the pedagogical structure of the class, the cognitive structure of the students, the social structure of the class, and the student feedback relative to their learning experiences in case-based courses (Tillman, 2012)

Methodological coordinates

The authors attempted the problem analysis concerning the possibilities of case method use in the preparation of management masters. The purpose of the research work was to determine the advantages and the disadvantages of the author's case-method use in the discipline "Strategic management by state and municipal entities" via the approbation of the developed scenario during the classes of part-time student group studying "State and municipal management" (master's degree program). 24 students were trained by the case study method.

Description of the author's case-method for the discipline "Strategic management by the state and municipal entities"

The students were offered with the set of tasks "Social Infrastructure Objects". Game settings: to plan the placement of social infrastructure facilities on the urban settlement territory. To do this, it is necessary to choose an urban settlement size (50 thousand people, 100 thousand people, 150 thousand people), to determine its strategic landmarks and territorial development goals.

Население:
50 тыс. чел.

Бюджет: 1
млн руб.

Помощь

Меню

Инфраструктура



Fig.1 Case method start page

Students were offered to choose and place various social infrastructure objects (Fig. 2):

1. Libraries (universal public library, children's library, youth library).
2. Cultural institutions (to determine an institution field of activity independently: museums, art schools, palaces of creativity).
3. Exhibition hall and (or) galleries.
4. Theaters.
5. Parks of culture and recreation.
6. Pharmacies.
7. Hospitals (a hospital, an adult clinic, women's consultation, children's hospital, children's polyclinic).

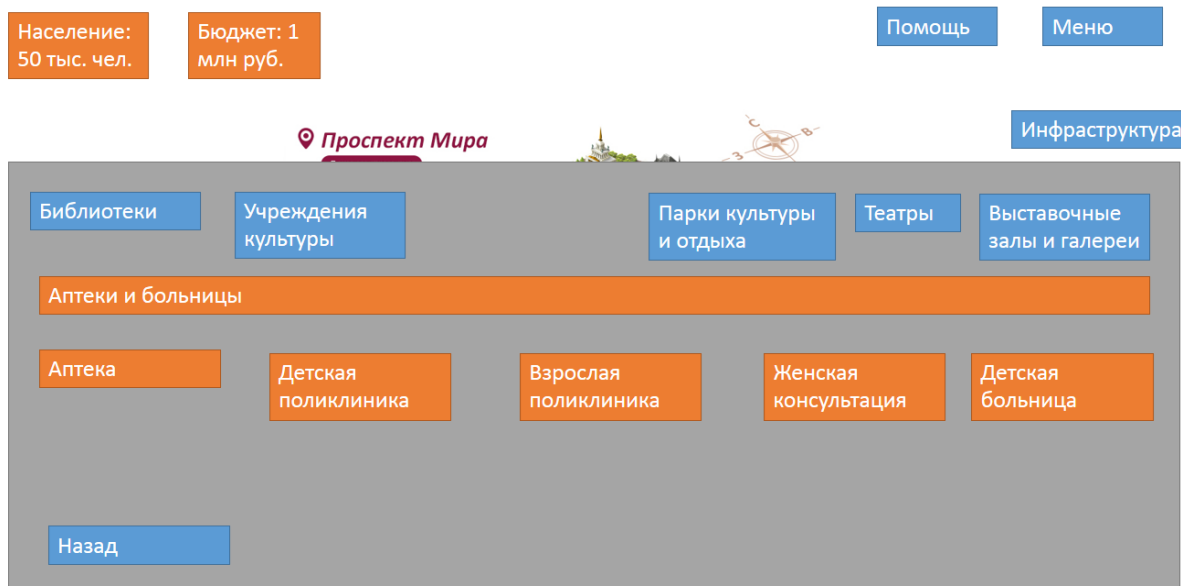


Fig. 2. Selection of social infrastructure objects

The evaluation system for a level passage was based on the measuring of social infrastructure object number correspondence to the size of an urban settlement, its functional role, territorial location, budget, current legislation requirements, strategic guidelines for its development.

In the course of an assignment performance, students were divided into the groups of 6 people, which allowed to introduce competitive components during case performance and ensured team interaction, the development of communication skills and group discussion skills. Three seminars were assigned for task performance, each lasted for 1 hour and 30 minutes.

The use of the case method was supplemented by a number of gaming techniques to stimulate and maintain the educational activity of students. The groups of students have identified identification symbols (a name, an emblem) for themselves that ensure team cohesion and unidirectionality of its actions. In order to measure the educational results and the results of the case, a rating system was introduced, bringing the competition component into the task performance.

Based on the training results, a focus group was held, for which 12 respondents were selected randomly. During the focus group it was suggested to discuss and evaluate the following characteristics of the case-study method: the advantages and the disadvantages of the method use within the discipline "Strategic management by state and municipal entities", case expediency and relevance, the level of professional competence mastering, case performance complexity, the inclusion in group discussion and communication.

Study results

During the focus group, the students noted the positive aspects of the case method use in teaching, its advantages over the traditional technologies of the educational process organization.

Peter P.: "The execution of the case is more interesting than the preparation of the report. The given task allowed to "plunge" into the real situation of territorial infrastructure development.

Masha S.: "Traditional methods will not allow us to work through the skills that we used when the case was carried out."

During the focus group, students were asked to evaluate the appropriateness of case use in training: 8 people gave high marks, 2 found it difficult to answer, the remaining 2 students were categorical enough, believing that this method does not allow to assess the preparation and the contribution of each student to the assignment performance.

The positive aspects of the case method included a better assimilation of information, a higher level of theoretical knowledge and practical skills integration, and the activation of scientific and cognitive activity.

Nikolai N.: "We were able to see the problems of the city territory in complex. Studying earlier the theoretical material of the course, I just tried to remember the stages of strategic planning. And now I saw how this relates to the population needs, the budget and the size of the city".

The case method provides the development of territorial problem comprehensive vision, contributes to the development of an interdisciplinary approach to the strategic management by municipalities. Carrying out the case, the students turned to the knowledge obtained in other academic disciplines, which significantly increases the effectiveness of this method in training and updates the skills obtained previously.

The obtained results showed that the case method forms analytical skills in the context of incorrect decision analysis, promotes the ability to use the trial and error principle effectively, and to learn useful lessons for the future.

Nikolai N.: "After the task completion, I wanted to go into this issue, to read additional literature on strategic management. I realized that it is very interesting."

The results of the focus group illustrated that the case-method ensures the growth of students' motivation for further study of the course, forms the focus on the performance of more complex and interesting tasks. It was found that, in contrast to the point assessment system, which stimulates "the acquisition of knowledge for a grade" the case method activates the internal need "of knowledge gaining for self-development."

Based on the results of the discussion, a quantitative assessment of the case-methodology effectiveness was obtained for the development of general cultural, professional and communicative skills (Table 1).

Table 1. Evaluation of case study effectiveness by part-time students (in points where 2 - fully contributes to the development of skill / competence, 0 - lack of results), people.

<i>Skill/competence</i>	0	1	2
initiative	3	4	5
analytic skills	-	2	10
generation of ideas	-	2	10
flexibility of thinking	1	4	7
tolerance to uncertainty	-	3	9
problem solution skills	-	4	8
listening skills	2	3	7
ability to argue	2	1	9
to use theoretical knowledge in practice	2	1	9
to think critically	1	1	10

The students, having assessed the possibility of the case-study method use in training, especially noted the development of such skills as analytical skills, the generation of ideas and critical thinking. During the focus group, the students paid attention to the development of a tolerant attitude to the situations of uncertainty, due to the lack of a single right solution and the need to take into account the diverse vector trends and the factors of territorial development. It is fair to say that the development of this competence is ambivalent, on the one hand, it provides non-linearity of thinking, while on the other hand it causes confusion during a task preparation. A widespread introduction of test tasks in the educational process has formed the attitude to the search for the only correct version of the solution. The shift from traditional practice caused cognitive dissonance among some trainees, provoking the students' uncertainty in their abilities, an attempt to hide behind their colleagues' backs.

At the same time, some students noted the complexity of the task. Many did not join the group discussion immediately, which illustrates a high level of differentiation in mastering both professional and communicative competences. The use of the case-method allowed to identify more prepared ones, to highlight psychological and communication skills.

Ekaterina V.: "When I saw the case, I was frightened that I could not do it. And it happened. It was very unfortunate that our group lost time to pass the first level task. But then we got involved."

Despite the detailed methodological study of this case, the students noted the inadequacy of time for its passage. The task performance requires a good level of training in law, state and municipal finance, strategic management, and management from students. Besides, the students attributed the assessment system dysfunctions to the drawbacks of the case method use, which does not take into account the contribution of each participant in the working group.

Olga V.: "Each group has a person who takes little part in the teamwork. I was looking for information, someone was planning the placement of objects, and someone was just in the way."

Tatyana T.: "It's a pity that it is impossible to assess the contribution of everyone in the group. The incentive for individual achievement is lost."

Limited time for the case execution provoked students to conduct an active and tough discussion. Thus, students noted that many opinions were denied without discussion, it was allowed to neglect the statements of others and the pressure of an informal leader authority. In the course of the focus group it was found that the students expected more active participation from the teacher to regulate the discussion, to act as an arbitrator. Unsatisfied expectations of students caused a slight decrease of the educational effect from the case performance.

Discussion

The case-method illustrates its high efficiency for the development of management master competences. The solution of non-standard situations in conditions of uncertainty, stress, time deficit forms the trainee skills they need in their further work. Within the framework of the discipline "Strategic management by state and municipalities", the use of the case-method makes it possible to consider the problem in a complex, to assess the likely influence of the management decision on various aspects of activity, and to carry out an effective exchange of information.

Theoretical knowledge, obtained as the result of traditional training, is a complex of details that need to be remembered and yet difficult to discuss. At that the practical knowledge developed through interactive activities forms the basis for the ability to act in specific situations (Emilsson et al., 2014).

The use of case methods requires a deep methodical study of tasks, the consideration of such factors as discipline goals and objectives, the level of student preparation, time parameters, the complexity and the effectiveness of the case. A particular attention should be paid to the toolkit of the case: the task execution

algorithm, the system for individual and group indicator evaluation, and the methods to activate a discussion.

It can be assumed that an active teacher's role needs to be strengthened for the students with a weak level of training and motivation level. For such groups, the functions of a teacher can be expanded to overcome detachment and involve students in work, maintaining the ethics of the discussion. However, it is necessary to avoid a teacher's dominant role, the "imposing" of his views on a problem situation solution. The position of a teacher as the conductor of ideas is more effective to develop the conditions for the self-organization of groups.

Conclusions

The results of the research showed the advantages and the disadvantages of the author's case-method use in the discipline "Strategic management by state and municipal entities" via the approbation of the developed scenario during the classes of the part-time group of students in the field "State and municipal management" (master's degree program).

The students noted the following undoubted merits of the case: the effectiveness of competence development, the development of a sustainable interest in further learning the course, as well as the desire for self-learning and their knowledge deepening. The use of gaming elements in the process of the case performance, allowed to develop the skills of teamwork, to increase the level of self-organization. The competitive component in the conditions of time deficit acquired an ambivalent character. On the one hand, it stimulated cognitive activity, on the other hand, it led to the destructive manifestations of group interaction (the violation of discussion ethics, aggression, etc.).

The use of student work group organization during the case performance can lead to the system dysfunction concerning the evaluation of individual and group indicators of participants. The elimination of possible disagreements can be achieved due to a teacher's special attention to the development of the case toolkit, the creation of task performance algorithm, which would ensure the expediency of group-participant development and would allow to estimate the contribution of each participant of the working group.

References:

- Banning K. C. (2003) The Effect of the Case Method on Tolerance for Ambiguity *Journal of Management Education* Vol 27, Issue 5, pp. 556 - 567 <https://doi.org/10.1177/1052562903252652>
- Collier C.S. & O'Sullivan M. (2012) Case Method in Physical Education Higher Education: A Pedagogy of Change?, *Quest*, 49:2, 198-213, DOI: 10.1080/00336297.1997.10484235
- Cullen A. (2013) Using the Case Method to Introduce Information Skill Development in the MBA Curriculum, *Journal of Business & Finance Librarianship*, 18:3, 208-232, DOI: 10.1080/08963568.2013.795740
- Donnelli K., Rizvi S., Barber M. An Avalanche Is Coming. Higher Education and the Revolution Ahead In: *Voprosy obrazovaniya*. 2013 № 3. S. 152-229
- Dowd J. J. (2015) Case Method Teaching: Suggestions for Practice, *Marketing Education Review*, 2:3, 44-47, DOI: 10.1080/10528008.1992.11488381
- Emilsson, M., Gellerstedt, M., Skyvell Nilsson, M. et al. Pedagogical challenges in nurse education - a case study focusing on the completion rate in theoretical education at a Swedish University. *Empirical Res Voc Ed Train* (2014) 6: 11. <https://doi.org/10.1186/s40461-014-0011-3>

Frolova E.V., Rogach O.V. Municipal-private partnership in education: infrastructural aspect. *Economic and Social Changes: Facts, Trends, Forecast*, 2017, vol. 10, no. 1, pp. 145-160. DOI: 10.15838/esc/2017.1.49.8

Greenhalgh A.M. (2007) Case Method Teaching as Science and Art: A Metaphoric Approach and Curricular Application *Journal of Management Education* Vol 31, Issue 2, pp. 181 - 194 <https://doi.org/10.1177/1052562906291306>

Jain A. K. (2005) Management Education and Case Method as a Pedagogy *Vikalpa* Vol 30, Issue 1, pp. 77 - 84 <https://doi.org/10.1177/0256090920050107>

Jesus Rodriguez Cotorruelo, Lic. Ricardo Perez Fernandez (2017). The Teacher and the Pedagogical Activity: Functions and Structure of the Pedagogical Activity. *Contemporary problems of Social Work*. Volume 3, № 1(9). P. 69-75

Jones K. A. (2008) Making the Case for the Case Method in Graduate Social Work Education, *Journal of Teaching in Social Work*, 23:1-2, 183-200, DOI: 10.1300/J067v23n01_12

Jones K. A. (2008) Using Case Method Teaching and Student-Written Cases to Improve Students' Ability to Incorporate Theory into Practice, *Journal of Teaching in the Addictions*, 6:1, 35-47, DOI: 10.1080/15332700802126278

Kasatkin P.I. (2017) Education in the Context of National Culture. *Social policy and sociology*, № 3. P. 188-195

Kirillov, A.V., Ushakov, D. S., Vinichenko, M.V., Makuchkin, S.A., Melnichuk, A.V. (2017). Career Opportunities for the Management's Personnel Reserve. *Eurasian Journal of Analytical Chemistry*. Volume: 12. Issue: 5B. Pages: 723-733.

Kutumova A. A. (2014) Case-method in the formation of professional competencies. *Problems and prospects of education development in Russia*. No. 28. P.30-34.

Lengyel L., Vernon-Dotson L. (2010) Preparing Special Education Teacher Candidates: Extending Case Method to Practice. *Teacher Education and Special Education* Vol 33, Issue 3, pp. 248 - 256 <https://doi.org/10.1177/0888406409357371>

McAdoo J.& Nelson P. (2009) Teaching speech communication via the case method, *Today's Speech*, 23:3, 29-32, DOI: 10.1080/01463377509369187

Newton JM, Billett S, Jolly B, Cherene M, Ockerby CM: Lost in translation: Barriers to learning in health professional clinical education. *Learn Health Soc Care* 2009, 8(4):315-327. 10.1111/j.1473-6861.2009.00229.x

Paschenko Yu. A. (2016) Teaching the case-method in the concept of Mary Richmond's vocational education. *Alma mater (Bulletin of higher school)*. No. 3. P. 108-111.

Rogach O. V., Frolova E. V., Ryabova T. M. Academic Competition: Rating Race. *European Journal of Contemporary Education*, 2017, 6(2), pp.297-307 DOI: 10.13187/ejced.2017.2.297

Semushina O. A. (2016) Case - method as an interactive method of learning in the study of the discipline "human resource management". *Science of the 21st century: questions, hypotheses, answers*. No. 1 (16). P. 46-48.

Tillman B. A. (2012) Reflections on Case Method Teaching, *Action in Teacher Education*, 17:1, 1-8, DOI: 10.1080/01626620.1995.10463225

Vinichenko M.V., Peter Karácsony, Demcheko T.S., Melnichuk A.V., Makuchkin S.A. (2017). Satisfaction of Employees of Moscow Region Organizations by Implementation of Youth Personnel Policy. *Eurasian Journal of Analytical Chemistry*, 2017 12(5b):697-704 DOI 10.12973/ejac.2017.00203a

WILEY

Effect of Peer Tutoring on the Academic Achievement of Tutors and Tutees in the Subject of Biology at Secondary Level

* Irfanullah¹, Prof. Dr. Rabia Tabassum², Ayaz Ahmad³ and Najeebullah⁴

¹ Ph. D Scholar, Northern University, Nowshera, KPK

² Professor & Head of Department of Education, Northern University, Nowshera, KPK

³ Assistant Professor, Northern University, Nowshera, KPK

⁴ Ph. D Scholar, Northern University, Nowshera, KPK

Abstract

The present study aimed to analyze the effect of peer tutoring on the academic achievement of tutors and tutees in the subject of biology at secondary level. Objectives of the study were: To investigate the effects of peer tutoring on the educational performance of tutors in the subject of biology; To measure the effects of peer tutoring on the educational performance of tutees in the subject of biology and to measure the differences between the performances of experimental and control groups from the perspectives of Tutors and tutees in the subject of biology. All 433,405 boys' students at secondary level of 10th grade of Khyber Pakhtunkhwa were the population for this study. Forty (40) students were taken as sample of the study from secondary school ANSI Mardan. The Pretest Posttest Equivalent Group Design was used. Teacher made pretest, posttest were the data collection tools. The data collected from pretest and posttest were analyzed through independent sample t-test. It was found that the tutors and tutees of the group under investigation have performed better in academic achievement than their equivalent high achievers and low achievers of control group on post test which had proved that peer tutoring had contributed significant effect on the academics of the tutors and tutees. It was finalised that peer tutoring was the best method of teaching biology at secondary level for developing the academic level of the students.

Keywords: academic achievement, lecture demonstration method, peer tutoring, tutees, tutors.

Introduction

Peer tutoring takes place between the students in which one student is better than other in particular contents (Tiwari, 2014). It is an instructional strategy which comprises that students of the same or different grades help one other and learn to understand the difficult tasks in their academic activities. Peer tutoring tries to ensure individualized and targeted instruction that may not possible through traditional methods of instruction. Peer tutoring have mutual benefits and involve the sharing of information, thoughts and experience between the participants (Amaka, 2013).

The major types of peer tutoring like Reciprocal peer tutoring, cross age peer tutoring, parents/volunteer peer tutoring, class wide peer tutoring and same age peer tutoring were mentioned by Rizve (2012), kim (2015) and Ali et al (2015). The current study was conducted on same age peer tutoring in which both tutors and tutees belong to the same grade level.

According to Smith and Nicolai (2013), the tutor should be trained and knowledgeable which would enable him/her to facilitate the peer tutoring. Tutor should have command on the contents and should also have understandings of different techniques of teaching. On the other hand, tutee should cooperate in the learning process and should have all necessary materials for the learning contents and should follow instructions of the tutors.

Teachers are always in a hurry to complete the course contents but have shortage of time. So in this situation, peer tutoring is a very effective technique to rise time for teaching learning activities. Peer tutoring is one of the approaches to minimize burden of the teacher and may accomplish the needs

of the students without any extra financial resources. Galaviz (2009) and Smith (2010) reported some negative effects of peer tutoring due to lack of prior planning and management. In order to overcome the negative effects of peer tutoring the programme of peer tutoring should be conducted in control environment and planned situations.

Statement of the Problem

In the light of above discussion the current study entitled as to measure the effect of peer tutoring on the academic achievement of tutors and tutees in the subject of biology at secondary level.

Objectives

The objectives of the study were:

1. To investigate the effects of peer tutoring on the educational performance of tutors in the subject of biology
2. To measure the effects of peer tutoring on the educational performance of tutees in the subject of biology
3. To measure the differences between the performances of experimental and control groups from the perspectives of Tutors and tutees

Research Hypotheses

The above objectives were tested by the following hypotheses;

H01 There is no significant effects of peer tutoring on the educational performances of tutors (high achievers)

H02 There is no significant effects of peer tutoring on the educational performances of tutees (low achievers)

H03 There is no significant difference between the mean scores of tutors (high achievers) of experimental and high achievers of control groups

H04 There is no significant difference between the mean scores of tutees (low achievers) of experimental and low achievers of control groups

Significance of the Study

This experimental study may be helpful for teachers and educational planners in a sense, how to pay individual attention to students of diverse needs in limited resources. The study may also be fruitful in developing the overall academic performance of the classroom. Peer tutoring may also reduce shyness of the students and may develop the conversational ability of the students.

LITERATURE REVIEW

The eminence of education system significantly depends on the approaches that were imparted in the classroom. In the last few decades a distinct evolution has been observed in the employment of instructional methodologies. Classroom activities are shifted from teacher-centred to learner-centred approaches. In line of this trend the methodologies that are exercised in classroom, include discussion, mentoring, project based learning, activity based learning and peer tutoring (Shirvan, 2008). Researches like Austin (2008); Eisenkopf (2008), are of the view that peer tutoring has positive impacts on students leaning, motivation and socialization. Peer tutoring was found effective in development of creativity and problem solving skills of both tutors and tutees. Due to interactive nature of peer tutoring it helps the tutor in understanding the mental level of the tutee and concept about the topic. Results are very successful if tutor and tutee are engaged in collaborative work and meaningful activities under planned and structured program (Gordon, 2008).

Brost (2011) reported some drawbacks of peer tutoring which were related to the management and structure of the program. Therefore preplanning is highly needed to manage the issues. The program of peer tutoring should be run under strict supervision and controlled environment. Both Vygotsky and Piaget were the proponents of peer tutoring. The cognitive theory of Piaget's advocates that cognitive level of both tutors and tutees develop in the pre and post preparatory sessions of peer tutoring. Similarly the affective domain and some other characteristics of both tutors and tutees like discussion abilities confidence level and motivation also develop through peer tutoring (Rizve, 2012). Similarly, Vygotsky supported the concept of peer tutoring as it enhances the performance of academically slow children and can enhance through scaffolding by peer tutoring. According to Vygotsky, cognitive development consists of three major divisions that is the zone of actual development in which the students are able to learn something independently, the second is the zone of proximal development in which the students depends on other for their learning and the third is the zone of no development in which the students cannot learn even in the presence of some external push (Mehra & Mondal, 2005).

Rizve (2012) conducted a study in which she proved that students experiencing peer tutoring did better in their zone of proximal development as compare to the students experiencing traditional method of teaching.

Horvath (2011) showed that peer tutoring can contribute in developing the retention ability of the students by conducting experiments on the students of six grade for four weeks. Ezenwosu and Nworgu (2013) had studied academic performance of the students by using peer tutoring and gender in which he had explored that peer tutoring had considerable effect on the academic attainment of the students and also explored that male students were more successful than female. Peer tutoring develops the abilities and skills of working in associations of both tutors and tutees in joint ventures, and ability of responding. Due to the importance of peer tutoring it has become the vital part of many disciplines and subjects in various countries (Ali, Anwer & Abbas, 2015).

Academic performance of the learners in the form of high score in the final examination in all level of education is one of the important aims of education system of Pakistan. High score is the sign of hard work and learning ability and also helpful in admission in high standard colleges and universities. Those methods of instructions which can develops motivation towards learning are highly appreciated. The trend in achieving the instructional objectives is shifting from knowledge level to application level at secondary level in Pakistan. The empirical studies like Khattak, (2012); Mushtaq and Khan, (2010) have identified that peer tutoring approach, can develop the academic learning of the learners.

METHOD AND PROCEDURE

The study was experimental in nature and pretest posttest equivalent group design was adopted for the study. This approach was adopted as to overcome the external threats to the treatment process.

Population

All 433405 male' students at secondary level of 10th grade of Khyber Pakhtunkhwa were the population of study EMIS, (2015).

Sample

Forty (40) students were taken as sample of the study from secondary school ANSI Mardan. The sample was bifurcated into control and experimental groups by using the technique of pair random on pre test score. Each group was further divided into low achiever and high achiever groups. In experimental group the high achievers played the role of tutors and low achievers played the role of tutees.

Research Instruments

Pretest and posttest were used for data collection. The reliabilities of the both tests were calculated and found 0.92 for pretest and 0.70 for posttest which was acceptable.

Treatment

First of all pretest was conducted from the sample students. On the basis of the pretest results two equivalent groups, experimental and control groups were formed. The participants of the experimental group were taught by engaging in peer tutoring while the same contents were taught to the control group by lecture demonstration method. The tutors of the experimental group were given proper orientation on the contents of tutoring session each day before the session. Lesson plans were developed for each session of the treatment. The contents of the lesson plans were selected from the text book of 10th grade biology. The lesson plans were organized in such a way to ensure maximum discussion and participation on the part of both tutors and tutees. Post test was taken from the both groups soon after completion of the treatment period.

Data Collection

Pretest was administered among the sample and the data obtained were tabulated and bifurcated through pair random techniques, which leads to the formation of two equivalent groups, control group and experimental group. Experimental group was taught through peer tutoring and control group was instructed through lecture demonstration method of teaching for seven weeks. When the treatment period was over, post test was conducted for measuring the effectiveness of treatment.

Analysis of Data

To analyze the collected data all the data gathered first and then mean scores were calculated. On the basis of mean scores independent sample t-test was used to measure the difference between the two groups. The p value for testing the hypotheses of the study was 0.05.

RESULTS

Table 1: Effects of Peer tutoring on the educational performances of high achievers (tutors)

GROUPS	N	Mean	SD	SED	T-value
Experimental	10	39.3	5.14	2.66	2.77
Control	10	32	6.54		

df = 18

table value at 0.05= 2.101

The table 1 expresses that the t-value (calculated) was higher than table value which leads to the rejection of null hypothesis. The mean score of experimental group was high than the control group, which shows that there is significant effects of peer tutoring on the academic performances of tutors. The values of standard deviation show that the tutors of the experimental group were not only better but also show less variation as compared to high achievers of control group.

Table 2: Effects of Peer tutoring on the educational performances of low achievers (tutees)

GROUPS	N	Mean	SD	SED	T-value
Experimental	10	32.8	3.42	2.06	5
Control	10	22.5	5.56		

df = 18

table value at 0.05=2.101

The table 2 expresses that the t-value (calculated) was higher than table value which leads to the rejection of null hypothesis. The mean scores of the experimental group was high than the control group, which

shows that there is significant effect of peer tutoring on the academic performane of the tutees. The values of standard deviation show that the tutees of the experimental group were not only better but also show less variation as compared to low achievers of control group.

Table 3: Difference between the mean scores of high achievers of both experimental and control groups

GROUPS	N	Mean	SD	SED	T-value
Experimental	10	39.3	5.14	2.66	2.77
Control	10	32	6.54		

df = 18

table value at 0.05= 2.101

According to table 3 the mean score of the high achievers of the experimental group was higher that the high achievers of the control group and the calculated t-value ($2.77 > 2.101$) shows that the diffrence between the experimental and control group was significant and this result, leads to the rejection of the null hypothesis. This difference in the mean score was caused by the effect of peer tutoring.

Table 4: Difference between the mean scores of low achievers of both experimental and control groups

GROUPS	N	Mean	SD	SED	T-value
Experimental	10	32.8	3.42	2.06	5
Control	10	22.5	5.56		

df = 18

table value at 0.05=2.101

According to table 4 the mean score of the low achievers of the experimental group was higher that the low achievers of the control group and the calculated t-value ($5 > 2.101$) shows that the diffrence between the experimental and control group was significant and this result, leads to the rejection of the null hypothesis. This difference in the mean score of the academic achievement was caused by the effect of peer tutoring.

DISCUSSIONS

It was found that both control and experimental groups were equivalent before the treatment on the basis of results of t-test by applying on pretest score. The method of peer tutoring was used for teaching experimental group and lecture demonstration method was used for teaching control group. The period of treatment was continued for seven weeks. Posttest was taken from the both groups after completion of treatment period. The obtained data were analysed by using t-test of inferential statistics. The level of significance was 0.05 for all statistics and the obtained results are interpreted below.

H0 1: The null hypothesis was rejected on the basis of t-value $2.77 > 2.101$ (table value) which show that the peer the peer tutoring has significant effects on the academic performance of the tutors. The same findings were also explored by Comfort and McMahon (2014) that peer tutoring had affected significantly the learning of tutors.

H0 2: The null hypothesis was rejected on the basis of t-value $5 > 2.101$ (table value). This result show that the peer the peer tutoring has significant effects on the academic performance of the tutees. The findings are also reported by Rizve (2012) and Haider and Yasmin (2015), that scaffolding in the form of peer tutoring is very effective for slow learners.

H0 3: After treatment the mean score (39.3) of the tutors was raised from the mean score (32) of equivalent high achievers of the control group. This difference was attributed to peer tutoring and the t-value $2.77 > 2.101$ (table value) causes the rejection of null hypothesis. The same findings were also explored by Razak and See (2010), that peer tutoring had enhanced significantly the learning of tutors.

H0 4: After treatment the mean score (32.8) of the tutees was raised from the mean score (22.5) of equivalent low achievers of the control group. This difference was attributed to peer tutoring and the t-value $5 > 2.101$ (table value) causes the rejection of null hypothesis. The findings are also reported by Ezenwosu and Nworgu (2013) and Haider and Yasmin (2015), that scaffolding in the form of peer tutoring is very effective for slow learners.

Conclusions

After applying statistics on the data the following conclusions were drawn:

1. High achievers of the control group and tutors of the experimental group were found equivalent because significant difference was not found in their achievement score in the pretest.
2. Likewise, low achievers (tutees) of the experimental group were found equivalent to the low achievers of the control group before the treatment.
3. The tutors of the group under investigation have performed better in academic achievement than their equivalent high achievers of control group on post test which had proved that peer tutoring had contributed significant effect on the academics of the tutors.
4. The tutees of the group under investigation have performed better in academic ability than their equivalent low achievers of the control group which had proved that peer tutoring had significant effect on the academics of the tutees.
5. On the basis of post score the mean score of the tutors was higher than the high achievers and the difference was also found significant. It was concluded that peer tutoring has caused a significant difference in the performance of tutors.
6. Similarly the mean score of the tutees was higher than the low achievers of control group and the difference was also significant. So it was concluded that peer tutoring has brought a significant variation in the academic score of the tutees of the experimental group.

Recommendations

The conclusions of the study lead to the following recommendations.

1. As it was found that peer tutoring was more effective method as compare to traditional method of teaching. Therefore, peer tutoring is recommended to be blended with other teaching strategies for enhancing the academic efficiency of the students.
2. It was found that the peer tutoring has brought a significant difference in the performance of the tutors and tutees; therefore it is recommended that students in low performing subjects may be engaged in peer tutoring which may enhance their level of academic performance.
3. For developing the overall academic performance of the students, the low achievers may be attached to high achievers for long period of time for tutoring and guidance.
4. This study had focused on the academic performance of tutors and tutees. Other researches may be conducted to explore the effects of peer tutoring on vocabulary development, motivation and interest of the students.
5. This study was conducted for measuring the effectiveness of peer tutoring on tutors and tutees of male students. Therefore the coming researchers may focus on some diverse sample at different levels.

REFERENCES

- Ali, N., Anwer, M., & Abbas, J. (2015). Impact of Peer Tutoring on Learning of Students. *Journal for Studies in Management and Planning*; I (2), 61-66.
- Amaka, O. A. (2013). Effect of Peer Tutoring Method on Students Academic Achievement in Home Economics. *Academic Journal of Interdisciplinary Studies*; II (5), 193-197.

- Austin, J. (2008). *The Effects of Peer Tutoring on Fifth-Grade Students' Motivation and Learning in Math Problem Solving*. Un published MS Thesis State University of New York, The College at Brockport. New York:
- Brost, J. M. (2011). *An Evaluation of the Peer Tutoring Program at Chippewa Valley Technical College in Eau Claire, WI*. Eau Claire USA: Un published MS Thesis University of Wisconsin-Stout, Graduate School.
- Comfort, P., & McMahon, J. J. (2014). The Effect of Peer Tutoring on Academic Achievement. *Journal of Applied Research in Higher Education* , VI (1), 168-175.
- Eisenkopf, G. (2008). Peer Effects, Motivation, and Learning. (Elsevier, Ed.) *Economics of Education Review*, XXIX (3) 1-21.
- MIS, (2015). Educational Management Information System. khyber pakhtoonkhwa *Education Statistics 2014-15*. Retrieved June 24, 2016, from www.kpese.gov.pk/EMIS.html.
- Ezenwosu, S. U., & Nworgu, L. N. (2013). Efficacy of peer tutoring and gender on students' achievement in biology. *International Journal of Scientific and Engineering Research*, 4 (12), 944, 950.
- Galaviz, V. (2009). *The Effects of Peer Tutoring on the Appropriate Social Interactions of Children Labelled as Bullies*. Ph.D Thesis College of Science and Mathematics California State University, Fresno.
- Gordon, E. E. (2008). 5 Ways To Improve Tutoring Programs. *Phi Delta Kappa International*, XC (6), 440-445.
- Haider, M., & Yasmin, A. (2015). Significance of scaffolding and peer tutoring in the light of Vygotsky's theory of zone of proximal development. *International Journal of Languages, Literature and Linguistics*, 1(3), 2015.
- Horvath, K. (2011). *Effects of Peer Tutoring on Student Achievement*. Un published MS Thesis, Ohio University (Athens United States).
- Khattak, S. G. (2012). Assessment in Schools in Pakistan. *School of Arts and Education, Middlesex University (London)* , IX (2), 1-13.
- Kim, G. J. (2015). *Practical Tips for Teaching Multigrade Class*. (2nd print) Bangkok United Nations of Educational Scientific and Cultural Organization.
- Mehra, V., & Mondal, H. R. (2005). Effects of Peer Tutoring on Learning Outcomes of High School Science Students. *Indian Educational Review* , XL (1), 42-58.
- Mushtaq, I., & Khan, S. N. (2010). Factors Affecting Students' Academic Performance. *Global Journal of Management and Business Research* , XII (9), 1-7.
- Razak, R. A., & See, Y. C. (2010). Improving Academic Achievement and Motivation Through Online Peer Learning. *Procedia Social and Behavioral Sciences*, IX (1) 358-362.
- Rizve, R. (2012). The effect of peer tutoring on student achievement in the subject of English at secondary level in the light of Vygotsky's Theory. *Unpublished Thesis, Pakistan: Foundation University College Of Liberal Arts And Sciences Islamabad-Pakistan*.
- Shirvan, S. J. (2008). *Impact of Learner-centred Teaching and Learning Process on Pre-advanced First Year Medical Students' Performance, Attitudes, and Retention in Medical English*. Graduate School of Social Sciences. Ankara (Turkey): Middle East Technical University.

Smith, P. J. (2010). *The role of peers in children's learning: a thesis presented in partial fulfilment of the requirements for the degree of Master of Education (Early Years) at Massey University, Palmerston North, New Zealand* (Doctoral dissertation, Massey University).

Smith, S., & Nicolai, D. (2013). *Guide for Tutors and Tutees* (1st ed.). New York: State University of New York.

Tiwari, M. (2014). Peer Tutoring: A Step Forward Towards Inclusion. *Educationia Confab*, III (7), 10-17.

MAJLTM

Linguistic Analysis of Students' Opinions about their Self-realization and Psychological Well-being in University Education

Elena N. Shutenko*, Andrey I. Shutenko, Marina A. Kanishcheva,
Julia J. Kovtun, Anna V. Lokteva, Julia P. Derevyanko
Belgorod National Research University, Belgorod, Russian Federation

Abstract

The article examines students' semantically significant representations about self-realization as a factor of their psychological well-being in the process of education. Described are the results of a study of students' notions about possibilities of their self-realization in a university environment. The research work was built on the basis of the thesaurus analysis method, which makes it possible to identify stable semantic constructions in students' stories about the conditions for their self-realization in education. Using this method, the authors disclose semantic indicators of students' self-realization within the framework of three key thesauri: thesaurus of the readiness to self-realization; thesaurus of the self-realization measures and actions; thesaurus of self-realization activators. In accordance with the obtained data, the following three main narrative dominants of students' self-realization and psychological well-being were determined, such as: ego-inclusion in the learning process, comprehensive deployment of personal capacities, and social acceptance in the university community. Given these dominants as a criteria basis, the authors carry out a special survey of students and reveal the degree of their self-realization, reflecting the level of their psychological well-being in university training.

Keywords: student's self-realization, thesaurus analysis method, semantic indicators, subjective thesauri, narrative dominants of psychological well-being

Introduction

The problem of effective learning of student youth requires the development of prognostic approaches to the definition of conditions for the full functioning of the personality in the educational process of the higher school. It's no secret that successful learning requires disclosure of the students' internal resources and abilities should bring joy from self-development and psychological well-being in the course of training.

Today, in the field of higher education, the task of strengthening the psychological health of student youth comes to the forefront. The humanitarian sciences face the common problem of worsening the psychological health and well-being of modern youth in the context of postmodern transformations of social institutions and challenges for current civilized society, as well as the need to enhance the role of higher education as a sphere for the full development of a viable young generation (Li, 2017). The success of university practice is largely determined by the activation of personal patterns and mechanisms of psychological health of student youth related to the realization of personal potential (Ryan & Deci, 2001). Psychological well-being of a person is inextricably linked with self-realization, especially in the period of youth (Ryan & Frederick, 1997). In fact, both of these phenomena reflect the same process of full and productive existence of the individual in certain socio-cultural conditions (Bradburn, 1969).

The meaning of self-realization for a young person is the capacity to be a subject, be creative, active, take responsibility, make decisions, pursue goal-setting, etc. (Gewirth, 1998). In this regard, the content, process and technology of university training should be focused on stimulating student self-realization in the logic of maintaining their psychological well-being, psycho-emotional stability, and overcoming crisis and destabilizing factors.

Recognition of self-realization in the notion of psychological health requires a revision of the harmful standards and values of a mass consumption culture that imposes to youth on the image of a passive user of life as a dependent wasteful consumer, human-object, deprived of the ability to independent thinking and creation (Featherstone, 2007).

Literature Review

In the humanities, the problem of self-realization as a factor of person psychological health has been studied in the framework of several leading scientific traditions: phenomenological tradition (E. Husserl, M. Heidegger, A. Schütz, R.D. Lang, M. Merleau-Ponty, etc.); existential tradition (L. Binswanger, C. Cofer, M. Appley, R. May, J. Bugental, K. Jaspers, M. Buber, V. Frankl, A. Längle, etc.); hermeneutical tradition (F. Schleiermacher, H.-G. Gadamer, V. Dilthey, E. Betty, P. Ricker et al.); personological approach (E. Spranger, V. Shtern, H.A. Murray, S. Maddi, H. Marcuse, E. Mounier, P. Teilhard de Chardin et al.); interactionist approach (Ch. Cooley, G.H. Mead, W.I. Thomas, H. Becker, H. Blumer, J.M. Charon, E Goffman, J.P. Hewitt etc.); constructivist approach (J. Piaget, G. Kelly, J. Bruner, E. Glasersfeld, T. Luckmann, P.L. Berger, G. Bateson, P. Watzlawick, etc.).

The growth of research in the sphere of self-realization was largely promoted by the ideas of M. Weber's understanding sociology, humanistic psychology (E. Fromm, G.W. Allport, K. Goldstein, A. Angyal, A. Maslow, G. Murphy, C. Rogers etc.); the theory of autopoiesis (H.R. Maturana, F. Varela); eudaimonic approach (K. Ryff, E.L. Deci, R.M. Ryan etc.); narrative approach (M. White, D. Epston, D.P. McAdams, J.J. Bauer, J.L. Pals etc.); the ecological theory of human development of U. Bronfenbrenner; the field theory and concept of the life space by K. Lewin and others.

In each of these traditions and approaches, self-realization is viewed as the most important ontological condition and attribute of a fully functioning personality.

The process of self-realization underlies the development of viable youth. At the same time, this process requires a certain system of measures and actions from society to organize the appropriate conditions for the growth and development of the personality. At all times, this role was played by education. Today for students' youth higher education should become a school of productive self-realization, in which each student will be able to build his professional, social, cultural image, project his future.

Conceptual background

The present research was carried out taking into account heuristic results in the field of psychology of health and psycholinguistic developments. Of great importance are the provisions committed within the framework of positive psychology and, in particular, the eudaimonic approach (Ryan & Deci, 2001). Unlike the hedonistic tradition, this approach proceeds from the general position that a person gains happiness not through pleasure, but through the realization of his potential in society. Among the approaches to the study of eudemonia, one can single out the theory of psychological well-being by K. Ryff (Ryff & Singer, 1998) and the theory of self-determination of E.L. Deci and R.M. Ryan (Ryan & Deci, 2000).

The efforts made in the field of positive psychology are aimed at identifying personal resources that allow people to lead a better life (Seligman & Csikszentmihalyi, 2000). The present research develops this line, showing that self-realization resulting from eudaimonic lifestyles can represent such a resource, especially with regard to psychological health.

From our point of view, it seems promising to study psychological well-being in terms of a narrative approach (White & Epston, 1990) that views this well-being through human identity as a socially constructed life story (McAdams, D. P., 2008; Bauer, J.J., McAdams, D. P. & Pals, J. L., 2006). The notion of positive identity as a narrative that unites biographical events of a person's life and vital goals and values

into a single whole allows overcoming the division into hedonistic (subjectivist) and eudemonic (objectivist) treatment of well-being. In addition, the methods of narrative analysis make it possible to investigate the emotional coloration of individual experiences from the point of view of thematic and structural characteristics of life stories that can be considered as indirect indicators of well-being and happiness.

Research question and hypothesis

The subject matter of our study was the educational environment of higher school from the point of view of achieving psychological well-being of students.

The main research question was to determine the subjectively important conditions for self-realization of students as humanitarian criteria for ensuring their psychological well-being in the process of university training.

Our research is based on the hypothesis that the process of self-realization of students in the conditions of university education (apart from personal abilities and learning technologies) depends on the construction of a socio-cultural learning environment. In particular, from the recognition of the values of social support and participation in the development of the personality of students, which strengthen the atmosphere of psychological well-being. In addition, such an environment should help students plan their professional and life path and equip them with all the necessary technologies and resources for personal growth (Shutenko E. & Shutenko A., 2015).

Methodology and method

Methodological approach

The possibility of developing this hypothesis is ensured by applying a *sociocultural approach* to studying the problem of students' self-realization in higher education, which implies the use of educational technologies as ways to identify and implement the essential forces of students who absorb certain historical forms of sociocultural relations (Shutenko et al., 2017). Presenting the synthesis of knowledge, abilities, skills, talents, etc. driven by interests, strivings, expectations and meanings, these essential forces are formed when an individual acquires the experience of culture through the mechanisms of desobjectivation and objectivation of this experience in social practice (Shutenko, 2015).

We carried out our research on the basis of the general provision that psychological well-being, appearing as a correlate of self-realization of the individual (Miquelon & Vallerand, 2006), is result of productive socialization (Young, 1952), which is started by the internal ontological aspiration for *self-actualization* (Maslow, 1987). Being the leading life motivator in the university years, the desire for self-actualization psychologically inspires and mobilizes the young person, activates his abilities and internal resources in order to express himself, to receive a valuable life experience, to prove himself in learning, science, society, business, culture and so on (Stipek, 1993). When we are dealing with the process and the phenomenon of self-realization of students in university education, it is necessary to clearly understand that this gives us the most reliable indicator of their successful personal and professional development, and at the same time acts as a humanitarian criterion for the productivity and effectiveness of the educational process in the university in general (Tomlinson, 1993). In planning our research, we proceeded from the fact that the process of students' self-realization is caused by such a construction of educational practice in the university that ensures the full socio-cultural development of students as capable and competent personalities (Gasset, 1999).

In the course of researching the psychological appearance of student youth in Russian universities we considered self-realization as the process of the of building up a unique experience of responsible and full life of *the personality* (Shutenko, 2015); and a process of self-development and realization of the personal

capacities and meaningful attitude towards the world and themselves at present and within life circumstances (Gewirth, 1998).

The goal and research stages

In our opinion, a current task of studying the phenomenon of psychological health and well-being of young people is to connect the potentials of applying modern education approaches and technologies with the process of students' self-realization in university training. Therefore, the main goal of the research is to define the subjectively expressed indicators of students' self-realization, which reflect of various forms and modalities their psychological health and well-being.

To solve the set goal, we did a research work consisting of three stages.

The first stage was aimed to determining subjectively important conditions for self-realization of students in the domain of university life.

The second stage has involved the generalization of the obtained data about the signs and forms of manifestation of students' self-realization and defined trends of students' psychological well-being in the learning process.

The third stage was centered on the implementation of a special survey of students and reveals the degree of their self-realization, reflecting the level of their psychological well-being in training.

Participants of the research

Through the tentative pilot questioning conducting, selective interviewing, carrying out focus groups the most important subjective-significant self-realization conditions of students in the modern university emerged.

The study was carried out in 2016-2017 academic year; at different stages it covered 502 students of higher educational institutions from four different Belgorod universities: a technological university, humanitarian and economic universities, and a higher school of the Ministry of Internal Affairs.

Method of thesaurus analysis

In presented research work, a thesaurus analysis method has been applied. This method is aimed at revealing the sense constructs of students' self-realization and well-being in the learning process. Such method assumes more advanced semantic processing of the received answers, notions and estimations of students about the self-realization in training. The essence of the method is the semantic clustering of answers based on a more universal combination of related lexical and thematically expressive constructions.

In the course of the questioning and interviewing students' different opinions, estimations and answers to following questions were ascertained: «What does the self-realization in the studies and university life mean to you?», «Is it possible to achieve the self-realization in the course of the studying?», «On what does students' self-realization depend?», «What promotes and what prevents your self-realization at the university?», «What is the role of the university in students' self-realization achievement?», «What is required from yourselves for the self-realization at the university?» etc.

Received answers and opinions undergo the primary content-analysis. From the received units of an array of information with significant content were identified, then summarized, systematized and grouped into specific thematic communities consisting of similar in direction of thought, contextual and sense assessments, which are similar in their narrative and subject line. In this regard we aimed to omit inessential formal, logical, stylistic, discursive, lexical, grammatical and other differences and nuances. In the primary analysis, from the total array of students' answers, we identified nine semantic clumps reflecting different aspects in the topic of their self-realization in learning. Deeper semantic processing

and analysis of the thesaurus (Lukov Val. & Lukov Vl., 2004) categories of obtained content consisted in their clustering on the basis of a more universal combination of related lexical and thematically expressive constructions. This allowed expanding and combining different shades of students' answers into three common *semantic clusters*, which formed the basis for formulating, respectively, three subjectively significant conditions for student self-realization.

Results and discussion

Subjective thesauri and semantic indicators of students' self-realization

The first group of answers contains opinions, connotations, and judgments that reflect the respondents' direct attitude to learning activity, to the training process at the university, and the significance of this activity in their life were included. The answers of the students included in this group raised mainly the subjective significance of the learning process and the high motivation for learning in general.

Table 1 reflects the most common semantic indicators of students' statements that were included in the first thesaurus cluster of their perceptions of subjective conditions from the standpoint of readiness for self-realization in university education are outlined in percentage terms (at the rate of 100 % mentions per every indicator). The list of indicators is displayed in the order of the ranking: on the top lines are those that are more often found in students' answers, and the less common ones are located in the lower ranks.

Table 1: The structure of thesaurus of the readiness to self-realization in education

No	Semantic indicators	The frequency of usage (%)
1.	Interest in education presence	69
2.	Desire to study at the chosen university	65
3.	Satisfaction by education	64
4.	Personal significance and value of education	57
5.	Immersion into training and academic enthusiasm	54
6.	Desire to resemble teachers and to take a pattern by them	47
7.	Tendency to know and master the future profession deeper	42
8.	Continuous submergence into the education process	38
9.	Other things	33

The prevalence of the above semantic connotations pointed to the significance of the personal immersion and involvement of the student in the educational process. We have identified the received spectrum of opinions reflecting this circumstance of students' self-realization in terms of *personal participation* in the educational process.

The second group of opinions was formed by selecting the statements and judgments of students, which reflected the degree and expressiveness of their personal manifestation in the process of university training (orientations, individual properties, qualities, abilities, experience, talents, etc.). Table 2 lists relevant semantic indicators, showing the importance of disclosing and implementation of internal

resources of students as a trigger for their self-realization. These indicators were selected in a separate semantic cluster in the general array of student responses.

Table 2: The structure of thesaurus of the self-realization measures and actions

No	Semantic indicators	The frequency of usage (%)
1.	Students' inner potential activation, their abilities and talents development	73
2.	Intensive self-knowledge and perfection in the course of studying at the university	68
3.	Increase of the university training subjective-significant utility	63
4.	Approach to the goals, senses and dream achievement in the course of training	60
5.	Performing the duty of a social lift by the university	57
6.	Stimulation of successes in studying, strengths activation in the course of training	55
7.	Multi-faceted self-expression and self-manifestation in the university	52
8.	Support of students' efforts in training	47
9.	Other things	35

The general meaning of the connotations reflected in Table 3 represents the acmeological aspect of students' self-realization as a as an aspiration to opportunities for self-improvement, achieving high rates of personal and professional growth. Thus, the indicators contained in this semantic cluster showed the importance of the availability of conditions for *realizing the abilities* of students in university training. In the structure of the third group of opinions, we selected assessments and judgments, indicating the importance of permanent contacts and social integration in the process of university education. According to students, to realize themselves as a person is possible in an atmosphere of intense, trusting, friendly communication and shared experience.

Table 3: The structure of thesaurus of self-realization activators

No	Semantic indicators	The frequency of usage (%)
1.	Presence of the intensive transpersonal interaction in the university life	74
2.	Manifestation of mutual assistance and support in the student environment	70
3.	Presence of the social proximity and solidarity in the student environment	67

4.	Manifestation of concern and care from the university side	62
5.	University help in the students' problems resolving	59
6.	Presence of the confidence and respect atmosphere	56
7.	Intensity and strength of friendly connections	55
8.	Full-fledged functioning of student groups and communities in university	44
9.	Good provision of leisure and everyday life for students	42
10.	Other things	34

In the answers of students, it is noted the importance of the presence of a certain social atmosphere as a nutritious soil and environment for versatile self-knowledge and self-expression. The role of such an environment is played by the sphere of constant communication, collective life, social recognition and predisposition, cooperation and mutual assistance in the process of education.

Table 3 shows semantic indicators of students' answers, reflecting the importance of various forms of social support and assistance for full self-realization in the university level. These semantic indicators entered the third thesaurus cluster of student descriptions of the conditions for their self-realization at the university life.

In general, the subjectively significant concepts of student youth about self-realization, obtained by the method of thesaurus analysis, make it possible to single out the corresponding problems of university education. First, it is the discovery and development of internal universal abilities of students; it is the cultivation of meaningful activities of students, their purposeful and sensible actions in stimulating learning activity; thirdly, it is ensuring of this activity realization wide social context playing the role of the social filter and, at the same time, catalyst of this activity.

The narrative dominants of students' psychological well-being

As a result of the *narrative monitoring* (McAdams, 2008) of the presented semantic clusters, we identified three leading *narrative dominants* of students' understanding of the conditions for their self-realization as markers of their psychological well-being in learning:

- ego-inclusion in the learning process;
- comprehensive deployment of personal capacities;
- social acceptance in the university community.

Figure 1 schematically reflects the content of the dominants of psychological well-being, which was obtained on the basis of the analysis of the students opinions who participated in research.

The first dominant – ego-inclusion in the process of university education – means attitudes toward learning and working at the university as a leading occupation in the current segment of life. This dominant implies the interest and satisfaction of students from the learning process at the university, points to the belief in the value of the chosen profession, to a strong desire to master the profession and achieve success in their work, as well as a high psychological involvement in education. The high personal immersion of students into the training process are also related to their desire to be similar to teachers and representatives of the chosen profession, with a aspiration to master the profession and to express and manifest themselves in educational, scientific and extracurricular sphere of activity (Shutenko, 2015).

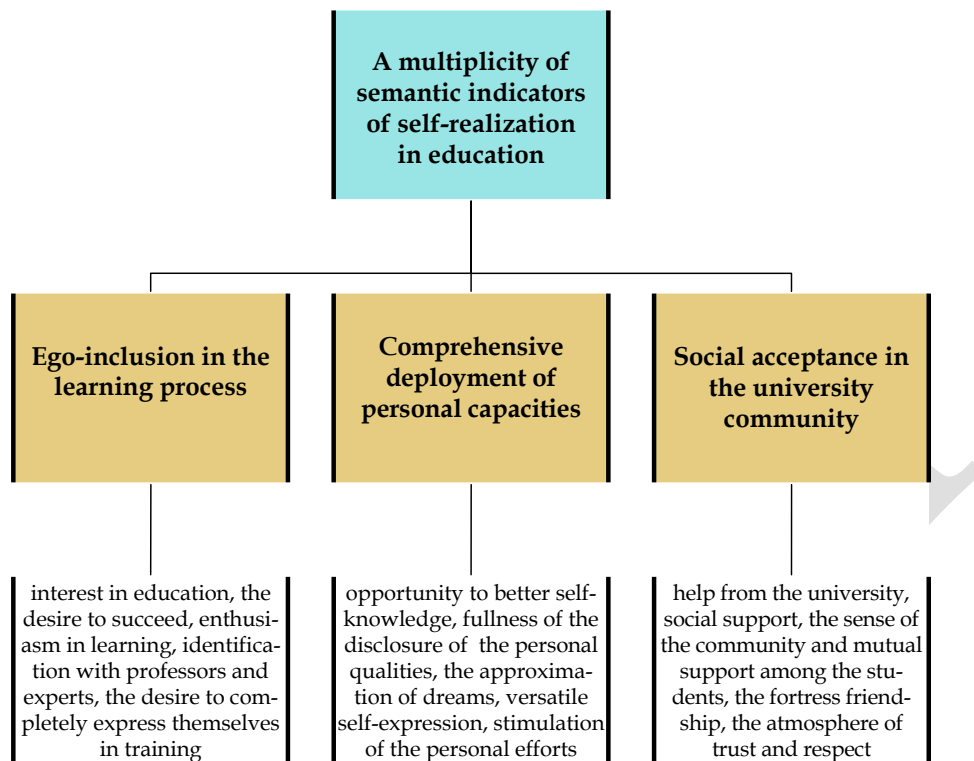


Figure 1. The narrative dominants of students’ self-realization and well-being in education

Judging by the narrative explications of students, the first dominant reflects the activity aspect of their self-realization, interest in learning, the level of immersion in the education in whole, and the level of the subjective value of the learning activity itself.

The second dominant – comprehensive deployment of personal capacities - means development of personal potential of students, their opportunities for self-expression and self-knowledge in the learning activities, the realization of the abilities and talents. For a full-fledged self-realization of students, first of all, it is necessary to widely disclose internal forces and resources, to understand themselves as successful and capable subjects, it is necessary the presence incentives to support their efforts in learning and research, their awareness of the obvious usefulness of education at the university and the possibility of better self-discovery and self-affirmation as productive people (Tomlinson, 1993).

This dominant point to the personal factor of students' self-realization and represents a central and key role in their professional, research and motivational development, as its content open up a plan of internal sources of self-development in the profession.

The third dominant of the students' self-realization – social acceptance in the university community – means the existence of care and attention to the student; availability of assistance from the university in the solving of not only educational, but also personal problems; a sense of community and acceptance in the corporate environment, the presence of an atmosphere of trust, mutual revenue and support, the existence of strong friendships, respect, etc.

The social aspect of students’ self-realization is reflected in the content of this dominant. This aspect implies the importance of developing diverse social relations and interactions of students not only in the educational process, but also in the social, leisure and cultural spheres. To achieve self-realization,

students should be included in the maximum possible number of social ties and groups of different levels and interests (Conley, 2005).

In general, if universities accept the aforementioned dominants as conditions for building an educational process, this will significantly increase the motivational resource and attractiveness of educational activities among students, as well as improve their psychological well-being and health.

Experimental implementation

Data on self-realization and psychological well-being of students

Based on these narrative dominants as subjective criteria of psychological health of students, we developed and tested a questionnaire on self-realization in course of higher education.

According to the results of surveys of students of humanitarian and technological universities, it was found that most students learn with obvious interest and evaluate the academic living as the main activity of the current period in their life. The students are convinced that they made the right choice in regards to their major subject, so they are not encumbered by the feeling of pointlessness to attending classes. The obtained data show that by the criterion of *ego-inclusion in the learning process*, the average and higher indicators than the average were established.

As for the criterion of *comprehensive deployment of personal capacities*, it turned out that a significant number of students consider themselves as advanced and capable; and they underline the benefits of academic life. At the same time, for many of them, personal talents and potential are not fully used in the process of their academic classes.

As shown by students' assessments of their *social acceptance in the university community*, most students feel the support from the university and the value of their personality in the learning practice. Nevertheless, they are forced to conclude that their activities related to social external life are not sufficiently intensive.

The generalized results of the survey made it possible to conclude that the process of university training provides sufficient opportunities and conditions for self-realization of the majority of interviewed students.

Gender differences

It should be noted that with regard to the gender principle, the students we interviewed were divided into almost two equal halves. 201 women and 199 men took part in the survey. The results showed that the process of self-realization of young men is less problematic. They experience less disappointment and disappointment in their studies. Research data on girls showed that they tend to have more emotional involvement in the learning process; they are more participated in class and university activities, while both sexes show similar positive indicators of social integration in the learning process.

3.3.3. Professional differences

It was also found that students of the technological university are more responsible for their academic duties and extra-curricular tasks, which they consider to be elements of their professional growth. Meanwhile, students of the humanities are more actively involved in the learning process and are more enthusiastic in the university's activities.

Summary data

We clustered the data and, as a result, identified three groups of students with different levels of self-realization:

- 1st group: students with unexpressed self-realization (23%);
- 2nd group: students with medium self-realization (39%); and
- 3rd group: students with articulate self-realization (38%).

The chart of data placed in figure 2 visually reflects a ratio of the allocated categories of students.

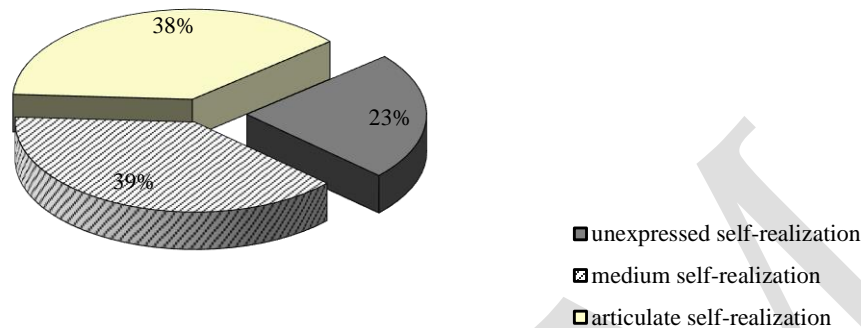


Figure 2. Percentage distribution of students by level of self-realization (n = 400).

It should be emphasized that the first group was the most minor, which indicates that, on the whole, there is a positive tendency toward self-realization of students in the course of their academic studies. Based on a comparative analysis of answers, students of a higher level of self-realization tend to be more convinced that they have made the right choice of a university and can use their potential to give significant advantages. They study with obvious interest and consider the studies at the university as an independent and valuable activity, but not as a formal commitment or a place of meeting with friends. Students with higher self-realization are more actively involved in the learning process and view their studies as their most valuable activity that brings their dreams closer and acts as a source of inspiration and inner improvement. They recognize in their classes more opportunities for diverse and complete expression as a personality.

Conclusions

Within the framework of the research carried us, we proceeded from the assumption that the process of education should provide human significant conditions for the development of the internal forces of students, their creative and intellectual resources. The results of our study convinced us that the students' self-realization process in the university education represents, on the one hand, as the main growth line of the future specialist personality, one's successful development and self-determination. On the other hand, it can serve as an internal indicator of the effectiveness of university education and, at the same time, a humanitarian criterion for the psychological well-being of students in the process of university training.

The presented research was carried out on the basis of thesaurus analysis method. The semantic indicators of self-realization obtained during the application of this method were grouped in three thesaurus modalities - in the cluster of readiness for self-realization, in the cluster of measures and actions for self-realization, and also in the cluster of activators of self-realization in university training.

The research results allow establishing that there are following subjective-significant conditions of students' self-realization and psychological well-being in the university education. Firstly, it is ego-inclusion in the learning process, which appears in students' interest to education presence, a desire to study at the chosen university, satisfaction by education, submergence into the education process, positive identification with professors and specialists in the chosen qualification, aspiration for complete

self-development in education. Secondly, this is a complete deployment of personal abilities, which implies the development of the students' personal potential, their better self-knowledge in education and in later life, the disclosure of their capacities and talents, the orientation to future success and professional growth, their multifaceted self-manifestation in education, the facilitation of their efforts in learning, and so on. Thirdly, it is a factor of social acceptance in the university community, which appears in an atmosphere of mutual encouragement and mutual help in the student environment, in the presence of friendly ties, in a sense of trust and respect, in strength friendly connections.

Acknowledgements

The reported study was funded by RFBR according to the research project No 18-013-01151 "Self-realization of student youth as an indicator and a factor of psychological health in conditions of socio-cultural challenges for Russian society"

References

- Bauer, J.J., McAdams, D.P., & Pals, J.L. (2008). Narrative identity and eudaimonic well-being. *Journal of Happiness Studies*, 9, 81-104.
- Bradburn, N. (1969). *The Structure of Psychological Well-Being*. Chicago, Aldine Pub. Co. 320 p.
- Conley, D. (2005). *College knowledge, What it really takes for students to succeed and what we can do to get them ready*. Jossey-Bass, San Francisco, CA.
- Featherstone, M. (2007). *Consumer Culture and Postmodernism*. 2nd. ed. London, Sage Publ.
- Gasset, J. (1999). *Misión de la Universidad y otros ensayos sobre educación y pedagogía*. Madrid, Revista de Occidente.
- Gewirth, A. (1998). *Self- fulfillment*. New Jersey, Princeton University Press.
- Li, Y. (2017) Study on Psychological Health Problems and Countermeasures of University Student. *Creative Education*, 8, 1795-1802.
- Lukov, Val. A., Lukov, Vl. A. (2004). Thesaurus Approach in the Humanities. *Knowledge. Understanding. Skill*, 1, 93-100.
- Maslow, A. (1987). *Motivation and Personality*. N.Y, Addison-Wesley.
- McAdams, D.P. (2008). Personal narratives and the life story. In O.P. John, R.W. Robins, & L.A. Pervin (Eds.), *Handbook of personality, Theory and research*. N.Y., Guilford Press, pp. 242-262.
- Miquelon, P., Vallerand, R.J. (2006). Goal motives, well-being, and physical health, Happiness and self-realization as psychological resources under challenge. *Motivation and Emotion*, 30(4), 259-272.
- Ryan, R. M., Deci, E. L. (2001). On happiness and human potentials: A review of research on hedonic and eudaimonic well-being. *Annual Review of Psychology*, 52, 141-166.
- Ryan, R. M., Frederick, C. M. (1997). On energy, personality, and health, Subjective vitality as a dynamic reflection of well-being. *Journal of Personality*, 65, 529-565.
- Ryan, R.M., Deci, E.L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychology*, 55, 68-78.
- Ryff, C. D., Singer, B. (1998). The contours of positive human health. *Psychological Inquiry*, 9, 1-28.

- Seligman, M., Csikszentmihalyi, M. (2000). Positive psychology, An introduction. *American Psychologist*, 55, 5-14.
- Shutenko, E., Shutenko, A. (2015). Sociocultural Constructs of the Higher School's Innovative Potential. *Journal of Psychology and Behavioral Science*, 3(1): 44-49.
- Shutenko, E.N. (2015). Motivational and Conceptual Aspects of Student Self-fulfillment in University Education. *Procedia – Social and Behavioral Sciences*, 214(5): 325-331.
- Shutenko, E.N., Kanishcheva, M.A., Kovtun, J.J., Derevyanko J.P., & Shutenko, A.I. (2017). Provide students' self-fulfillment through the application of modern information technology in higher education. *Journal of Fundamental and Applied Sciences*, 9(1S), 960-970.
- Stipek, D. (Ed.). (1993). *Motivation to Learn: From Theory to Practice* (2d ed.). Needham Heights, MA: Allyn & Bacon.
- Tomlinson, T. (Ed.). (1993). *Motivating Students to Learn: Overcoming Barriers to High Achievement*. Berkeley, CA.: McCutchan Pub. Corp.
- White, M. & Epston, D. (1990). *Narrative means to therapeutic ends*. New York: Norton.
- Young, K. (1952). *Personality and Problems of Adjustment*. London: Routledge and Kegan Paul.

The Use of National Language in International Standard Schools in Indonesia: A Phenomenological Approach

Yulianto¹, Baby Poernomo²

¹ STIAMI Institute of Social Sciences and Management, Indonesia

² STIAMI Institute of Social Sciences and Management, Indonesia

² Corresponding Author

Abstract

This research was conducted to answer two questions namely how Indonesian language is taught and used in international standard schools in Jakarta and how the policies on the use of Indonesian language is implemented in international schools. This study uses qualitative method with phenomenological approach. Primary data were obtained from direct data sources by interviewing informants consist of school principals, teachers, parents, students and official of the Ministry of Education and Culture. Secondary data obtained from the results of previous review or research review. Reduction is done by classifying interview data and observation to the themes according to research objectives. Then the data presented in accordance with the presentation of qualitative data through narration. The results of this study indicate that up to the present time the educational policies on the use of Indonesian language in international standard schools are not specific yet so that it implies on the inability of the learners who study in international standard schools to speak in their own national language and to know their own culture. The findings provide directions for future research on the issues of character building in the Indonesian context with different approaches to be adopted. They would also be able to guide the government and other interested stakeholders on evaluating and specifying the regulations to be more detail so that immediate improvement can be taken and the vision and mission of national education can be achieved.

Keywords: National language, International standard school, Educational policies

Introduction

Since the period before independence, education in Indonesia has embraced what is called national curriculum. This curriculum develops in public schools ranging from primary, secondary, to high school. There was a negative issue that accused this curriculum of causing students as being shackled and only taught to absorb science-based subjects. This era of transboundary openness inevitably drives mankind to be more competitive in everything. Anyone who does not have special skills or specialties, surely he will be crushed in the tight competition of life. The challenge then triggered the parents to prepare their children from an early age with the best education. They do not hesitate to spend much money for the education of children in prestigious institutions. In line with that, the international standard schools are increasingly mushrooming in many cities of Indonesia. They determine high cost of tuition fee with the lure of more qualified skills and competitiveness. Therefore, the current international curriculum develops various global world standards in teaching and learning activities. The rapid development of the world requires a dynamic curriculum which can address the challenges of globalization. Finally an alternative education emerged that calls itself as an international school or national plus. These schools are now better known as collaborative education units (SPK) based on with the Decree of the Minister of Education and Culture No. 31 / 2014. They also have their own association under the Indonesian SPK schools. Currently, the number of SPK schools in Indonesia is around 400. The first language of the

teaching and learning activities in most international schools is English or Chinese. It depends on the foundation which established the schools.

Around 70% of learning participants of "international school" or SPK are Indonesian citizens, and the rest are foreigners. However, 70 percent of Indonesian children who study in the international schools were found to have difficulty in speaking Bahasa Indonesia. These become pros and cons in the community considering the language is closely related to the culture and identity of the nation. Most of the time, they speak Indonesian only in Indonesian language class, or when communicating with the driver and maid. Many international schools or the so called national plus schools in Jakarta even apply Indonesian as the third language used after English and Chinese with a composition of 40% English, 40% Chinese and only 20% Indonesian language. If this phenomenon is allowed, the younger generation will grow into citizens who do not recognize their own culture and language. The impact is that students have no psychological bond to the national language.

This research is aimed at answering the questions of how foreign languages are used as the language of instruction in international standard schools in Jakarta and what policies set by the government on the use of Indonesian language in international schools.

Literature Review

Language and National Identity

Most developing countries in South and Southeast Asia, especially in the post-independence period, were constantly confronted with the problems of ethnic and cultural diversity. The presence of competing ethnic and cultural groups in these countries generally means that the establishment of new nationhood requires the cultivation of a new national identity (Kuo 1985) and language plays an integral role in nation-building and identity formation in these multi-ethnic societies. Many studies of nationalism (Tarling 2004; Nair 2009; Lim, Gomes and Rahman 2009) and the emergence of nations have shown that a broadly shared language is the most significant and critical component in the successful building of a nation.

From the above explanation, it is known that language is a uniquely powerful instrument in unifying a population. However, some of the very features of language that give it this power under some circumstances, may, under other circumstances, become major sources of disintegration and internal conflict within a national system. While the development of a national language maybe highly conducive to the creation and strengthening of national identity, the deliberate use of the language for purposes of national identity may – at least in a multi-ethnic state – have more disruptive than unifying consequences (Kelman 1971, p. 21).

Anderson (1983), Gellner (1983), Greenfeld (1992), Hobsbawm (1990) emphasize the importance of language in the process of nation building. The use of learners' own languages for literacy and learning across the curriculum provides a solid foundation for basic and continuing education and for transfer of skills and knowledge to additional languages. This has been established by large-scale research in North America (Cummins 2009; Thomas & Collier 1997, 2002). Language as a communicative system varying among different populations is commonly acknowledged to function as an important symbol of group identity, often stimulating a natural sense of solidarity among communities sharing a single variety of speech and is sometimes deliberately manipulated to create feelings of belonging to populations larger than the local or the regional, and the significant establishment of fully extensive national identities in independent states (Simpson, 2007, p. 2).

Smith (1991, p. 7) states that we cannot understand nations and nationalism simply as an ideology or form of politics, but must treat them as cultural phenomena as well. That is to say, nationalism, the ideology and movement must be closely related to national identity, a multidimensional concept, and

extended to include a specific language, sentiments and symbolism. Therefore in Europe, it was language that played a pivotal role in providing the state with the means of developing a national identity and “sociocultural authenticity.” Language was used to give a nation a distinct identity that separated it from other nations (Ager 2001, p.14).

Language plays both a unifying and a separatist role. In multi-lingual societies, policy planners seek a common or national language to unify the population, but unless care is taken, the choice may cause conflict. Kelman says that language is a uniquely powerful instrument in unifying a population. However, some of the very features of language that give it this power under some circumstances, may, under other circumstances, become major sources of disintegration and internal conflict within a national system. While the development of a national language may be highly conducive to the creation and strengthening of national identity, the deliberate use of the language for purposes of national identity may – at least in a multi-ethnic state – have more disruptive than unifying consequences (Kelman 1971, p. 21).

If there is any cultural dimension that can transcend the ethnic and religious differences, and establish the bonds across ethnic lines that will provide a means for a sense of national identity, it is that of language. This is because it is language that enables a person to be culturally ethnically rooted and yet reach out communicatively to a national level. It provides the bridge between the segmental attachment and the civil ties of the nation” (Das Gupta 1968, p.19). The survival of a nation and the success of its drive towards nation state status are predicated upon the existence of language that its people can speak, and more importantly read and write. While it is important to be able to communicate effectively within the modern nation state, even more crucial to the manifestation of identity is the demarcation and boundary function which language can play (Gellner, 1994, p.57-62). Particular languages are associated historically with particular cultures; the languages provide the key to the associated cultures, and especially to their literature; the languages themselves cannot be fully understood otherwise than in the context of the cultures in which they are inextricably embedded; subsequently, language and culture are studied together (Mahadi and Jafari, 2012).

Educational Policies on National Language in Indonesia

Ki Hajar Dewantoro, the founding father of National Education of Indonesia said that education means the effort to promote the growth of character and intellectual which are intertwined to advance the perfection of life and livelihood of our children as generation of a nation.

Education is a fundamental human phenomenon in human life to deliver human children to the world of civilization. It is also a human existential guidance and authentic guidance, so that children recognize their unique identity, able to survive possessing and continuing or developing the previous generation's social heritage, to be built through reason and experience (Kartono 1997: 12). Law No. 20/2003 on National Education System states that national education is an education based on Pancasila (The Five Principles) and the 1945 Constitution of the State of the Republic of Indonesia which is rooted in the values of religion, national culture of Indonesia and responsive to the demands of the changing times.

The positive cognitive effects of using a familiar language of instruction include the ready construction of schemata for learning and the availability of prior knowledge in learning new content (Bloch, 2014; Benson, 2000; Collier and Thomas, 2004). In contrast, using a medium of instruction not understood by the learner significantly impedes learning (Diarra, 2003; Harris, 2011; Motala, 2013; Trudell and Piper, 2014). Faingold (2004) states that with regard to national language policy, important sources of information are official policy documents, the national constitution, and laws related to linguistic and cultural groups within the country.

In the International Conference of MDG's on Language, Education, and the Millennium Development Goals held in Bangkok, Thailand (2010), the participants were worried about the use of English or another foreign language as the language of instruction in education as it can cause students' confusion and do not understand the problem which leads to misunderstanding. As many scholars have pointed out (Heugh 2011), simply using a foreign language as a medium of instruction does not guarantee effective learning of that language.

Bahasa Indonesia as the official language of the country is mentioned in the 1945 Constitution of article 36. Indonesian as the language of national unity is implied in the Youth Pledge of October 28, 1928. The third point states "We, Indonesian youths profess to speak one language, that is Indonesian". The government policies related to the use of language of instruction in schools have been set forth in some regulations, namely Law No. 20/2003 on National Education System. In Article 1 paragraph 1 of the Law, it states that "Education is a conscious and planned effort to create a learning atmosphere and process so that learners actively develop their potential to have spiritual power of religion, self-control, personality, intelligence, noble character, and also the skills needed by themselves, the people, the nation, and the country.

Article 2 emphasizes that "National Education based on Pancasila (The Five Principles) and the 1945 Constitution of the Republic of Indonesia". Article 3 states that "National Education functions to develop the ability and form the character and civilization of the nation that dignified in order to educate the life of the nation, aims to the development of the potential of learner to be a human being who believes in God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and becomes a democratic and responsible citizen."

Chapter 7 of the National Education System Act describes the language of instruction that should be used in schools. Article 33 point (1) states that Bahasa Indonesia as the national language is used as the language of instruction in national education. Point (2) explains that regional languages or dialect can be used as the medium of instruction in the early stages of education if necessary in the delivery of specific knowledge and / or skills. Point (3) states that foreign language may be used as a language of instruction in a particular educational unit to support the ability of foreign language learners, while Article 50 Paragraph 3 of Law No. 20/2003 states that "The Government and / or regional governments shall organize at least one educational unit at all levels of education to be developed into an international standard educational unit."

Meanwhile, the Law of the Republic of Indonesia Number 24/2009 states about flags, language, and state symbols, as well as national anthems. Article 25 (1) The Indonesian language which is declared as the official language of the state in Article 36 of the 1945 Constitution of the Unitary State of the Republic of Indonesia derives from the language pledged in the Youth Pledge dated 28 October 1928 as a united language developed in accordance with the dynamics of the nation's civilization. (2) The Indonesian language as referred to in paragraph (1) serves as national identity, national pride, unifying means of various ethnic groups, as well as a means of communication between regions and intercultural areas. (3) Bahasa Indonesia as the official language of the country referred to in paragraph (1) shall serve as the official language of the state, the introduction of education, the national level communication, the development of national culture, the transaction and the commercial documentation, and the means of development and utilization of science, technology, art, and mass media language.

Meanwhile, article 29 (1) states that Indonesian language must be used as a language of instruction in national education. (2) The language of instruction as referred to in paragraph (1) may use a foreign language for purposes that support the ability of foreign language of the learners. (3) The use of Indonesian as referred to in paragraph (1) shall not apply to any foreign educational unit or special educational unit that educates foreign nationals. So, it means that Bahasa Indonesia is not used as the

language of instruction in foreign educational unit which all of the learning participants are foreign nationals. However, SPK schools consist of not only foreign nationals, but also Indonesian nationals and even have reached 70% in number. Another article which protects the national language is stated in Article 41 (1) stating that the government shall develop, nurture and protect Indonesian language and literature in order to keep its position and function in the life of society, nation and state, in accordance with the times.

As of December 31, 2014, through the Decree of the Minister of Education and Culture, regulations, a new regulation was issued. It stated that schools labeled internationally should be transformed into a Collaborative Education Unit (SPK), so that international schools originally reserved for foreign nationals can now accept Indonesian nationals, with a set of rules and curriculum determined by the government. There is no 'national plus' term, because this term is given by the schools and the community itself. Since then, there is also a rule that SPK schools should provide religious subjects, Indonesian language, and civic education.

Methodology

In this research, a phenomenology approach was adopted. Phenomenology is an approach to qualitative research that focuses on the commonality of a lived experience within a particular group. The fundamental goal of the approach is to arrive at a description of the nature of the particular phenomenon (Creswell, 2013). With roots in philosophy, psychology and education, phenomenology attempts to extract the most pure, untainted data and in some interpretations of the approach, bracketing is used by the researcher to document personal experiences with the subject to help remove him or herself from the process. One method of bracketing is memoing (Maxwell, 2013). A phenomenological study describes the meaning for several individuals of their lived experiences of a concept or a phenomenon. Phenomenologists focus on describing what all participants have in common as they experience a phenomenon (e.g., grief is universally experienced). The basic purpose of phenomenology is to reduce individual experiences with a phenomenon to a description of the universal essence (a "grasp of the very nature of the thing," (van Manen, 1990, p. 177). According to Jasper (1994:309), phenomenology considers that the "true meaning of phenomena be explored through the experience of them as described by the individual". Phenomenology is an inductive, descriptive research method. The task is to investigate and describe all phenomena including human experiences in the way these appear (Omery 1983:49). Phenomenology is a highly appropriate approach to researching human experience (Wimpenny & Gass 2000:1486) and it tries to uncover concealed meaning in the phenomenon embedded in the words of the narrative (Sorrell & Redmond, 1995 cited in Maggs-Rapport 2000:221). As a research method, phenomenology is a rigorous, critical, systematic investigation of phenomena (Streubert & Carpenter 1999:48). Those advantages make this approach suitable with my research.

The subjects in this study were chosen based on purposive sampling in which the technique of determining the informants is using certain criteria (Sugiyono, 2006), namely the informants who are part of the trial group studied. Data in this research consist of primary data and secondary data. The data were collected through the techniques of participant observation, in-depth interviews and documentation (Spradley, 1997, Salim, 2006; Kriyantono, 2008). Primary data were obtained from direct data sources by interviewing informants, consisting of 4 school principals to dig deeper their perspectives on the language policy set up by the government. Interviews were also conducted with 6 teachers to know more how the second language can be implemented as a medium of instruction. Ten (10) students aged 8 and 9 years old who study in Primary SPK schools were also interviewed to know their experience in implementing the second language as a medium of instruction in school. Six (6) parents consist of those whose children study in SPK schools' to get their perspectives on children's progress and achievement

and parents whose children studied in SPK schools before but then moved to the public schools. Interview was also conducted with an official of the Ministry of Education and Culture to dig deeper the policy set by the government on the use of foreign language as a medium of instruction.

Secondary data obtained from the results of previous review or research review. Participant observation was done by following the students' activities in class and outdoor activities. After the research data gathered, the authors performed the steps of reduction, display data, verification and conclusion (Sugiyono, 2006, Salim, 2006). Reduction is done by classifying interview data and observation to the themes according to research objectives. Then the data presented in accordance with the presentation of qualitative data through narration. After that, the data is then confirmed to see the validity before the conclusion is made. Researchers also used literature studies conducted by collecting materials from various books and related references. Library study is done by tracing data about the desired information through online media and through references to sources related to the research topic.

Findings And Analysis

The observations were conducted on 4 SPK schools, consisting of 2 English-based schools and 2 Chinese-based schools. From the observations, it is found that students in international standard schools are required to use English or Chinese as a language to communicate with their teachers and friends at school. These children also use English and Chinese in communicating with their parents. They only use Indonesian language occasionally when communicating with the driver or their maid. The results of the observation also prove that Indonesian language is limitedly used in international standard school or SPK. Even the Indonesian language is placed in the lowest order with the composition of English 40%, Chinese 40% and Indonesian 20% even though the learners of Indonesian nationals have reached 70%.

Not surprisingly, when students were asked to sing the national anthem, many of them still do not know it since they do not sing the song continuously. They also never perform flag hoisting ceremonies except on Indonesian Independence Day, which is only once a year. Only one out of four schools observed conducts a rule that every Wednesday teachers should wear Indonesian traditional costumes and students are asked to wear batik uniforms. This school also gives the lessons of Indonesian traditional music arts such as angklung from West Java, gamelan orchestra from Central Java, and kolintang from North Sulawesi as well as teaching Indonesian local dances, with the objective that although students are fluent in foreign languages, they still do not lose their identity as Indonesian nation.

From the interviews with students attending SPK schools, it is found that the four students have the ability to speak English at the above average. Currently they are also able to communicate in Chinese. Even one of them was seen to find difficulties in answering the questions in Bahasa Indonesia, so the interview should be done entirely in English although their parents are Indonesian passport holders. While the interviews were conducted to parents, it was found that most parents' wish to send their children to SPK schools so that they will master English and Chinese as their parents. They also believed that by sending their children to the SPK schools, they have prepared them as early as possible to continue their study abroad.

The learning system in SPK schools is very different from the Indonesian schools in general. In SPK schools the number of students is limited to only 20 to 25 in a class so that parents feel their children will get sufficient attention from the teachers. It is totally different from the public schools in which one class consists of 40 learners. When asked whether parents are not worried that children will lose their identity if schooling in a school with more foreign languages than in Indonesian, the Chinese Indonesians say that they are worried if their children living in the millennium and digital era cannot keep up with the outside world. In other words, foreign language is an asset if they want to exist in the global era. However, the researcher also interviewed parents who transferred their children from an SPK school to a public school

with the reason that in the first two years, their children showed great advances in both language and academic terms, but over time their academic achievement fell sharply.

The parents were also getting worried because their children learned more foreign culture than Indonesian culture in SPK schools. Moreover, the development of the given character was too global and did not touch the values of Pancasila. Even at the beginning, SPK schools did not provide the subjects of religion, citizenship, and Indonesian language whereas language has a very big role in the process of nation building.

Interviews with school principals indicate that the teacher recruitment system at SPK schools focuses on foreign language skills, such as English and Chinese. Teachers are also required to provide materials with a student-centered approach that provides opportunities for students to explore and actively participate in the teaching and learning process. That means, the education curriculum in SPK schools is implemented in which the school adapts to the needs of each child. Unlike the national curriculum that uses a single reference to apply to all students or one size fits all. Each of the existing SPK schools in Indonesia uses different curricula, but in general they all have student-centered characters. The system of education in SPK schools is based on research that the skills needed by our children will not necessarily be the same as the skills needed by us today. Therefore, in SPK schools, children are more encouraged to innovate or create something, and no longer just follow what is there now. They are encouraged to keep thinking ahead.

From the interview with the teachers of SPK schools, it was found that the Indonesian language is only used at the time of Indonesian subjects. For daily communication, students are encouraged to use English and Chinese. This is also similar to that delivered by the principals who mentioned that SPK schools were established with the aim of having advantages over regular national schools. One of the advantages is in terms of foreign language skills. In its implementation, an SPK school does not use an absolute curriculum. However, the curriculum is more than one, tailored to each subject and grade by referring to overseas universities. The ultimate goal of the use of these standards is to facilitate students who want to study abroad. From here we can find the difference in academic goals. When asked if there was a regular monitoring conducted by the government to SPK schools, the principals said that at the beginning of the school's establishment it was regularly monitored at least once in 3 (three) months, but now the frequency is decreasing.

Discussion

From the above data analysis, it is found that although the government has issued the Decree of the Minister of Education and Culture dated December 31, 2014 on the changing of status of schools labeled international into SPK, but the policies related to the use of foreign languages and Indonesian language in SPK schools still do not have standard as default. Some schools set their own language composition used as 40% English, 40% Chinese and only 20% Indonesian whereas Indonesian is a national language which is the identity of the nation as it is said by Ager (2001) that "It was language that played a pivotal role in providing the state with the means of developing a national identity and "sociocultural authenticity."

Language was used to give a nation a distinct identity that separated it from other nations. (Ager 2001, p.14), which of course has a very important role in the nation's development process as stated by (Tarling 2004; Nair 2009; Gomes and Rahman 2009) "and the emergency of nations have shown that a broadly shared language is the most significant and critical component in successful building of a nation. "In SPK schools English and Chinese serve as the language of instruction. This does not violate the existing regulations because it is in accordance with the Law of the Republic of Indonesia Number 24/2009, article (2) which states that the language of instruction as referred to in paragraph (1) may use a foreign language for purposes that support the ability of foreign language of the learning participants.

However, if Bahasa Indonesia as a national language is not given a balanced portion, it will lead to results that are not in accordance with the expected vision of education. Students who initially have good academic performance will gradually decline in academic achievement after learning so many foreign languages. This is in line with what was delivered by Heugh (2011) who states that simply using a foreign language as a medium of instruction does not guarantee effective learning of that language and using a medium of instruction not understood by the learner significantly impedes learning as stated by Diarra (2003), Harris (2011), Motala (2013), Trudell and Piper (2014).

The results of this study also give an idea that not all SPK schools provide the subjects of Religion and Civics Education. This is not in line with the Decree of the Minister of Education and Culture dated December 31, 2014 stating that all SPK schools should provide subjects of Religion, Indonesian Language, and Civics Education. This is inconsistent with Law No. 20/2003, Article 3 of the National Education System which states that "National Education functions to develop the ability and form the character and civilization of the nation with dignity in order to educate the life of the nation, aims to develop the potential of learners to become human beings who believe in God Almighty, have a noble character, healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible." It happened because of the unclear regulation on how the application of Indonesian language should be implemented, such as the mechanism of the teaching and learning processes, the hours provided per week and on what occasions students should communicate in Indonesian language. The government should clearly manage it in order not to trigger different interpretation.

The percentage of Indonesian language and culture is very small. Most SPK schools tend to introduce more foreign cultures than Indonesian culture. This proves that language cannot be separated from the culture as expressed by Mahadi and Jafari (2012) that particular languages are associated historically with particular cultures; the languages provide the key to the associated cultures, and especially to their literature; the languages themselves are not embedded in the context of the cultures in which they are inextricably embedded; subsequently, language and culture are studied together.

Conclusion And Recommendation

From the findings described above, it is seen that the policy of using the national language as the language of instruction at schools of SPK is not clear yet. On the Decree of the Minister of Education, it is only stated that all SPK schools should provide Bahasa Indonesia, Civics and Religion which aims to develop the ability and form the character and civilization of dignified nation in order to educate the nation, and aims to develop the potential of learners to become human beings who believe in God Almighty, have a noble character, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen. However, it is not mentioned how many percent Indonesian language should be used and how the mechanism to conduct all these subjects should be implemented, so confusion still emerges from the schools due to the unclear regulations. Therefore, learners who are fluent in foreign languages but do not understand the national language and culture of their own are still found. The lack use of Indonesian language in SPK schools has the potential to cause loss of national identity and out of the spirit of the national education system based on Pancasila and the 1945 Constitution. However, this does not mean that SPK schools should be abolished. However such schools have shown a new breakthrough for education in Indonesia. For future research, the researchers recommends to dig deeper the issues on character building in SPK schools in the Indonesian context with different approaches to be adopted.

REFERENCES

- Ager, Dennis. (2001). Motivation in Language Planning and Policy, ed. Terence Langendoes (Friday, 6 July 2001). *Multilingual Matter Series* Vol 119. <http://www.linguistlist.org/issues/12/12-1754.html>. Accessed 6 March 2018.
- Anderson, B. (1983). *Imagined communities: Reflections on The Origin and. Spread of Nationalism*. London: Verso
- Benson, C. (2000). The primary bilingual education experiment in Mozambique, 1993 to 1997. *International Journal of Bilingual Education and Bilingualism* 3, (3), 149-166. DOI: 10.1080/1367005000866770.
- Bloch, C. (2014). Growing young readers and writers: underpinnings of the Na'ibali National Reading-for-Enjoyment Campaign. In H. McIlwraith (Ed.) *The Cape Town Language and Development Conference: Looking beyond 2015*. London: British Council.
- Collier, V.P., & Thomas, W.P. (2002). Reforming education policies for English learners means better schools for all. *The State Education Standard*, 3(1), 30-36. Alexandria, VA: National Association of State Boards of Education.
- Collier, V., and Thomas, W. (2004). The Astounding Effectiveness of Dual Language Education for All. *NABE Journal of Research and Practice*, 2.1, 1-20. http://hillcrest.wacoisd.org/UserFiles/Servers/Server_345/File/Publications/ELL/Dual%20language%20survey.pdf. Accessed 11 March, 2016.
- Creswell, J.W. (2013). *Qualitative Inquiry & Research Design: Choosing Among the Five Approaches*. Thousand Oaks, CA: SAGE Publications, Inc. (pp. 77-83)
- Thomas, W.P., & Collier, V.P. (1997). Two languages are better than one. *Educational Leadership*. 55(4), 23-26. PDF
- Creswell, J. W. (2013). *Qualitative Inquiry & Research Design Choosing among Five Approaches* (3rd ed.). Thousand Oaks, CA SAGE.
- Cummins, Jim. (2009). Bilingual and Immersion Programs. *The Handbook of Language Teaching*. pp.159-181. Researchgate DOI: 10.1002/9781444315783.ch.10
- Das Gupta, T.K. (1968) **Influence of the pineal gland on the growth and spread of malignant tumors.** *Surg Forum*. 1968;19:83-84.
- Decree of the Minister of Education and Culture, Republic of Indonesia, 31 December 2014.
- Diarra, E. (2003). Choice and description of national languages with regard to their utility in literacy and education in Angola. In A. Ouane (Ed.), *Toward a Multilingual Culture of Education* (pp. 333-348). Hamburg: UIE.
- Gellner, Ernest. (1994) . "On Nationalism, in *Nationalism*" eds. NY : Oxford University Press, 1994, 57-62)
- Gellner, E. (1983). *Nations and Nationalism*. Oxford: Blackwell.
- Greenfeld, Liah (1992). *Nationalism: Five Roads to Modernity*. (Cambridge: Harvard University Press.
- Faingold, Eduardo .(2004). Language rights and language justice in constitutions of the world. *Language Problems & Language Planning* 28 (1): 11-24.

- Harris, P. (2011). *Language in Schools in Namibia: The Missing Link in Educational Achievement?* Monograph 1. Windhoek: The Urban Trust of Namibia.
- Heugh, Kathleen. (2011). Theory and practice – language education models in Africa: research, design, decision-making and outcomes. In Ouane, Adama & Glanz, Christine (eds) *Optimising Learning, Education and Publishing in Africa: The Language Factor. A Review and Analysis of Theory and Practice in Mother-Tongue and Bilingual Education in sub-Saharan Africa*, 105-156. Hamburg: UNESCO/Tunis Belvédère: ADEA. http://unesdoc.unesco.org/images/0021/002126/21_2602e.pdf
- Hobsbawm, E.J. (1990). *Nation and Nationalism since 1780 : Programme, Myth, Reality*. Cambridge ; New York : Cambridge University Press.
- International Conference on MDG's. (2010). *Language, Education, and the Millenium Development Goals. Proceedings*. Bangkok, Thailand.
- Jasper M.A.(1994).Issues in phenomenology for researchers of nursingJ Advanced Nurs191994309314 Google Scholar, Crossref, Medline, ISI. P.309.
- Joseph. A., Maxwell. (2013). *Qualitative Research Design: An Interactive Approach*. George Mason University, VA. Volume: 41. Series. SAGE Publications, Inc.
- Kartono, Kartini. (1997). *Tinjauan Holistik mengenai tujuan pendidikan nasional*. Jakarta: Pradnya Paramita.p.12.
- Kelman, H.C. (1971).Language as an aid and barrier to involvement in the national system. In *Can Language Be Planned ? Sociolinguistic Theory and Practice for Developing Nations*, ed. J Rubin, BH Jernudd, pp. 21-51. Honolulu: Univ. Press Hawaii.
- Kriyantono, Rachmat. (2006). *Teknik Praktis Riset Komunikasi*. Jakarta : Kencana. Prenada Media Group.
- Kompas 11 November 2010 pp 12 “Bahasa Asing Jangan Jadi Bahasa Pengantar” dengan judul tambahan “Bahasa Ibu Tentukan Keberhasilan MDG’s”.
- Kuo, Chao Lee. (1985). 'Taiepi Architecture after the Restoration of Taiwan ', in L.F. Wang, C.L. Lee and C.L. Kuo (eds) *Taiepi Architecture*. Taipei: Taipei Architects Association.
- Lim, Teck Ghee, Gomes, Alberto and Rahman, Azly. (2009). *Multiethnic Malaysia : past, present and future. Petaling Jaya Malaysia : Strategic Info Research Development. ; Kuala Lumpur : MIDAS, UCSI University, c2009*.
- Maggs-Rapport. (2000). Combining methodological approaches in research: ethnography and interpretive phenomenology. *JAN, Leading Global Nursing Research*, volume 31 issue 1. January 2000, p. 221.
- Mahadi, Tengku and Jafari, Moghaddas. S .(2012). Language and Culture. *International Journal of Humanities and Social Science* Vol. 2 No. 17. September 2012.
- Maxwell, J.A. (2013). *Qualitative Research Design: An Interactive Approach*. Thousand Oaks, CA: SAGE Publications, Inc. (pp. 135-136)
- Motala, S. (2013). South Africa: Making post-apartheid rights into realities. In Clive Harbor (ed.), *Education in Southern Africa*. London: Bloomsbury. Pp. 189-206.
- Nair, R.B. (2009). ‘The Search for a Universal Language of Governance’ in B. Arora, P.R. de Souza and A. Liberatore *Cultures of Governance and Conflict Resolution. European Union Publication: Brussels*, 60-68.

Nata, Abudin. (2012). Implementasi pendidikan karakter bangsa di sekolah. *Conference Paper* · November 2012 DOI: 10.13140/RG.2.1.2496.9368.

<https://www.researchgate.net/publication/299562436>

Omery, A. (1983). **Phenomenology: a method for nursing research**. *Advances in Nursing Science*. 1983;5:49-63

Salim, Agus. (2006). *Teori dan Paradigma Penelitian Sosial*. Yogyakarta: Tiara. Wacana

Simpson Andrew. (2007). (éd.) *Language and national identity in Asia*, 2007. pp 2.

Smith, Anthony D. 1991. *National Identity*. London: Penguin. p.7.

Spradley, James S. (2007). *Metode Etnografi*. Yogyakarta: Tiara Wacana.

Streubert, H., & Carpenter, D. (1999). *Qualitative Research in Nursing Advancing the Humanistic Perspective* (2nd ed.). Philadelphia, PA: Lippincott Williams & Wilkins. Pp 48.

Sugiyono. (2006). *Metode Penelitian Kuantitatif, Kualitatif dan R & D*. Bandung: Alfabeta. Thomas, W.P., & Collier, V.P. (1997). Two languages are better than one. *Educational Leadership*. 55(4), 23-26.

Trudell, B., and Piper, B. (2014). Whatever the law says: language policy implementation and early-grade literacy achievement in Kenya. *Current Issues in Language Planning* 15, (1), 4-21. doi: 10.1080/14664208.2013.856985.

Wimpenny & Gass. (2000). Interviewing in phenomenology and grounded theory: is there a difference? *JAN, Leading Global Nursing Research*, Volume 31, issue 6. June 2000 p.1486.

van Manen. (1990). *Researching lived experience: Human science for an action sensitive pedagogy*. New York: The State University of New York Press. p. 177.

Tarling. (2004). Southeast Asia Nationalism in Southeast Asia, By Nicholas Tarling, New York: Routledge, 2004. p. 273. Notes, Bibliography, Index. *Journal of Southeast Asian Studies* 38(03):585 - 587 · October.

Undang-Undang Republik Indonesia Nomor 24/2009 tentang Bendera, Bahasa dan Lambang Negara.

Undang-Undang Dasar RI 1945 pasal 36 tentang Ketetapan Peraturan Bendera, Bahasa dan Lambang Negara.

Undang-Undang Nomor 20/2003 tentang Sistem Pendidikan Nasional.

Teaching and Learning Business English: Challenges and Development Potential

Elena B. Grishaeva

Business English Department, Siberian Federal University, Krasnoyarsk, Russia

Corresponding author

ORCID ID: 0000-0001-9495-9631

Abstract

A polyphonic context of the University education has received increasing attention in recent years. Putting emphasis on Business English (BE) as a core element of the teaching / learning process features its greater role for future professionals. Being a provider of the current trends under globalization, BE targets at changes of unique selling propositions of the former undergraduates and at the same time manifest their growing capacity for the current labour market. In this social and economic context the spread of English has been reinforced by increased mobility associated with the development of the international higher education area. Using empirical methods to examine a range of assorted research phenomena, longitudinal analysis, social network analysis, and content analysis made possible to identify major working means in excelling the quality of the acquired skills and competences in BE. The results show that reflective writing can help develop analytical and critical thinking skills as well as personal and professional growth. Language skills are indispensable tools for completing common civic engagement tasks. Teachers embrace their multiple roles during the process of facilitating the socially situated practices of foreign language digital literacy. In addition, the selection of a methodology appropriate to the attainment of communicative competence requires an understanding of socio-cultural differences in styles of learning.

Keywords: Business English, university students, teacher professional development, digital literacy, communicative competence.

Introduction

Teaching and learning Business English turned to be a true challenge. Endless educational reforms in the Russian Federation suggest new ways of teacher professional development. Accordingly, responsibility of the high school educators and teachers of professionally centred English is to try to provide a transformative educational experience that prepares students for an uncertain future. Therefore, the objective of the paper is to take into account the reality and to reconsider graduates' expectations. It is critical nowadays for all stakeholders to comprehend that those young people who enter business schools and economic departments today will graduate in a world in which jobs will be subject to more change and uncertainty than ever before. Under the above mentioned attributes, we must help our students to understand and seize the opportunities that the future will present.

In the middle of 1990s, discussions on the English language and its functions in the sphere of higher education in the Russian Federation have been introduced into academic and ordinary usage. Considering a language and social structures as dynamic phenomena, and recognizing English being able to accommodate University graduates towards changing political, economic and social conditions, the teachers of English have always been fostering their potential development and societal needs via contributing into development of linguistic landscape at the university and business level.

However, empirical experience of many colleagues and former university students evidences ineffective manipulation with curricula and language programmes (Grishaeva, 2015). In pursuit of a distinctive style

and approach to how we educate our students, we need to think over whether the efforts match expectations of the majority of language users. University students consider their Business language awareness and Business English capacity, competences and skills as a powerful prerequisite for being ticked by their potential employers and a professional panel of experts searching for bright graduates. It goes without saying that English as a world language and an internationalised means of communication under globalization is on the educational agenda that develops a critical mindset by encouraging students to challenge their status quo and determine whether there are alternative and superior approaches to “business as usual”.

Having got aware of the core principles of professionally oriented education, university teachers must design Business English programmes in a way that they could unleash each participant’s sense of curiosity, develop their ability to deal creatively and collaboratively with real-world pressures and challenges. In the routine sense of the word, we, teachers of Business English, need to put emphasis on active engagement of our students to learning by doing, being involved and committed into peer learning process, say, to get them ready to practice a so-called “inclusive leadership”.

It is suffice a quick glance at these schematic guidelines to understand that methodology of teaching English needs at this particular time frame to comply with a set of multi-disciplinary approaches which should be taken into consideration while forseeing language functions at classes, and what is more – the on-going effects of the Business English learning. This is a tough task for all the stakeholders of a teaching-learning paradigm.

As far as it is required to study multifaceted aspects of a teaching-learning paradigm in a multi-disciplinary field of research, a global theme “Language and Society” is turning to be critical and important. Due to in the modern social, political and economic context, teaching and learning practices currently encounter new interpretations. Thus, educators are on a constant quest what characteristics would a globally competent student possess? What does this student know upon graduation day that a student without this sort of education does not? Potential answers might include the following: “a globally competent university graduate has a diverse and knowledgeable worldview; s/he comprehends international dimensions of his/her major field of study; communicates effectively in English for specific purposes and/or cross-culturally; exhibits cross-cultural sensitivity and adaptability; carries global competencies throughout life” (Russo; Osborne, 2017).

There is a room for one more remark: as language learning should take place in a multidisciplinary way, bypassing the barriers of traditional academic areas, teachers might challenge a choice of optimal and pragmatically induced way to practice Business English. One of the first decisions teachers also need to make is whether or not they prefer the traditional, one-on-one, real-time TPD (teacher professional development), in a classroom with students, or if they consider they can thrive professionally to the even more extent in a virtual environment. A.J. Wurr (2018) argues that one of the most effective approaches seems to mix both, “in a so-called “blended” arrangement, combining online, real-time, face-to-face interaction with off-line, asynchronous teaching and learning, which is often carried out via electronic platforms, in which course readings can be posted, questions posed, and written responses to the readings shared”.

In the course of Business English, the students of the Institute of Economics, Management and Environmental Studies of Siberian Federal University (Krasnoyarsk, Russia) are taught to consider social responsibility in their professional practice once they graduate the University and are employed by the company or organisation. In this connection, one of the thoughtfully formulated didactic approaches is connected with writing engagement. It is based on consensus, which is “emerging among scholars and practitioners on a recent definition of service-learning as a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach

civic responsibility, and strengthen communities” (Wurr, 2018, p.1). Many scholars insightfully observe that service-centred learning programmes are distinguished from other forms of experiential education by the emphasis put on reciprocity. The programmes in question primarily serve as greater opportunities for preliminary professional training and further career development for university students. Generalizing the point and supporting the Wurr’s standpoint, we are holding the view that service-learning aims at balancing community needs with student learning by fostering reciprocal and sustainable relationships between universities and communities.

Coming back to teaching students writing skills, it should be necessary to highlight that teachers need to have a detailed information not only about the writing product (texts, a popular topic in writing research, business letters), but also about the writing processes of how students compose and edit texts. Due to the paucity of information on essay / letter compositing / replies to the public and editing behaviours, there is a growing recognition of the importance of combining process and product data to understand and predict writing competence (Englund-Dimitrova, 2005).

Literature review

A constantly growing number of research evidences the crucial role that teacher professional development must play in systemic reform efforts. Thomas Deans (1999) described different kinds of writing that can accompany various service projects. A.J. Wurr (2018) recently claimed that writing remains one of the most practical and useful models in this field today. In his opinion, such academic texts as reports and reflective essays produced by students are still viewed as the best teacher. Moreover, expanding on the idea of questioning the roles and responsibilities of business, and exploring the ways that business can be a major part of the solution to public problems such as sustainability, climate change and poverty, writing different texts for community partners and local organizations intends to promote social changes in this respect. Finally, in a strict accordance with Lev Vygotsky’s theories of social interactionism in the process, students may involve into collaborative writing or different disciplinary projects implemented with community partners. As Byrnes (2011) stated on the shift towards community-based pedagogies in L2 teaching and learning, “The point is this: Language learning is no longer to be primarily of and in the classroom alone but of, with, and for ‘the community’” (p. 291).

The scale, scope and complexity of rapid technological transformation of day-to-day life has necessitated a rethinking of literacy pedagogy. Scholars are notoriously questioning themselves what it means to be literate in the 21st century. The answer is: to be literate today is being reshaped to include not only traditional literacies, that is, reading and writing in print-based environments, but also the knowledge, skills, and strategies needed for comprehending and communicating via new technologies.

Two decades ago a range of research (Loucks-Horsley, Stiles, & Hewson, 1996; Liebermann & McLaughlin, 1995; Little, 1993) has suggested that new models are needed to provide teachers with greater opportunity to access and discuss exemplary reform-based materials, co-construct and publish resources that reflect new teaching practices, and jointly create locally relevant solutions. Moreover, researchers anticipated that virtual professional communities for TPD and socialization could help teachers learn new skills and adopt new approaches that will facilitate their transition to reform-based practices. As M. Schlager (1997) states, the “goal of the Teacher Professional Development Institute (TAPPED IN) project is to help the education practitioner community understand the affordances of emerging Internet technologies and rethink their current TPD approaches to include innovative on-line community services and activities” (p.231). Accordingly, the term “multiliteracies” was coined by a team of literacy researchers in the New London Group (1996), referring to the literacies required of students amid the ever-changing landscape of emerging technologies.

Hence digital technology, artificial intelligence, and robotics came into play not so long ago, we can witness that we are entering a new era – sometimes dubbed the fourth industrial revolution, or Industry 4.0. In addition to emphasizing a broader concept of literacy, multiliteracy addresses the importance of cultural and linguistic diversity and multimodal representations. Similarly, as R.W. Black repeats after scholars of new literacy studies, that “from a socio-cultural perspective, reading and writing is comprised of plural literacies shaped by varying social contexts and cultural identities” (Black, 2008).

There is another aspect to be considered. Prior computer-assisted language learning studies have suggested that instructional affordances of social media can facilitate students’ exchange of ideas and sharing of knowledge, develop their academic identities as authentic writers, strengthen their awareness of audience and authorship, enhance their confidence in and motivation for writing, and ultimately promote their writing skills and language development (Ware, Kern, & Warschauer, 2016). Writing via social media is definitely beneficial for Business English learners because these tools can provide students with communicative opportunities to practice their English writing in authentic and motivating ways; to bridge their spoken English with a more academic form of written English. They can freely and critically voice their thoughts and reflect on the readings, and interact with peers in expressing disagreement with their arguments, demonstrating an impressive degree of reflection and thinking in a writing form.

Nowadays, along with the complex and integral skills in both written and oral communication and of the need for learners to have the experience of communication, to participate in the interpretation, expression, and negotiation of meaning, more comprehensive theories of language and language behavior appeared to replace those that had looked to the structuralism of the 1960-s and behaviorist psychology for support.

For Business language teachers a number of challenges occurred. Among them, for instance, there is a set of issues to be taken into consideration: how should form and function be integrated in an instructional sequence? What is an appropriate norm for learners? How is language proficiency to be measured?

Equally important, it requires a new focus on the University lecturers’ professional and communicative competences to ensure that they are standards based, data driven, and inclusive. Most importantly, their aims and objectives should be implemented and produce results in the form of tangible learning gains. Likewise, the stakes are much higher for today’s teachers and students. In this context, the power of good teaching matters more than ever. Lee Iacocca, former president and CEO of Chrysler Corporation used to argue that “In a completely rational society, the best of us would be teachers and the rest of us would have to settle for something less.”

In other words, teacher quality is the most important factor related to a student’s academic achievement. Today, teachers of professionally-oriented foreign languages are expected to provide their students with better instruction that meets an increasingly high bar for student performance. As a result, teachers’ roles and responsibilities have expanded greatly without a corresponding change in their education, training, support, or pay.

Another recent major change to teachers’ jobs involves the adoption of new, more rigorous standards resulting in a significant amount of work. They need to develop new curricula aligned to the standards. In many cases, this means that teachers must familiarize themselves with these new materials; in other cases, it means teachers are responsible for developing new curricula on their own.

New standards and policies have also been accompanied by evolving research about effective practice. For example, the push to ensure that all students meet high standards has driven a focus on new methods for differentiating instruction – identifying students’ varied needs, learning abilities, and interests and using the information to plan lessons adapted to suit this variety. Differentiation is now widely expected of teachers, as demonstrated by its inclusion in many of the frameworks that University authorities use the core prerequisite for the teachers’ qualification evaluation.

We have to confess that together with economic, policy, and pedagogy changes teaching turned to be an increasingly complex work. While many teachers are making incredible efforts to adapt to this new landscape, they cannot be expected to do it alone. The systems designed to select, educate, train, and support teachers must also change in order to support their efforts to keep pace with new, higher expectations for their work.

In our understanding, one of the brand logos of the teachers' training universities should be "Aiming high in admissions". The proposal is: to elevate the profession's status by carefully selecting potential teachers.

When it comes to selectivity, test scores and grades are not everything as many scholars argue. There are other skills and traits associated with teacher effectiveness. One of the most researched is grit, defined as "perseverance and passion for long-term goals." Studies showed that teachers with high levels of grit were more effective in the classroom and more likely to remain in the profession long term.

Other traits that are associated with increased teacher effectiveness are optimism, self-efficacy, and leadership orientation.

In the new social and economic context, one of the main challenges is the level of English language proficiency held by teaching staff and students. The findings of Costa and Coleman (2013) indicate that the faculties where English as a medium of instruction is most widespread are Economics and Engineering and that experience of teaching through the medium of English is positive.

In this connection, we would like to share the recent experience of the colleagues of ours working for Siberian Federal University (SibFU) in the city of Krasnoyarsk, Russia. We currently must prove abilities not only in traditional academic skills and achievements as well as demonstrate other traits closely associated with skilled teaching. For instance, to move forward with delivering lectures and tutorials, we are putting efforts into fostering extra skills in blended teaching. We are passing training for developing courses on the LMS Moodle and Mind platforms; then we must pass a difficult assessment before we are able to start teaching via distant educational platforms. At the end of this good practice experience, another rigorous assessment measures our applied skills through classroom observations and all the necessary papers examination and expertise.

The percentage for doctoral dissertations at SibFU written in English started growing.

Cultural competency is another critical skill that teachers need in order to work effectively with students. Many teachers are developing course books on cross-cultural issues in the Business context. They teach students from socio-economic, racial, and cultural backgrounds. Berns (1990), a sociolinguist, who has focused on norms in the teaching of English as an international language, stressed that the definition of a communicative competence appropriate for learners requires an understanding of the sociocultural contexts of language use. At the same time, University lecturers are elaborating instructional materials, pedagogical techniques, classroom management strategies, and effective and informative assessment designs.

Research Questions

Due to a steadily changing educational landscape, the role of English as one of the major subjects in the university curricula and Business English as a spreading medium of instruction for the students of the departments of economics and international management is boosting. However, there are still remarkable reasons to justify English / Business English and its impact for mobile and dynamic university graduates, capable to join global corporations and modern business enterprises and contribute professionally at their best level.

A quick summary of the materials in question lists the following main reasons to do this. First of all, there is a need to foster the international profile of the educational institution which assume abolition of

language obstacles, on the one hand, for the enrolment of foreign students and, on the other hand, to provide Russian students with challenging opportunities to join foreign universities and companies. The latter circumstance requires improvement in the global and cross-cultural competences of domestic students. The last but not least precondition for implementing this task into life is arranging recruitment contracts for visiting professors and other academic staff for lecturing at Russian universities. They will contribute greatly to adjust both English language proficiency and cross-cultural awareness of Russian students to the internationalised context.

Considering the above mentioned factors and the fact that a multilingual context where exposure to English is limited to the professionally-induced activities, this paper aims at exploring the challenges, attitudes and anxieties of Russian business students and their teachers towards Business English as a provider of further growth and development of recent University graduates.

Method

The literature on service-learning in TESOL has not only increased our collective understanding of engaged teaching and learning in diverse settings, but also demonstrated increased theoretical maturity by systematically applying empirical methods to examine a range of assorted research phenomena. Collectively, the research indicates that service-learning gives Business English Language Learners insight on the target Business culture, provides authentic speaking and listening situations, enhances literacy skills, and has a positive effect on retention.

Employing a combination of qualitative and quantitative research methodologies such as longitudinal analysis, social network analysis, and content analysis, Zheng's study suggested that students increased their participation in the online writing activities over time, with the most significant growth in participation occurring among English language learners. Students' participation in the online discussion also positively affected their writing test score, increased their language complexity, and generated deeper thinking and higher-level cognitive skills when writing about what they had read. Furthermore, student interactions with teachers and peers became more dynamic and intensive through the blogging activity. This learning community was no longer dominated by the instructor, but over time came to involve students as co-constructors of knowledge. This Social Media in the Writing Classroom and Beyond aligns with other new literacy research, which suggests that in interactive learning communities, all participants assume the role of both teacher and learner and, as a result, authority should not be seen as unidirectional (Black, 2008).

Although teacher responsibilities and roles may change as learner autonomy increases, combining teachers' direct instruction with an appropriate level of facilitation is necessary throughout the learning process. For example, Tomberg, Laanpere, Ley, & Normak's (2013) study of teacher control in a blog-based learning environment suggests that even in collaborative learning methods based on constructivist approaches, it is still essential for the teacher to retain control over learning activities to ensure that students benefit from self-directed learning. Instead of being a passive guide-on-the-side, teachers should embrace their multiple roles as co-inquirers, researchers, and instructors during the process of facilitating the socially situated practices of foreign language digital literacy.

In addition, the selection of a methodology appropriate to the attainment of communicative competence requires an understanding of sociocultural differences in styles of learning. Curricular innovation is best advanced by the development of local materials that, in turn, rests on the involvement of classroom teachers, as it was mentioned above.

The highly contextualized nature of communicative language teaching (CLT) is under scored repeatedly. It would be inappropriate to speak of CLT as a teaching method in any sense of that term as it was used in the 20-th century. Rather, CLT is an approach that understands language to be inseparable from

individual identity and social behavior. Not only does language define a community but a community, in turn, defines the forms and uses of language. The norms and goals appropriate for learners in a given setting, and the means of attaining these goals, are the concern of those directly involved. Related both to the understanding of language as culture in motion and to the multilingual reality in which most of the world population finds itself is the futility of any definition of a “native speaker,” a term that came to prominence in descriptive structural linguistics and was adopted by teaching methodologists to define an ideal for learners.

English entered the Russian educational field later than French or German. English is central nowadays in the curricula not only at the University level, but at the secondary school as well. Taking into consideration methodology of language teaching in the Russian Federation in a historical perspective, one should argue that there is no any other alternative to the so-called communicative approach neither in terms of emotional nor impressionistic perception. Speaking didactically, for more than 25 years a communicative approach had a purpose – to develop a communicative competence, i.e. ability to use language in the situation-induced context (Hymes, 1972; Klimova, 2014). Situation is a means of discourse stimulation, which improves discursive skill. In other words, this statement means attaining knowledge-based competence in languages – phonetical, grammatical, semantic, stylistic and syntactical. There is one more basic principle, which is connected with novelty that helps develop ability to paraphrase, to build a mechanism for linguistic combinations, to initiate utterances, to use a particular tempo of discourse, and especially – a speaker’s strategy and tactic (Lemaikina & Puzakov, 2004, p. 81).

However, one can face a multitude of views in current specialized literature which evidence a post-communicative approach to English language teaching (Klimova, 2014, p. 85). Scholars claim that communicative approach should not be overestimated in terms of its importance and results. In other words, it needs reconsideration. Linguists and teachers think currently about attaining a balance between conscious learning and teaching besides its unconscious acquisition. They claim that attention should be paid to accuracy, not only to speech fluency. They also emphasize the role of teacher in this educational process. They support the integration of all four-language skills, not only speaking. They stress knowledge of a foreign language, not only its communicative competence. What is more important, they understand language as an expression of social identity of a person, not only as a means of communication (Ibid.: 86).

Historiography of the communicative competence defined the following competences: linguistic, pragmatic, intercultural, strategic and discourse (Klimova, 2014, p. 86-87).

The linguistic competence involves knowledge of spelling, pronunciation, vocabulary, word formation, grammatical structure, sentence structure, and linguistic competence. It is important to stress that the linguistic competence plays a crucial role in communicative competence because it is impossible to conceive of a person being communicatively competent without being linguistically competent. If teachers start with communicative competence too early, without considering language accuracy, students can permanently fix serious language errors.

The pragmatic competence comprises two abilities: illocutionary competence (knowing how to use language when achieving certain goals in communication) and sociolinguistic competence (knowing what language to use in different setting or with different people).

The intercultural competence involves knowledge of intercultural conditions of language use such as courtesies and other rules.

The strategic competence is defined as the ability to cope in an authentic communicative situation, i.e. to be able to express oneself although there is a lack of the resources to do so successfully.

The discourse competence is the centre of all competences. Moreover, the other competences are carried out in it with the help of four language skills.

The language skills are both the aim (they are used in everyday communicative situations) and the means for the implementation of the communicative goal (they are used in the activities aimed at the acquisition of language means: vocabulary, grammar, pronunciation etc).

Language skills are traditionally divided into receptive (listening and reading) and productive (speaking and writing). According to the format of the communicative process, they are spoken and written. The aim of ELT is to use these skills in their integration. Research studies show that the productive language skills are developed least in ELT. The reasons for a lack of the development of the productive language skills are as follows:

- Teachers do not use the target language fully.
- Teachers do not integrate all four-language skills.
- Teachers pay little attention to the development of language functions.
- Teachers do not develop student's learning strategies.
- Students' negative approach to the target language; low motivation (Klimova, 2014, p. 88).

As we all understand, there is only one prerequisite leading to a complete change of increasing productive skills. As far as the methods are concerned, the most common is a method of practical activities: a method of drawing and conversation, a method of singing and reciting. There are many professionals advocating this method to be used in the kindergartens and pre-school classes. However, I personally do not believe in this method. Language should be a terrain for senses and meanings. Although controlled speaking, guided speaking and free speaking are systematically taught at school, students' proficiency level is far from desired.

What we do at the university level, we use the so-called method of task-based learning (TBLL), a stronger version of the communicative approach, which is supposed to enable students to solve real-world issues. There is a set of stages: pre-task activity, task, planning, report, analysis, and practice (Richards & Rodgers, 1986/2001). Practitioners, on the one hand, assess this method as having indisputable advantages (students can cooperate in groups, develop cooperative learning; prepare joint presentations, develop metacognitive skills such as the skills of critical thinking and reflection).

On the other hand, TBLL lacks in sensitivity to the social and cultural dimensions of language learning (Ortega, 2007; Klimova, 2014, p. 89). Furthermore, the naturalistic bias of TBLL has been deemed efficient for teaching basic grammar and vocabulary for the beginning level (Swan, 2005).

In addition, the teaching by CLIL (Content and Language Integrated Learning) can also be a solution at the university level.

Results and Discussion

Reflection is a structured opportunity for students to examine their experiences, observations, and thoughts critically, and to make connections to the course learning objectives. Reflective writing can help develop analytical and critical thinking skills as well as personal and professional growth. Effective reflection prompts clearly connect the service to course content; offer clear expectations and evaluation criteria; include feedback from both instructors and community partners; and include opportunity for students to analyze presumptions and theoretical concepts critically. There are many different models of reflection. The goal of each is to offer a guide for students to analyze and evaluate their service experience.

For example, the ABC model of reflection developed by M. Welch (1999) focuses on affective, behavioral, and cognitive learning domains. Community service and volunteerism may be new concepts for many ELLs. To help students learn these skills, we need to build their schema on service. When we learn service, we view service as a "living text," encouraging a Writing for Engagement student-centered,

ethnographic approach to research and writing, and the community as a source of knowledge and a place for learning much like a printed book or the library.

Another aspect of matching task complexity with learner proficiencies and abilities focuses on the language skills needed to complete common civic engagement tasks. For example, monitoring public events and issues requires students to understand distinctions between three sectors of society: public, nonprofit, and private; understand context for events and issues (e.g., what happened and why); and have the capacity to acquire and thoughtfully review the news by reading the local newspaper. Interacting with other citizens to promote personal and common interests requires the ability to understand social and political norms; articulate individual perspectives and interests; work with others to define common objectives; and create and follow a work plan to accomplish a goal.

Given the growing role of emerging technologies in education, it is essential for educators to understand how to effectively integrate a variety of social media into language classroom instruction. One of the most widely discussed affordances of the use of social media in writing instruction is the apprenticeship of students into collaborative research and writing discourse communities, which are typical in most professional and academic settings. Wikis, blogs, and cloud-based writing platforms, such as Google Docs, are examples of collaborative writing tools that allow multiple authors to create summaries, brainstorm, and build annotated bibliographies for academic research projects. Considering the increasing preference for utilizing social media to develop collaborative knowledge, conducting group research projects in English for specific purposes (ESP) settings is particularly beneficial. Such projects may help foster students' subject-specific knowledge, as well as broaden their information literacy skills.

In order to facilitate meaningful collaboration, teachers need to carefully design learning tasks that induce diverse phases (e.g., initiation, exploration, negotiation, co-construction stages) and forms (e.g., joint writing or parallel writing) of collaboration, in which authors share varying responsibilities and make contributions together. Furthermore, meaningful collaboration is also dependent on the clarity of a project's goals and guidelines for collaboration, and the sufficiency of training in peer review strategies. As cautioned by previous studies, the potential benefits of collaborative writing through receiving feedback and revisions may be futile for students engaged in the collaborative review process "without the necessary cognitive, metacognitive, and social understanding to make appropriate changes" to their writing in response to feedback (Myhill & Jones, 2007, p. 325).

As social media facilitates interaction among global interlocutors, teachers should provide students with the social and intercultural knowledge necessary to respond appropriately to the differing values, discourses, and practices utilized in diverse linguistic and cultural communities, where multinational participants frequently interact, and lead group discussions or assign research projects about the specific challenges and strategies for effective understanding and communication.

CLT is not concerned exclusively with face-to-face oral communication. Communicative principles apply equally to reading and writing activities that involve readers and writers in the interpretation, expression, and negotiation of meaning; the goals of learning depend on learner needs in a given context. CLT does not require small group or pair work. Group tasks have been found helpful in many contexts as a way of providing increased opportunity and motivation for communication, but classroom group or pair work should not be considered an essential feature and may well be inappropriate in some contexts. Finally, teaching for communication does not exclude a focus on metalinguistic awareness or knowledge of the rules of syntax, discourse, and social appropriateness.

The terms used to refer to the features of communicative teaching include "task-based," "interactive," and "process-oriented," "inductive-oriented" or "discovery-oriented." Immersion programs, study abroad, and content-based instruction of the kind sometimes found in professional courses for adults offer fuller and often privileged examples of opportunities to develop communicative competence. For

mainstream public education, however, a major hurdle in the widespread adoption of a more communicative approach has proven to be the attitudes, training, and practices of classroom teachers. Considerable resources are currently being devoted worldwide to respond to the need for language teaching to meet the communicative needs of learners in an increasingly global society.

The activities that typical successful high-level language learners are practicing include:

- Assessments
- Individualized study plan
- High-level courses
- Cross-cultural observation
- Sociolinguistic sophistication
- Contact with native speakers
- Time on task
- Formal language use (Leaver et al., 2005, p. 238).

Conclusions

It is not surprising that many teachers assign written reflections to help develop the students' writing skills and the teacher-researchers' ability to assess learning outcomes empirically.

Research conducted in these settings suggests that use of social media can help writers to sharpen their messages in response to comments and feedback from others and develop their identities as authentic writers (e.g., Lam, 2004; Black, 2008).

Teachers can also encourage students to develop their own e-portfolios, in which students collect daily writing activities through social media and record their own reflections on their writing. E-portfolios are useful for helping students to value their out-of-school literacy skills and to promote self-evaluation skills, as well as for enabling teachers to better assess students' challenges in writing and evaluate their writing development over time.

As the scholars claimed, finding every possible opportunity to develop and use formal language can be critical to the development of high-level skills. "The subtleties of formal language that are needed for writing for publication, editing, negotiating effectively, truly controlling the conversational partner, adapting speech and writing to the audience. These are often skills that not even every native speaker has; they are the skills that are generally developed by native speakers and foreign-language learners, as a result of experience and meeting the linguistic requirements of higher education" (Leaver et al., 2005, p. 242).

A reform of goals, materials, and assessment is insufficient to represent a true change not only in theory but also in classroom practice for language teaching. To experience and practice the ways of integrating communicative experiences into their lessons for both beginners and advanced learners, attention needs to focus on increased opportunities for both preservice and in-service teachers. Teachers' collaboration with institutional support is essential to promote and sustain mutual involvement, reciprocity, innovation, and change.

Shaping the direction of language teaching and learning in the Russian universities, we used diachronic analysis of dominant concepts and procedures in the field of learning and acquisition of foreign languages. As we have featured, the picture is full of eclectic approaches towards multifaceted teaching / learning practices. In stark contrast to the statement that only communicative method brings results, the majority of individuals, as it was shown in the recent studies, learnt from either grammar-based or audiolingual methods (Leaver & Atwell, 2002, p. 236).

Moreover, other lingvo-didactic methods, such as the Grammar-Translation Method / the Direct Method also have been working efficiently in different periods. We are sharing arguments of B. Hunter and R. Smith who claimed that there is a tendency to assign method labels to bounded periods of history of teacher training and a foreign language learning in many countries. Teachers should realize that communicative approach does not address a strict prescription. Due to its "over-methodisation", communicative approach is worth being unpackaged and got free from over-static, over-simplified notions. All didactic methods and approaches should be reconsidered as being a "store house" or "treasure chest" of history, "removing the labels on method packages and unbundling them, all in the service of recovering the professional past and recycling it as a complex and usable resource for the present" (Hunter & Smith, 2012, p. 430).

As M.C. Pennington and H.D. Brown argued, one of the most invigorating things about teaching is that a teacher never stops learning. Every time s/he walks into a classroom to teach Business English, for instance, s/he faces an endless number of questions to answer, problems to solve, issues to ponder. If s/he is a growing teacher, s/he learns something. Teachers "find out how well a technique works, how a student processes language, how classroom interaction can be improved, how to assess a student's competence, how emotions enter into learning, or how teaching style affects learners. The discoveries go on and on - for a lifetime. As you embark on this journey into the teaching profession, how can you best continue to grow professionally and how can you most fruitfully meet the challenges that lie ahead? Are there some practical goals that you can pursue?" (Pennington, 1990, p. 150; Brown, 1994, p. 425).

The goals the teacher had set could provide a continuing career growth for many years as you strive for a better job of teaching. There is the only precaution: a teacher should not expect to become a "master" teacher overnight. If you try to focus on everything in the classroom all at once (all the management issues, techniques, delivery, body language, feedback, individual attention, lesson goals and mid-lesson alterations), you may end up doing nothing well. In due course of time, however, the abundance of cognitive / emotional phenomena in the classroom will be sufficiently automatic (Brown, 1994, p. 426).

Alastair Pennycook's statement, taken from his very stimulating essay on language teaching, power and politics has stunned me very much. According to him, teachers are "transformative intellectuals" who must see themselves 'as professionals who are able and willing to connect pedagogical theory and practice to wider social issues, and who work together to share ideas, exercise power of the conditions of our labour, and embody in our teaching a vision of a better and more human life' (Pennycook, 1989, p. 613).

Another deep insightful statement draws attention: "Teaching is a political act". It means that you have a set of beliefs about how the people of this world should behave toward one another. You have convictions about the quality of life, the shape of liberty, and the pursuit of happiness. You are engaged in a political, empowering act when you teach English. You will no doubt be very careful not to push a particular "philosophy" or morality on your students, but you will nevertheless be acting from your deepest convictions when you teach people to speak tactfully, to negotiate meaning harmoniously, to read critically, and to write persuasively.

You are not merely a language teacher; you are an agent for change: change from competition to cooperation, from powerlessness to empowerment, from conflict to resolution, from prejudice to understanding (Brown, 1994, p. 441-442).

Pragmatically oriented consumerist concept of higher education matches the interests of business circles which integrated universities into a 'free economy market'. Universities of innovative type are puzzled with language issues, namely, they try to figure out what language policy to implement in order to gain efficient results; how to explain success of one group of students acquiring English and failure of another one; why some language programmes are better than the other ones.

The study has examined attitudes and understanding held by university students towards Business English and their anxiety about the use of it after University. The study also shows that a concept of deroutinisation of teaching a professionally oriented English makes sense for advanced and challenged teachers nowadays. They visualise it as a basic principle in shaping educational content and adopting learning material to the needs of the internationalised communication. The core elements of the learning paradigm is defining the aims and further translating them into a set of objectives.

Due to the adjustments Business English acquisition to the requirements of the globalised professional communication, it was challenging for the study to focus and discuss the scope of concepts of multicompetences and multiliteracies necessary for teachers and learners of Business English. The analysis has shown that the holistic approach can provide deeper insights into relationships between language learning and pedagogical implications, reducing graduates' anxiety of getting a job under uncertain future and fostering their linguistic creativity and excellence as a resource.

References

Binbin Zheng, Soobin Yim, and Mark Warschauer (2018). Social Media in the Writing Classroom and Beyond. The TESOL Encyclopedia of English Language Teaching, First Edition. Edited by John I. Lontas (Project Editor: Margo DelliCarpini). John Wiley & Sons, Inc. DOI: 10.1002/9781118784235.

Black, R. W. (2008). *Adolescents and online fan fiction*. New York, NY: Peter Lang.

Byrnes, H. (2011). Perspectives. *The Modern Language Journal*, 95(2), 291-307. doi.10.1111/ j1540-4781.2011.01181.

Costa, F., & Coleman, J.A. (2013). A survey of English-medium instruction in Italian higher education. *International Journal of Bilingual Education and Bilingualism*, 16(1), 3-19. doi:10.1080/13670050.2012.676621.

Deans, T. (1999). Service-learning in two keys: Paulo Freire's critical pedagogy in relation to John Dewey's pragmatism. *Michigan Journal of Community Service Learning*, 6(1), 15-29.

Englund-Dimitrova, B. (2005). Combining product and process analysis: Explicitation as a case in point. *Bulletin suisse de linguistique appliquée*, 81, 25-39.

Grishaeva, E.B. (2015). Changes and Challenges of Modern Society: What It Takes to Reach a Near-Native Level of Foreign Language Proficiency. *Journal of Siberian Federal University. Humanities & Social Sciences*, 11 (8), 2331-2340. DOI: 10.17516/1997-1370-2015-8-11-2331-2340.

Hunter, D. and Smith, R. Unpackaging the past: 'CLT' through ELTJ keywords (2012) *ELT Journal*, 66/4, pp. 430-439. doi: 10.1093/elt/ccs036

Hymes, S. (1972). On communicative competence. In J.B. Pride, & J. Holmes (Eds.), *Sociolinguistics*. Harmondsworth: Penguin.

Klimova, B.F. (2014). Detecting the development of language skills in current English language teaching in the Czech Republic. Elsevier: *Procedia – Social and Behavioral Sciences* 158, 85-92.

Lam, W. S. E. (2004). Second language socialization in a bilingual chat room: Global and local considerations. *Language Learning & Technology*, 8, 44-65.

Leaver, B.L. and Atwell, S. (2002). Preliminary qualitative findings from a study of the processes leading to advanced professional proficiency level (ILR 4). In B.L. Leaver and B. Shekhtman (eds.), *Developing professional-level language proficiency* (pp.260-279). Cambridge: Cambridge University Press.

Leaver, B.L., Ehrman, M., and B. Shekhtman (2005). *Achieving Success in Second Language Acquisition*. Cambridge: Cambridge University Press. 265 p.

Lemaikina, L.M.; Puzakov, A.V. (2004). Teaching methods of the foreign languages for the university students (majoring in Psychology). *Scientific Journal of Mordovia University*, 1/2, 80-82, in Russian.

Liebermann, A., & McLaughlin, M. (1995). Networks for educational change: Powerful and problematic. In M. McLaughlin & I. Oberman (Eds.), *Professional development in the reform era*. New York: Teachers College Press.

Little, J. (1993). Teachers' professional development in a climate of educational reform. *Educational Evaluation and Policy Analysis*, 15(2), 129-151.

Loucks-Horsley, S., Stiles, K., & Hewson, P. (1996). Principles of effective professional development for mathematics and science education: A synthesis of standards. NISE Brief I (1), Madison, WI: University of Wisconsin.

Myhill, D., & Jones, S. (2007). More than just error correction students' perspectives on their revision processes during writing. *Written Communication*, 24(4), 323-43.

New London Group. (1996). A pedagogy of multiliteracies: Designing social futures. *Harvard Educational Review*, 66(1), 60-92.

Ortega, L (2007). Participation, acquisition, and in-betweenness as metaphors for L2 learning. *Plenary address delivered at the 1st Combined ALANZ-ALLAA Conference* (Applied Linguistics Association of New Zealand & Applied Linguistics Association of Australia), Auckland, December 2-4.

Richards, J.C. & Rodgers, T.S. (1986/2001). *Approaches and Methods in Language Teaching* (second edition). Cambridge: Cambridge University Press.

Russo, S.L. & L.A. Osborne. The Globally Competent Student. Retrieved from <http://www.aplu.org>international-programs>.

Savignon, S. (2018) Communicative Competence. *The TESOL Encyclopedia of English Language Teaching*, First Edition. Edited by John I. Lontas (Project Editor: Margo DelliCarpini). © 2018 John Wiley & Sons, Inc. Published 2018 by John Wiley & Sons, Inc. DOI: 10.1002/9781118784235.

Schlager, M. & Schank, P.K. (1997). TAPPED IN: A New On-line Teacher Community Concept for the Next Generation of Internet Technology. In R. Hall, N. Miyake & N. Enyedy (Eds.) *Proceedings of Computer Support for Collaborative Learning '97 (cscl '97)*. CRC Press. 328 p.

Swan, M. (2005). Legislation by hypothesis: the case of task-based instruction. *Applied Linguistics*, 26, 376-401.

Tomberg, V., Laanpere, M., Ley, T., & Normak, P. (2013). Sustaining teacher control in a blog-based personal learning environment. *The International Review of Research in Open and Distance Learning*, 14(3), 109-33.

Ware, P., Kern, R., & Warschauer, M. (2016). The development of digital literacies. In P. K. Matsuda & R. K. Manchón (Eds.), *Handbook of second and foreign language writing* (pp. 307-28). Berlin: De Gruyter Mouton.

Welch, M. (1999). The ABCs of reflection: A template for students and instructors to implement written reflection in service-learning. *Of Internet NSEE Quarterly*, 25(2), 1, 23-25.

Wurr, A.J. (2018). Writing for Engagement. *The TESOL Encyclopedia of English Language Teaching*, First Edition. Edited by John I. Lontas (Project Editor: Margo DelliCarpini). John Wiley & Sons, Inc. DOI: 10.1002/9781118784235.eelt0520

Zheng, B. (2013). Social media and classroom writing: Participation, interaction, and collaboration (Doctoral dissertation). University of California, Irvine.

WILEY

Developing Attitude Scale and Determining Its Psychometric Qualities in Learning Grammar

Prof.Dr. Ahmet Pehlivan¹, ssoc.Prof.Dr. İbrahim Seçkin Aydın², Dr. Gizem Uyumaz³

¹ Dr. Eastern Mediterranean University Education Faculty , Eastern Mediterranean University Education Faculty Famagusta Cyprus (TRNC)

² Dr. Dokuz Eylül Universty Buca Education Faculty , Dokuz Eylül Universty Buca Education Faculty İzmir/ Turkey

³ Dr. Giresun Universty Education Faculty ,Giresun Universty Education Faculty Giresun/Turkey

Abstract

Grammar has always been the leading concept that is discussed both linguistically and educationally in history. Placing linguistic aspect on one side, how much and how grammar should be taught and the relationship of grammar with language skills are the topics that dwelled on most in educational environments. Attitude, which is one of the basic variables of teaching process, also has an important place in this matter. Attitudes towards grammar are needed for students to adjust their feelings about the content of grammar and their eagerness to learn these. Although there are tools in literature to measure attitudes towards language skills, there are not many attitude scales about grammar. The purpose of this research is to develop a standard measurement tool that scales the attitudes of secondary school students towards learning grammar. During the development of the scale, a group of 360 students from 6th, 7th and 8th grades have been included in the application. After presenting the articles to students in five point Likert, the collected data first underwent an exploratory factor analysis. The Cronbach Alpha Internal Consistency coefficient that has been calculated to determine the reliability of the scale that has been collected in three factors has been found 0.914. After that, confirmatory factor analysis has been applied and a valid and reliable measurement tool has been achieved. The developed scale can be considered an important measurement tool that can be utilized in researches that will be conveyed about learning and teaching processes aimed at grammar.

Keywords: Grammar, Attitude, Scale Development, Attitude Scale

Introduction

Although grammar is now an essential part of teaching native language, there has been an ongoing debate about the definition and extent of grammar and its place in teaching (Andrews, Beverton, Locke, Low, Robinson, Torgerson & Zhu, 2004; Gelderen, 2006; Watson, 2012). For this reason, implementations regarding its place in teaching, its extent and the teaching approach vary in different countries.

The necessity of grammar in teaching the native language has an important place in the debate surrounding the teaching of grammar. The fundamental aspect of the debate about the necessity of teaching grammar in teaching language is whether grammar contributes to the student's academic success and life achievements. In this respect, there are two different points of view. The first is that understanding grammar has little to effect on learning and using language, while the second is the argument that grammar is useful in learning language. Some findings in the literature, particularly the studies about improving reading and writing skills, suggest that teaching grammar contributes to the development of native language skills, while other findings suggest that teaching grammar has minimal contribution (Hillocks, 1984; Hillocks & Smith, 1991; Gelderen, 2006; Walker, 2011; Hudson & Walmsley, 2005; Wyse, 2001; Bralich, 2006; Andrews et al., 2004; Andrews, 2005; Funke, Wieland, Schöenberg & Melzer, 2013). Andrews et al. (2004) analyzed the studies investigating the effects of teaching grammar on

improving writing skills in English speaking countries and came to the conclusion that grammar has almost no effect on writing skills. Wyse (2001: 422), stated that the findings of international studies indicate that in secondary education, grammar does not improve students' written expression skills and in fact reduces their motivation. Funke et al. (2013) found in their study on German students that syntax grammar analysis did not have an effect on pronunciation and reading comprehension. Although, there are studies in the literature that claim that grammar has no contribution to improving native language skills, there are also findings and claims that it does lead to an improvement. Hudson and Walmsley (2005) investigated the historical development of grammar education in England and supported the assertion that knowledge of language improves language skills. Tordior and Wesdrop (1979) investigated 53 studies concerning the effect of grammar on native language skills and they found that grammar education is quite effective, particularly on teaching writing (as cited in Gelderen, 2006: 49). Jones, Myhill and Bailey (2013), in their study which investigated the effect of contextual grammar education on writing performance, reported results that were in favor of the experimental group. It has been found that the education which teaching "verb" in both explicit education and implicit education to primary school students has an impact on writing success (Negro & Chanquoy, 2005).

The common ground of all these efforts regarding grammar education is to make students competent at native language skills and to prepare them for their everyday lives and academic life in this respect. The purpose of every effort and debate in teaching grammar is to support students' comprehension and expression skills, while also increasing their competence in their native language. At this point, along with the claims that it has effects on reading and writing skills, another subject of debate is whether learning grammar has an effect on student's speaking and expression. The fact speaking correctly has taken on a theoretical dimension nowadays. Modern linguistics criticizes the concepts of form and accuracy in teaching grammar and considers this political and about perception (Watson, 2012; Peterson, 2010).

Another dimension of the debate about grammar education concerns how and how much the subjects should be taught. At the heart of how it should be taught lies explicit or implicit education (Gelderen, 2006). Explicit education involves the direct teaching of grammar subjects, whereas implicit education teaches with the anticipation method. Also, different models about linguistics and pedagogy may determine the extent and approach. For example, all rules are taught directly in traditional grammar, whereas language attitudes are not included. In the systematic functional grammar approach, functions of language are featured. In the language awareness approach, knowledge of language is important. All the subjects, language usage areas and a scope which includes language attitudes are delivered via explicit education (Hudson & Walmsley, 2005). Anticipation is important in the constructivist approach (Güneş, 2013a).

There is not a general consensus regarding what should be taught in grammar lessons. Theories aimed at grammar teaching in terms of content are grouped under two main topics: prescriptive and descriptive grammar. Prescriptive grammar is based on written language, it focuses on whether one language form is superior to another, as well as on accuracy and fallacy. Descriptive grammar, on the other hand, involves the usage of convenience and clarity of any language; for this reason, the status of a language is taught in accordance with social and historical facts. Accuracy and fallacy are evaluated in the usage of a language. Both written and spoken languages are featured (Peterson, 2010:3-4). Instead of every grammar rule, subjects that help students improve their native language skills are taught at schools and a classification other than philology is implemented (Güneş, 2013b).

In addition to what, how and how much should be taught, approaches to teaching grammar, perception, beliefs and attitudes have important roles in teaching native language. In fact, one aspect of the debate

about the necessity of teaching grammar, and what, how and how much should be taught concerns the belief, perception and attitudes in teaching grammar.

The manner in which grammar is perceived by policy makers, teachers, students and even by parents, as well as their beliefs and attitudes are important for the teaching of grammar and revealing its content and the teaching approach (Wyse, 2006; Andrews, 2005; Bralich, 2006; Walker, 2011; Jones, Myhill & Bailey, 2013; Watson, 2012; Peterson, 2010; Fontich & Camps, 2014). In particular, the attitude, belief and perception of the student have a major impact on learning grammar. Güneş (2013a) stated that the findings of the research about grammar education in Turkey show that grammar education generally involves making students memorize grammar rules, and the psychology of the student is ignored, thus leading them to fear the subject. The findings of the study of Anılan (2014) about determining the practices of primary school teachers' grammar teaching revealed that perception, belief and attitudes have relationship with in-class practices. Similar findings have also been found in international studies. Yarrow (2007: 180) stated that students exhibited apprehensive, nervous and unsure emotions and that 4th graders consider grammar difficult to understand. Harris (1962: 51-52), in his study which evaluated the effect of teaching grammar in writing, found that grammar is demotivating for students and is ranked last in terms of popularity according to students. Watson (2012; 2015b) stated that the belief of teachers in grammar education has an important role in directing in-class practices. Yarrow (2007) stated that preservice teachers consider grammar confusing and difficult to understand. Regarding all these findings, determining student attitudes towards grammar education will contribute to the success of grammar education and enable it to be implemented in a more effective manner.

Reviewing the literature on attitude, perception and belief regarding grammar and grammar education in schools, it has been found that the perceptions and beliefs of teachers or preservice teachers towards grammar are mostly analyzed (Watson, 2012; 2015a; 2015b), and some of these are about the attitude of grammar education when learning a foreign language (Pazaver & Wang, 2009; Phipps & Borg, 2009; Süzer, 2007; Ezzi, 2012; Samad & Nurusus, 2015). However, studies about grammar education in native language generally take the form of qualitative studies that evaluate belief. Some of the studies about perception and attitude towards grammar include: Pauwels and Winter (2006) investigated the attitudes of form teachers in Australia as "guardians of grammar" and "social language reform agents" towards the use of third-person singular pronouns in English; Pazaver and Wang (2009) studied the perception of Asian students in ESL classes in Canada; Phipps and Borg (2009) investigated the belief of English teachers in Turkey about teaching grammar and the anxiety in implementation. Akay and Toraman (2015) developed an attitude scale with two dimensions in their study, which investigated the attitudes of university students in Turkey towards grammar while learning English. Watson (2015a) identified the conceptual and evaluative beliefs of native language teachers in grammar education by using observation and interview techniques. Uysal and Yavuz (2015) analyzed the attitudes of English teachers in terms of the necessity of grammar education as well as how and how much the subject should be taught via open ended questions. Watson (2012), in his interview study, specified the concept of grammar, the effect of teaching on it and the attitudes and beliefs of native language teachers. In some parts of the study that investigated what New Zealand primary school teachers in New Zealand knew and believed about grammar and grammar education, the perception of primary school teachers regarding their own grammar knowledge, how it is acquired and how it should be taught were evaluated via the interview technique.

As can be understood from the above findings, the majority of studies about belief and attitude towards grammar in native language education are focused on teachers. Nowadays, native language education is centered around the learner more than the education. As students are active in learning in these approaches, it is important in native language education to understand the attitude of students towards

learning grammar. Therefore, developing an attitude scale with specified psychometric qualities which can reveal the attitudes of students towards grammar will be a valuable contribution to the literature. The purpose of this study is to develop an attitude scale that determines the attitude of secondary school students towards grammar education.

Method

Research Model

This research is a descriptive research that aims to develop an Attitude Scale About Learning Grammar and to determine its psychometric qualities.

Study Group

Data were collected from two groups within the scope of the study. The first group participated in the exploratory factor analysis during the development of the scale. As the tryout form of the scale has to be applied on a group which includes at least ten times the number of participants that the number of items (Kline, 1994), considering possible lost data and extreme values, it has been applied on a total number of 360 people. After the removal of one participant who had an extreme value, the information about the participants of this group, and the information about the participants (after the removal of two participants who had extreme values) of the second group who participated in the confirmatory factor analysis during the development of the scale has been shown in Table 1.

Table 1. Demographic information on the study groups

Variable	Category	Group 1 (EFA)		Group 2 (CFA)	
		f	%	f	%
Gender	Girls	186	51.8	134	45.0
	Boys	172	47.9	164	55.0
	Lost Data	1	0.3	0.0	0.0
	Total	359	100.0	298	100.0
Class Level	6 th	183	51.0	71	23.8
	7 th	96	26.7	163	54.7
	8 th	67	18.7	62	20.8
	Lost Data	13	3.6	2	0.7
	Total	359	100.0	298	100.0

When Table 1 is analyzed, it can be seen from the first group that 186 (51.8%) of the students were female, 172 (47.9%) of them were male, 183 (51%) of them were 6th graders, 96 of them (26.7%) were 7th graders, and 67 (18.7%) of them were 8th graders. In the second group 134 (45%) of the students were female, 164 (55%) were male, 71 (23.8%) were 6th graders, 163 (54.7%) were 7th graders, and 62 (20.8%) were 8th graders.

Data Collection Tool

The purpose of this study is to develop the Attitude Scale About Learning Grammar, which aims to determine the attitudes of secondary school students towards learning grammar. In this context, a literature review has initially been conducted. Subsequently, a group (n=26) of secondary school students were asked to write a composition which revealed their emotions, thoughts and attitudes towards learning grammar. The written compositions have been analyzed and expressions of the students have been converted to attitude expressions. In the light of the literature search, a preform consisting of 42

items has been created by based in the compositions that the students wrote. For the written items, three measurement and evaluation experts and three Turkish language experts have been consulted. Based on their suggestions, the decision was made to modify some of the items, whereas nine items (4, 11, 22, 25, 27, 33, 34 and 37) have been removed from the tryout form. After these alterations, a total of 33 items were included in the pretesting application of the scale.

The Attitude Scale About Learning Grammar that has been developed within the scope of this study is a 5-point Likert-type scale. The expressions used in the evaluation of the scale are “strongly disagree”, “disagree”, “agree reasonably”, “agree” and “strongly agree”.

Data Analysis

Before starting the analysis, negative items have been reverse-coded and missing values have been assigned a mean. In order to state the construct validity of the developed scale, the data obtained from one group were analyzed by exploratory factor analysis, and then the data obtained from a different group were analyzed by confirmatory factor analysis. In the data collected to perform exploratory factor analysis, the participant with informant number 347, and in the data collected to perform confirmatory factor analysis, the participants with informant numbers 100 and 207 have been found to be extreme values and these participants were therefore removed from the data sets. The reliability of the scores obtained by implementing the scale in two different groups has been determined by calculating the Cronbach’s alpha internal consistency coefficients.

Findings

Before the exploratory factor analysis was performed to determine the construct validity of the developed scale, Kaiser-Meyer-Olkin and Bartlett’s Test of Sphericity were applied in order to test the convenience of sample size for factorization. The test results have been presented in Table 2.

Table 2. Kaiser-Meyer-Olkin and Bartlett’s Test of Sphericity results

<i>KMO and Bartlett Tests</i>		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy		0.908
Bartlett’s Test of Sphericity	Chi-Square	3444.794
	df	300
	p	0.000

When Table 2 is examined, the KMO value of the group with 359 people has been found to be “perfect” (Şencan, 2005). Hence, the data structure is convenient for factorization in terms of sample size.

In order to reveal the factor pattern of the scale, principle component analysis and varimax have been chosen as the factorization method rotation method, respectively. In the process of determining the factor number, contributions of each component to the total variance have been evaluated. In the first analysis, the total variance of 6 components (8.413, 2.547, 1.663, 1.292, 1.202 and 1.048 respectively) with eigenvalues greater than 1, has been calculated as 45.081%. The scree plot has also been analyzed and the findings are presented in in Figure 1.

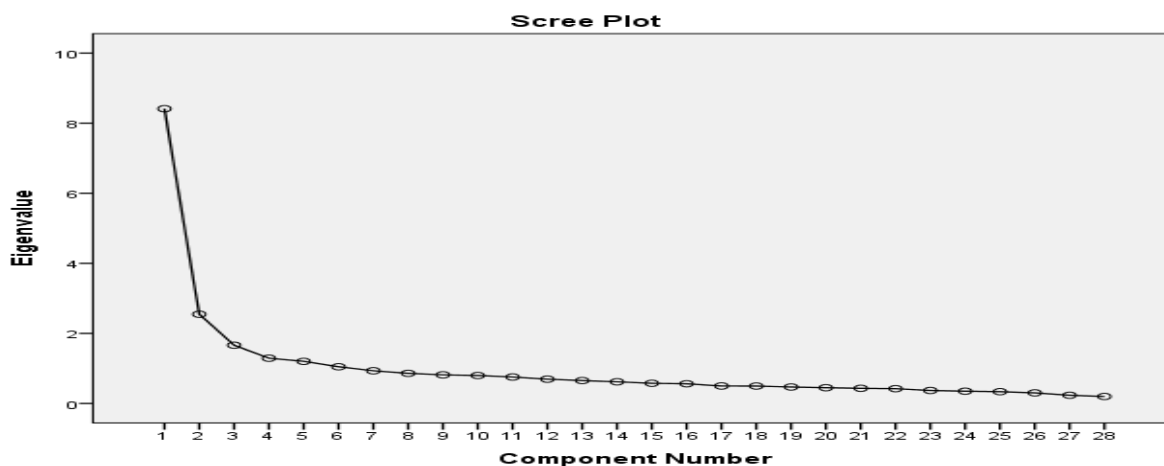


Figure 1. Scree plot

When the contribution of the components to the total variance, the scree plot and the article numbers in the factors are evaluated (Büyüköztürk, 2009; Comrey & Lee, 1992; Çokluk, Şekercioglu & Büyüköztürk, 2010) the scale has been determined to have a three-factor construct and the analysis has been repeated as a three-factor construct. The result of the analysis revealed overlapping items (12, 15, 20, 22 and 29) and these items were therefore removed. While naming the factors, some items (10, 23 and 24) have been determined to be inconvenient for general construct that the factor scales and these items also have been kept out of the analysis. The analysis has been repeated with the remaining 25 items. The eigenvalues from the analysis results and declared variance percentages have been presented in Table 3.

Table 3. Total variance explained

Component	Initial Eigenvalues			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	7.620	30.479	30.479	7.620	30.479	30.479
2	2.436	9.746	40.225	2.436	9.746	40.225
3	1.667	6.667	46.892	1.667	6.667	46.892
4	1.197	4.789	51.681			
5	1.121	4.484	56.165			
6	.988	3.953	60.118			
7	.889	3.557	63.675			
8	.796	3.184	66.859			
9	.779	3.116	69.975			
10	.729	2.916	72.890			
11	.682	2.729	75.619			
12	.636	2.543	78.162			
13	.590	2.361	80.523			
14	.574	2.298	82.820			
15	.520	2.078	84.899			
16	.495	1.980	86.879			
17	.471	1.882	88.761			
18	.457	1.829	90.590			

Component	Initial Eigenvalues			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
19	.432	1.728	92.318			
20	.420	1.681	94.000			
21	.381	1.524	95.524			
22	.359	1.436	96.960			
23	.317	1.267	98.227			
24	.242	.968	99.195			
25	.201	.805	100.000			

When Table 3 is examined, it is seen after the rotation that the eigenvalue of the first factor is 7.620, the contribution of the factor to the total variance is 30.479%, the eigenvalue of the second factor is 2.436, the contribution to the total variance is 9.746%, the eigenvalue of the third factor is 1.667, and the contribution to the total variance is 6.667%. The total variance related to the three-factor construct of the scale has been calculated as 46.892%. The factor loading values related to the factor pattern of the scale have been presented in Table 4.

Table 4. Rotated component matrix

	Component		
	1	2	3
m8	.830	.044	.145
m4	.797	.033	.094
m2	.793	.078	.080
m9	.792	.079	.219
m5	.774	.017	.134
m1	.755	.099	.041
m13	.720	.138	.080
m21	.693	.013	.143
m7	.580	.345	.187
m6	.565	.279	.190
m11	.559	.157	.047
m3	.556	.175	.205
m14	.399	.141	-.122
m26	.036	.633	-.092
m30	.181	.622	.031
m31	.161	.620	.260
m27	-.025	.602	-.055
m32	.115	.585	.199
m33	.021	.472	.177
m25	.287	.394	.066
m28	.166	.382	.251
m18	.146	.112	.793
m16	.036	.087	.775
m19	.090	.201	.649
m17	.293	.048	.573

In the exploratory factor analysis that has been performed to reveal the factor pattern of the scale, the factor loading values of the first factor (The Attitude Related to Emotional Tendency Towards Learning Grammar / article 13) are 0.399-0.830, the factor loading values of the second factor (The Attitude Related to the Effect of Learning Grammar on Life and Academic Success / article 8) are 0.382-0.633, and the factor loading values of the third factor (The Attitude Related to the Content of Grammar Class / article 4) are 0.573-0.793.

The final form of the scale has been given in Appendix 1, in which 11 items from the scale are positive, whereas 14 of them are negative. Items 3, 6, 7, 13, 15, 16, 18, 19, 20, 21, 22, 23, 24, and 25 from the scale need to be reverse coded.

In order to obtain additional evidence related to the construct validity of the developed scale, confirmatory factor analysis has been applied on the scores that have been obtained by applying the scale on a different group for the second time. The path diagram, which shows the t values obtained from the confirmatory factor analysis, has been presented in Figure 2, and the path diagram, which shows the factor loadings and error variances, has been presented in Figure 3.

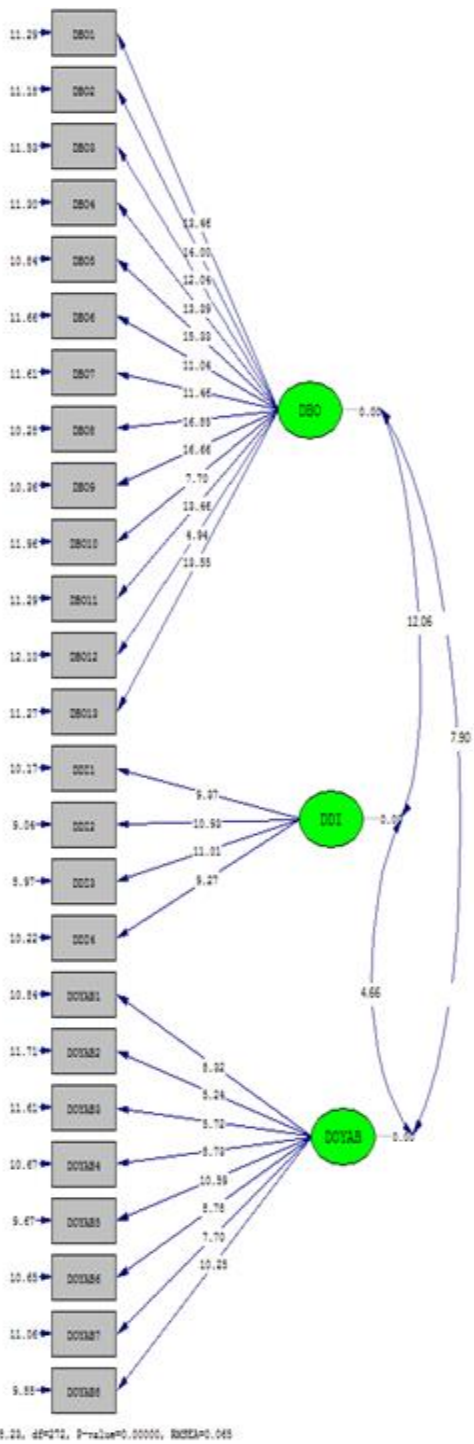


Figure 2. Path Diagram (t Values)

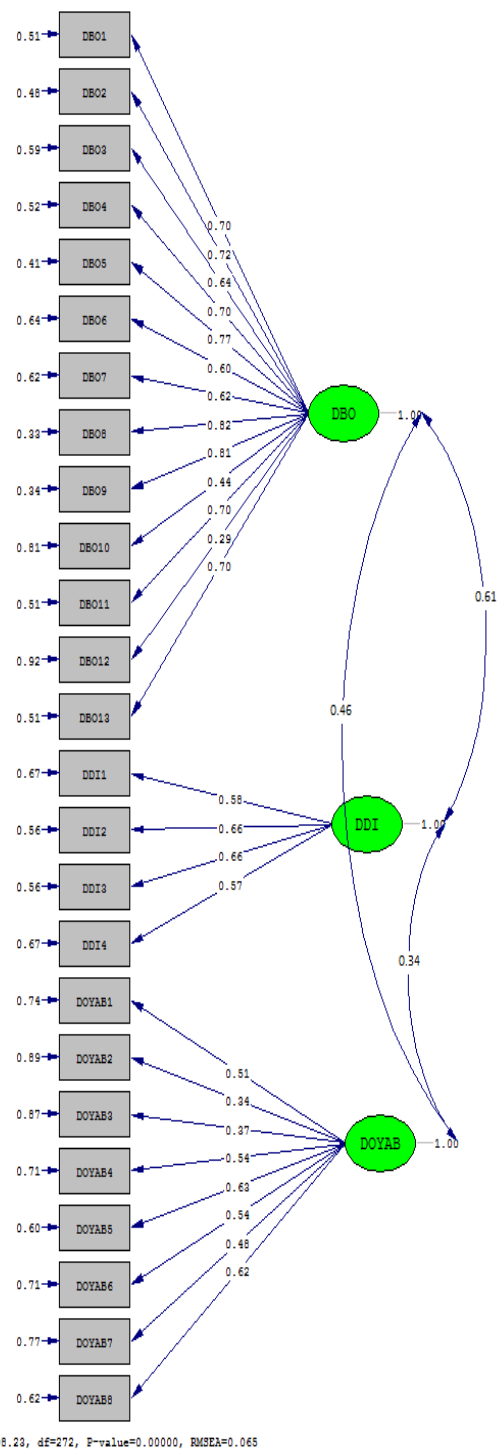


Figure 3. Path Diagram (factor loadings)

When Figure 2 is examined, the t values, which inform about latent variables explaining observed variables, has been rather meaningful around 0.01 for each article. When Figure 3 is examined, the standardized factor loading values which show the correlation between each observed variable related to the items and the latent variable to which it is linked are: between 0.29-0.82 for the Attitude Related to Emotional Tendency Towards Learning Grammar, between 0.34-0.63 for the Attitude Related to the Effect of Learning Grammar on Life and Academic Success, and between 0.57-0.66 for the Attitude Related to the Content of Grammar Class. The R² values, which state how much of the variance related to the latent variable is expressed by the observed variable, are between 0.16-0.41.

The p value, which indicates the significance of the difference between the expected covariance matrix and the observed covariance matrix, has been found rather meaningful around 0.01. Nevertheless, in major samples, the p value has an increased possibility of being high (Yılmaz & Çelik, 2009). For this reason, alternative fit indices are used to investigate the fitness between expected and observed covariance matrixes. The fit indices values of the scale and their fitness levels have been presented in Table 5.

Table 5. Fit indices values of the scale

Fit Index	χ^2/sd	RMSEA	SRMR	GFI	IFI	NNFI	CFI
Value	2.24	0.065	0.066	0.86	0.96	0.95	0.96
Fitness	Perfect	Good	Good	Acceptable	Perfect	Perfect	Perfect

When the fit indices in Table 5 are examined, the χ^2/sd ratio (608.23/272) is calculated as 2.24. As this ratio is ≤ 3 , this indicates perfect fitness (Kline, 2005). RMSEA=0.065; the calculated value indicates that RMSEA (≤ 0.07) corresponds to good fitness criteria (Steiger, 2007), and SRMR (≤ 0.08) corresponds to good fitness (Brown, 2006: as cited in Çokluk, Şekercioğlu & Büyüköztürk, 2010). GFI, NNFI and CFI indices of 0.95 and over indicate perfect fitness (Tabachnick & Fidell, 2001).

Modification suggestions related to the scale have been investigated and it has been decided that none of the modification suggestions can be supported theoretically.

Cronbach's alpha internal consistency coefficients, which have been calculated to determine the reliability of the points obtained from the groups from which the data exploratory and confirmatory factor analysis has been collected, have been presented in Table 6.

Table 6. Cronbach's alpha consistency coefficients of the scale

	Group 1 (EFA)				Group 2 (CFA)			
	All	F1	F2	F3	All	F1	F2	F3
Cronbach Alpha	0.887	0.911	0.705	0.723	0.878	0.895	0.728	0.711
Article Number	25	13	8	4	25	13	8	4

When the Cronbach's alpha internal consistency coefficients related to the scores obtained from both groups are examined, it has been concluded that the scores obtained from the second and the third factors are quite reliable, and the scores obtained from the first factor and from the overall scale are highly reliable (Özdamar, 2004).

When the reliability and validity evidence obtained from the analysis are evaluated together, it is seen that the developed Attitude Scale About Learning Grammar is a valid and reliable scale and can be utilized in further studies.

Conclusion

Grammar in language teaching, its content and how it is perceived is a subject of debate. When the literature is examined, it is seen that attitude studies on learning grammar are mostly focused on the teaching of foreign languages, and it is also seen that the studies on learning grammar while learning native language are aimed at scaling perception by qualitative methods. For this reason, a scaling tool with proven psychometric qualities which can determine the attitudes of secondary school students towards grammar education will contribute to the field. This study aims to develop an Attitude Scale About Learning Grammar towards secondary school students and to determine its psychometric qualities. For this purpose, a 5-point Likert-type scale form with 42 items has been prepared. Furthermore, analyses have been conducted to obtain evidence for the validity and reliability of the scale. After exploratory factor analysis, a three-factor construction with 25 items has been obtained. Based on expert opinions and information from the literature, the first factor has been named "Tendency Towards Learning Grammar", the second factor has been named "The Effect of Learning Grammar on Life and Academic Success", and the third factor has been named "The Attitude Related to the Content of Grammar Class". The first factor includes 13 items, which will reveal students' Emotional Tendency Towards Learning Grammar. The second factor includes 8 items which will scale the Effect of Learning Grammar on Life and Academic Success, and the third factor includes 4 items, which will determine the Attitude Related to the Content of Grammar Class.

The Cronbach's internal consistency coefficient of the scale that has been calculated from all of the items in the scale shows that the scale is highly reliable. In order to validate the construct obtained by EFA, CFA has been performed. The obtained results show that the generated construct is acceptable.

Another study in the literature by Er and Topçuoğlu-Ünal (2016) has developed a scale on the attitudes towards grammar. According to the exploratory factor analysis results from the related study, a 5-point Likert-type scale with 31 items and 2 factors, which explains 40.291% of the variance in the construct. In the scale, 16 of the items have positive and 15 of them have negative judgements. The Cronbach's Alpha Internal Consistency Coefficient, which has been calculated to determine the reliability of the scale, has been found as 0.914. When the Grammar Attitude Scale is examined, the internal consistency coefficients are: 0.896 for the first dimension "Attention and Love to Grammar" and 0.874 for the second dimension "Negative Attitudes Towards Grammar". Confirmatory factor analysis has been performed within the scope of the related study.

Although this research includes similar items to those in the study of Er and Topçuoğlu-Ünal (2016), a three-factor and 25-item scale tool, which explains 46.892% of the variance that can be utilized to scale the attitudes of students towards "learning" grammar, has been developed. The construct has been tested again in a different group and its convenience has been determined by confirmatory factor analysis. It is estimated that the developed attitude scale can be utilized in new studies by associating with variables such as worry, success, self-efficacy belief, etc., apart from determining the attitude of secondary school students towards grammar.

References

Akay, E. & Toraman, Ç. (2015). Students' attitudes towards learning English grammar: a study of scale development. *Journal of Language and Linguistic Studies*, 11 (2), 67-82.

Andrews, R. (2005). Knowledge about the teaching of [sentence] grammar: The state of play. *English Teaching: Practice and Critique*, 4 (1), 69-76.

Andrews, R., Beverton, S., Locke, T., Low, G., Robinson, A., Torgerson, C., & Zhu, D. (2004). The effect of grammar teaching (syntax) in English on 5 to 16 year olds' accuracy and quality in written composition. London: EPPI-Centre.

Anılan, H. (2014). Evaluation of Turkish grammar instruction based on primary school teachers' opinions. *Educational Sciences: Theory and Practice*, 14 (5), 1914-1924. <https://doi.org/10.12738/estp.2014.5.2096>

Bralich, A., P. (2006). The new SAT and fundamental misunderstandings about grammar teaching. *English Today*, 61-64. <https://doi.org/10.1017/S0266078406003105>

Büyüköztürk, Ş. (2009). *Sosyal Bilimler İçin Veri Analizi El Kitabı*, Ankara: Pegem Yayınları.

Comrey, A. L. & Lee, H. B. (1992). *A first course in factor analysis (2. edition)*. New Jersey: Lawrence Erlbaum Associates.

Çokluk, Ö. Şekercioğlu, G. & Büyüköztürk, Ş. (2010). *Sosyal bilimler için çok değişkenli istatistik: SPSS ve lisrel uygulamaları*. Ankara: PegemA.

Er, F. & Topçuoğlu-Ünal, F. (2016). Ortaokul öğrencilerine yönelik dil bilgisi tutum ölçeği geliştirilmesi: geçerlilik ve güvenilirlik çalışması. *Mehmet Akif Ersoy Üniversitesi Eğitim Fakültesi Dergisi*, 40, 343-356. ISSN:1302-8944

Ezzi, A. A. N. (2012). Yemeni teachers' beliefs of grammar teaching and classroom practices. *English Language Teaching*, 5 (8), 170-184. <https://doi.org/10.5539/elt.v5n8p170>

Fontich, X. & Camps, A. (2014). Towards a rationale for research into grammar teaching in schools. *Research Papers in Education*, 29 (5), 598-625. <http://dx.doi.org/10.1080/02671522.2013.813579>

Funke, R., Wieland, R., Schönenberg, S., & Melzer, F. (2013). Exploring syntactic structures in first-language education: effects on literacy-related achievements. *L1-Educational Studies in Language and Literature*, 1-24. <http://dx.doi.org/10.17239/L1ESLL-2013.01.03>

Gelderen, V. A. (2006). What we know without knowing it: Sense and nonsense in respect of linguistic reflection for students in elementary and secondary education. *English Teaching: Practice and Critique*, 5 (1), 44-54.

Güneş, F. (2013a). Yapılandırmacı yaklaşımla dil bilgisi öğretimi. *Eğitimde Kuram ve Uygulama*, 9(3), 171-187.

Güneş, F. (2013b). Dilbilgisi öğretiminde yeni yaklaşımlar. *Dil ve Edebiyat Eğitimi Dergisi*, 2(7), 71-92.

Harris, R. J. (1962). An experimental inquiry into the functions and value of formal grammar in the teaching of English, with special reference to the teaching of correct written English to children aged twelve to fourteen. PhD thesis, University of London.

Hillocks, G. (1984). What works in teaching composition: A meta-analysis of experimental treatment studies. *American Journal of Education*, 93, 133-170.

Hillocks, S., G. & Smith, M. W. (1991) Grammar and Usage. In J. Flood, J. M. Jensen, D. Lapp ve J. R. Squire (Eds) *Handbook of Research on Teaching the English Language Arts*(591-603), New York:Macmillan.

Hudson, R. & Walmsley, J. (2005). The English patient: English grammar and teaching in the twentieth century. *Journal of Linguistics*, 41, 593-622. <https://doi.org/10.1017/S0022226705003464>

- Jones, S., Myhill, D. & Bailey, T. (2013). Grammar for writing? An investigation of the effects of contextualised grammar teaching on students' writing. *Reading and Writing*, 26 (8), 1241-1263. <https://doi.org/10.1007/s11145-012-9416-1>
- Kline, P. (1994). *An easy guide to factor analysis*. New York: Routledge.
- Kline, R. B. (2005). *Principles and practice of structural equation modelling*. New York: Guilford.
- Negro, I., & Chanquoy, L. (2005). Explicit and implicit training of subject-verb agreement processing in 3rd and 5th grades. *L1-Educational Studies in Language and Literature*, 5, 193-214. <https://doi.org/10.1007/s10674-005-0331-0>
- Özdamar, K. (2004). *Paket programlar ile istatistiksel veri analizi (çok değişkenli analizler)*. Eskişehir: Kaan.
- Pauwels, A., & Winter, J. (2006). Gender inclusivity or 'grammar rules OK'? linguistic prescriptivism vs linguistic discrimination in the classroom. *Language and Education*, 20 (2) , 128-140. <http://dx.doi.org/10.1080/09500780608668717>
- Pazaver, A., & Wang, H. (2009). Asian students' perceptions of grammar teaching in the ESL classroom. *The International Journal of Language Society and Culture*, 27, 27-35.
- Peterson, L. L. (2010). Grammar and the English National Curriculum, *Language and Education*, 24:6, 473-484. <http://dx.doi.org/10.1080/09500782.2010.495782>
- Phipps, S., & Borg, S. (2009). Exploring tensions between teachers' grammar teaching beliefs and practices. *System*, 37 (3), 380-390. <https://doi.org/10.1016/j.system.2009.03.002>
- Samad, A. A., & Nursus, E. (2015). The Influence of Teaching Experience, School Location and Academic Background on Teachers' Beliefs in Teaching Grammar. *Asian Social Science*, 11 (15), 257-266.
- Süzer, S. S. H. (2007). Teacher knowledge on grammar teaching: a case study. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 32, 255-265.
- Steiger, J. H. (2007). Understanding the limitations of global fit assessment in structural equation modeling. *Personality and Individual Differences*, 42, 893-898.
- Şencan, H. (2005). *Sosyal ve davranışsal ölçümlerde güvenirlik ve geçerlik*. Ankara: Seçkin.
- Tabachnick, B. G., & Fidell, L. S. (2001). *Using multivariate statistics* (5th Ed.) USA: Pearson.
- Uysal, D. N., & Yavuz, F. (2015). Pre-service teachers' attitudes towards grammar teaching. *Procedia - Social and Behavioral Sciences*, 191, 1828 - 1832.
- Walker, L. (2011). *200 Years of grammar, a history of grammar teaching in Canada, New Zealand, and Australia, 1800-2000*, Bloomington: IUUniverse.
- Watson, A. (2012). Navigating 'the pit of doom': Affective responses to teaching 'grammar'. *English in Education*, 46 (1), 22-37. <https://doi.org/10.1111/j.1754-8845.2011.01113.x>
- Watson, A. (2015a). The problem of grammar teaching: a case study of the relationship between a teacher's beliefs and pedagogical practice. *Language and Education*, 29 (4), 332-346. <http://dx.doi.org/10.1080/09500782.2015.1016955>

Watson, M. A. (2015b) Conceptualisations of 'grammar teaching': L1 English teachers' beliefs about teaching grammar for writing. *Language Awareness*, 24 (1), 1-14. <http://dx.doi.org/10.1080/09658416.2013.828736>

Wyse, D. (2001). Grammar. For writing? A critical review of empirical evidence. *British Journal of Education Studies*, 49 (4), 411-427.

Wyse, D. (2006). 2006 Pupils' word choices and the teaching of grammar. *Cambridge Journal of Education*, 36 (1), 31-47. <http://dx.doi.org/10.1080/03057640500490965>

Yarrow, R. (2007). How do students feel about grammar?: the framework and its implications for teaching and learning. *Changing English*, 14 (2), 175-186. <http://dx.doi.org/10.1080/13586840701443008>

Yılmaz, V. & Çelik, H. E. (2009). *LISREL ile yapısal eşitlik modellemesi-1*. Ankara: PegemA.

Appendix A.

Tryout Form	Final Form	Factor	ATTITUDE SCALE TOWARDS GRAMMAR	Completely Disagree	Disagree	Agree Reasonably	Agree	Completely Agree
1	1	F1	I look forward to grammar classes.					
2	2	F1	I enjoy learning grammar.					
3	3	F1	I don't like grammar subjects.					
4	4	F1	I find learning grammar enjoyable.					
5	5	F1	I like learning grammar.					
6	6	F1	I get bored of learning grammar.					
7	7	F1	Grammar doesn't interest me.					
8	8	F1	Learning grammar is fun.					
9	9	F1	Learning grammar is enjoyable.					
11	10	F1	I enjoy grammar subjects, despite having difficulty.					
13	11	F1	Learning grammar is good.					
14	12	F1	I feel sad when I can't learn grammar subjects.					
16	13	F3	I have difficulty in learning grammar.					
17	14	F3	I learn grammar subjects easily.					
18	15	F3	I have difficulty in understanding grammar subjects.					
19	16	F3	I forget grammar subjects easily.					
21	17	F1	I enjoy grammar subjects.					
25	18	F2	Learning grammar has no effect on my success in other classes.					
26	19	F2	I succeed in Turkish classes even without knowing grammar.					
27	20	F2	I understand what I hear easily, even without knowing grammar.					
28	21	F2	Learning grammar doesn't make reading comprehension easier.					
30	22	F2	Knowing grammar isn't essential to use our language easily in the daily life.					
31	23	F2	I can have good communication with others even without knowing grammar rules.					
32	24	F2	I succeed in my career even without expressing myself with acceptable grammar rules.					
33	25	F2	Expressing myself with acceptable grammar rules has no effect on earning respect in the community.					

Evaluation Of Music Faculty Members' Teaching Efficacy Perception

Aleskerli Kamala Vais

Baku Music Academy named after Uzeyir Hajibeyli

The study area Musicology Academic Degree PhD in Arts, Assistant Professor

Abstract

The aim of the present study is to determine how teaching efficacy is perceived by the faculty members working at the faculty of music. This study which examines faculty members' perception of teaching efficacy has a survey model design. The study hosts 102 faculty members working at the faculty of music. This study deploys one data collection tool: "Teaching Efficacy Scale" consisting of 30 items and 6 sub-dimensions. Analyses have revealed that faculty members mostly regard themselves as efficient particularly in course design dimension. On the contrary, the dimension that makes faculty members feel the least efficient has been found to be learning assessment. Besides, significant differences were observed among faculty members' perception regarding teaching efficacy in terms of different variables such as gender, course match, training and seniority.

Keywords: music education, teaching efficacy, faculty member

Introduction

'Each student should receive fine arts courses' and 'fine arts should stand as one of the serious and major academic disciplines' are two main principles published by the American National Music Association which lays an emphasis on the significance of quality fine arts education. As a natural prerequisite of these principles, the following principles attach great importance not only to the studies concerning the value and impact of arts education but also to the well-trained teachers (The National Association for Music Education, 2000; Akt. Güngör & Kapıkıran, 2008). As in the other branches of art, music also has a message and call to the minds through senses. The person who has not received music education fails in the transmission of music and artistic values due to the lack of mental activity (İpşiroğlu, 1998, 41). The development and level of art education will be determined by the quality of the education. In fact, this quality depends on well-trained teachers in terms of both the field of art and their teaching skills (Güngör & Kapıkıran, 2008).

Music education is a field of study correlated with the acquisition of musical knowledge, skills, perceptiveness and habits which are required by a particular branch of the profession (Uçan, 2005).

Canakay (2006) note that music contributes dramatically to the socialization of individuals, the upbringing of inborn creativity characteristics, self-expression, the learning process of the mother tongue as well as the development of intelligence. Thus, it is of paramount significance to raise individuals who have high self-esteem in order to keep up with the up-to-date world and who are expressive, productive, constructive and creative. Music also readies individuals for living wholesomely through helping to develop their basic mental skills and capacities. Teachers who update themselves with a great love for their profession will enrich the value of music in the development of individuals and communities,

All professions are required to have various qualifications. Self-efficacy sheds light on the understanding whether individuals have these skills or not. Bandura (1995) defines self-efficacy as the one's belief in one's ability to accomplish to succeed in certain situations. As for Luszczynska et al. (2005), self efficacy refers to one's coping with the "hard and vague tasks as well as one's belief in one's competences for challenging with special needs and the Perception of Self-Efficacy in Organizational Entrepreneurship. Music teachers should possess a good harmony of skills and content knowledge. Besides, they should be armed with the qualities, laws, theories, basic elements, the relationships between these elements and basic knowledge about the historical development of music. It is also essential that teachers recognize

society and other cultures with their functions. Being one of the most specific features of the profession, teaching qualification is indispensable for music teachers. Music teachers are those who have such skills as planning, organizing, directing, executing, guiding and evaluating teaching-learning process concerning the didactic and methodical qualities for the purpose of transferring their knowledge and teaching skills effectively to the students (Demirel, 2002; Sands, Özçelik, Busbridge ve Dawson, 1997; Kalyoncu, 2005).

As one of the requirements of teaching profession, music teachers should be equipped with specific skills and knowledge. In this regard, it is of highly significant for them to recognize school environment and its dependencies as well as current trends in the profession. Individuals with different abilities and characteristics vary across their learning styles and strategies. The regulation of teaching materials enriched with methods and techniques by taking into account the differences in the learning environment will improve student achievement (Bedir, 2011). Considering students' age and level, teachers nurture a pleasant learning environment through using appropriate techniques (Bedir, 2008).

Music teacher is the one who is competent enough to enhance students' learning by implementing theory, sound and musical dimensions available in the curriculum into student behavior (Akbulut, 2006).

Online training system, which makes it possible to transmit video and audio messages between teacher and student on a reciprocal basis, is used in almost every field and at every level of music education. Countless online music sites are available on the internet concerning music theory, instrumental and vocal training. Moreover, there are some sites only for children, beginners and professionals while others provide an opportunity for students who are at elementary, intermediate and advanced levels to choose the appropriate program based upon their levels (Can, 2001).

Aim of the Study:The current study aims to determine how music faculty members perceive teaching efficacy. In accordance with the main objective, the answers related to the following questions have been sought: (1) How do faculty members working at the faculty of music perceive teaching efficacy? (2) Do faculty members' perception of teaching efficacy vary across; a) Gender, b) Course Match, c) Training, d) Seniority?

Material and method

Research Design

This study which examines faculty members' perception of teaching efficacy has a survey model design. The research used screening model that aims to describe events, objects, assets, organizations, groups, and various areas (Kaptan, 1998).

Research Group

The research group of the present study consisted of music faculty members located within the province of Azerbaijan Baku in the 2015-2016 academic year. Teachers who filled in the questionnaire completely took part in the research ($N= 102$). Incorrectly filled questionnaires have been excluded from the analyses. Table 1 illustrates the demographic information pertaining to the participants.

Table 1. Demographic information concerning the participants

Demographic Characteristics		f	%
Gender	Female	49	48.0
	Male	53	52.0
Course Match	Full Match	72	70.6
	Partial Match	30	26.8
Training	Trained	75	73.5
	Not trained	27	26.5
Seniority	<6	19	18.6
	6-10	12	11.8
	11-15	7	6.9
	16-20	4	3.9
	>21	60	58.8
Branch	Baglama	3	2.7
	Composition	3	2.7
	Flute	2	1.8
	Guitar	1	.9
	Folk Music	1	.9
	Zither	1	.9
	Violin	10	8.9
	Kemanca	7	6.3
	Chorus	5	4.5
	The History of Music	16	11.3
	The theory of Music	8	7.1
	Piano	8	7.1
	Voice Training	16	14.3
	Voice Recording	2	1.8
	Studio Technology	1	.9
Tar	11	9.8	
Lute	1	.9	
Viola	1	.9	
Cello	5	4.5	

Data Collection Tool

The study employed “*Teaching Efficacy Scale*” which was developed by Chang and colleagues in 2010. This scale, the Turkish adaptation of which was created by Bedir (2015) was used through revising course design dimension. Being a 4-point Likert type scale, the tool possesses six dimensions (Course Design, Instructional Strategy, Technology Usage, Classroom Management, Interpersonal Relation, Learning

Assessment) and 20 items. The Cronbach alpha reliability coefficient was found to be $\alpha = .81$ for the overall scale.

Table 2. Sample items from teaching efficacy questionnaire

Dimension	Item	Sample Items
Course Design (CD)	7	<ul style="list-style-type: none"> Establish comprehensive teaching objectives Select appropriate teaching material
Instructional Strategy (IS)	5	Teaching according to student' various levels of readiness
	5	<ul style="list-style-type: none"> Utilize effective teaching methods to improve students grades
Technology Usage (TU)	5	<ul style="list-style-type: none"> Know how to produce relevant teaching media. <ul style="list-style-type: none"> Eploy software relevant teaching media Nurture a pleasant learning environment, Maintain a good relationship with my students
Classroom Management (CM)	5	<ul style="list-style-type: none"> Nurture a pleasant learning environment, Maintain a good relationship with my students
Interpersonal Relation (IR)	3	<ul style="list-style-type: none"> Provide assistance to student whenever they encounter difficulties in learning Provide appropriate assistance to my student if they are incapable of completing the assignments
	5	Utilize a variety of assessment methods to evaluate students' learning results
Learning Assessment (LA)	5	<ul style="list-style-type: none"> Improve my teaching according to assessment results

Data Analysis

The study's research analysis utilized arithmetic mean, standard deviation; t-test, one-way ANOVA and kruskal wallis for identifying the relationship among the variables. Variation analysis depending on the branches has been excluded from the analysis due to the excessive number of branches and abnormal distribution of the number of faculty members. The significance level was determined to be $p < .05$.

Result

This section presents the findings obtained from testing the research questions. All of the findings are shown in Tables and interpreted. The order of findings is the same with the order of research questions. Findings related to faculty members' perception concerning teaching efficacy are displayed in Table 3.

Table 3. Faculty members' perception concerning teaching efficacy

Dimensions	\bar{X}	ss	Rank
Course Design	3,51	.68	1
Instructional Strategy	2,58	.58	4
Technology Usage	2,86	.76	2
Classroom Management	2,78	.77	3
Interpersonal Relation	2,60	.88	5
Learning Assessment	2,32	.87	6

Note: 4 scale 4= Strongly agree; 1=Strongly disagree.

The values in Table 3 reveal as to how faculty members perceive teaching efficacy. The dimension that teachers feel the most competent is course design ($\bar{X} = 3.51$). Besides, the average of the other dimensions was determined to be much lower and very close to one another compared to course design. Technology use ($\bar{X} = 2.86$), and classroom management ($\bar{X} = 2.78$) are the second and third dimensions that faculty members feel competent about. Learning Assessment ($\bar{X} = 2.28$) seems to be the one that faculty member feel the least efficient about. Table 4 presents findings related to faculty members' perception concerning teaching efficacy in terms of gender.

Table 4. t-test results of teaching efficacy scale in terms of gender

Dimensions	Female (n=53)		Male (n=49)		t	p
	\bar{X}	SD	\bar{X}	SD		
Course Design	3.74	.74	3.25	.52	3.81	000*
Instructional Strategy	2.71	.50	2.46	.54	2.33	022*
Technology Usage	3.07	.63	2.66	.82	2.76	007*
Classroom Management	2.92	.67	2.66	.84	1.75	083
Interpersonal Relation	2.79	.70	2.43	.99	2.10	038*
Learning Assessment	2.57	.82	2.10	.86	2.83	006*

When faculty members' perception concerning teaching efficacy was analyzed in terms of gender, a significant difference has been noted across all dimensions except for classroom management in favor of female faculty members. On this point, a difference in favor of female faculty members have been revealed across such dimension as Course design [$t=3.81$, $p<.05$], Instructional strategy [$t=2.33$, $p<.05$], Technology usage [$t=2.76$, $p<.05$], Interpersonal relation [$t=2.10$, $p<.05$] and Learning assessment [$t= 2.83$, $p<.05$].

Findings related to faculty members' perception regarding teaching efficacy in terms of course match are presented in Table 5.

Table 5. t-test results of teaching efficacy scale in terms of course-match

Dimensions	Completely (n= 72)		Partially (n=30)		t	p
	\bar{X}	SD	\bar{X}	SD		
Course Design	3.63	.62	3.21	.72	2.94	004*
Instructional Strategy	2.59	.55	2.55	.49	.37	708
Technology Usage	2.85	.79	2.86	.70	.04	962
Classroom Management	2.80	.79	2.75	.72	.29	771
Interpersonal Relation	2.68	.91	2.41	.76	1.46	147
Learning Assessment	2.34	.86	2.30	.90	.21	828

Upon examining faculty members' teaching efficacy perception in terms of the match between their background information and the courses they teach, the dimension of course design [$t=2.94$, $p<.05$] is significantly affected by the match between their background information and the courses they teach. Even if the average of the other dimensions is much higher depending on the match between their background information and the courses they teach, this difference is not statistically significant. Table 6 depicts whether teachers' teaching efficacy perception scores vary in terms of attending a course about the profession.

Table 6. t-test Results of teaching efficacy scale in terms of attending acCourse about the profession

Dimensions	Yes (n=70)		No (n=32)		t	p
	\bar{X}	SD	\bar{X}	SD		
Course Design	3.82	.42	2.63	.45	12.24	000*
Instructional Strategy	2.64	.55	2.40	.43	2.03	045*
Technology Usage	2.94	.81	2.63	.54	2.17	033*
Classroom Management	2.82	.80	2.67	.67	.89	375
Interpersonal Relation	2.65	.67	2.59	.96	.31	751
Learning Assessment	2.42	.75	2.42	.91	.69	490

$p < .05$

When it comes to the faculty members' teaching efficacy perception depending upon attending or not attending a course about the profession, a significant difference has not been noted across the dimensions of classroom management, interpersonal relation and learning assessment. However, course design [$t=12.24$, $p<.05$], instructional strategy [$t=2.03$, $p<.05$] and technology usage [$t=2.17$, $p<.05$] point a significant difference in favor of those who partake in a training course about the profession.

Findings relevant to faculty members' teaching efficacy perception in terms of teaching experience are indicated in Table 7.

Table 7. Anova results of teaching efficacy scale in terms of teaching experience

Dimensions	Seniority	N	Mean Rank	Sd	χ^2	p	Post hoc
Course Design	< 6	19	16.13	4	71.79	.000	1< 2,3,4,5 2< 3,4,5 3> 1,2 ; 3<5 4> 1,2 5> 1,2,3
	6-10	12	24.88				
	11-15	7	51.79				
	16-20	4	57.50				
	>20	60	67.59				
Instructional Strategy	< 6	19	37.82	4	6.56	.161	
	6-10	12	53.08				
	11-15	7	56.64				
	16-20	4	71.38				
	>20	60	53.59				
Technology Usage	< 6	19	43.34	4	5.60	.231	
	6-10	12	44.13				
	11-15	7	67.00				
	16-20	4	68.63				
	>20	60	52.61				
Classroom Management	< 6	19	43.16	4	4.88	.300	
	6-10	12	52.00				
	11-15	7	46.93				
	16-20	4	77.13				
	>20	60	52.87				
Interpersonal Relation	< 6	19	48.58	4	2.63	.621	
	6-10	12	62.42				
	11-15	7	43.79				
	16-20	4	57.00				
	>20	60	50.78				
Learning Assessment	< 6	19	50.42	4	4.87	.300	
	6-10	12	65.29				
	11-15	7	44.36				
	16-20	4	68.13				
	>20	60	48.81				

Not: 1=below 6 years, 2=6-10, 3=11-15, 4=16-20, 5= above 20 years P<.05

As for the faculty members' teaching efficacy perception depending upon their teaching experience, only the dimension of course design shows a significant difference. Five of the other dimensions are free from a significant difference.

Discussion and Conclusion

This research has examined teaching efficacy perception of faculty members working at the department of music. Accordingly, course design has been determined as the highest efficacy dimension for faculty members. Technology usage, classroom management, instructional strategy, interpersonal relation and

learning assessment are ranked in a descending order. In her study, Bedir (2015), Bedir (2017) indicates that the dimension that faculty members mostly feel competent is classroom management, which is followed by course design, interpersonal relation, learning assessment, technology usage and instructional strategy, respectively. Likewise, Chang et.al. (2011) also revealed that instructional strategy is the least efficient dimension for faculty members. Gelbal, Kelecioğlu (2007), Benzer & Eldem (2012) report that teachers use traditional assessment methods and hence they do not have the required qualifications for using measurement techniques. Aslantas (2011) confirm that instructional strategies-methods and techniques, communication, and assessment and evaluation skills are among teachers' weaknesses. On the other, Özdoğru and Çakır (2014) conclude that faculty members are competent enough to use technological materials. Ünal and Budak (2013) state that faculty members were unable to use equipment due to the lack of them in schools. Upon analyzing faculty members' perception concerning teaching efficacy with respect to gender, the difference is in favor of female faculty members in terms of all dimensions except for classroom management. As for the match between teachers' background education and the courses they teach, a significant difference was found in favor of those with a full match in terms of course design. Depending upon attending a training course about the profession, those who took part in training have higher levels of teaching efficacy perception across course design, instructional strategy and technology usage. With regard to the teaching efficacy perception of faculty members in terms of seniority, the dimension of course design refers to a significant difference in favor of those whose teaching experience is more.

The dimension that makes faculty members feel the least efficient has been found to be learning assessment. Thus, it is essential that courses organized for faculty members about the most suitable alternative assessment methods depending on their branches. Besides, organizing seminars on interpersonal communication and alternative teaching strategies also provides opportunities for faculty members to improve themselves in this regard.

References

1. Akbulut, E. (2006). Günümüz müzik eğitimcisi nasıl olmalıdır? Pamukkale Üniversitesi Eğitim Fakültesi Dergisi, 20(20), 23-28.
2. Aslantaş, İ. (2011). Öğretim elemanlarının öğretim stratejileri-yöntem ve teknikleri, iletişim ve ölçme değerlendirme yeterliklerine yönelik öğrenci görüşleri. Mustafa Kemal Üniversitesi Sosyal Bilimler Enstitüsü Dergisi. 8 (15), 487 - 506.
3. Bandura, A. (1995). Self-Efficacy in Changing Societies, Cambridge: Cambridge University Press.
4. Bedir, G.(2017). Perception of Teaching Efficacy by Faculty Members. International Journal on New Trends in Education and Their Implications, 8(1), 51-61.
5. Bedir, G. (2015). Perception of Teaching Efficacy by Primary and Secondary School Teachers. International Electronic Journal of Elementary Education,8(1), 41.
6. Bedir, G. (2011). Öğretim İlke ve Yöntemleri (Ed.Uzunboyulu, H & Öner, G). İstanbul: Lisans Yayıncılık.
7. Bedir, G. (2008). İlköğretim 2. Devre Öğrencilerinin Öğrenme Stili Profilleri. International Conference Educational Science, Famagusta, North Cyprus.23-15 June
8. Benzer, A.,& Eldem, E. (2012). Türkçe ve edebiyat öğretmenlerinin ölçme ve değerlendirme araçları hakkında bilgi düzeyleri, Kastamonu Eğitim Dergisi, 21(2), 649-664.
9. Can, M. Cihat, 2001, "Online Müzik Eitimi", Çada Eitim, sayı 276, s. 9-14, Ankara.
10. Chang, T., Lin, H., & Song, M. (2011). University faculty members' of their teaching efficacy. Innovations in Education and teaching International Journal, 48 (1), 49-60.
11. Chang, T., McKeachie, W., & Lin, Y. (2010). Faculty perceptions of teaching support and teaching efficacy in Taiwan. Higher Education, 59, 207-220.

12. Canakay U, E. (2006). Müzik Teorisi Dersine İlişkin Tutum Ölçeği Geliştirme. Ulusal Müzik Eğitimi Sempozyumu Bildirisi, PAÜ Eğitim Fakültesi, Denizli: 26-28 Nisan.
13. Gelbal, S., & Kelecioğlu, H. (2007). Öğretmenlerin ölçme ve değerlendirme yöntemleri hakkındaki yeterlik algıları ve karşılaştıkları sorunlar, Hacettepe Üniversitesi Eğitim Fakültesi Dergisi, 33, 135-14.
14. Güngör, S., & Kapıkıran, Ş. (2008). Güzel Sanatlar Eğitimi Öğrencilerinin Öğretmenlik Meslek Bilgisi Derslerine İlişkin Motivasyon ve Başarı Düzeyleri. Pamukkale Üniversitesi Eğitim Fakültesi Dergisi . (1) 23.
15. İpşiroğlu N., Sanattan Güncel Yaşama, Pan Yayıncılık, İstanbul, 1998.
16. Kalyoncu, N. (2005). Eğitim Fakültelerinde Uygulanan Müzik Öğretmenliği Lisans Programının Revizyon Gereçekleriyle Tutarlılığı. Gazi Eğitim Fakültesi Dergisi, 25(3).
17. Luszczynska, A., Scholz, U. & Schwarzer, R. (2005). The General Self-Efficacy Scale: Multicultural Validation Studies. The Journal of Psychology, 139(5), 439 – 457.
18. Önal, N., & Budak, Y. (2013). Meslek Yüksekokulu Öğretim Elemanlarının Öğretim Araç ve Materyallerini Kullanmalarına İlişkin Öğretim Elemanı ve Öğrenci Görüşleri. Ahi Evran Üniversitesi Kırşehir Eğitim Fakültesi Dergisi, 14(3), 267-283
19. Uçan, A., (2005). Müzik eğitimi. Evrensel Müzikevi, Ankara.

Language contact phenomenon and lexical ambiguities

Hamzeh Moradi

Ph.D, Nanfang College of Sun Yat-sen University, China

Abstract

The study of language contact has moved forward since the earliest work of Haugen and Weinreich in the year of 1953. Due to a particular number of communicative and linguistic phenomena, such as interference, transferring, substratum, superstratum, code-switching, diglossia, diffusion and code-mixing in language contact settings, the constituents of one language can be mixed with the constituents of the other. However, there is a discrepancy among researchers or linguists about the definitions, the use and the contextual facets of these linguistic terms. The present article provides a review on the background and definitions of these linguistic lexical items and elaborates more on distinct linguistic features and details of these considered ambiguous linguistic communicative terms in language contact settings with precise examples and justifications on the definition and their contextual use of each term.

Keywords: Language contact, Intra-sentential switching, Inter-sentential switching, Diglossia, Substratum, Superstratum

Introduction

Language contact occurs where two or more languages coexist at the same time and where the speakers use these distinct languages simultaneously or alternately in a variety of situations or particular social context. Examples can be found in India, Belgium, China, Switzerland and some other countries. Such of these linguistic contacts may have a social, historical, cultural, or geographical or political basis. The languages in contact may mutually influence each other depending on various social, cultural or political reasons.

Perhaps one of the most fascinating aspects of bilinguals' speech is their ability and adroitness in separating their two languages while communicating with each other. As Kim, Relkin, Lee, & Hirsch, (1997) assert, particularly with regards to highly adept and competent bilinguals, two competing languages residing in one mind, usually in overlapping brain territories. Therefore, one might expect confusion and uncontrolled switching of languages by bilinguals. However, bilingual speakers show that they are generally able to segregate between their two languages and limit the interference between them. This feat gets to be much more remarkable when we look at natural everyday multilingual practices, such as the phenomenon of code-switching. Bilinguals are not only capable of maintaining the division between their two languages when required, but in various social contexts and in appropriate situations, they are able to easily switch between their languages in a systematic manner.

Moradi (2018) asserts that "code-switching is basically the natural consequence of contact between people and languages and the study of code-switching is indeed one of the central issues of bilingualism". Gafaranga (2016) demonstrates that a large amount of research was done on bilingualism and language switching to oppose the negative attitudes and perceptions with regards to bilingualism and languages switching. Code-switching is usually attributed to lack of proficiency in languages, illiteracy, or lack of education.

Code-mixing (CM) is a bilingual speech act where two or more linguistic codes are used in a single conversation. Grosjean (1982) states that CS is "the alternate use of two or more languages in the same utterance or conversation". According to Anicich and Hirsh (2017) CS has a transition role in discourse and bilinguals with the application of CS in their communications are able to engage themselves in the

conversation, take a particular role and when necessary change to another one. Parafita and Gullberg (2017) depict that CS is 'the use of multiple languages in one utterance'. Tuma (2017) gives a contextualization stimulus role to CS in language contact situations.

Scholars from different disciplines have studied code-switching from different approaches and perspectives. These approaches are mainly either sociolinguistic or linguistic. While linguists usually emphasize on the grammatical and structural rules of languages in contact that control the bilingual speech production, sociolinguists are mainly focused on the social and semantic factors associated with CS.

According to Van Dulm (2007) CS can be studied both from a grammatical and sociolinguistic perspectives. From grammatical view, there are three different kinds of switching. Hoffmann (1991) states that code-switches can take place within sentences, (intrasentential code-switching); between sentences, (intersentential) or at an extrasentential level that happens when a bilingual speaker attaches a tag from one of the involved languages to the utterance of another language. Van Dulm (2007) explains about metaphorical and situational code-switching as two types of CS within sociolinguistic perspective. According to him, metaphorical CS is a process in which a bilingual speaker changes codes based on the change of topic or in other words they switch because of the change in what is being talked about. In contrast to metaphorical CS, situational CS refers to the process in which bilingual speakers often switch from one code to another depending on whom that person is talking to (Van Dulm, 2007).

Before going further, it seems necessary to elaborate a little more on the two categories, namely, code-switching (CS) and code-mixing (CM) which have been used to indicate the use of two or more languages by a speaker. Some scholars such as McClure (1977), Kachru (1978), Pfaff (1979), Sridhar & Sridhar (1980), Bokamba (1988) and Moradi (2018) differentiate between CS and CM, some, on the basis of whether switching is intersentential or intrasentential consider the term CS just for inter-sentential switches and instead they use CM for intra-sentential switches. The reason is that only CM (i.e., intra-sentential switching) requires the integration of the syntactic rules of the two participating languages in the discourse (Kachru, Sridhar and Sridhar). Muysken (2000) suggests a typology of CM and considers CS under the typology by comparing it with alternation. Muysken (2000) asserts that term CS should not be considered as general type of mixing as it distinguishes the phenomena of switching too strongly from the phenomena of borrowing and interference. He asserts that it is better to use a more neutral term like CM.

Annamalia (1989) states that 'switching' and 'mixing' are marked by features that no new grammar is produced beyond the grammatical features of two languages involved. The difference between switching and mixing is that in mixing, the speech event is constant, with no variation in participants or topic, and all participants have knowledge of both languages. He also proposed that 'mixing' is a linguistic strategy for discourse functions primarily involving social meanings and switching is a discourse strategy for linguistic (verbal) communication reflecting language competence of the speaker.

In contrast to the studies mentioned above which differentiate between code-mixing and code-switching, there also have been other scholars who would prefer to not use the two terms separately for the different types of mixing that they designate. Pfaff (1979), Romine (1986) and Di Sciullo et al. (1986) use 'mixing' to cover code-switching, code-mixing and borrowing. Clyne (1987) regards the term CS as the 'alternative use of two languages either within a sentence or between sentences. He uses the term code-switching to refer to the process whereby a speaker moves from one language to another, either within a single sentence or between one utterance and the next in the same interaction. Thomason (2000) proposes seven mechanisms which operate singly or in combination, to produce contact-induced changes of all kinds. Code-switching being the most studied of the seven mechanisms is given the first position in a survey of mechanisms of interference. Thomason (2001:132) defines CS as the use of constituents from two or more

involved languages by bilingual speaker in the same conversation. Myers-Scotten (2002) also use the term 'codeswitching' and mentioning that 'labeling such phenomena as 'mixing' has distinct disadvantages' and she distinguishes between 'classic code-switching' and 'composite code-switching'.

Code-switching (CS) and code-mixing (CM) are the two communicative linguistic phenomena claimed to be the most widespread modes of social interaction among bilingual speakers in language contact settings. However, in spite of all the extensive studies and investigations on this linguistic phenomenon it seems that language scholars and linguists have distinct views when it comes to the definition, the usage, contextual considerations of code-switching and other related linguistic terms and phenomena such as code-mixing, borrowing and etc. As for examples, some scholars insist on the distinction between CS and CM, not only on distinct definitions but also their usage in various social contexts, while others use these terms interchangeably without considering differences between the meaning and other contextual features. This research through a precise evaluation of available literature, and linguistics and sociolinguistics data tries to clarify the ambiguity regarding the meanings or definitions of the terms and shed light on their distinct uses in different social settings and it tries to justify the distinction between commonly considered ambiguous terms in linguistics and language contact studies. The evaluation and distinction of the linguistic terms and their contextual use would be primarily focusing on code-switching and code-mixing, and diglossia, substratum, and superstratum. The present research paper tries to explain in details about these ambiguous linguistics items in of language contact field with appropriate examples and clear descriptions; it highlights the major differences between these linguistic terms that are still used interchangeably by some scholars without considering the distinction between them and it tries to remove the ambiguities with regards to their meanings, definitions and usages in various social contexts. This will help other scholars and researchers to use these terms more effectively and precisely in their future research without any ambiguous perception.

Discussions

The Distinction between Code-switching, Code-mixing and Diglossia

Code-switching should be distinguished from other kinds of language contact phenomena such as code-mixing, borrowing and diaglossia, although there are not always clear boundaries between them. The subsequent sections will review the related but distinct linguistics terms in language contact studies and with providing suitable examples try to draw a line between them.

Code-switching vs. Code-mixing

It is essential to discuss a little more the two categories, namely, code-switching (CS) and code-mixing (CM) that have been used to indicate the use of two or more languages by a speaker. Some scholars such as McClure (1977), Kachru (1978), Pfaff (1979), Sridhar & Sridhar (1980), Bokamba (1988), Moradi (2014, 2015 & 2018) differentiate between "code-mixing" and "code-switching", some, on the basis of whether it is intersentential (code-switching) or intrasentential (code-mixing), reserve the term code-switching for inter-sentential switches only and instead prefer to use code-mixing for intra-sentential switches. The reason is that only code-mixing (i.e., intra-sentential switching) requires the integration of the rules of the two languages involved in the discourse (Kachru, 1983; Sridhar and Sridhar, 1980). According to Hudson (1999: 53), code-mixing is "a kind of linguistic cocktail- a few words of one language, then a few words of the other, then back to the first for a few more words and so on." As Bokamba (1988: 24) asserts, code-switching (CS) and code-mixing (CM) need to be distinguished, as CS involves switching from one language to another inter-sententially (between sentences), while in CM, switching occurs at the intra-sentential level (within sentences). He further explains that CS and CM have two different psychological and linguistic functions. He describes CS and CM as follows:

The embedding or mixing of words, phrases and sentences from two codes within the same speech event across sentence boundaries, while code-mixing is the embedding or mixing of various linguistic units i.e., affixes, words, and clauses from two distinct grammatical systems or subsystems within the sentence and the same speech situation.

Bokamba (1988: 24)

Kachru (1984: 64) distinguishes CS and CM on the basis of the degree of code sharing between participants. He explains that:

Code switching refers to the alternation in which the speech event does not necessarily require that the speaker and hearer share identical code repertoires. The user may be bilingual and the receiver a monolingual. On the other hand, in code-mixing, the codes used and the attitudinal reactions to the codes are shared both by the speaker and hearer.

Kachru (1984: 64)

In contrast to these studies, which differentiate between code-mixing and code-switching, there also have been other scholars who would prefer to not use the two terms separately for the different types of mixing that they designate and they use both terms interchangeably. For example, Hill and Hill (1980:122) use the terms CS and CM interchangeably without considering any difference between them. In this research, however, the terms code-switching (CS) and code-mixing (CM) are considered to be distinct and distinguished as such; code-mixing for intra-sentential switching that involves the use of phrases or lexical items which is the most frequent type of Persian-English switching, as illustrated in the following examples. The examples are taken from Ph.D thesis and a recently published research paper of the author.

- (1) [Fæyæt feʔr-ɒ ro *mix* mi-kon-æn] Clause
just poem-PL OBJ mix HAB-do-3Pl
"They just mix the poems."
- (2) [Belæxære xod-et bɔjæd *manage*-f kon-i] Clause
finally self-2Sg should manage-PRN do-2Sg
"Finally you, yourself, should manage it."
- (3) [Mæn mi-dun-æm ce-ɣædr ostɒd-æm *strict*-e] Clause
I HAB-know-1Sg what-much professor-1sg strict-COP
"I know how strict my supervisor is."

Moradi (2018:203)

As seen, switching occurred within a clause or in other words in the above examples switching between Persian and English occurred within a bilingual clause rather than between clauses of participating languages and switching occurred only at lexical level (*mix, manage and strict*).

However, code-switching occurs at inter-sentential level that involves changing into a clause or a sentence. As depicted below:

- (4) Mæn ke mi-g-æm ævæl bɒ xod-ɛf sohbæt kon. *It's a better idea, I think.*
I that PROG-tell-1Sg first with self-3Sg talk do. It's a better idea, I think.
"I am saying that first talk to him. I think it is a better idea."
- (5) *What a surprise to see you here.* To in-ɔp ci-kɒr mi-kon-i.
What a surprise to see you here. You this-place what-work PROG-do-2Sg

“What a surprise to see you here! What are you doing here?”

Moradi (2018:204)

As seen, in example 4 and 5 switching occurred at sentence and clause level in such a way that bilingual speakers utter one clause in one of the participating languages and the other clause in another language and the base language for each clause is completely clear.

Moradi (2018) explains that:

Switches are often classified based on the place they occur; they include: a) Inter-sentential switches which occur between two separate or distinct clauses or two coordinate clauses that belong to the same utterance. This type of CS occurs between clauses and sentence boundaries, where each clause or sentence is in one language or the other.

Moradi (2018:204)

The table (1) below demonstrates the summarized differences between code-mixing and code-switching according to the various views described here:

Table 1. Code-switching vs. Code-mixing

Points of view	Code-switching	Code-mixing
Grammatical items involved	Sentence & clause	Phrase, word
Base language	Clear	Sometimes unclear
Topic	May change	Maintained
Situations	Formal and informal	More likely informal
Speech Event	Sometimes inconstant	Constant

Code-switching vs. Diglossia

Another distinction should be made between code-switching and diglossia. Code-switching and diglossia should be differentiated as such diglossia is the use of two languages or language varieties for various sets of function. In sociolinguistics it refers to situations in which two languages, language varieties or dialects are used by a single language community. Besides the community’s everyday or vernacular language variety (labeled “L” or “Low”), a second highly limited variety (labeled “H” or “High”) is used in particular circumstances such as formal education, literature, or some other special settings, but not use for usual and ordinary interaction.

In diglossic settings the choice of language is governed and controlled by social rules and therefore, the choice between languages to be used in a conversation is not free; i.e. diglossia is imposed by social factors, while CS is a process where an individual can decide when, how and why to make CS. In addition, in contrast to CS which seems to be unconscious, in diglossic settings individuals are aware that they are moving from the H variety to the L variety or vice-versa. Therefore, diglossia is a more intentional changing of languages or language varieties due to the setting and social factors, while CS is perceived as a more subconscious change. Examples of diglossic regions are Arabic countries where there

is a H variety of Arabic language that is Modern Standard Arabic and a L variety that includes many local colloquial dialects of Arabic language or standard German and Low German in Germany.

Substratum vs. Superstratum

Stratum is in fact a Latin word which means “layer” and in linguistics and language contact situations it can be described as the language which influences another language or is influenced by the other through contact. A substratum can be considered as a language which has a lower prestige, while superstratum is a language which has a higher prestige or power in a particular community. Furthermore, both of the substratum and superstratum languages can mutually affect each other in various ways. Sometimes two languages can exist in a community with no labeling of higher or lower prestige. It means that both languages are accepted and dominant equally in a community and people use them interchangeably in different social contexts. In this situation of language contact, one language exists alongside the other one without any identifiable distinction of having the higher or lower prestige that is called adstratum.

In language contact studies, ‘substratum’ concerns with the native language of individuals that significantly affected by the language and linguistic features of dominant community and as well as its effect upon the prevailing and dominating language. Therefore, the shift is from the less dominant or less prestigious to more dominant language. The influence can be on vocabulary, syntactic or sentence structures, pronunciation, or other facets of linguistic and communicative competence. For instance, the influences Scandinavian languages on English or Celtic languages on the Romance languages can be considered as a linguistic substratum phenomenon in language contact theory.

The opposite linguistic influence is called a superstratum; i.e. the dominant language and also its impacts on the native language of the indigenous individuals. English, for instance is the superstratum language of Jamaican Creole (Richards & Schmidt, 2013)

While, as already mentioned, the mutual influence of two neighboring or equally dominant and prestigious languages on each other over a period of time is called an adstratum. For example, the contact between French and Flemish languages in Belgium can be considered as an adstratum. In India, for example, there are languages which are prevalent in the country, many of these languages may share a kind of adstratum relationship, however, Hindi language can surely be notified as a dominant adstrate in North of India.

Conclusion

There are plenty of research in linguistics and specifically language contact phenomenon, focusing on language contact between various pairs of languages in language contact situations and in different social contexts; just a few examples of such language contact studies can be the extensive research on code-switching, code-mixing, borrowing, language interference, substratum, superstratum, diagglossia, and etc. However, it seems that there is still a disagreement among linguists and scholars in terms of the meaning, definition and use of such linguistic lexical items and theories in the field. In other words, in spite of all the evidence of dissimilarities between some of these lexical terms and concepts in language contact studies, there are still some scholars who find these linguistic terms ambiguous and they believe that there are not always clear boundaries between them and therefore use them interchangeably.

Reference

- Annamalia, E.(1989). The language factor in code mixing. *International Journal of Sociology of Language* 75: 47-54.
- Anicich, E. M., & Hirsh, J. B. (2017): The psychology of middle power: Vertical code-switching, role conflict, and behavioral inhibition. *Academy of Management Review*, 42(4), 659-682.

- Bokamba, E. (1988). Code mixing, language variation and linguistic theory: Evidence from Bantu languages. *Lingua* 76: 21-62.
- Clyne, M. (1987). Constraints on code switching: How universal are they? *Linguistics* 25: 739-64.
- De Bot, K. (2004). The multilingual lexicon: Modelling selection and control. *International Journal of Multilingualism*, 1(1), 17-32.
- Di Sciullo, A.M., Muysken, P. and Singh, R. (1986). Government and code switching. *Journal of Linguistics*. 22: 1-24.
- Gafaranga, J. (2016): *Bilingualism as interactional practices*. Edinburgh: Edinburgh University Press.
- Grosjean, F. (1982). *Life with two languages. An introduction to bilingualism*. Cambridge.
- Haugen E. (1953). *The Norwegian Language in America (2 Vols.)*. Philadelphia: University of Pennsylvania Press.
- Hill, J. H., & Hill, K. C. (1980). Mixed grammar, purist grammar, and language attitudes in modern Nahuatl. *Language in society*, 9(3), 321-348.
- Hudson, R.A (1999). *Sociolinguistics*. 2nd (ed). Cambridge: Cambridge University Press.
- Kachru. B. B. (1978). Towards structuring code switching: A Indian perspective. *International Journal of Sociology of Language* 16: 27-46.
- Kachru. B. B. (1984). *Institutionalized Second Language varieties*. In S. Greenbaum (ed.), *The English Language Today*. London: Pergamon Press.
- Kim, K. H., Relkin, N. R., Lee, K. M., & Hirsch, J. (1997). Distinct cortical areas associated with native and second languages. *Nature*, 388(6638), 171-174.
- McClure, E. (1977). Aspects of code switching among Mexican-American children. In 28th Annual Round Table Monograph Series on language and linguistics, ed. M.Saville-Troike. Washington DC: 93 115.
- Moradi, H. (2014): Structural aspects of Persian-English code-mixing. *Asian Journal of Research in Social Sciences and Humanities*, Vol. 4, No.6, pp. 119-130.
- Moradi, H. (2015). Behavioral aspects of code-switching. *International Journal of English and Education*, 4(1), 176-185.
- Moradi, H. (2018): An Investigation on Persian-English Code-switching and the Matrix Language Frame (MLF) Model. *International Journal of Educational Sciences*, 21(1), 202-213.
- Muysken, P. (2000): *Bilingual speech: A Typology of code-mixing*. Cambridge: Cambridge University Press.
- Myers-Scotton, C. (2002): *Contact linguistics*. New York: Oxford University Press.
- Parafita Couto, M. C., & Gullberg, M. (2017): Code-switching within the noun phrase: Evidence from three corpora. *International Journal of Bilingualism*, 1367006917729543.
- Pfaff, C.W. (1979). Functional and structural constraints on syntactic variation on code switching. Paper from the Parasession on diachronic syntax. Chicago, Illions: *Chicago Linguistics Society*.
- Richards, J. C., & Schmidt, R. W. (2013). *Longman dictionary of language teaching and applied linguistics*. Routledge.

Sridhar, S.N and Sridhar, K.K. (1980). The syntax and psycholinguistics bilingual code mixing. *Canadian Journal of Psychology* 34: 92-116.

Thomason, S. (2000). *Contact languages: An introduction*. Washington DC. Georgetown University Press.

Thomason, Sarah G. (2001). *Language Contact: An Introduction*. Edinburgh & Washington, DC: Edinburgh University Press & Georgetown University Press.

Tuma, F. (2017): Code switching in expert-teachers' EFL classrooms: A conversation analysis perspective. *SLOVO A SLOVESNOST*, 78 (4), 283-304.

Van Dulm, O. (2007). *The grammar of English-Afrikaans code switching. A Feature Checking Account*. Doctoral Dissertation. Radboud University, Nijmegen.

Weinreich, U. (1953). *Languages in Contact*. New York: Linguistic Circle of New York. *Indian Journal of American Studies*.

Linguistic Modeling as a Reflection of Language Consciousness Activity

Alfira F. Saghitova¹, Almira K. Suleymanova², Raysa H. Khayrullina³, Halisa N. Ismagilova⁴,
Elvira F. Rakhimova⁵

¹ Russian Language and Literature Department, Ufa State Petroleum Technological University, Ufa, Russia

² Russian Language and Literature Department, Ufa State Petroleum Technological University, Ufa, Russia

³ Department of Russian Language, Bashkir State Pedagogical University named after M. Akmulla, Ufa, Russia

⁴ Russian Language and Literature Department, Ufa State Petroleum Technological University, Ufa, Russia

⁵ Department of Bashkir and Comparative Linguistics, Department of Russian Language, Bashkir State Pedagogical University named after M. Akmulla, Ufa, Russia

Abstract

The aim of the article is to study linguistic consciousness in the aspect of its modelling as a way of structuring and systematizing knowledge and ideas about surrounding reality. The authors used linguacultural and linguacognitive methods to describe cognitive processes taking place in the linguistic consciousness. Language modeling and reflection of the ways to describe and interpret the extralinguistic reality in it is accomplished by the construction of the model as a means of displaying the facts, phenomena, categories and other phenomena of objective reality in the language and gaining new knowledge about the modeled object. Particular attention in the article is given to the description of ontological, mental and linguistic models. Linguistic modeling as a reflection of linguistic consciousness reveals the ontological characteristics of the world realities and linguacultural traditions of the people in the process of cognition of the person's surrounding reality and its further verbalization.

Keywords: Model, Modeling, Linguistic consciousness, Ontological model, Mental model, Linguistic model

Introduction

The problem of linguistic consciousness has attracted the attention of researchers for many decades. Some author's articles, monographs, conferences on linguistics, symposiums on psycholinguistics and communication theory are devoted to this issue. But in spite of such attention of scientists to this problem, there is no common opinion as to what should be understood by "language consciousness". Language consciousness is defined as a person's ability to comprehend the surrounding reality. Such comprehension cannot occur without the structuring and systematization of the realities of the extralinguistic reality. In this regard, we can identify the following models in the process of structuring knowledge and ideas about the world: ontological, mental and language/ linguistic. In this article, linguistic modeling is considered as a reflection of the activity of linguistic consciousness.

Recently, research has observed a change in the vector from "descriptiveness" to "modeling" of linguistic phenomena and processes, which requires the expansion of the boundaries of linguistic science and the search for new interdisciplinary connections. One of the characteristic features of the change in this vector is the establishment of the reliable, quantitative and prognostic nature of the created language models.

Modeling of the language and the reflection in it of the ways of describing and interpreting the extralinguistic reality is accomplished by constructing the model that serves to display facts, phenomena, categories and other objective reality language phenomena and gaining new knowledge about the

modeled object. The study of language modeling processes is also of great practical importance in the study of non-native and foreign languages in the process of intercultural communication. It is this model that makes it possible to “see” the objective world through the prism of other culture (Khayrullina et al., 2018).

Literature Review

In Russian science, a great deal of experience has been accumulated in the study of the problem of linguistic consciousness in the aspect of speech and linguistic activity, within the framework of which the functioning of language and consciousness is viewed as a single interconnected mechanism. This problem is covered in the works of such scientists as L.S. Vygotsky (1999), A.R. Luriya (1979) and others.

The first Russian works devoted to the study of linguistic consciousness include the A.A. Potebnya's monograph “The Thought and Language” (1999). However, until the end of the 20th century, “linguistic consciousness” in Russian science was considered exclusively as an object of linguistic research. Currently, linguists pay serious attention to extralinguistic factors in the formation of linguistic consciousness. These include the features of cultural and historical development and cognitive evaluation of human activities. Studies of the national cultural identity of linguistic consciousness are represented in the works of T.B. Ushakova (2003), N.V. Ufimtseva (2011) and A. Vezhbitskaya (1997).

In the early 90's of the XX century Russian linguistic science is characterized by the intensification of the research of linguistic consciousness in the aspect of ethnopsycholinguistics (Leontyev, 1975; Zinchenko, 2011; Krasnykh, 2002).

In the field of studying the problem of linguistic modeling, numerous works of O.N. Aleshina (2003) and K.I. Belousova (2010) appear.

In this paper we consider the language consciousness in the aspect of its modeling characteristic as a way of structuring and systematizing knowledge and ideas about surrounding reality.

Research Methods

The aim of the research in the article is to study linguistic modeling as a reflection of the activity of linguistic consciousness, as well as characterization of the types of models as a way of describing the surrounding reality.

In accordance with the goal, the following tasks were identified: 1) a critical review of the main directions of the study of the problem of linguistic consciousness in linguistics; 2) a description of the structure and content of linguistic consciousness; 3) characterization of the types of models describing the surrounding reality; 4) identification of a universal and ethnically distinctive component of linguistic consciousness.

The authors use linguacultural and linguacognitive methods to identify mental and linguistic processes occurring in linguistic consciousness in the process of linguistic modeling. Using as a leading linguacognitive method makes it possible to determine the peculiarities of cognitive processes occurring in the language consciousness in the process of communication (linguacognitive aspect). The linguacultural method used in our work assumes the study of linguistic consciousness in its close interaction with the culture of peoples, their bearer, with the purpose of revealing the universal and ethnic in linguistic consciousness, and also the description of the process of linguistic modeling itself.

Results and Discussion

In this paper, the problem of linguistic consciousness is examined by us within the framework of the concept created at the junction of ethnolinguistics, psycholinguistics and linguaculturology. Basic works in this area are the works of V.V. Krasnykh (2002), D.B. Gudkov (2003), R.Kh. Khayrullina (2012).

By the term “language consciousness” we mean national and cultural characteristics of the people, their way of life and way of thinking, reflected in the specific features of the language. The mental identity of people reflected in the linguistic consciousness is reflected in the grammatical system of the language and the specific conditions of its functioning, which indicate the secondary nature of linguistic consciousness in relation to the man and society. Thus, the concept of “linguistic consciousness” should be viewed as imprinted in the language of the features of the basic models of consciousness that are characteristic of a particular linguistic and cultural community.

When studying the problem of linguistic consciousness, the main issue remains the relationship of language and thinking. There are two points of view on this issue. According to the first, any consciousness is objectified by a linguasemiotic code. The second point of view on this problem is that cognitive processes find their expression with the help of “iconic mediators”. However, these iconic mediators are not only linguistic signs, but also other semiotic means of communication. Any semiotic system is a kind of “language”, a code for storing information in the person's memory and decoding it in the process of communication.

In psycholinguistics, the term linguistic consciousness is regarded as “the result of mental activity verbalized by lexical means of the national language. With a broader interpretation, linguistic consciousness is a mental mechanism that supports the process of human speech activity” (Sagitova & Suleimanova, 2018, p. 620).

The study of linguistic consciousness in the ethnopsycholinguistic direction is reflected in the works of A.N. Leontyev (1975) and V.P. Zinchenko (2011).

“Consciousness in its immediacy is a picture of the world that opens to the subject, into which he/she himself, his actions and states are included” (Leontyev, 1975, p. 167). The function of consciousness is that the subject can act on the basis of the emerging subjective image.

In the structure of the individual consciousness, A.N. Leontyev (1975) singled out the three components of consciousness: the sensory fabric of perception (or image), meaning and sense.

The main components of consciousness in his teaching are values that contain knowledge of the world around them. In the mind of a person, values acquire a personal meaning, i.e. individualized and subjective.

According to the scientist, the first component (sensory tissue of the image) contributes to the formation of the sensory composition of reality images. Being the most important basis for the formation of consciousness, the second component (meaning) is “an idealized form of the existence of the objective world, its properties, connections and relations, uncovered by the aggregate social practice” (Leontyev, 1975, p. 141). Thus, the surrounding reality is perceived by a person through the prism of values that are formed under the influence of the characteristics of a specific native speaker and his/her previous experience. By the third component (personal sense) is meant the subjective nature of human consciousness. Many scientists note here that the sense always expresses the relation of the subject to reality, and the values are due to the national culture of the native speaker.

Affirming that these three “generators” do not fully ensure the connection between consciousness and being, V.P. Zinchenko (2011) proposed introducing of the biodynamic tissue of motion and action. In the proposed scheme, he distinguishes between the reflective (or reflexive-contemplative) and the being layer in the structure of consciousness. Meaning and sense refer to the reflexive layer of consciousness, and the biodynamic fabric of activity and action and sensory tissue to the being. Later in his works, he additionally introduces the following layers of consciousness - spiritual, and then chronotopic and value.

Thus, the structure of consciousness consists of five layers. The first layer, the ontological (or subject-activity) includes the sensory fabric of images and the objective component - the biodynamic fabric of actions. The second layer, chronotopic, refers to time and space. Under the chronotope, the author

understands the space-time dimension of conscious life constructed by consciousness. Reflective layer includes sense and meaning. The value layer of consciousness includes co-meaning (the perceived significance) and the objective meaning of the cultural phenomenon. The last layer is the spiritual layer, which contains within itself the sphere of relations between the subjective self and the objective, realized through the use of language.

Despite the long history of studying the problem of linguistic consciousness, there is still no integrative typology of the classification of this phenomenon. In our opinion, when creating such a typology, it is necessary to take into account the achievements of cognitive science, ethno- and psycholinguistics and linguaculturology. Given the cognitive parameters, linguistic consciousness must be considered in accordance with the logical and linguistic types of thinking. With linguistic thinking, linguistic consciousness relates directly, and with logical thinking - "indirectly, through linguistic thinking, and directly in that part of it that is either verbal or verbalized" (Panteleeva, 2015, p. 93). It is this property of the multilayeredness of linguistic consciousness that, in our opinion, becomes the basis for the modeling of non-linguistic reality - from the ontological essence of being to its verbal expression.

With allowance for linguacultural parameters, individual linguistic consciousness, collective linguistic consciousness, linguistic consciousness of the linguistic cultural community, etc. are singled out. Taking into account the psycholinguistic parameters, one can single out the linguistic consciousness of monolingual, bilingual, polylingual. From the standpoint of psycho- and sociolinguistic approaches, the linguistic consciousness of the individual and society is singled out.

The basic cognitive category in the study of linguistic consciousness is the evaluation and the associated evaluation, appraisal and evaluation. Evaluation is a category associated, on the one hand, at the cognitive level with the evaluation as a process and result, and, on the other hand, at the linguistic level - with the category of subjective modality. These categories and their verbalizers determine the dynamism of linguistic consciousness. In addition, the dynamism of linguistic consciousness depends on the features of the stages of human socialization, on the improvement of its communicative culture, and also on the "changing socially approved / disapproved canons and standards, including determining the communicative behavior of both the individual and the specific society, the system of rituals, values, socium and/or linguacultural community" (Panteleeva, 2015, p. 94).

Today, many scholars speak of the ethnocentrism of consciousness, which is the result of the interaction of the national language and culture, language and thinking. Ethno-linguistic consciousness is a combination of "cognitive-emotional and value structures, the national marking of which ensures their variability from one culture to another" (Privalova, 2006, p. 7). Since the basis of the worldview and understanding of each people is the system of objective meanings, social stereotypes, cognitive schemes of the representative of a certain linguistic cultural community, the consciousness of a person is always ethnically conditioned.

The dynamism and multidimensionality of linguistic consciousness require a special methodology for its linguistic research. For a more precise representation of multidimensionality of linguistic consciousness, it is advisable to resort to the method of linguistic modeling, which has become very common in recent years. The emergence of this method is associated with the emergence of model linguistics, or linguistics modeling of language reality.

The concept of the linguistic model and modeling originated in the framework of structural linguistics in the XIX century, and was introduced into scientific circulation in the 60-70s with the development of mathematical linguistics. As K.I. Belousov (2010) says that "... modern linguistics is increasingly turning to the method of modeling" (Belousov, 2010, p. 94), which is confirmed by the appearance of a large number of scientific studies using the modeling method in recent decades.

The main purpose of modeling language and reflecting the ways of describing and interpreting extralinguistic reality in it is not only the construction of a model as a means of displaying facts, phenomena, categories and other phenomena of objective reality in the language, but also gaining new knowledge about the object being modeled. Studying the processes of modeling language has also great practical importance. "The universal nature of the language model as an abstract concept becomes the basis for the study of languages, for the assimilation of non-native (foreign) languages in the process of intercultural communication. It is this model that makes it possible to "see" the objective world through the prism of a culture other than one's own" (Khayrullina et al., 2018, p. 526).

The purpose of linguistic modeling is to build a language model, its research and use. By the term model in linguistics it is customary to understand, firstly, a real or mental device that is artificially created by the linguist, which reproduces or simulates the behavior of the original for linguistic purposes and, secondly, the sample serving as the standard for mass reproduction, the same as type, scheme, paradigm, structure, and so on (Martinet, 1952; Apresian, 1966; Bastian, 1994; Revzin, 1967; Marcus, 1970; Chomski, 1972; Berwick & Chomsky, 2016; Block, 1995; Fodor, 1975, 2008; Gibson, 1979; Montemayor & Haladjian, 2015). A model is "such a mentally imagined or materially realized system that, by displaying or reproducing the object of research, is capable of replacing it in such a way that its study gives us new information about this object" (Shtoff, 1966, p. 19).

To describe language consciousness, in our opinion, the following models can be used: ontological, mental and language/linguistic. By the ontological model we mean a conceptual construction that describes being and is based on strictly defined universal categories as universal bases of the world view. At present, the most widespread is the ontological model, which is based on the categories of space, time and quantity.

Mental models are a way of perception of the person, a set of tools with which he/she thinks. For the first time, the term "mental models" was used by the Scottish psychologist in the mid-20th century.

Under the linguistic model, after A.F. Losev (1968), we understand an ordered set of linguistic elements, which is a single-separate whole and contains both the principle of its ordering and the dismemberment of all its elements and their combinations (Losev, 1968, p. 33-34).

In the models of this type, the results of the processes of cognition of the real world and the connection of images of consciousness with the units of language/speech are embodied. These models are being connected with a word, utterance, text, form structures of different levels of abstraction and degree of complexity.

In describing the models under consideration, an important role is played by the forms of cognition of the surrounding reality: the rational and the sensible. At the heart of the ontological model is sensory cognition, which is mediated by knowledge and ideas received through the senses. By sensory or sensible cognition, we mean cognition with the help of sense organs, which gives direct knowledge about objects and their properties and proceeds in three basic forms: sensation, perception, representation.

Sensation is the sensual image of a particular property of an object - its color, shape, taste, etc. The holistic image of an object that arises from its direct influence on the senses is called perception. Perceptions are formed on the basis of sensations, representing a combination of them. Apple, for example, is perceived as a combination of a sense of its shape, color, taste. A more complex form of sensory cognition is representation. It contains in the mind the image of a particular object, perceived by a man earlier. Representation is the result of past influences of an object on the senses, the reproduction and preservation of the image of an object in its absence at the given moment. An important role in the formation of the representation is played by memory and imagination, which form a representation not only of a real object, for example an apple, but also fantastic images that are a combination of several real objects (centaur, witch in mortar and with a pencil, etc.).

The basis of the mental model is rational, or abstract, cognition. It is expressed in the basic logical forms: concepts, judgments and conclusions, reflecting the general, essential in the objects. On the basis of the generalization of knowledge about individual objects and their properties, abstract thinking forms the notion of the properties inherent in a certain set of them (round, cold, sour), the set of objects (apple, house, man), it is capable of forming high-order abstractions containing knowledge of most common properties and relationships of reality. Such, for example, are philosophical categories: "being", "objective reality", "movement", "society", etc. Being a distraction from reality, abstraction generates common properties that are important for connecting things and processes, establishing their cause, cognition of the laws of motion and development of nature and society, creating an integral picture of the world.

The linguistic model in describing the structure of linguistic consciousness uses forms of both sensory and rational cognition of the surrounding reality. Reflecting the object from the outer, superficial side, sensory cognition contains elements of generalization. Perceptions and sensations are also generalized. They constitute the prerequisite of the transition to rational cognition. Rational cognition includes elements of sensory content and guides and causes sensory cognition. And although sensory cognition is primary in relation to thinking, however, in the formed cognition, the sensory cognition is inseparable from the rational cognition, forming a single cognitive process.

When modeling the surrounding reality, it is necessary to take into account that in the process of learning it, attention, memory, imagination and intuition are also involved. In addition, the process of cognition is in close relationship with the emotional, motivational and volitional spheres of consciousness, as well as with all background knowledge.

Let us dwell in more detail on the typology of linguistic models.

There is no single typology of linguistic models. Nevertheless, the diversity of them can be divided into two large groups: models aimed at generating (verbalizing) the text, and models aimed at understanding it. Understanding assumes extraction from the text of some set of knowledge, and verbalization is an expression of the acquired knowledge with the help of linguistic units, i.e. the actual generation of the text.

In the process of verbalization processes occur that lead not only "from thought to text", but also the reverse - "from text to thought". Models of speech activity are a description of the complex mechanism functioning in the test interaction of perception, thinking and language. In this aspect, three types of models can be distinguished. First, these are models, where the main object are specific language processes and phenomena, i.e. models that mimic human speech activity. Here syntactic and semantic models may be included. There are also models of phonological analysis and synthesis (decomposition of the sound stream into phonological features and synthesizing important components of speech); automatic morphological analysis, where each wordform is divided into a basis and contains information on the grammatical meanings expressed by the wordform; automatic synthesis, constructing a certain word form on its basis and a set of information about the grammatical meanings of this word.

The description of the surrounding reality through modeling is not an easy task for the researcher. The isolation of the structural properties of an object as the most significant helps "to create a theory of a given structure that is equally applicable to objects of any physical nature, if they are based on the same structure" (Povetkina, 2012, p. 133).

In the opinion of Yu.V. Povetkina (2012), "having established that in some respect an object that has not yet been studied behaves the same way as an object that has been thoroughly studied and provided with a theory, the researcher can extend this theory to the first object, even if these objects are essentially completely different from each other. All other properties of the model are related to its main property, that it is a functional approximation of the object" (Povetkina, 2012, p. 133). It must be remembered at the same time that the model always represents some idealization of the object and usually operates not with

the concepts about real objects, but with the constructs, i.e. concepts of ideal objects that are not directly deduced and unambiguously from experimental data, but constructed on the basis of generalizations. In the study of language reality, it must also be remembered that any model, including the linguistic one, is formal, that is, it clearly and unambiguously defines the original objects that connect their statements and the rules for handling them. Finally, any model, including linguistic, should be characterized by explanation, or explanatory power.

The design of the model is both a means of displaying linguistic phenomena, and an objective practical criterion for verifying the truth of knowledge about the language. In unity with other methods of language learning, modeling considers the hidden mechanisms of speech activity, its movements from relatively primitive to more meaningful models, more fully revealing the essence of language.

The principle of modeling exists within the language system. A clear confirmation of this is that some of its subsystems model others, for example, the system of written speech is a model of oral speech; within written speech there are several models (printed, handwritten); the expression plan is a model of the content plan.

The concept of the model is a universal scientific concept, and any model (including linguistics) has the following properties: finiteness, simplicity, approximateness, adequacy to the original, visibility, accessibility, informativeness, completeness, stability, isolation. Language models are no exception and are also characterized by these attributes.

Language models should also be considered in the aspect of linguistic consciousness, the language picture of the world, the language personality, culture and mentality of the people.

Two terms are used to describe the cognitive evaluative processes occurring in the linguistic consciousness, in the process of cognizing the surrounding world through the language in linguistics: the "model of the world" and the "picture of the world". To model a certain fragment of the language, some scholars suggest using the term "picture of the world". For example, in the transmission of figurative specificity of phraseological units, proverbs and sayings speak of a "phraseological picture of the world", a "paremiological picture of the world". The term "model of the world" is used by scientists in the process of researching the conceptual foundations of the world's linguistic worldview. In this regard, linguistic modeling becomes relevant when comparing the world's images of representatives of different linguistic communities.

The analysis of the foundations of the linguistic worldview of different peoples makes it possible to identify universal (typological) and ethnically specific features of verbalization in the process of comprehension of the extralinguistic reality. To date, in linguistics there is a large number of works that describe the reality surrounding the person as an integral model of the world in language on the basis of different languages.

In more specific models, the language is characterized as a structural-systemic formation, which is used to describe the phonetic system of language, word-forming processes, semantic models in vocabulary and phraseology, in describing and constructing the paradigms of inflection in morphology, schemas of syntactic units. The structure of the model is no less dependent on extralinguistic factors - the national culture of the people, its socio-cultural values, mentality, the geography of the people's living, etc. All these factors influence the very process of semantic modeling and find expression in the structure of the lexical meaning of the multivalued words of different thematic groups, for example, zoonyms, florisms, names of faces, objects of everyday life, etc.

With linguistic modeling, it is necessary to remember the universal and ethnically distinctive component of linguistic consciousness. The theory of the universality of thinking in linguistic science exists in the form of a definite set of common meanings and concepts that are associated with secondary sensations that reflect the surrounding reality through the prism of personal world perception (Khayrullina et al.,

2017). This is due to the fact that each person regardless of nationality sees the same surrounding world (sun, sky, stars), feels joy and pain, etc.

The internal form of the word denominations of the realities of flora and fauna can be regarded as a clear confirmation of the peculiarities of the national worldview and understanding of the world.

Each name of the realities of flora and fauna can be modeled on a semantic model, with the help of which the process of understanding of an object or feature is revealed.

For example, the name of a thistle reflects the views of the people who are associated with this plant. This semantic model finds its expression in the form of a different lexical material: the crooner, the duck wool. This plant was used to repel the devil and evil spirit. It was placed in the corner of the hut and under the pillow, at the entrance to the hut above the doors. Thistle was also used to treat fright. At the fright of the child, it was smoked with a smoking thistle to expel the evil spirits from him/her.

The internal form of the name ladybird is the result of not motivating by any word, but the result of the semantic transfer of the meaning of words. It has two meanings: 1) an insect and 2) a harmless, quiet person who cannot stand up for himself. The name of the ladybird is the result of semantic derivation, as it was used to express figuratively the idea of sluggishness and harmlessness inherent in this insect. Later, this name itself acted as a source of semantic derivation. Similarity in the same qualities of slowness and inoffensiveness gives grounds to speak about one secondary nomination (the person as the bearer of the above qualities). Here we are dealing with two stages of derivation, with two derivational steps. It is interesting to note that in the basis of the nomination of this insect, different signs are laid down in different languages. In Tatar the ladybird is translated as *kuzme cuz* (lit. "eye on the eye", apparently, because of the black points on the back). The appearance of the insect is marked in the basis of the nomination. In English, ladybird is translated as a "bird of the lady". It is believed that it is named after the Virgin Mary. The red color symbolizes her cloak (in the medieval art, the Virgin Mary was usually depicted in red).

The names of the realities of flora and fauna analyzed by us show that similar motivation is laid in the basis of the nomination: 1) similarity with parts of the animal's body, poultry (equine "sorrel horse", bear's ear "mullein", hare's ears "lily of the valley, spring"); 2) the food product of the animal, poultry (goulashes "bird walker", Goose's goatee, broomstick "spurge", cuckoo's tears "orchis spotted"); 3) size (mullein, pea mouse); 4) the appearance of the plant (swallow grass "celandine").

Thus, the denominations of the realities of flora and fauna are not simply plant and animal designations, but reflect "the whole depth of the person's relationship to the surrounding reality" (Sagitova, 2008, p. 20). The signs that form the basis of the nomination may be different. The same realities of the world are perceived and coded by the ethno-linguistic consciousness in accordance with the ideas developed in this ethno-cultural community. In the process of encoding and decoding, logically the conceptualization mechanisms remain universal. However, the same concepts in different languages may have different verbal representations in the form of an ethno-cultural component of the meaning of a word or phrase.

The peculiarities of the nomination process, the specificity of the representation of a particular object, phenomenon or process by a certain linguistic cultural community depend on a special worldview, which is determined by the culture code, which can also be viewed as a universal global model. Representations about the surrounding reality of a certain linguacultural community make it possible to reveal the features of cognition of the world by different peoples, their worldview and world perception, and also to reconstruct individual fragments of the linguistic picture of the world of a certain ethnos in the process of modeling.

Conclusion

As it is known, language is the main tool for the realization of thought. However, the cognitive mechanisms that occur in consciousness are not amenable to the direct observation, which is the reason for the search of new methods for their description. In this regard, there is a large number of works devoted to the creation of the image of the object on the basis of the comparison of the initial and final data, the hypothesis about the possible structure of the language and the mechanisms taking place in the linguistic consciousness. To date, the modeling method is intensively developing and extending to the humanities, including linguistics.

Semantic models of the names of the realities of flora and fauna contain certain characteristics of them and reflect the spiritual world of a certain linguistic and cultural community. Their research makes it possible to get an idea of the specifics of the worldview and worldview of a particular people, and also to reveal the universal and national-cultural features of linguistic consciousness.

Linguistic modeling reflects linguistic consciousness and ontological characteristics of real world situations, people's linguacultural traditions reflecting the cognition process of the person's surrounding reality and its further verbalization.

References

- Aleshina, O. N. (2003). *Semantic modeling in linguo-metaphorological studies (on the material of the Russian language)*: PhD thesis. Novosibirsk.
- Apresian, Iu. D. (1966). *Ideas and methods of modern structural linguistics*. Moscow.
- Bastian, A. (1994). How to handle the flexibility of linguistic variables with applications. *International Journal of Uncertainty, Fuzziness and Knowledge-Based Systems*, 2(4), 463-484.
- Belousov, K. I. (2010). Model linguistics and modeling problems of linguistic reality. *Herald of OSU*, 117(11), 94-97.
- Berwick, R. C., & Chomsky, N. (2016). *Why Only Us: Language and Evolution*. Cambridge, MA: The MIT Press.
- Block, N. (1995). On a confusion about a function of consciousness. *Behavioral and Brain Sciences*, 18(2), 227-247.
- Chomski, N. (1972). *Aspects of syntax theory*. Moscow.
- Fodor, J. A. (1975). *The Language of Thought*. Cambridge, MA: Harvard University Press.
- Fodor, J. A. (2008). *LOT 2: The Language of Thought Revisited*. New York: Oxford University Press.
- Gibson, J. J. (1979). *The Ecological Approach to Visual Perception*. Boston: Houghton Mifflin.
- Gudkov, D. B. (2003). *Theory and practice of intercultural communication*. Moscow: Gnozis.
- Khayrullina, R., Fatkullina, F., Morozkina, E., Saghitova, A., Suleimanova, A., & Vorobiov, V. (2017). *Language*

- Personality in the Bilingual Context of the National Linguistic World Pictures. *Man in India*, 97(14), 17-26.
- Khayrullina, R. Kh. (2012). *Linguaphilosophic: peculiarities of the national language consciousness*. Ufa: Bashkir State Pedagogical University named after M. Akmulla
- Khayrullina, R. Kh., Rakhimova, E. F., & Sagitova, A. F. (2018). Linguacognitive bases of language modeling. *World of Science, Culture, Education*, 70(3), 525-528.
- Krasnykh, V. V. (2002). *Ethnopsycholinguistics and linguaculturology*. Moscow: ITDGK Gnozis.
- Leontyev, A. N. (1975). *Activity, consciousness, personality*. Moscow: Nauka.
- Losev, A. F. (1968). *Introduction to the theory of language models*. Moscow: MGU.
- Luriya, A. R. (1979). *Language and Consciousness*. Moscow: MGU.
- Marcus, S. (1970). Theoretical and multiple models of languages. Moscow.
- Martinet, A. (1952). Diffusion of language and structural linguistics. *Romance Philology*, 7(1), 5-13.
- Montemayor, C., & Haladjian, H. H. (2015). *Consciousness, Attention, and Conscious Attention*. Cambridge, MA: MIT Press.
- Panteleeva, T. Yu. (2015). Linguistic consciousness as an object of studying the humanities paradigm. *Humanities*, 7(71), 92-95.
- Potebnya, A. A. (1999). *Thought and language*. Moscow: Labirint.
- Povetkina, Yu. V. (1999). Modelling as a method of linguistic studies. *Philological Sciences. Questions of Theory and Practice*, 17(6), 132-136.
- Privalova, I. V. (2006). *Language consciousness: ethnocultural marking (theoretical and experimental research)*. PhD thesis. Moscow.
- Sagitova, A. F. (2008). *Inner form as a result of cognitive estimation of a human being ("Flora", "Fauna")*: Thesis of the Candidate of Philological Sciences. Ufa.
- Sagitova, A. F., & Suleymanova, A. K. (2018). Linguistic consciousness as synthesis of the universal and the ethnically specific. *World of Science, Culture, Education*, 69(2), 619-622.
- Ufimtseva, N. V. (2011). *Language consciousness: dynamics and variability*. Moscow – Kaluga: Institute of linguistics of the RAS.
- Ushakova, T. N. (2003). Linguistic consciousness and principles of its research. In N. V. Ufimtseva (Ed.), *Language conciseness and text: theoretical and practical aspects*, 6-17.
- Vezhbitskaya, A. (1997). *Language. Culture. Cognition*. Moscow: Russkiye slovari.
- Vygotsky, L. S. (1999). *Thinking and speaking*. Moscow: Labirint.

Zinchenko, V. P. (2011). Values in the structure of consciousness. *Questions of Philosophy*. Retrieved from: http://vphil.ru/index.php?option=com_content&task=view&id=363&Itemid=5.

WILEY

The Concept of "Laughter" as a Form of Humorous Discourse (Using the Example of the Novel "12 Chairs" by I. Ilf and E. Petrov)

Galina G. Fefelova¹, Flyuza G. Fatkullina², Almira K. Suleymanova³, Amina Sh. Abdullina⁴,
Zemfira S. Akhmatyanova⁵

¹ Russian Language and Literature Department, Ufa State Petroleum Technological University, Ufa, Russia

² Department of Russian and Comparative Philology, Bashkir State University, Ufa, Russia

³ Russian Language and Literature Department, Ufa State Petroleum Technological University, Ufa, Russia

⁴ Department of Philological Disciplines, Birsky branch of Bashkir State University, Birsk, Russia

⁵ Department of Philological Disciplines, Birsky branch of Bashkir State University, Birsk, Russia

Abstract

The contemporary linguistics pays increasingly more attention to studying the concepts consisting of images, associations, notions, mental language units that play the key part in the linguistic world view. This paper deals with studying the concept of "laughter" and its constituent "smile" as the main categories of emotive vocabulary that are employed in the humorous discourse. The attention is focused on artistic concepts as the leading elements reflecting the individual author's approach in the work and rendering the characters' perception of the world as expressed in their verbal and non-verbal communications by means of laughter and smiles. Using the example of the novel by I. Ilf and E. Petrov, lexemes containing the diverse shades of emotive semantics are considered: the positive, the negative and the neutral ones. The analysis of emotive lexemes has allowed finding out that although the positive connotations prevail, the reader (listener) realizes that a negative ironical subtext is concealed by the smiles. This is due to the author's intentions and the people's perception of the world coded in the linguistic forms of the national linguistic world view. Using a vast resource of imagery and expressive means, the authors enhance the humor of the described situations in microcontexts by representing the "laughter" and "smile" lexemes through metaphors, gradation and epithets. Laughter as a form of humor enables the authors to show the reader in a disguised manner the whole epoch and the national linguistic world view together with it.

Keywords: The "laughter" concept, Emotive lexemes "laughter" and "smile", Humorous discourse, Linguistic world view, Irony

Introduction

The contemporary world of science has quite a few areas in which the notion of concept is employed: linguistics, culture studies, philosophy, logic, cognitive science and other humanities.

Within the linguistic world view, man and language are studied by linguists as a single whole. The space where a linguistic persona exists and from which it draws its information consists of concepts and abstract mental structures (Vorobyev et al., 2014). By means of concept, the human knowledge is organized. A concept is understood as a cognitive unit of mental vocabulary being a quantum of knowledge of the entire world view which reflects the content of the total human activity (Kubryakova et al., 1996).

Concept is a mental unit existing in the human consciousness, in the human memory. It is the fairly diverse information contained in it that creates the sphere of concepts of language. D. S. Likhachev (1997) pointed out that the richer a nation's culture is, the richer the sphere of concepts of the national language is that is directly reflected in language, literature, science, and art. Representation of concepts in literary

works using the expressive means of language facilitates understanding the mentality both of the author and of the entire nation or epoch. Analyzing the works within the conceptual aspect and studying the methods of reproducing the objective reality in an individual's consciousness are relevant because the linguistic world view is reflected in literary texts in the brightest manner, and writers being representatives of the national culture render the language-specific concepts quite keenly.

The literary concepts have tremendous capacities as they incorporate both the individual author's and the shared cultural elements. These concepts are characterized by associative property, estheticism, emotive nature and are equipped with potential images too.

The subject of this research is the concept "laughter" which plays the key role in the Russian linguistic world view. Laughter emerges only in the society during verbal communication. Being a cultural concept, the "laughter" lexeme has its notions related: the culture of humor, a situation of laughter, laughter response etc. Scientists have been studying laughter for several centuries; however, the term has not been defined in an unambiguous and extended way so far.

Literature Review

The linguists' multi-aspect studying of the national linguistic world view has allowed introducing the term "concept" into the framework of categories of science which is now its important constituent. It was studied by different scholars (Dijk, 1995; Eggins & Martin, 1998; Jackendoff, 1995; Wierzbicka, 1985, 1986; Wodak, 1996). There are several interpretations and definitions of concept. Although the term "concept" is used widely, there is no generally accepted definition for this term in linguistics.

Cognitive linguistics researchers point out the mental essence of concept and refer it to the world of human consciousness. N. D. Arutyunova and representatives of her school, view the concept in the angle of linguocultural studies, where the key approach is the ethnocultural one. N. F. Alefirenko (2002), E. S. Kubryakova (Kubryakova et al., 1996) and other researchers study the concept within cognitive science. They believe the concept is a complicated meaningful formation having a vivid descriptive and value-oriented nature but no rigid structure. By concept, N. N. Boldyrev (2000) means shaping of notions as a result of cognitive activity that are united in a system of knowledge about the world.

The "laughter" concept is represented from various standpoints within the sphere of concepts of the comic discourse. Let the linguistic units be considered that represent the concept of laughter in dictionaries (Fefelova, 2016). V. I. Dahl defines laughter as "roar, unintentional, voiced manifestation in man of a feeling of cheerfulness, amusement, a burst of a merry disposition; there is though the laughter of ridicule, that of contempt, spite etc. Laughter is the average expression between a smile and roar. Malicious laughter, gloating, sardonic laughter. Cordial laughter" (Dictionaries and encyclopedias on Academic, 2000).

According to the Explanatory dictionary of the Russian language by S. I. Ozhegov, laughter is: 1. Brief characteristic voice sounds expressing cheerfulness, joy, pleasure, as well as mockery, spitefulness and other feelings. 2. Something funny, worth to be ridiculed (Dictionaries and encyclopedias on Academic, 2000).

The philosophical dictionary gives the following interpretation: "laughter is the cultural and psychological phenomenon as a human specific evaluative response to the reality... The tradition of understanding laughter in philosophy was laid down so early as by Aristotle. Laughter response to the evil shows that the evil is surmountable and not dangerous. Laughter destroys the evil, fear, and violence... Laughter is a tool for communication breaking the barriers between people and helping them to get closer. The range of laughter is fairly wide: from soft humor and a kind smile up to poignant sarcasm and biting irony. Laughter is uncontrollable and free..." (Dictionaries and encyclopedias on Academic, 2000).

The encyclopedia of literature considers laughter "a mental and physiological phenomenon underlying the comic element and determining its literary effects from merely funny, amusing up to satire and comedy. Beginning with a smile, laughter is an expression of some life joy, sensed and to this or that extent conscious. In laughter, there are also certain elements asserting the superiority of the laughing one over what causes laughter, making fun of itself, and ridicule. Laughter is mostly a social phenomenon; it gives the human the greatest share of pleasure when it is shared with somebody in the real shared contagious laughter" (Dictionaries and encyclopedias on Academic, 2000).

It can be concluded from the above that quite a lot of the common is found in definitions of the concept "laughter" given by different dictionaries: laughter has both a positive and a negative evaluation; being an emotive lexeme, it causes various responses, this is the foundation of the human daily communication and behavior; with its help, the perception of the world and an individual's linguistic world view, attitude to the reality are shaped (Fefelova, 2016). Laughter is ambivalent in its nature and it is widely employed in the comic discourse, being a part of the national culture, mentality, which allows tracing elements of the epoch in laughter.

Laughter as a phenomenon was studied by many researchers (Attardo, 1992; Esar, 1961; Hockett, 1972; Knox, 1996; Myers, 1977; Nash, 1985; Raskin, 1987; Sperber, 1984; Turner, 1984).

Various kinds and classifications of laughter have been suggested, it being considered as a physiological, sensual and emotional, psychological phenomenon, an expression of the comic etc.

According to scholars of the philosophical and esthetic line, the comic laughter is the highest extent of manifestation of the funny. Due to its versatility, it is aimed not only at the people around one but also at oneself and it is completely connected to the human emotive activity and consciousness.

Literary text contains a bulk of codes and is the result of secondary communicative activity. Emotive semes reflect the author's intention and the general thrust of the work. In the text, alongside with the universal features of the concept, the author's ones are reflected, which renders it unique, relevant and burning.

Theoretical and Methodological Framework of the Research

In this research, the concept "laughter" as emotional lexeme and the lexeme "smile" accompanying it will be considered using the case of "The Twelve Chairs" novel by I. Ilf and E. Petrov (2003). The set objective implies achieving the following tasks: 1) analyzing the microcontexts of the novel expressing the emotive semes both with a positive and a negative shade shown by the lexemes "laughter" and "smile"; 2) considering the imagery and expressive means of the language used for enhancing the comic effect and expressing emotions.

In the authors' works, these lexemes are used in tandem and both of them have positive and negative connotations. For example, "People get swept off all over the country. One person finds himself *a beaming bride* ten thousand kilometers away from where he works" (Ilf & Petrov, 2003, p. 28). *Beaming* is used in the meaning "joyful", so if it is about joy then it will be accompanied by the non-verbal signal of a smile, which is a mimic kineme and is determined by lexicographic sources as a motion of facial muscles occurring in the communicants' conversation. Smile has a very broad range, from a sincere one to an artificial one. For example: "The reserves of irony Viktor Mikhailovich had stored up in ten years of revolution were inexhaustible. *A series of smiles of various strengths* and levels of skepticism *played* across his face" (Ilf & Petrov, 2003, p. 68). In this microcontext, the lexeme "smile" having a negative meaning can be seen; it bears the negative, mistrust, doubt, and its being metaphorized *a series of smiles played* just enhances the authors' attitude to description of the character's inner turmoil with a shade of sadness.

The selection of this work for studying is due to its keen comic focus, the frequency of usage of the lexeme "laughter" and synonymic lexical units belonging to the discourse of the comic. For instance, the

lexeme "laughter" is used 30 times in the text, and in marking the "laughter" lexeme the lexical units of the following parts of speech are involved: verbs, adverbs, adverbial participles, and adjectives (*splits its sides with laughter, die laughing, asked mockingly, broke into joyful laughter, started shaking, raged, frank, sincere laughter, funny to see, gave an ironic grin, laughed, the loud laughter, laughing a nasty little laugh, laughed spitefully, there was more laughter, it's not as much fun, an amused girl, laughed respectfully, bubbling over with laughter, laughing, grinning, bursts of laughter alternated, burst into happy laughter*).

All the given lexemes characterize laughter from various angles: metaphorically (*frank, sincere*); physically and intensively (*splits its sides with laughter, die laughing, started shaking, raged, there was more laughter*); with the temporal parameter stressed (*gave a grin, laughing, laughed, grinning, bubbling over*); and in onomatopoeia with animal sounds, in which the category of animateness / inanimateness is singled out too, which points to the inexhaustible source of the comic in the authors' text (Ippolit Matveevich's *neighing* and *a primus stove neighed*). This type of lexemes, as a rule, contain a negative connotation: "A horse snorting and *neighing* could be heard ... Ippolit Matveevich was *cheerfully washing up* and clearing out his nose...". In this microcontext, the lexeme *neighing* points to the comparison of the character with a horse (the verb *neighed* belongs to the characteristics of a horse) and the authors emphasize the character's fine set of mind and his being ready for battling Father Fyodor, who is so unfriendly to and hated by Ippolit Matveevich. Positive markers characterizing the character's psychological condition are much more frequent in the text in the associative terms, alongside with the negative ones that occur too. This stresses the optimistic power of the novel built-in by the authors for who laughter and satire were the major weapon in creating the images and their speech portraits; given this, the work of I. Ilf and E. Petrov (2003) has not lost its relevance by the present times.

There is also the "smile" lexeme which reflects the general mood of the novel and adds the humorous effect to it. It occurs 18 times in the text and is represented by the following markers characterizing the same key aspects as laughter does. It is expressed by the parts of speech: adverbial participle, verb, and noun (*smiling, to smile, in smiles*), which stresses the imagery and the characters' opposing moods. The lexeme under analysis is frequently used in the context with metaphors doing the circumstance function, which outlines the authors' wish to vividly and expressively render emotions, show the mood and the inner world of the characters, their relationships (*smiled graciously, smiling beguilingly, smiling radiantly*). As the lexemes are used in the psychological format, the focus is on the way it is perceived and its antonymous nature is accentuated that expresses both a positive and a negative meaning (*smiling courteously, with a shy smile, face was bloated from happiness, the riverbank broke out in smiles and smiled a poisonous little smile, tried to smile, the smile came out horribly, smiling ironically, a series of smiles of various strengths played*).

The emotive nature in the world view expresses an immense range of feelings; it is inherent in the people in any time span of the people's existence. The system of images filling up the world view is audial, visual, and it is always emotionally colored. The abundance of the comic suffusing I. Ilf and E. Petrov's work (2003) helps seeing the rich and vivid idiom and gaining a deeper understanding of the authors' intention. As viewed through the lens of comic discourse, their idiom relies on the effect of the unexpected, the humorous, which is contributed to by stylistic devices the use of which brings laughter and smile to the reader's face (Fefelova, 2017).

Contextual analysis shows the emotive semes in the novel can contain both positive, negative and neutral emotions and they can both express and evoke them. The characters of the novel "The Twelve Chairs" express a variety of emotions, which is rendered with lexemes "laughter" and "smile".

Results and Discussion

Let the microcontexts of the novel be analyzed that express emotive semes with a positive shade and are equipped with both lexemes, "laughter" and "smile". For instance, "Ostap woke up after much jostling and persuasion. He gave Ippolit Matveevich a good, long look and *broke into joyful laughter*. The primary manager of operations and technical director turned away from the director and founder of the concession and *started shaking*. He grasped at the headboard of the bed, shouted "I just can't take it!" and *raged* once more. ... *His frank, sincere laughter* continued for at least ten more minutes. He caught his breath and abruptly became dead serious" (Ilf & Petrov, 2003, p. 41). Here the positive emotions are expressed incrementally; the authors employ the gradation trope which gives the context the strength and power of pure, sincere laughter having no spite or conviction. It is the very situation in which his companion landed that is funny to the character.

"They are telling jokes. Regularly, every three minutes, the entire train car *splits its sides with laughter*... Passengers *die laughing*, the dark night covers the fields, sparks fly twisting and turning out of the engine's smokestack, and the thin semaphore gantries with their glowing green glasses rush punctiliously by, looking out over the train" (Ilf & Petrov, 2003, p. 27). The use of gradation helps the authors to fulfill their creative intention. Jokes, being a part of humorous discourse, serve for creating a comic situation in order to entertain and create positive emotions in the communicants. The point of a joke is always unexpected for the listeners, this is why the passengers *die laughing*, and the authors thus emphasize the merry and casual situation in which the character finds himself (Fefelova, 2016).

"After hearing the dying Claudia Ivanovna's confession, Father Fyodor Vostrikov, priest of the Frol and Lavr Church, left Vorobyandinov's home in a very excited state. The whole way back to his apartment he looked around absently, *with a shy smile*" (Ilf & Petrov, 2003, p. 21). In this context, the emotion is expressed by a tremendous semantic potential: *in a perplexed, stupefied, shocked, alarmed, excited, puzzled way*. All lexemes can be directly used for describing the character's inner condition, which accentuates the incredible artistry of the writers to skillfully notice and express the character's state of mind and communicate the emotional mood to the readers: "People get swept off all over the country. One person finds himself *a beaming bride* ten thousand kilometers away from where he works" (Ilf & Petrov, 2003, p. 28). "The sign depicted a young man ... The young man was *smiling voluptuously*" (Ilf & Petrov, 2003, p. 60). "Windows burst open with a crash and *merry inhabitants* peered out" (Ilf & Petrov, 2003, p. 67). "He wanted to say something nice to his wife, but he just *burst into laughter*" (Ilf & Petrov, 2003, p. 99).

The gamut of positive emotions is very broad in the novel; it is rendered by lexemes depicting joy: "Iznurenkov released no fewer than sixty first-class witticisms a month, which were repeated by everyone *with a smile*, but he nevertheless remained unknown" (Ilf & Petrov, 2003, p. 170). This lexeme brings joy only to the society for which the character, the writer, pens his witticisms, but it brings no joy to him and he remains unknown. So it can be said that in this microcontext the lexeme is neutral in terms of emotive quality. "The stranger leaped away, his face lit with a multitude of *smiles*" (Ilf & Petrov, 2003, p. 157). The feeling of joy, receiving the exhaustive information confirming the character's assumption, is rendered here. "His eyes lit up as he looked at them, and he muttered to himself, threw up his hands, and started *bubbling over with laughter*. He said..." (Ilf & Petrov, 2003, p. 190). In this piece, the character is brimming over with joy and a bright and very strong expression of positive emotions can be seen; laughter frees him up from the generally accepted behavioral constraints and conventions. For enhancing the effect of inner freedom, the authors opted for the adverbial participle *bubbling over* which has a bright emotional connotation. "*Laughter* rang out from the eleventh row, where the concessionaires sat" (Ilf & Petrov, 2003, p. 217). This is the manifestation of joy by the "laughter" lexeme used in its direct meaning.

"There were no corpses lying around on the square, regardless of Prusis's assurances; people were keeping on their feet quite cheerfully, and a few of them *were even laughing*" (Ilf & Petrov, 2003, p. 223).

The characters are shown satisfied with life, the emotive seme *were laughing* reflecting the life realia being represented in the neutral meaning. In the following examples, the "laughter" lexeme expresses a positive mood, increased due to the use of epithets in the word combinations that enhance the joy: "He said, "Building a streetcar isn't exactly buying a donkey." Suddenly *the loud laughter* of Ostap Bender rang out from the crowd". "Father Fyodor *smiled* and, watching himself carefully in the mirror, began trimming his handsome beard". "The spectators *burst out laughing*". "He asked me about the State Duma! *He was laughing!*". "She *gave a laugh* and flew off..." (Ilf & Petrov, 2003, p. 95, 24, 240, 265, 278). The next example demonstrates positive emotions being enhanced with an adverbial participle that bears the load of the utmost extent of joy the character is brimming up with: "But the old man *burst into happy laughter* and described..." (Ilf & Petrov, 2003, p. 297).

Metaphorical combinations allow showing the imagery constituent of the concept "laughter" with its peripheral part "smile" and highlighting the particularities of mentality of the Russian people: "The riverbank broke out *in smiles*" (Ilf & Petrov, 2003, p. 234). Using the metaphor, the writers drew the readers' attention to the fact that everybody liked the performance and they were smiling, pleased and cheerful.

However, it is not only positive connotations that fill up the "laughter" and "smile" lexemes. The negative shade in the use of these lexemes is stressed in the following illustrative matter: "So are you going to pay or not?" asked the young lady. "Just one minute", Ostap said, *smiling beguilingly*. "A small hitch"... The effect was grand. People in the audience *laughed spitefully*... *There was more laughter* in the hall" (Ilf & Petrov, 2003, p. 154). The use of metaphorical lexeme *smiling beguilingly* and the lexemes *laughed spitefully* and *there was more laughter* enhances the increasing importance of the event too. Employing gradation, the authors give the highest emotion to the characters' speech.

"Ippolit Matveevich wiped off the dewdrops that clung to his gray temples after washing his face, wiggled his mustache fiercely, tested his stubbly chin indecisively, and ran a brush through his close-cut aluminum hair. Then, *smiling courteously*, he moved toward the woman who'd just entered the room: his mother-in-law Claudia Ivanovna" (Ilf & Petrov, 2003, p. 8). In this microcontext, the word combination *smiling courteously* bears a negative message, as in this smile, the authors convey the character's ingratiating attitude to his patroness on who he depends financially while being totally disgusted at her in his heart. In the next episode, the relationships between the characters is also emphasized using the emotive vocabulary: "I have to tell you... Ippolit Matveevich sat next to her, displeased, and scrutinized his mother-in-law's sunken, mustached face. He *tried to smile* and say something encouraging. But *the smile came out horribly*, and he couldn't find any encouraging words at all..." (Ilf & Petrov, 2003, p. 17). The epithet *horribly* used by the authors next to the "smile" lexeme is indicative of something furious, feral, which stresses the insincerity of the feelings and gives a negative coloring to the events taking place.

In the text under analysis, there are episodes where emotions expressed by a smile contain irony and sarcasm, with which the text gets a clearly pronounced satiric and accusatory bias. Satire belongs to the genres of humorous discourse, and the use of satire in the text of the novel is quite appropriate as it allows rendering important the actual realia. "As he accepted the newlyweds' two rubles and handed them their receipt, Ippolit Matveevich *grinned* and said, "For the completion of the sacrament" (Ilf & Petrov, 2003, p. 11). This lexeme is used by the authors to emphasize the absurdity and grotesqueness of the situation. The lexeme *grinning* used by the authors contains irony and mistrust in its semantics; in this context it is employed with a negative connotation, because "two rubles" and the receipt issued engage a dissonance with the sacrament of marriage administered in the church.

Throughout the text of the novel, manifestations of irony and a negative shade of the "laughter" and "smile" lexemes can be observed, e.g. in the following microcontexts: "*An ironic smile* formed on Viktor Mikhailovich's black face. "Well, what do you think?" He *gave an even more ironic grin*. "He didn't come

to sign any contracts with the Bolsheviks, that's for sure." "Do you think he's exposed to any danger?" The reserves of irony Viktor Mikhailovich had stored up in ten years of revolution were inexhaustible. *A series of smiles of various strengths and levels of skepticism played across his face*. "Then the pedestrian stopped, *gave the boy an ironic look* and said quietly...". "Viktor Mikhailovich spent the rest of the week at the scene of the accident *smiling ironically*, shouting at workers and going to look down into the chasm every few minutes". "Kisa," Ippolit Matveevich replied, *grinning*" (Ilf & Petrov, 2003, p. 68, 29, 65, 214) – in this sentence, the character's irony at himself is depicted.

In order to express the negative emotions vividly and picturesquely, such tropes as epithets, irony, satire and gradation are used in the novel: "Only then did Ippolit Matveevich see what iron paws seized him by the throat. "Twenty percent," he said gloomily. "What about my grub?" Ostap *asked mockingly*". "Varfolomeyich *laughed* for a long time at the buyer he'd fooled". "After he glided down for the last time, Polesov noticed that holding him by the foot and *laughing a nasty little laugh* was none other than Ippolit Matveevich Vorobyandinov, the former marshal of the nobility" (in Ilf & Petrov, 2003, p. 38, 78, 97).

"And it was only after he'd finally been let into his train car that he regained his usual equanimity and even *started feeling cheerful*" (Ilf & Petrov, 2003, p. 26). The lexeme shows the physical condition of the character and after all the manipulations having happened to him eventually evokes positive emotions aimed at the character directly.

"Alkhen released the choir with a wave of his hand, and the old ladies retired with *joyful little steps... It was funny* to see such a hulking mass of metal in such a helpless state. Alkhen couldn't but steal the chamber ensemble" (Ilf & Petrov, 2003, p. 46). In this episode, the authors turn again to metaphors for expressing positive emotions.

According to stylistic proportion of the words to each other, the word combination *with joyful little steps* may be called antonymous: *joy* being the utmost extent, and *little steps* being something derogatory. It is in this that the comic nature of what is happening is expressed. Using the lexeme *funny*, the authors reveal their irony about the situation unfolding.

In the following example, the way the authors aptly use metaphorical irony can be seen: "Ostap *smiled graciously* as he said this" (Ilf & Petrov, 2003, p. 71). The lexeme *graciously* is used to mean gracefully – as a rule, movements are described so; meanwhile, with the context, such a smile gives Ostap the right of superiority over the archivist Korobeynikov. That is, with one metaphorical combination at once, the authors described the entire figure of Ostap and his attitude towards the *little old man* (Ilf & Petrov, 2003, p. 72), as the authors call him (this outlines the writers' condescension to their character, although in terms of associations he calls up negative emotions rather than neutral ones). This is accentuated very clearly in the following microcontext: "Korobeynikov wrote up a receipt in a calligraphic hand and handed it to his guest *with a smile*" (Ilf & Petrov, 2003, p. 76). Proceeding from the context, this smile is a false and insincere one. The character is trying to please; he is very content anticipating the money he will get for his work, and he is happy that it is not in vain that he has been collecting and keeping his office for so many years.

"A horsey snorting and *neighing* could be heard in the room ... furnished with businesslike luxury (two beds and a nighstand). Ippolit Matveevich *was cheerfully washing up* and clearing out his nose... Ippolit Matveevich, *smiling radiantly*, went out into the hall and started sauntering up and down... The priest's kind *face was bloated from happiness...*" (Ilf & Petrov, 2003, p. 79). This episode is the pinnacle of the use of emotive vocabulary in the novel. The authors' model of expression of positive emotions aimed at the character himself and at the people around him has shown the diversity of stylistic clashes from which laughter is born. The authors succeeded in combining in one paragraph the zoomorphism *neighing* meaning "laughing loudly and cheerfully", the epithet *cheerfully*, the metaphor *radiantly* and the transformed idiom *face was bloated from happiness* meaning "face broke into a smile".

"The fifth pencil-case remained silent. Inside, a *primus stove neighed* and people kissed... The blue-eyed madam *laughed* and, without any apparent connection to Ippolit Matveevich's remark, started talking about what fools they had living in the next-door pencil-case" (Ilf & Petrov, 2003, p. 118). The authors use the zoomorphism *neighed* again, but in this context it has the attribute of inanimateness, which points at the intensity and volume of the lexeme. The lexeme *laughed* reflects the emotional and joyful mood of the female character.

"It's not as much fun without him," Ostap thought. *Amused*, he *glanced* at Vorobyainov..." (Ilf & Petrov, 2003, p. 167). The connotation of the phrase carries a positive shade and makes the reader feel sympathetic to the character; in spite of his being an adventurer, it evokes positive emotions.

The following examples clearly express the authors' wish to emphasize the people's positive response to what was happening: "*An amused girl* from the suburbs was sitting on the chair... The queen from the suburbs who didn't understand any of this, *laughed respectfully*". "The desks were set up aft. *Bursts of laughter alternated with* the clatter of typewriters in the typists' cabin" (Ilf & Petrov, 2003, p. 189, 226).

"Styopa ran away *laughing*" (Ilf & Petrov, 2003, p. 200). Here it can be seen that the adverbial participle has a neutral shade – it shows that the character having get rid of the problem represented by Madame Gritsatsueva is very happy but the negative emotions remain, as he *ran away*, shifting the unresolved problem on the shoulders of another character of the novel.

"Ippolit Matveevich suddenly *smiled a poisonous little smile* in the complete dark of the hallway. He felt the way the skin on his forehead moved. He *smiled again* to test this new sensation" (Ilf & Petrov, 2003, p. 294). *Smile* has a negative shade in this microcontext, a kind of evil is expressed, and the repetition of the action is used for a more profound understanding of the author's stance – the epithet outlines the total sarcasm of the situation described.

Conclusion

Thus, it can be stated that being the key constants of the Russian emotive vocabulary, in I. Ilf and E. Petrov's novel "The Twelve Chairs" (2003) laughter and smile can have both positive, negative and neutral shades. The analysis proves conclusively that lexical units rendering a positive shade occur more frequently but they do have the ironical principle in terms of associations, which is confirmed by the presence of the comic in the novel. The nature of laughter is ambivalent, so depending on the situation laughter and smile have different emotional coloring in the novel. In the work, laughter and smile are expressed in physical, psychological, temporal, metaphorical and other aspects, which allows speaking about a special manifestation of the comic in the novel. Satire as a manifestation of the comic is a part and parcel of I. Ilf and E. Petrov's creative works (2003), as the time of their creative prime coincided with the watershed in history. Their humor finding its embodiment in particular in the "laughter" and "smile" lexemes is keen, picturesque, and vibrant. They used laughter as the optimistic and the strongest weapon when creating their humorous and satirical images. Laughter is the prerogative of man; it is as complicated, multi-aspect and versatile as man himself. The analysis of emotive concept allows studying his imagery constituent and understand the mentality of the people, get a deeper insight of the linguistic world view and the epoch depicted in the novel "The Twelve Chairs". Laughter and smile are complex mental formations that get materialized in the humorous discourse.

References

Attardo, S. (1992). *Semiotics and pragmatics of humor communication. The Language of Jokes: Analysing Verbal Play*. London, N. Y.: Routledge.

Alefirenko, N. F. (2002). *Poetic energy of word. Synergetics of language, consciousness and culture*. Moscow:

Academia.

Boldyrev, N. N. (2000). *Cognitive semantics*. Tambov: Tambov State University publishing house.

Dictionaries and encyclopedias on Academic (2000). Retrieved from <http://dic.academic.ru>.

Dijk, T. A. van (1995). Discourse Semantics and Ideology. *Discourse and Society*, 6(2), 243-285.

Eggins, S. & Martin, J. R. (1998). Genres and Registers of Discourse. In *Discourse as Structure and Process* (pp. 230-256). London: SAGE Publications.

Esar, E. (1961). *Humorous English (A guide to comic usage, jocular speech and writing and witty grammar)*. N.Y.: Horizon press.

Fefelova, G. G. (2016). Composition-related and structural features of the text of jokes. *Bulletin of Bashkir University*, 21(3), 768-771.

Fefelova, G. G. (2017). Forms of the comical in linguocultural studies. In *Theoretical and practical problems of development of the contemporary humanitarian science: materials of the 3rd International scientific and practical conference of students, master's degree students and young scientists* (pp. 218-220). Ufa.

Fefelova, G. G. (2016). Representative of the concept "laughter" in the Russian language. In *Ethnoses and cultures of the Urals and Volga Region: history and modernity: materials of the 10th anniversary All-Russian scientific and practical conference of young scientists* (pp. 196-198). Ufa: Institute of Ethnological Studies at Ufa Scientific Center of RAS.

Hockett, C. F. (1972). *Jokes Studies in Linguistics in Honor of G. L. Trager*. The Hague. Paris.

Ilf, I. & Petrov, E. (2003). *The twelve chairs. Golden calf: Novels. Notebooks*. Moscow: EKSMO publishers.

Jackendoff, R. (1995). *Languages of the Mind. Essays on Mental Representation*. Cambridge (MA), L.: The MIT Press.

Knox, E. V. (1951). *The Mechanism of Satire. The Leslie Stephen Lecture, 10 May*. London.

Kubryakova, E. S., Demiyankov, V. Z., Pankrats, Yu. G. & Luzina, L. T. (1996). *A brief dictionary of cognitive terms*. Moscow: Moscow State University publishing house.

Lew, R. (1996). *An ambiguity-based theory of the verbal jokes in English*. Poznan.

Likhachev, D. S. (1997). Sphere of concepts of the Russian language. In V. P. Neroznak (Ed.), *Russian language*

arts: anthology (pp. 280-287). Moscow: Academia.

Myers, A. R. (1977). *Toward a definition of irony Studies in language variation*. Washington.

Nash, W. (1985). *The Language of Humor*. London, N.Y.: Longman.

Raskin, V. (1987). The interdisciplinary field of humor research. *Semiotica*, 66(4). Retrieved from

<https://www.degruyter.com/view/j/semi.1987.66.issue-4/semi.1987.66.4.0/semi.1987.66.4.0.xml>.

Sperber, D. (1984). Verbal Irony: Pretense or Echoic Mention. *Journal of Experimental Psychology: General*, 113(1), 130-136.

Turner, W. (1984). *Critical Essays on American Humor*. Boston.

Vorobyev, V. V., Suleimanova, A. K., Fatkullina, F. G. & Khairullina, R. Kh. (2014). *Reflection of national linguistic world view in the realia of Bashkortostan: a monograph*. Ufa: BashSU editorial and publishing center.

Wierzbicka, A. (1985). *Lexicography and Conceptual Analysis*. Ann Arbor: Karoma Pub.

Wierzbicka, A. (1986). A Semantic Metalanguage for the Description and Comparison of Illocutionary Meanings. *Journal of Pragmatics*, 10, 67-107.

1. Wodak, R. (1996). *Disorders of discourse*. London and New York: Longman.

Intrapersonal Conflict Potential in Tolerance-Oriented Education of Higher School

Ekaterina O. Akvazba¹, Nataliya P. Gavriyuk², Pavel S. Medvedev³, Miroslava S. Gusarova⁴

¹ Department of Marketing and Municipal Management, Tyumen Industrial University, Tyumen, Russia

² Department of Humanities and Technologies, Tyumen Industrial University, Tyumen, Russia

³ Department of Intercultural Communication, Tyumen Industrial University, Tyumen, Russia

⁴ Department of Construction Management, Housing and Community Services, Tyumen Industrial University, Tyumen, Russia

Abstract

The relevance of studying the problem of using the intrapersonal conflict potential for shaping the tolerance-oriented environment is associated with functions of education as a social institution and with a number of circumstances existing in the system of the Russian pedagogical (social) education, such as globalization, polyculturalism, harmonization of the Russian education with the world one, anthropocentricity and practical focus. The objective of this paper consists in suggesting the ways for shaping the culture of tolerance in the Russian education system and showing the intrapersonal conflict potential as a necessary condition – diagnostic tool for shaping the former and for personal development. The leading approach to studying the problem was the acmeological approach, and the modified technique of psychological and pedagogical diagnostics including all the successive stages up to the experimental one. The paper presents the results of theoretical analysis of scientific and methodological sources on the problem of studying the tolerance-oriented education and intrapersonal conflict aimed at personal and professional development of students. The integrated analytical approach allowed finding out the key lines of activity in shaping the tolerance-oriented educational environment and the risks hindering the educational process. The results of the research enabled the authors to give grounds for the necessity of developing the areas of teacher's activity in making the personal potential relevant and shaping the pedagogical discourse in the Russian educational organizations.

Keywords: Acmeological approach, Personal potential, Tolerance-oriented education, Polycultural paradigm of education, The culture of tolerance, Intrapersonal conflict, Socialization

Introduction

The relevance of studying the problem of using the intrapersonal conflict potential for shaping the tolerance-oriented environment is conditioned by functions of education as a social institution and by a number of circumstances existing in the system of the Russian pedagogical (social) education. According to the authors, the most substantial ones are the global processes in the system of education, polyculturalism, having to bring closer and harmonize the Russian education system with the world one, European first of all, having to render the educational process anthropocentric, and an effective transition to practice-oriented education.

In Russia, the conditions for education globalization set the requirements of continuous update of knowledge, abilities and skills, which in general determines the new paradigm of education "not for the entire life but throughout the entire life" (Makoveeva, 2013, p. 106).

In the society of today, tolerance has a special importance: it acts both as a value attitude, as a social action norm, and as a political necessity. Tolerance manifests itself in various spheres of life of the society (moral, legal, political, religious, economic) being a necessary condition for interaction. At present, the

basis of democracy in the European Union is linguistic democracy (Sadikova et al., 2018) as an environment for shaping the tolerance culture.

Building the education upon traditional cognitive attitudes for learning the solely correct and not allowing for compromise, questions or opinion pluralism is absolutely irrelevant today. Being a social institution, education cannot but respond to integration and globalization processes actually taking place in the contemporary world (Turebayeva et al., 2013). Nowadays, it can be stated with complete confidence that any information, knowledge, languages, and culture are accessible for the society, and in this aspect, distinctions between people belonging to different communities get gradually blurred out, which brings about conflicts and crisis situations quite often.

At present, tolerance as an important element of culture is acknowledged as an indispensable prerequisite for social unity of people and is considered as a personal quality characterizing a high level of social maturity, morals and a formed social and pedagogical culture. Education is currently becoming an intercultural and continuous process (Katansky & Emilov, 2009).

Continuous education implies a person's readiness and capacity for changing the production assignments, employments, specialities and social roles under the influence of external factors (Lvov & Zalyaletdinova, 2015). It is the system of higher education that is designed to meet an individual's demand for development. In the polycultural world, tolerance-oriented education ensures harmonious personal development. With regard to this, the role of controlling and managing the controversies of one's mental world within the acmeological approach increases, with intrapersonal conflict being a possible measure for it (Derkach & Selezneva, 2006).

Literature Review

The integration and globalization processes currently taking place in the world lead to a higher intensity of contact between various states and cultures (Zapata-Barrero & Triandafyllidou, 2012). As a process of increasing of social systems, globalization conditions the growth and sophistication of social links and interactions (Globalization, 2013). Globalization is currently evaluated in different ways, both as a positive phenomenon and as a process to be stepped away from (Globalization 2.0, 2012). The increasing population mobility and migration turns many regions and countries into polycultural communities (Irani & Noruzi, 2011) that can develop harmoniously only if relying on equal rights and equal value principles, a tolerant attitude toward various expressions of human originality.

In the Russian historical thought, tolerance is interpreted as leniency and understanding. The basic interpretation concepts for this notion are recorded in definition dictionaries. In particular, V. Dahl's "Explanatory Dictionary of the Living Great Russian Language" leniency is characterized as a property, quality to endure something or somebody only due to mercy or indulgence. A similar interpretation is given in S. I. Ozhegov's "Dictionary of the Russian Language".

The Latin term "tolerantia" stood for passive patience, voluntary enduring of consciousness. In the 16th century, a new meaning - "permission", "restraint" - was added (Dobbernack & Modood, 2012). Tolerance is a multi-aspect notion, one of the basic values and norms of the social and cultural system ensuring the human rights, freedom and security (Konovalova, 2006).

Tolerance is the key problem for the whole world and an essential constituent of the free society and the stable state structure. All-or-nothing mindset and tending to fast solutions of social problems being inherent in it due to its age-related particularities, it is the youth that instability of the contemporary society affects especially strongly. With regard to this, shaping tolerance and tolerant consciousness attitudes can be viewed not only as a condition for successful development of the contemporary democratic society (Shiryayeva & Trius, 2013), but also as a social mandate for the system of education.

Studying at a higher educational institution is not only the process of acquiring knowledge, abilities and skills needed for mastering the future profession but also shaping the young specialist's civic stance (Griva, 2003). Higher education is intended to promote training of professionals who realize the necessity of international solidarity and cooperation (Velieva et al., 2018), the growing global dependence between peoples and nations, and who are ready for constructive participation in the dialogue of people's cultures (Gavrilyuk, 2016).

In the scientific literature, there are several approaches to tolerance.

First, the existentialist and humanist approach interprets tolerance as a conscious, reasonable and responsible tolerance that cannot be reduced to automatisms or stereotypical actions (Bolotina et al., 2002). This is a value and life standpoint the fulfillment of which has a certain meaning in each certain situation and requires from the tolerance subject to look for this meaning and responsible decisions (Guboglo, 2003). Thus, manifestation of tolerance makes up an axiological model of syncretic nature.

Secondly, from the standpoint of diversification approach, the notion of tolerance is a complicated, multi-aspect and multi-component phenomenon having numerous manifestation and development lines and thus permeating all spheres of one's social and individual life.

Thirdly, according to cognitive approach, tolerance cannot be reduced to a "shared truth" because the plurality of individual views of the world is inevitable.

Fourthly, behavioral approach interprets tolerance as a special human behavior aimed at constructive interaction with "another one".

Fifthly, dialogue-based approach singles out an important type of tolerance – the interpersonal one – a special way of building relationships, interpersonal interaction and communication with others.

Sixthly, under facilitative approach, the principal attention is paid to looking for a relevant psychological and pedagogical tactics for developing tolerance.

Tolerance is considered to have the following structural components. The cognitive component manifests itself in one's conscious, reasonable and responsible choosing of one's own stance and efforts as for building tolerant relations.

The practical and behavioral component implies one's being involved into various activities based on cooperation and mutual understanding with others.

The emotional and judgmental component manifests itself in one's being more inclined to demonstrate tolerant behavior and having more interest and attention for manifestations of the diversity of human experience in relationships if one has a correctly formed attitude to tolerance.

The axiological component includes the system of values and meanings in which the central place belongs to the value of respecting people as such, the value of rights and liberties, the responsibility for one's selection of life stance and acknowledging such right of selection for other people (Adzhieva, 2003).

The personal component implies distinguishing tolerance as a transient condition and as a stable personal standpoint when selecting value-based worldview reference points (Akvazba & Gavrilyuk, 2016).

There are various levels of tolerance, which reflects the multidimensionality of the notion. The first one is tolerance as indifference; it implies existence of opinions the truth of which can never be proven. The second one, "tolerance as a possibility of mutual understanding", limits the manifestation of tolerance and respect toward another person who at the same time cannot be understood and cannot be interacted with.

The third one, "tolerance as indulgence", implies the privileged position of one's own culture in one's consciousness, so all other cultures are evaluated as not deserving attention: they can be understood, endured yet at the same time despised. The fourth level is tolerance as "expansion of one's own experience and critical dialogue": it allows not only respecting another person's standpoint but also modifying one's own as a result of a critical dialogue. Education has to be ethnocultural, on the one hand, and polycultural, on the other hand (Gulbarshin & Nazira, 2018).

Materials and Methods

The problem of modifying techniques in the aspect of a creative approach to solving the research problem at the level of means for solving it is relevant, which is confirmed by studies of I. V. Kalinin (2015). The author draws attention to the fact that psychologists may modify any parts of the technique for research purposes (the manual, stimulus material, keys for processing, interpretation).

Using the case of S. Rosenzweig's picture frustration test, the scientist gives an example of alternative processing analysis: "...unlike the standard processing, a) cluster analysis of perception of frustrating situations was performed (I. A. Kudryavtsev, F. S. Safuanov; A. S. Golev); b) own indices and indicators were developed (V. L. Vasiliev, I. I. Mamaichuk); c) point scoring system for the respondents' answers was introduced (L. A. Regush; N. S. Kurek)" (Kalinin, 2015).

The scientist cites the research results related to interpreting the results of the diagnosing technique pointing out that unlike the standard scheme almost all of the above authors reinterpreted the obtained results to some extent – in line with modifications they had made to the manual, stimulus material and the key of S. Rosenzweig's technique.

Following the logic of the above studies, in this paper, the objective is set to study the problem of particularities of the relevant intrapersonal conflict, to suggest the ways for shaping the culture of tolerance in the Russian education system, to show how the intrapersonal conflict can be used as a tool for diagnosing the former and for personal development, and to test out the modification of processing and interpreting the results of the relevant technique.

The object of the empirical study was students of an educational organization within the higher school system (100 people). The subject of the research was psychological particularities of personality (personal conflict areas, the intrapersonal conflict intensity extent).

It has to be pointed out that within the aspect of acmeological approach the interest in the intrapersonal conflict problem is due to understanding it as a necessary component of personal development, which is a compulsory factor in conditions of continuous education as well as an indicator of social maturity and the extent of formation of the worldview constituent.

In order to solve the empirical problem of the research, the authors went with E. B. Fantalova's technique "The level of proportion of "value" and "accessibility" in different life spheres" (Fantalova, 1996). The technique sets as its task to identify the personality's areas of conflict and the intensity extent of the intrapersonal conflict. In this technique, the notions were used standing for "terminal values" and singled out so by M. Rokich represented in the work of D.A. Leontiev (1992). The adapted variant of the technique is extensively used by the Russian researchers.

The research procedures was as follows: 12 notions meaning various life values were suggested to the tested one on a special fill-out form with a manual: 1) a dynamic stirring life; 2) health (both physical and mental); 3) an interesting job; 4) beauty of the nature and art; 5) love; 6) a well-off life (no financial difficulties); 7) having good and faithful friends; 8) being confident of oneself; 9) development of knowledge (the opportunity to broaden one's outlook); 10) freedom as independence in deeds and actions; 11) a happy family life; 12) creativity. The tested ones had to compare in pairs (rank pairwise) these notions on special matrices in the registration form twice: for the first time – according to the greater importance extent, a higher personal value (the first matrix), and for the second time – according to the easier achievability, accessibility (the second matrix).

As a result of the work conducted, the directions of pedagogical workers' activity for making the learners' personal potential relevant and shaping their tolerant worldview while orienting to individual particularities of personality have been developed.

Results and Discussion

The qualitative analysis of the research results as for finding out the learners' conflict areas of personality and the intrapersonal conflict intensity extent is presented below 1) according to the personal value importance and 2) according to the easier achievability of the personal value.

The intrapersonal conflict intensity extent is presented by the average score calculated for each value of the 12 ones suggested for pairwise ranking.

So, the highest personal value importance extent was determined by the learners as the following "perfect" values: place 1 (the average score being 9,3 of the possible 12) – a dynamic stirring life; place 2 (9,1 points) – a happy family life; place 3 (6,1 points) – being confident of oneself.

The following values were placed lowest in the importance rating: creativity was ranked 11th (3,1 points), and beauty of the nature and art – 12th (2,2 points). These results should be understood rather as values being insignificant for the learners.

The maximum scores in the easier achievability were won by the following "realistically achievable" values: place 1 (the average score being 7,9 of the possible 12) – development of knowledge (the opportunity to broaden one's outlook); place 2 (7,3 points) – being confident of oneself; place 3 (6,9 points) – having good and faithful friends.

The following values were placed lowest in the easier achievability rating: health (both physical and mental) was ranked 11th (2,9 points), and a well-off life (no financial difficulties) – 12th (2,3 points). The results should be understood as these values being difficult to achieve.

Thus, the learners' conflict areas of the intrapersonal conflict are determined by the controversy of the content of values according to their extent of importance (a dynamic stirring life, a happy family life, being confident of oneself) the easy achievability extent (development of knowledge as the opportunity to broaden one's outlook, being confident of oneself, having good and faithful friends).

The authors' view in modification of processing the results of studying the intrapersonal conflict is determined by Spearman's mathematical statistics method. The method allows the ratio (strength) and direction of correlation link between the two attributes or two attribute profiles (hierarchies) (Sidorenko, 2006). It has to be noted that there is some uncertainty in science as for the understanding of terms "correlation link" and "correlation dependence" that are frequently used as synonyms. While realizing that a researcher can speak about "correlation dependence" in the strict sense only in the case of registered controlled action on the tested ones and the "correlation link" merely reflects the fact that changeability of an attribute corresponds to some extent to the changeability of another one, the authors support the idea of synonymic understanding of these terms.

So, the empirical data were subjected to Spearman's statistical analysis in order to identify the ratio (strength) and direction of the correlation link between two attributes of personal attitudes to values – their higher importance extent and their easier achievability extent. The obtained results can be interpreted within the logic of understanding the essence of the intrapersonal conflict as an internal controversy: if two attributes of personal attitudes are in correlation (the resulting scores fall within the definiteness area on the "importance axis"), there is no intrapersonal conflict while one can be spoken about in the opposite case.

Justification of opting for this method to find out the correlation dependence determined the following condition observed by the authors: two attributes were studied that had been measured in one and the same group of the tested ones.

Spearman's rank correlation coefficient was calculated according to the formula:

$$R_{\text{Semp}} = 1 - \frac{6 * \sum (d^2)}{n * (n^2 - 1)}$$

Here d is the difference between ranks in the two variables for each tested one and n is the quantity of values ranked.

$$R_{\text{Semp}} = 1 - \frac{6 * \sum (d^2)}{n * (n^2 - 1)} = 1 - \frac{6 * 396,5}{12 * (12^2 - 1)} = 1 - \frac{2379}{1716} = 1 - 1,39 = -0,39$$

The resulting empirical value was compared to the critical values for $n = 12$.

$$R_{\text{Scr}} = 0,58 \quad (p \leq 0,05)$$

$$0,73 \quad (p \leq 0,001)$$

The obtained result was compared to these critical values. Correlation does not exist in case $R_{\text{Semp}} \leq R_{\text{Scr}}$.

The obtained empirical result was compared to the critical values on the "importance axis".

The result confirms there is no correlation link. The fact can be interpreted as a controversy between the personal importance of a value and achievability thereof which gives evidence about the existence of the intrapersonal conflict.

It has to be pointed out that such processing does not exhaust the opportunities of the comprehensive analysis of the survey results. However, in this paper, the results can be viewed as a mechanism of transiting from the intolerant to the tolerant environment because the tested ones were in conditions of comprehending the values via the dual opposition.

Within the educational space, transition to tolerance means cultivating the relations of openness, actual interest in cultural distinctions, acknowledging the plurality, developing the ability to detect injustice and take steps to overcome one, as well as the ability to resolve controversies in a constructive manner and to ensure the progress from conflict situations to reconciliation and controversies resolution. This transition manifests itself in both teachers and students being aimed at constructively resolving the joint activity conflicts which is shaped owing to such important qualities as self-attribution, self-persuasion and self-justification, the main influence agents of which being the said people themselves and the idea about themselves learned by them. It is also expressed in organizing group introspection in which the understanding of different people's behaviors is reflected.

The notion "tolerance" in the educational environment implies creating the tolerant space characterized by the unity of all subjects of the educational process and forms of organization of their relations. The latter, on the one hand, are the main component of pedagogical ethics while on the other – the basis and the moral upbringing pattern for the learners.

The following points belong to the main ideas and principles to be guided by when fashioning tolerance: creating a system of conditions (social, pedagogical, psychological, social and cultural ones) that help shape tolerant views and skills of tolerant behavior in the society (Van Driel et al., 2016) according to the major documents on human rights; elaborating the educational strategy to prevent any manifestations of intolerance; fulfilling the idea of upbringing the open and respectful attitudes to others; creating the favorable environment of mutual understanding where everyone will feel protected and capable of the open interaction with the world.

The fundamental principle for implementing the above ideas is that of security ("social comfort") which implies ensuring protection for an individual against violence in the group.

The main principles of shaping tolerance in the educational environment are the trust-based cooperation principle, the relationships ecology one (a favorable social and psychological climate in the educational institution), and the creativity principle ensuring the fulfillment of variable approaches to establishing the tolerant relations and analyzing the interaction situations.

The authors believe that tolerance can be shaped under the following pedagogical conditions: creating the united tolerant space of the educational institution; shaping the attitude of tolerance; variable use of teaching and upbringing methods that activate the development of tolerance in students; developing the skills of communicative tolerance in all participants of the educational process; organizing the instruction

in order to enhance the level of awareness about the tolerance problem; ensuring the learner-centered interaction of teachers and students.

Conclusion

Technologies and mechanisms of shaping the tolerance culture are similar to socialization mechanisms as the level of tolerance is one of the indicators of an individual's social maturity. The culture of tolerance is fashioned with the help of socialization institutions, such as family and educational institutions.

In the family, the first adaptation period of social life of a human takes place.

Educational organizations as a social institution determine the social establishment of individuals at certain stages of their life path and influence every young person's social establishment consistently and for quite a long time.

In the scientific literature, the conventional (lectures and practical classes, preparation of information materials in the form of reports and summaries) and innovation methods for shaping the culture of tolerance in educational environment are distinguished (training sessions, seminars, creative works, the use of roleplay games, various action technologies: suggestion, informing, fairy tale therapy, music therapy, game therapy – these are the innovation means for shaping the tolerance culture).

Pedagogical mechanisms of shaping the tolerance culture and building the tolerant environment are considered as the total of means, methods and conditions, as well as a succession of conditions, processes, and properties that ensure functioning of a complicated system (Sobkin, 2003). Pedagogical mechanisms determine both the very opportunity of building and the efficiency of the internal transformation of the tolerant environment; it is on them that understanding the essence of action of this environment on its individual objects depends.

Determining the mechanisms of transition from the intolerant to the tolerant environment is based on one's ability to comprehend any phenomenon which interests one through a dual opposition, i.e. from two opposite viewpoints through the integration mechanism. It is this fact that shapes the intrapersonal conflict potential.

Persuasion, self-persuasion, stimulation and motivation, suggestion and self-suggestion, requirement and exercise, correction and self-correction, educational situations and social tests, dilemmas method and introspection – these are the tools of a teacher.

Three main lines of shaping tolerance in the educational sphere are distinguished (Astashova, 2003). The first one is shaping and developing the competency of openness, understanding and acceptance of other peoples, acknowledgment of the value of diversity of cultures and history. The second line provides for learning how to use peaceful means for resolving controversies and conflicts, refusing from violence, asserting the value of human dignity and inviolability of each human. The third line involves shaping the culture of international communication, communication in situations of people's manifesting distinctions, in cases of controversies and conflicts, and developing the abilities of efficient interaction with representatives of various cultures, social strata and so on.

Thus, one of social institutions that contribute to shaping the tolerant principles is the system of education in which the dialogue, cooperation and respect between the teaching and the taught sides are practiced. The authors view tolerance as an active stance of self-limitation and deliberate abstinence.

The tolerant environment can be shaped and the practice of tolerance-oriented education can be arranged using the intrapersonal conflict potential. The suggested by the authors modification of processing the diagnosing technique for studying the intrapersonal conflict using Spearman's mathematical statistics method reflects the mental mechanism of transition of a personality from the intolerant to the tolerant environment; it can be used as a tool for diagnosing the extent of formation of tolerance culture and for personal development too.

References

- Adzhieva, E. M. (2003). Ethno-pedagogical and ethno-psychological conditions of tolerance education. In *Tolerant consciousness and shaping the tolerant relations (theory and practice)*: coll. of sci.-methodol. papers (pp. 85-92). Moscow: MPSI publishing house.
- Astashova, N. A. (2003). The problem of tolerance education in the system of educational institutions. In *Tolerant consciousness and shaping the tolerant relations (theory and practice)*: coll. of sci.-methodol. papers (pp. 74-85). Moscow: MPSI publishing house.
- Akvazba, S. O. & Gavrilyuk, N. P. (2016). Quality of education and professional readiness of a modern teacher. *Successes of the Contemporary Science, a Scientific Periodical*, 1(12), 77-80.
- Bolotina, T. V., Novikova, T. G. & Smirnov, N. K. (2002). *Culture of peace, human rights, tolerance and peacefulness: a study guide for students of secondary schools*. Moscow: APK i PRO.
- Derkach, A. A. & Selezneva, E. V. (2006). *Acmeological culture of personality: content, laws, mechanisms of development*. Moscow: Moscow psychological and social institute publishing house; Voronezh: MODEK SPO publishing house.
- Dobbernack, J. & Modood, T. (2012). Tolerance and cultural diversity in Europe: theoretical perspectives and contemporary developments, In *Published by the European University Institute Robert Schuman Centre for Advanced Studies ACCEPT PLURALISM 7th Framework Programme Project Via dei Roccettini*. San Domenico di Fiesole - Italy. Retrieved from http://cadmus.eui.eu/bitstream/handle/1814/19790/ACCEPT_PLURALISM_Report_2011_03_WP2_Rev.pdf
- Fantalova, E. B. (1996). The level of correlation between "values" and "availability" in different life spheres. *Journal of Practical Psychologist*, 2, 32-37.
- Gavrilyuk, N. P. (2016). Features of activity of pedagogical workers in conditions of upgrade of the Russian education. *Successes of the Contemporary Science*, 10(12), 141-144.
- Globalization: Yesterday, Today, and Tomorrow (2012). In J. Sheffield, A. Korotayev & L. Grinin (Eds.), *Library of Congress Control Number*. The USA: Emergent. Retrieved from <https://www.hse.ru/pubs/share/direct/document/83396451>.
- Globalization 2.0 (2017). *New Approaches to Research and Teaching*. Moscow: NPMP RIAC. Retrieved from <http://russiancouncil.ru/papers/Globalization2.pdf>.
- Griva, O. A. (2003). Ways of education of the tolerant personality in a multicultural society. In *Tolerant consciousness and shaping the tolerant relations (theory and practice)*: coll. of sci.-methodol. papers (pp. 244-251). Moscow: MPSI publishing house.
- Guboglo, M. N. (2003). Tolerance of consciousness of the youth: status and features. In *Tolerant consciousness and shaping the tolerant relations (theory and practice)*: coll. of sci.-methodol. papers (pp. 106-133). Moscow: MPSI publishing house.
- Gulbarshin, S. K. & Nazira, I. Y. (2014). The formation of ethnic tolerance through the paradigm of formation of cultural and historical development of the Kazakh society. *International Scientific Journal of Theoretical & Applied Science*, 19(11), 93-96.

- Irani, F.N.H.A. & Noruzi, M.R. (2011). Globalization and Challenges; What are the globalization's contemporary issues? *International Journal of Humanities and Social Science*, 1(6), 216-218.
- Kalinin, I. V. (2015). The outline of classification of practices of using psychodiagnostic methods for research purposes (using the example of S. Rosenzweig's technique). In D. B. Bogoyavlenskaya (Ed.), *From sources to modernity. 130 years since the psychological society foundation at Moscow university: a collection of materials of the jubilee conference* (pp. 244-251). Moscow: Cogito-center publishers.
- Konovalova, M. (2006). Tolerance education. Basic ideas and principles. *Library Science*, 2, 27.
- Katansky, C. & Emilov, I. (2009). Education on tolerance development: a case study. *Bulgarian Journal of Science and Education Policy (BJSEP)*, 3(2), 253-275.
- Leontiev, D. A. (1992). Methodology of value orientations` development. Moscow: Smysl.
- Lvov, L. V. & Zalyaletdinova, I. M. (2015). Model of development of social and professional mobility of linguists. *The Contemporary Higher School: Innovation Aspect*, 4, 59-70.
- Makoveeva, V. V. (2013). Modern trends of higher education development in Russia. *Bulletin of Tomsk State University*, 368, 104-107.
- Sobkin, V. S. (2003). Age-related particularities of tolerance shaping. *Works on Sociology of Education*, 8(14).
- Shiryaeva, T. & Trius, L. (2013). A call for cultural awareness and tolerance in higher education. *Review of Research and Social Intervention*, 43, 255-265.
- Sidorenko, E. V. (2006). *Methods of mathematical processing in psychology*. Saint-Petersburg: Rech.
- Sadikova, A. K., Beisembayeva, A. A. & Hkalel, A. (2018). Towards the Issues of Multilingual Competence Formation. *Revista ESPACIOS*, 39(17), 14.
- Van Driel, B., Darmody, M. & Kerzil, J. (2016). *Education policies and practices to foster tolerance, respect for diversity and civic responsibility in children and young people in the EU, NESET II report*. Luxembourg: Publications Office of the European Union.
- Velieva, S. V., Mashkin, N. A., Khairullina, E. R., Semenova, T. N., Varlamova, M. E., Guseva, T. S. & Dolgasheva, M. V. (2018). University student professional self-actualization: context of personality subjectivity. *Revista ESPACIOS*, 39(20), 12.
- Turebayeva, C. Z., Doszhanova, S. Y., Orazova, Z. O. & Zhubatyrova, B. T. (2013). Education of Tolerant Personality of a Future Specialist as the Social-Pedagogical Phenomenon. *Middle-East Journal of Scientific Research* 13 (Socio-Economic Sciences and Humanities), 38-42. Retrieved from [http://www.idosi.org/mejsr/mejsr13\(sesh\)13/8.pdf](http://www.idosi.org/mejsr/mejsr13(sesh)13/8.pdf).
- Zapata-Barrero, R. & Triandafyllidou, A. (Eds.) (2012). *Addressing tolerance and diversity discourses in Europe A Comparative Overview of 16 European Countries*, CIDOB. Barcelona: Barcelona Centre for International Affairs. Retrieved from: http://www.culturalpolicies.net/web/files/47/en/Book_Accept_2012.pdf.

Organizer of Youth Activity and Deontological Foundations of Organizer's Professional Work

Lev V. Mardakhaev¹, Aleksander M. Egorychev², Anna G. Akhtyan³, Elena Yu. Varlamova⁴, Alla V. Ivoeva⁵

¹Department of Social Pedagogy and Organizing of Youth Activity, Russian State Social University, Moscow, Russia

²Department of Social Pedagogy and Organizing of Youth Activity, Russian State Social University, Moscow, Russia

³Scientific and Research Activity Department, Research Institute of High Potential Fields and Technologies, Russian State Social University, Moscow, Russia

⁴English Language Department, Chuvash State Pedagogical University, Cheboksary, Russia

⁵Department of Social Pedagogy and Youth Work Organisation, Russian State Social University, Moscow, Russia

Abstract

In youth a person tends to be energetic and active. It facilitates personal development, as a person plays a social role, which is either creating or destroying. The authors of the article characterize features of the youth and prove need for specialists, who have abilities to direct, support and stimulate constructive features of youth. A specialist in working with youth encourages creative development of a young person and stimulates a young man's personality as mature and rich in human spirit. This fact proves necessity to characterize a role of a specialist in working with youth. As such the specialist takes the strongest responsibilities, so the professional activity of a person should have moral foundation. This is deontology which studies this aspect. Many researches have touched on deontological problems, related to different specialists who carry out their professional activity. Through development of the specialty "specialist in working with youth" publications arise that are devoted to deontological foundations of the specialists' professional activity. All these have formed preconditions for deeper studying of the essence of deontology, concerning a specialist in working with youth. The purpose of the present research is reveal of the essence and the content of deontological activity of organizers of youth work. The authors have analyzed a great deal of scientific works; on the basis of it they consider deontological foundations of the specialists' professional activity. The revealed qualitative features are checkpoints of the specialists' preparedness for practical activity.

Keywords: Deontology, Foundations of deontology, Professional deontology, Youth, Activity of youth

Introduction

Youth is a particular lifetime when a person develops specific abilities, caused by energy of youth. With this energy a person gets a possibility either to develop oneself as an individual, acquire a socially valued status, or to degrade, lose both energy and the basis of self-fulfillment. The proverb, used by the Dargins (the people of the North Caucasus), says: "The strong young man is really able to wring water out of a rock". The youth itself is considered as huge driving force in development of activities of a country and the society in many directions; the young people are able to achieve success in their creative activity, to identify prospects of development and to provide realization of them.

In practice the youth shows itself in different ways in regions and the country as a whole. The motives of the youth can take different forms. They can be creative or destructive. The Russian publicist and literary critic N.V. Shelgunov (1824-1891) noted: "Noble enthusiasm, vague striving for honesty and fairness, for

the social truth, - all these make the youth one of the greatest forces for progress" (Shelgunov, 1954, p. 267). The young people's moral nature and their aspirations to justice make the youth active in undertaking activities. In Russian history there are a lot of examples, which prove creative nature of the youth. Among such examples we should note the youth activity in developing Russian industry during the pre-war period; young people showed their heroism, courage, highly-valued self-sacrifice in defending the Fatherland in the Great Patriotic War, in reclaiming of virgin lands and building the Baikal-Amur Mainline, as well in many others.

However certain forces use the youth aspiration to justice in a destructive way. In this case it becomes the basic energy, which destroys an existing system and forms the basis of terrorism, and things like that. Modern reality offers a considerable number of examples of destructive use of the youth to achieve some purposes, which are far from being constructive or positive. Besides, in youth some people "waste the life, like a madman, who carries things in a basket without a bottom", as the French writer Bernardin de Saint-Pierre (1737-1814) pointed out (De Saint-Pierre, 1989, p. 864).

Such the practice is determined with the fact that some young people don't have developed moral values or intentions. It leads to "wasting of life" that relates to purposeless living and spending time in a destructive way. Such phenomenon finds its expression in different "fashionable" hobbies of a considerable part of young men, their involvement in useless or risky, destructive activities. All set forth determine necessity of training specialists in working with youth.

Everyday life also gives evidence that even those young men, who are brought up properly and show themselves in a positive way, are sometimes in a rather difficult situation, when they show inadequacy of behaviour. It relates to the fact that a lot of young men have a lack of personal resistance. Also the typical youth's aspiration "to be like all others" can lead some young men to inadequacy of behaviour. The French writer Bernardin de Saint-Pierre (1737-1814) emphasized: "The youth makes up decisions in a hurry, but then follows repentance, which comes flying on wings and leaves it on leaden foot" (De Saint-Pierre, 1989, p. 902). In such conditions direction, activity and effectiveness of the youth's energy are mostly dependent on that person, who takes responsibility for organizing and leading young people.

Young people are emotional; they usually make momentary decisions, which can be not conscious. It can be easy to influence such people. These facts prove that young people have a feature of so-called herd mentality, which often makes them held hostage to a situation. Some politicians, adventurers count on it when they involve youth in various suspicious activities to achieve certain self-interested goals. These people are engaged at populism at public places and involve the youth in various illegal actions. It makes young people held hostage to their ambitions and purposes. Such politicians consider the youth as active storage, that is, hostages to a situation, when they reap benefits of young people's manifestation. Unfortunately, we can see such examples, and the number of them is considerable.

The stated facts prove necessity of preparing specialists in youth work and requirements to organize it on deontological basis. Such specialists should be capable to lead young people and provide creative implementation of their energy, development of qualities, which characterize mature personality.

Literature Review

The analysis of the scientific literature has shown that many researchers studied the problem and there are still many of them, who are interested in the matter of developing deontological basis of social specialists' personality. The scientists have proposed and reasoned a series of interesting and significant ideas on both the essence of the concept "deontology", and necessities of development of deontological aspect in science, focusing on vocational training of different social specialists.

Problems of influence of moral and ethical factor on effectiveness of teaching and up-bringing of students, their personal development, have been researched by G. Colnerud and M. Rosander (2009), N.

Granitz and D. Loewy (2007), B.W. Husted and D.B. Allen (2000), A. Körner and S. Volk (2014), J.E. Macdonald and C.L. Beck-Dudley (1994).

The Russian researcher K.M. Levitan (1999) has considered the basic issues of deontology. G.A. Karahanova (2007) has pointed out and reasoned necessity of development of deontological culture in a teacher, involved in the system of continuous professional education. M.E. Oreshkina (2007) has considered requirements of deontology in professional work of a speech therapist. The Russian scientist L.V. Mardakhaev (2010, 2011) has defined and developed the idea of developing deontological personality of an organizer of youth work. I.A. Filatova (2012) has considered issues on deontological preparedness of educators – speech pathologists, in modern system of education. V.M. Grebennikova (2012) has researched deontological approach to development of professional and communicative culture in school officials, included in the system of advanced training. The researcher has suggested the idea of advanced training on the basis of the corresponding (deontological) approach. The Kazakhstan researcher G.M. Kertaeva (2015; Kertaeva & Mardakhaev, 2016) is the first one, who has developed the idea of training of deontological preparedness of a future teacher. Modern researchers A.M. Egorychev, A.V. Ivoeva (2017) have considered issues on features, which characterize establishment and development of pedagogical deontology.

Research Methods

The purpose of the research is revealing the essence and the content of deontological activity of organizers of youth work. The following objectives have been set according to the purpose:

- studying the research works on the problem to find out the general research directions and the level of knowledge;
- defining the role and importance of specialists in working with youth;
- explaining deontological foundations of the professional activity, undertaken by an organizer of youth work;
- describing deontological culture in professional work, performed by such an organizer;
- showing the essence of deontological approach.

Analytical character of the present research has determined methodological bases and choice of the applied research methods. The theoretical and methodological basis of the research has been philosophical theses, which concern: the leading part of activity and socio-cultural environment in education and socialisation of a person; harmonious and comprehensive development of a person. The basis of the research also includes scientific researches, devoted to pedagogical systems, higher education and ethical bases of vocational training. To solve the objectives the following groups of methods have been used: theoretical methods (analysis of the scientific literature on the researched problem; classification, comparison of the obtained data; abstracting and modelling of situations, which can take place in the system of training of organizers of youth activity; generalisation of the collected materials and data); empirical methods (observation of students' activities in educational process of a social high school; expertise estimation of the existing models and the technologies of training organizers of youth activity).

Results and Discussion

Role and importance of specialists in working with youth

Specialists in working with youth represent a group, admitted in Russia in the early 90-s of the XX century. This category of specialists has formed an independent group in vocational education. Vocational training of such specialists was implemented according to the educational program, called

“specialty area”, in high school; consequently, the bachelor and master programs were adopted. Graduates of higher schools have found their personal fulfillment in the professional sphere.

Analysis of the profesiogramme (job description) and Federal State Standard has proved that an organizer of youth activity is considered as a specially trained professional. Experience in dealing with different groups of young people and solving their social problems, achievement of the professional tasks are of prime importance and determinant of success of these specialists’ professional activity.

Internal and external factors influence success of professional activity, conducted by a specialist in working with youth. Internal factors include those groups of factors, which determine:

a) professional features and qualities of an organizer of youth work:

- professional skills, that is, abilities to use technologies and deal with different youth groups;
- abilities to help and support a youth in self-realization and finding personal fulfillment;
- developed qualities, which characterize personal abilities to deal with different groups of young people and use professional technologies;
- leadership – abilities to lead and make young people aspired to achieve significant goals;
- experience in successful professional activity and dealing with different groups of young people, within different situations;

b) deontological basis of the specialist’s personalities and work with youth:

- prestige of the specialist and young people’s respect for this person;
- moral qualities, which form the personal basis of taking responsibilities for personal own activity and consequences of it;

c) showing personal worth in the personal professional activity:

- carrying out the activity with youth; direction of it in a certain area, for the sake of which the specialist works and solves urgent social tasks (e. g., stimulation of each young man, who is realizing the full potential; encouragement of personal growth and accumulation of experience, as well as development of the country and a society);
- the professional activity on the basis of conscious purpose, by means of personal participation;
- showing personal moral qualities as daily occurrence and the basis of the personal professional activity.

External factors are following:

- groups of young people, whom a specialist deals with;
- young men’s attitude to the specialist, who works with them;
- environment, where the person works;
- participation of young people in the activity, organized by the specialist;
- effectiveness of the specialist’s work with young people.

All these prove that it is necessary to realize responsibilities of organizers of youth work. As specially trained specialists, they are aimed at helping young men in finding their way in life. They also support the youth and direct their energy to a productive way. These points show the specificity of the mission of an organizer of youth work. This activity of a person is regulated with professional moral duties, studied by deontology.

In practice an organizer of youth work is to join in professional work just after graduating from a university. It is significant that an organizer of youth work is a young man but is to act as a more skilled person and a professional. The American politician Benjamin Franklin (1706-1790) (diplomat, writer, journalist) noted that experience is considered as a school, where lessons cost much but it is a unique thing, which teaches us (as cited in F. Woodworth Pine, 2006). Organizers of youth work get such experience only in practice. Therefore, it is extremely important that young people should enter a university and master the course of organization of youth work, if they have a natural feeling for such

activity and rich abilities for practice during the training period. It is facilitated by both practice in vocational training, and participation in students' self-management, volunteer activity with different youth groups.

Competence of the organizer of youth work is shown in the personal deontological preparedness for professional activity.

Deontological foundations of the professional activity, conducted by an organizer of youth work

It is known that the term "deontology" was introduced by Jeremy Bentham (1748-1832), who was an English philosopher, an economist and a lawyer. J. Bentham defined deontology as the theory of morals (Bentham, 1983). In scientific works **deontology** (from the Greek "déon" - duty; "déontos" - due + logos - study) is considered as a part of ethics, focused on problems of duties and due. Deontology is the study of moral and norms, principles of a specialist's behaviour and attitudes to the objectives of the professional activity; it is the study of obligation. Such the approach has formed the basis of researches by J. Bentham (1789), B. Hooker (2012), J.J. Kupperman (2009), J. May (2014), D. McNaughton and P. Rawling (2006), E. Millgram (2005), R. Shaver (2011). Deontology relates to the subject - an organizer of youth work. In this sense deontology is the study of moral duties (moral obligations) of this subject to the following: to a society and the country; to one's own personality, status, authority, recognition; to a young person, in relation to whom a specialist performs the professional work. This study proves its content in moral and ethical standards, principles of personal specialist's behaviour towards the youth (the object of professional activity), the profession and the obtained results.

An important component of deontological basis of the professional activity is regular actions on the basis of moral and ethical norms, principles, developed in a society. These norms and principles influence the social purposes, ways to achieve the results and moral duties of an organizer of youth activity, related:

- to one's own personality: getting a respectable status of a specialist in working with youth;
- to the youth and a society: realizing importance of social purposes and ways to achieve them in work with youth; role of the results of the specialist's activity for the person, the surroundings and a society.

Getting a respectable status of a specialist in working with youth affects public opinion by means of achievements in professional activity. Such credibility can be formal or informal. The formal kind of it is based on prestige of the profession; the informal credibility acts as an indicator, which shows the moral importance or the role of an organizer of youth activity in the professional work, in dealing with surrounding people and colleagues. Getting a respectable status is a long difficult period. If it becomes end in itself, this process can lead the organizer of youth activity to the opposite result; the person can lose credibility with the colleagues and those people, whom the specialist works with.

The importance of social purposes and ways to achieve them in work with youth is a significant factor in the career of an organizer of youth activity. On the one hand, the set purposes of work with youth determine maturity of an organizer of youth activity, his or her ability to assess a situation, own personal abilities, potential of youth, which a specialist works with. On the other hand, these purposes show significance of the activity, performed by a specialist, for the professional environment and the people, whom the person works with. These purposes can be constructive and creative, or destructive and destroying.

The most significant feature of the activity, conducted on the basis of morals by a specialist in working with youth, is importance of the results of the activity for the person, the surroundings and a society. This feature makes it possible to assess the influence of the personal activity on development of the mature personality and the vital activity.

While implementing the professional activity, an organizer of youth activity takes into consideration principles of the professional etiquette. These principles are defined as the valuable basis of the social

communication and the culture of interpersonal relations, built by a social educator in his or her professional activity. The content of principles is based on the concept of professional duty, guiding ideas, norms and rules, which determine the specialists' activity. These principles include:

- *taking into consideration the rational interests of those ones, whom a specialist works with;*
- *personal responsibility* for undesirable consequences of the actions;
- *respect of rights and personal dignity* of those ones, whom a social educator works with;
- *accepting a person for what he / she really is;*
- *confidentiality* towards all things, known about a pupil and his / her people;
- *goodwill* towards those ones, whom the specialist works with;
- *honesty and openness* in interrelationship;
- *avoiding prejudices and bias* in relation to those ones, whom the specialist works with;
- *cooperation* of a social educator with those ones, whom the specialist works with; promoting of joint productive activity;
- *humanization*, that is, focus on the personal value, accepting a person for what he / she is, with strong and weak points; principle of tolerance.

Each principle represents an important foundation, which helps an organizer of youth activity to identify fundamental requirements and recommendations for practical activities. Meeting this group of requirements makes it possible to deal with young people successfully and take into consideration their needs, interests, purposes. It also contributes to finding personal fulfillment and achieving significant social goals.

Moral personal features show deontological foundations of professional work, performed by an organizer of youth activity. In particular, A.V. Ivoeva (2018) has defined the following features: deontological direction, deontological preparedness, and deontological culture in the specialist. These qualitative features also describe deontological foundations, related to an organizer of youth activity.

Deontological direction of professional work of an organizer of youth activity determines personal consciousness as the basis of professional work. The idea of developing deontological personality of an organizer of youth activity has been suggested by G.M. Kertaeva and L.V. Mardakhaev (2015). This idea describes motivational conditionality of actions, acts, behaviour of an organizer of youth activity. It is deontological consciousness which is based on moral obligation and determines actions, behaviour and the professional activity of a specialist. The idea of realizing deontological aspects in vocational training has been developed further by A.M. Egorychev (2016), S.N. Fomina (2015).

On the basis of the denoted facts we define **deontological (morally focused) consciousness of an organizer of youth activity** as a direction of understanding, based on moral obligation and influencing personal attitudes, actions, behavior, professional activity. Such the consciousness determines creativity or destructiveness in the professional work, performed by an organizer of youth activity.

We consider *deontological preparedness* of an organizer of youth activity for the professional work. At first it has been G.M. Kertaeva (2016; Kertaeva and Mardakhaev, 2015), who has provided the idea of training deontological preparedness. Deontological preparedness of an organizer of youth activity should be considered as the active state of personal mind, created knowledge, developed abilities and skills to fulfill the tasks in accordance with professional duty requirements. Such preparedness is trained in the course of professional education and based on high-leveled professional skills and a natural feeling for purposeful moral self-realization in the professional actions with youth. Moral self-realization forms the basis of moral obligation and due in the professional activity, performed by an organizer of youth activity. In other words, a mental condition, which determines a tendency to apply the professional skills on the basis of moral duty, is a key feature of deontological preparedness of an organizer of youth activity.

All set forth make it possible to segment deontological preparedness of an organizer of youth activity into the following components:

- developed professional skills;
- a natural feeling for self-realization in the professional activity;
- moral conscious attitude of an organizer of youth activity to oneself and those ones, who this person works with; the attitude towards the purposes of the professional activity and the results of it.

Deontological culture in professional work, performed by an organizer of youth activity

The authors of scientific works describe deontological culture in a teacher (an educator). G.A. Karahanova (2007) defines this concept as “the qualitative socio-pedagogical feature, which characterizes preparedness and behaviour of a teacher, who fulfills the pedagogical activity on the basis of the established ethical norms and rules” (as cited in Karahanova, 2007). Such understanding makes it possible to define deontological culture in an organizer of youth activity as the complex and qualitative characteristic of a person, who shows personal professional skills in everyday activity, performed according to the needs of moral obligation. We have considered the essence of the concept and revealed that deontological culture in an organizer of youth activity is based on the personal direction of consciousness, moral world-view attitudes to the professional work, and deontological preparedness for self-realization in the professional environment. Norms of professional etiquette, the moral imperative, moral ideals, and humanistic values influence the culture in an organizer of youth activity, when the person performs the professional work with different groups of youth. In its nature deontological culture in an organizer of youth activity represents results of moral personal preparation, which is trained in high school in accordance with requirements of pedagogical duties. Such preparedness is shown in personal behavior, as well as in the professional work.

The significant basic component of deontological foundations of an organizer of youth activity is the requirements of personal moral obligation. These requirements are determined by specificity of the professional activity: the place, where the person works (an institution, a center or a youth organization); people who the person deals with (groups of young people); purposes, which are dominating and socially important for a young man, youth and the surroundings. Professional work of an organizer of youth activity has features, shown in norms of professional etiquette, moral ideals, principles, humanistic values of socio-pedagogical activity in a society. This activity is regulated with the developed *standards of ethical behavior*.

Standard (from the English “standard” – norm, model) is a normative document, approved by a competent state authority, with a complex of norms, rules, requirements to the object of standardization. *The standard of ethical behaviour* of an organizer of youth activity describes norms and regulations of the professional activity, performed according to ethical values, principles and guidelines. These standards are developed by a social institution, which unites organizers of youth activity. The standards are not exhaustive, as they are corrected and supplemented regularly, according to the practice.

Deontological approach to training an organizer of youth activity

A university plays an important role in developing deontological consciousness, deontological preparedness and the basic deontological culture in an organizer of youth activity. The deontological foundations are formed while personal training and up-bringing. Then these foundations are developed in practice.

The experience in training social workers at the University of Monitoba (Canada) has shown that even first-year-students learn moral (ethical) norms and principles of their professional activity. It provides vocational training of social workers in the context of these norms and principles. The students learn technologies and experience in social work on the basis of ethical standards, which form foundations of

their professional activity. In nature, it implies the deontological foundations of training specialists in working with youth.

The Russian researcher V.M. Grebennikova (2012) has put forward the idea that if considering deontology as a study, which forms the foundations of the professional activity, then a certain corresponding approach can provide learning and mastering the content of this study; it is the basis of the professional work in the system of vocational or advanced training of teachers. As a rule, an approach is defined as the theoretical and (or) logical basis of studying some phenomenon, planning and fulfilling a certain activity.

V.M. Grebennikova (2012) notes that deontological approach to development of professional culture, which characterizes an education manager in the system of advanced training, is focused on the following components:

- understanding and realizing ethical and official, moral, imperative norms, values, ideals of the pedagogical trade, both in a wide sense and a narrow one, specific for the profession;
- mastering of skills to fulfill personal and business communications, interethnic and polycultural cooperation;
- awareness of responsibilities for the professional behavior;
- realizing personal own noble mission and own roles of a culture bearer, a native speaker, and a representative of teaching intelligentsia;
- accepting tolerant values as a basic component of pedagogical communication and communicative culture in an executive.

The denoted facts prove that deontological approach to vocational training of organizers of youth activities represents a methodological basis, which provides personal development of the specialists. When applying this approach, we can draw attention of future organizers of youth activities to deontological foundations of their professional work. Use of deontological approach causes the specialists' interest in the foundations, provides deontological consciousness, and develops personal corresponding attitudes (moral and ethical duties), while mastering the profession and finding personal fulfillment.

At the same time, deontological approach, applied in training of organizers of youth activities, provides deontological preparedness and developed deontological culture in the graduates.

On the basis of analysis of the materials, describing the nature of deontological preparedness of an organizer of youth activity for the professional actions, we have revealed that this phenomenon relates to professional skill (professional excellence). As providing development of professional skill, deontological approach promotes personal tendency to purposeful moral self-realization in the professional activity with youth. Moral self-realization forms the foundation of obligation and due in the professional work of an organizer of youth activity.

Progress in the professional skill and deontological preparedness stipulate development of deontological culture in a future organizer of youth activity. This culture is developed in the course of vocational training and up-bringing of students. An organizer of youth activity shows deontological culture in personal routine actions and performance of the professional tasks. It follows that for the purpose of development of this culture it is necessary to provide the following aspects:

- the graduate's deontological preparedness, describing the nature of obligation and due in the professional activity;
- growth of professional skill to find own fulfillment in dealing with different groups of young people in different situations of the professional activity;
- deontological preparedness for day-to-day realization of the professional qualification;
- conditions, adapted to the practice of professional activity;

- effectiveness of professional education, aimed at students' realizing the role of the activity, performed by an organizer of youth activity;
- the most reasonable use of volunteer work and student self-government to encourage gaining experience by each student; showing deontological character of the professional work on youth.

The facts set forth prove importance of practice, organized and implemented along with vocational training of students and bringing them up. Centers for practical activity of students, trained in the mentioned professional direction, are located in a high school itself. The students are involved in work with studentship and volunteering, deal with different groups of teenagers and youth. It implies that trainees act as the object of the activity, performed by organizers of work with the student youth. But they join the organizers step-by-step and gain the experience of both an executor and an organizer of the activities with the student youth.

Volunteering plays a particular role in gaining the experience by the future organizers of activities with youth. On the one hand, it promotes cultivating of unselfishness, availability to work with different groups of youth. On the other hand, it provides gaining experience in solving socio-pedagogical problems in different situations in practice.

Conclusion

We have held in-depth analysis of the scientific works on the studied range of problems and the documents, describing actions of organizers of youth activity. We have also analyzed the results of an expert assessment of problems of effective implementing the professional work and have taken into account personal experience of training the participants of the present research in the given direction in high school. All these have contributed us to drawing the following conclusions:

1. Young people play a special role in the society; realization of the potential and vital forces of youth in the significant social sphere promote development of the mature personality and formation of the vital environment.
2. Lack of life experience, typical emotionality and split-second decisions prove necessity to promote constructive realization of vital forces and potential of youth, help and support of youth in the process of their total personal self-realization.
3. The set forth facts indicate necessity of training specialists in working with youth (organizers of youth activities). Such specialists should be able to lead the youth, create conditions for development of young people's spiritual and moral, ethical world-view attitudes and roles. They should provide creative release of young people's energy and develop their mature personality.
4. Responsibilities of an organizer of youth activities are shown in moral obligation and due as deontological foundations of the professional activity.
5. Deontological foundations of the professional work of an organizer of youth activity are regulated with moral attitudes, norms and principles; they are shown in deontological direction, deontological preparedness and deontological culture, developed in high school.

To sum it up we should note that effective development of deontological foundations of professional work of an organizer of youth activity depends on deontological approach and use of it in high school.

References

- Bentham, J. (1789). *An Introduction to the Principles of Morals and Legislation*. Oxford: Clarendon Press.
- Bentham, J. (1983). Deontology. In A. Goldworth (Ed.), *The Collected Works of Jeremy Bentham: Deontology together with A Table of the Springs of Action and Article on Utilitarianism*. UK: Oxford University Press.

- De Saint-Pierre, J.-H. B. (1989). *Revue d'histoire littéraire de la France. Numéro spécial*, 5. Colnerud, G. & Rosander, M. (2009). Academic dishonesty, ethical norms and learning. *Assessment and Evaluation in Higher Education*, 34(5), 505-517.
- Egorychev, A. M., Ivoeva, A. V. (2017). Features of establishment and development of pedagogical deontology. *Scholarship notes of Russian State Social University*, 1(140), 107-114.
- Egorychev, A. M. (2016). Historical continuity in development of pedagogical knowledge: deontological aspects of vocational training of educator. In *Acute issues of deontology. Pedagogy and Psychology: theory and practice* (pp. 77-83). Astana: ZhKS Ideal-IS.
- Filatova, I. A. (2012). *Deontological training of educators – speech pathologists in modern system of education*: PhD thesis abstract. Moscow.
- Fomina, S. N. (2015). *Integrative approach to professional training of specialists in working with youth in high school*: PhD thesis abstract. Moscow.
- Franklin, B. (2006). *Autobiography of Benjamin Franklin*. In F. Woodworth Pine (Ed.). Retrieved from <https://ebooks.adelaide.edu.au/f/franklin/benjamin/autobiography/contents.html>.
- Granitz, N. & Loewy, D. (2007). Applying ethical theories: Interpreting and responding to student plagiarism. *Journal of Business Ethics*, 72(3), 293-306.
- Grebennikova, V. M. (2012). *Deontological approach to development of professional and communicative culture in education managers*. Moscow: Perspektiva.
- Husted, B. W. & Allen, D. B. (2000). Is it ethical to use ethics as strategy? *Journal of Business Ethics*, 27(1), 21-31.
- Hooker, B. (2012). *Developing Deontology: New Essays in Ethical Theory*. In B. Hooker (Ed.), *Developing Deontology: New Essays in Ethical Theory*. John Wiley and Sons. Retrieved from <https://doi.org/10.1002/9781118368794>.
- Ivoeva, A. V. (2018). Socio-educational activity of organizer of youth activity: deontological aspect. In *Socialization and Resocialization of underage ensuring the safety of the younger generation of the country* (pp. 143-149). Moscow: Centre for protecting of children's rights and interests.
- Karahanova, G. A. (2007). *Development of deontological culture in teacher in system of continuous professional education*: PhD thesis abstract. Moscow.
- Kertaeva, G. M. (2016). *Basic pedagogical deontology*. Astana: Foliant.
- Kertaeva, G. M., Mardakhaev, L. V. (2015). Development of deontological consciousness of future teachers. *CITISE`*, 4(4), 8.
- Körner, A. & Volk, S. (2014). Concrete and abstract ways to deontology: Cognitive capacity moderates construal level effects on moral judgments. *Journal of Experimental Social Psychology*, 55, 139-145.
- Kupperman, J. J. (2009). Virtue in virtue ethics. *Journal of Ethics*, 13(2-3), 243-255.
- Levitan, K. M. (1999). *Pedagogical deontology*. Ekaterinburg: Delovaya kniga.

- Mardakhaev, L. V. (2010). Socio-pedagogical deontology. In *Conceptual apparatus of pedagogy and education* (pp. 308-315). Ekaterinburg: SV-96.
- Mardakhaev, L. V. (2011). Deontology of social pedagogy, essence and content. *Social Policy and Sociology*, 11, 198-222.
- May, J. (2014). *Moral judgment and deontology: Empirical developments*. *Philosophy Compass*. Wiley-Blackwell Publishing.
- Macdonald, J. E. & Beck-Dudley, C. L. (1994). Are deontology and teleology mutually exclusive? *Journal of Business Ethics*, 13(8), 615-623.
- McNaughton, D. & Rawling, P. (2006). Deontology. In *The Oxford Handbook of Ethical Theory*. Oxford University Press.
- Millgram, E. (2005). Ethics done right: Practical reasoning as a foundation for moral theory. In *Ethics Done Right: Practical Reasoning as a Foundation for Moral Theory* (pp. 1-344). Cambridge University Press.
- Oreshkina, M. E. (2007). *Deontology in professional work of speech therapist*: PhD thesis abstract. Moscow.
- Shaver, R. (2011). The Birth of Deontology. In *Underivative Duty: British Moral Philosophers from Sidgwick to Ewing*. Oxford University Press.
- Shelgunov, N. V. (1954). *Selected pedagogical works*. Moscow: Academy of pedagogical Sciences of the USSR.

Technology of Forming Students' Emotional Intelligence in Language Communicative Environment

Nadezhda A. Dmitrienko¹, Svetlana I. Ershova²

¹ Institute of Service and Business (Branch), Don State Technical University, Shakhty, Russia

² Institute of Service and Business (Branch), Don State Technical University, Shakhty, Russia

Abstract

Students' emotional intelligence is one of the main determinants of psychological health. It is considered to be one of the effective ways of burnout resistance and a basic condition for students' sustainable development in educational environment. Therefore, this study is aimed at designing educational technology improving students' emotional intelligence in communicative environment of foreign languages. Criteria of assessing students' emotional intelligence components are selected among communicative competences. The authors' educational technology is expanded by the pedagogic synergy approach. The correlation data between students' emotional intelligence levels, developed communicative competences and degrees of emotional burnout are pointed out. Scientific novelty of the paper consists in a methodological unity of pedagogic principles, communicative methods and criteria of pedagogic assessment. The article presents theoretical justification and experimental data proving effectiveness of the authors' technology developing students' emotional intelligence. Article is of practical use for teachers elaborating pedagogic technologies and those who want to improve their communicative competences and emotional intelligence in communicative situations.

Keywords: Emotional intelligence, Self-organization, Technology, Development strategy, Burnout

Introduction

Globalization of world processes, rapid changes in social reality, personal motives and educational goals combining with pedagogic methods, negative communication experience, or communicative complexities and problems, existed education contradictions; personal problems (internal fears and anxiety) enhance students' emotional instability and exhaustion as main characteristics of students' burnout stages. It is revealed that students' emotional instability usually connected with personal fears and uncertainty about the correct choice of educational institution, future professional activity, low self-esteem and self-efficacy, communicative problems in new social conditions, inadequate understanding of emotional states of other people are characteristics of low communicative competences. It was pointed out that new social conditions usually enhance people's communicative problems (Boyko, 1996a). The absence of the unique approach to students' burnout resistance and ways of overcoming it in education environment; a limited number of studies devoted to this problem in higher education institutions and the gaps in the papers identified the main task of the work aimed at designing a pedagogic technology developing students' emotional intelligence as the way of improving education quality and enhancing personal satisfaction and professional growth. Meanwhile, researchers distinguish emotional tension and communicative stress as initial stages of students' emotional burnout, while chronic fatigue and crises are known as potential signs of emotional burnout, resulting from excessive education loads, due to low levels of communicative competences and communicative complexities. Students' burnout states are supposed to be the results of inconsistency, imbalance in personal characteristics and motives. Initial stages of emotional burnout are supposed to lead to a significant decrease in students' vitality, energy resources connected with training success and self-control (Cherniss, 2000; Maslach et al., 2008). Students' emotional burnout can be explained by the main contradictions between the requirements for students'

communicative abilities at the university and low levels of school preparation; humanistic goals to develop students' emotional intelligence and traditional methods of teaching, students' personal motives to self-realization and inability to do it due to existing emotional burnout stages. As students' emotional burnout levels are described as crisis states in personal and emotional spheres, so they are connected with inborn personal abilities to self-organization described by the pedagogic synergy. In the context of the pedagogic synergy (Arshinov & Svirsky, 1993; Zorina, 1996) various levels of emotional burnout establish crises conditions actualizing students' consciousness activity to self-development as higher levels of personal characteristics being the components of emotional intelligence. According to a number of scientists (Zinchenko, 1997; Zaslavskaya, 1996), language knowledge and communicative competences that the students gain at practical classes have serious potentials for students' self-development in educational communication. The process can be described as creative character of developing language and professional competences to enhance self-organization motivating students to further creative self-expression in educational communication. Initially, the concept of "emotional burnout" was considered as the main determinant of people's professional deformation so it was typical for professional activity of people but as it was characterized as the vital exhaustion, the lack of personal motives, apathy and uselessness (Aminov & Shpitalny, 2002; Boyko, 1996b; Borisova, 2005), these characteristics are typical for students as well. So, the results of the conducted survey and a lot of analyzed studies (Ciarrochi et al., 2000; Brown et al., 2003; Bokut, 2014) show that emotional burnout determinants can be diagnosed among the first year students. The main symptoms of students' emotional burnout are the following: physical fatigue, exhaustion; weight changes; insufficient night rest, poor appetite; emotional symptoms: lack of emotion; pessimism, indifference, fatigue; anxiety, inability to concentrate on lessons; depression, feelings of guilt; hysteria, mental suffering; loss of ideals; behavioral symptoms: fatigue and a great desire to relax with the help of tobacco, alcohol, drugs; impulsive emotional behavior; intellectual states: the lack of interests to new theories and scientific ideas, alternative approaches to problem solving; boredom, depression, apathy; social symptoms: low social activity; low interest in leisure, hobbies; isolation, misunderstanding of others and indifference to other people. In this regard, the main task of the study is to obtain ideas about the relationship between emotional burnout of students, communicative competences, personal characteristics and self-organization of students' emotional intelligence as the basis for development and approbation of pedagogical technology developing students' emotional intelligence in educational environment of technical university. Thus, the diagnosed levels of students' emotional burnout were proposed to be moderators for describing education principles, methods and approaches to pedagogic technology. Methods of research were selected in accordance with the subject of this paper. The study involved students from different faculties with different levels of emotional burnout. The hypothesis was based on the supposition that students' emotional burnout stages can stimulate self-organization improving and developing students' communicative competences as the basis for emotional intelligence. The higher are students' emotional burnout levels, and the higher are the synergy tendencies to self-organization in specially organized educational communication conditions.

Literature Review

Analysis of the literature sources proves that students' emotional burnout is considered to be internal process characterized by a personality's gradual loss of emotional, cognitive and physical energy, as a main mechanism of psychological defense expressed in the form of complete or partial exclusion of persons' emotions (Boyko, 2008), it is known as emotional response to different traumatic impacts of educational process at a technical university (Abdulina, 1993; Borisova, 2005; Gubina, 2010). It is noted that this problem is relevant in foreign psychological and-pedagogical theory and practice (Maslach & Jackson, 1981; Leiter, 1991; Leonova, 2001; Markova et al., 2010). But this phenomenon has still a lot of

problems in this country (Boyko, 1996b; Samoukina, 2006; Vodopyanova & Starchenkova, 2008; etc.). Most Russian and foreign psychologists consider students' emotional burnout to be reversible process if it is included in a personally significant activity (Ilyin, 2001; Orel, 2005; Leonova, 2001) although some others (Aminov & Shpitalny, 2002; Formanyuk, 1994) emphasize the irreversibility of consequences for students' mental and emotional health states. At present the majority of researchers (Vodopyanova & Starchenkova, 2008; Zeer & Symanyuk, 2002) describe emotional burnout as a state of physical, emotional and mental exhaustion of the person's energy resource that can be improved. This syndrome includes three main components: emotional exhaustion, depersonalization (cynicism) and reduction of professional competences. Analyzing approaches to the problem under the study, students' emotional burnout can be described as a complex of physical, emotional experiences, communicative and behavioral deformations affecting learning results and reducing self-realization motives, personal self-esteem, physical and mental well-being, and enhancing various deviations in interpersonal communication (Brown et al., 2003). There is no common view to the structure of a person's emotional burnout, but despite this, it can be said that this is a description of personal deformations that arise due to emotional difficulties caused by tense communicative relationships (Gubina, 2010; Markova et al., 2010). The consequences of emotional burnout can be seen as different psychosomatic disorders, and as psychological (cognitive, emotional, motivational and adjusting) personal changes. Both mentioned consequences have direct relevance for students' social and psychosomatic health states (Folkman & Moskowitz, 2000; Greenberg, 2002; Năstasă, 2010). Researchers note a close relationship between students' emotional burnout and low self-esteem (Leiter, 1991). The researchers note that people with a low self-esteem, low success expectations often make claims to other people shifting responsibility for everything that happens to them to other people and they are known to be more subjected to emotional burnout stages. V.V. Boyko (2008) points out some personal factors developing emotional burnout states: a tendency to emotional coldness, intense experience of negative circumstances, a weak motivation of emotional return (Petrides et al., 2007). Indicate a close correlation between emotional efficiency, intelligence, life satisfaction, professional results and burnout. Indeed, students experiencing emotional burnout tend to be emotionally depleted; negative emotions are dominated, reduced levels of vitality and satisfaction with life events. The lack of a unified approach to the problems of the emergence and the ways of overcoming students' emotional burnout stages determines the need to explain emotional intelligence components correlating with levels of students' burnout. Emotional intelligence is determined as the basic condition for overcoming negative emotions in communication and social reality and transforming negative communicative experiences into creative self-realization. So, researchers (Cipriano, 2002; Goleman, 2013), state that the main way to overcome emotional burnout is to develop components of emotional intelligence, defined as the spectrum of personal abilities and characteristics necessary for adequate understanding of other people and perception of emotional states in interpersonal interactions and communication thus overcoming emotional burnout states. So, P. Salovey, J.D. Mayer (1990) combine emotional intelligence and communication abilities. D.W. Chan (2004) points out that emotional intelligence provides a person's access to a positive information interpretation. So, it can be concluded that emotional intelligence helps to cope with various traumatic events (Năstasă, 2014), to plan and implement successful trajectories of personal and professional development (Babich, 2005; Akindinova & Bakanova, 2008; Cipriano, 2002) to transform stressful situations into comfortable conditions of self-development (Folkman & Maskowitz, 2000) to provide personal and professional development (Brown et al., 2003) state the connection between emotional intelligence and professional development. Some scientists (Petrides et al., 2007; Maslach, 2003) define emotional intelligence as personality factor space, W. Schaufeli, M. Leter and C. Maslach (2008) connect emotional intelligence and personal development traits, some scientists consider emotional intelligence as the main factor of

personal satisfaction (Runcan & Iovu, 2013). D.V. Lyusin (2004) considers that the process of emotional intelligence formation is to be based on a combination of cognitive, personal, motivational and volitional characteristics, social skills and abilities to ensure further successful adaptation in social reality. On this basis, the process of forming and developing emotional intelligence can be expressed by modern education goals clarifying education meaning to be focused on: a personal essence of education, maximum disclosure of personal characteristics and development of students' creative potentials. This is possible to do if the components of emotional intelligence indirectly influence the development of personally significant characteristics and professional communicative competencies to contribute to personal and professional development in specially organized communicative situations. There are different criteria for assessing levels of forming students' emotional intelligence. The emotional scale of the intellect is taken as a basis (Shutte et al., 1988), of emotional intelligence (Maslac, 1993). So, D.W. Chan (2004) determines that the basis of emotional intelligence consists of 4 components: emotional evaluation, positive regulation, empathy and positive result. Components of emotional intelligence are pointed by D. Goleman (2013), they are: self-awareness (knowledge of their internal states, preferences and perspectives), self-control (ability to cope with inner states), motivation (emotional inclinations), empathy (awareness of feelings and needs of other people), relationship skills (the ability to cause a positive reaction, a response). The difficulties of estimating personal phenomenon are considered by Raigorodsky D.Ya. (2000), N.S. Schutte et al. (1988). Taking into account the earlier considered theories, the components of emotional intelligence in this study are: emotional assessment of communicative situations, positive self-regulation, self-motivation, empathy and self-organization. The authors of this work determine a correlation between the subjective communicative activity of students, self-organization, empathy, and emotional intelligence. The problem of the paper determines the subject, aims, principles, methods and technology developing students' emotional intelligence in a technical university aimed at reducing emotional burnout stages and improves the quality of life, education and socialization. This process of developing emotional intelligence is considered to be internal educational process of self-organization stimulated by external pedagogical conditions (specially designed communicative situations accepted by students' consciousness as internal self-organization, self-adjustment and self-promotion in communicative conditions justifying higher levels of personal and professional development).

Methods

Research methods were selected in accordance with the subject of this study: comparative analysis, induction and deduction, observation, analysis and self-diagnostic tests (the results reflected in the students' portfolio records). The results of pedagogical observation, questionnaires and self-diagnostics have proved that the students' levels of emotional burnout are usually associated with personal fears to be ridiculous in the eyes of other people, to be a loser or possible failure in new conditions of communication, low self-esteem and so on reducing learning results and significantly enhance students' emotional states. It is determined that high levels of inner control, self-control significantly emphasized and even strengthened, but did not moderate the levels of students' emotional burnout. In general, experimental work (EW) assumed several research objectives. The main goal was to determine the effectiveness of the pedagogical technology developed by the authors. In accordance with the conducted studies the main objective was added by several subordinate goals: to state the criteria apparatus, the range of diagnosed qualities and the definition of diagnostic techniques. Relatively, these goals outline the first stage of the experimental work. The research was conducted during three years, from 2015 to 2018, at the Humanitarian Faculty of the Institute of service and business (branch) of Don state technical university in Shakhty. It included a rather small sample of respondents (110 students of control groups

and 115 students of experimental groups, there were 525 students for three years). The experimental work was conducted among the students of the 1 and 2 courses (the students' age was varied from 18-20 years old) irrespective to gender differences. Positive indicators of developed levels of emotional intelligence among the students of the experimental groups prove the effectiveness of the pedagogical technology. While minor deviations of positive indicators observed during the years did not exceed the total indicators of students' emotional intelligence. The duration of the experiment in time confirmed the overall repeatability of the received results both in the reference allowable values according to the experimental conditions of all diagnostic procedures. In this regard, the results of the ascertaining and control stages are given in unified tables corresponding to the indications of indirect and direct diagnosis of the increased levels of students' emotional intelligence. This work was conducted for a small number of samples, to present the subsequent changes as typical for a larger array - both for the selected universities and the number of students. Threefold repeatability of the received results also allowed tracking the dynamics of changes in the students' experimental groups and determining the effectiveness of the designed technology in comparison with the indicators of emotional intelligence among the students of the control groups. The technology gets the form of an integral pedagogical model to implement a certain pedagogical concept. At the same time, the technology becomes effective at the level of a common approach as a communicative action or plan, without a rigid pedagogic distribution of the students' steps and the teacher's communicative behavior. Basic methods were aimed at the procedure of assessing students' levels of "emotional intelligence" so the main was a questionnaire (questionnaire EQ) consisting of 30 statements (students are to give positive or negative answers) and containing 5 scales, each of which is to determine the set of personal skills expressed in foreign communication situations: 1) to notice awareness,(ability to observe changes in a person's feelings, ability to analyze negative feelings,) to understand awareness and emotions using control and self-control for improving communicative emotions; 2) to manage own emotions the ability to effective communication (based on emotional resourcefulness characteristic),the ability to cope with emotions and feelings, the ability to find new ways of communication as enrichments of subjective experience),to generate new creative ways of communication as the ability to creativity and self-realization; 3) self-motivation- the ability to control and regulate emotions, 4) empathy - the ability to listen to other people, sensitivity and attention to the needs of others, the recognition of emotions, the ability to catch and recognize signs in communication; 5) recognition of other people's emotions - the ability to influence emotional states, the desire to improve emotional states of other people, the ability to improve other people's mood. Psychodiagnostics of personality tolerance (Soldatova & Shaygerova, 2008) helps to estimate communicative tolerance, as a significant indicator of personal communicative competences. The carried out calculation proves increasing levels of students' emotional intelligence for each scale and it was carried out twice to determine the initial level of students' emotional intelligence and changes as a result of using pedagogical technology carried out after several months. This method of evaluation allowed the researchers to determine integrative index of emotional intelligence components. Indicators of emotional intelligence components were calculated for the entire sample of subjects.

Results

Based on the fact that it is impossible to form emotional intelligence components in educational foreign-language communication using direct pedagogic methods, the researchers appeal to pedagogical technology uniting pedagogic personal-oriented, cultural and synergetic approaches to design communicative conditions developing emotional intelligence components: personal abilities and communicative competences: self-motivation, recognition and management of emotions, empathy, self-regulation and self-organization (Arshinov & Svirsky, 1993; Bokut, 2014). Foreign learning

communication is part of forming humane, value-motivated, professionally significant communicative competences, which is known to be one of the main for a future specialist. In accordance with the latest Normative Education Acts, the main requirements for organizing teaching process are determined by the principles of humanization, humanitarization, culture, personal and semantic orientation (Zinchenko, 1997). These principles, in accordance with the explanations accompanying each normative document, are aimed to organize foreign language communication in accordance with the content of humanistic philosophy, pedagogy and psychology values. These are values of independent and voluntary development of students' cultural layers of consciousness, pedagogical support, professional self-motivation, self-realization, self-criticism, self-organizing "I-concept", etc. Zorina L. Ya. (1996). The realization of these cultural values in the process of learning foreign language is one of the main factors stimulating students' emotional intelligence development. The conceptual design of the study is that the process of foreign communication is a purposeful pedagogic process based on specific humanistic, personal and professional values of professional communication. In this connection, the main attention should be paid not only to the process of teaching foreign languages and to the results, but to cultural values and personal senses that are consciously accepted by the students as the basis for their future cultural identification and professional competences based on emotional intelligence components (Dmitrienko & Ershova, 2017). The subject of the study is - self-organizing students' emotional intelligence known to be based on the knowledge of foreign languages and cultural communication developing and stimulating "self-development" of their internal resources: the personal-significant components of emotional intelligence that impart humane significance to students' educational activities. Different-level properties, combining categories: emotional intelligence, consciousness and communication, determine teaching strategy of foreign-languages communication, being a basic integral factor of students' self-organization. Self-organization of students' emotional intelligence is a conscious combination of motivational and personal properties and integral cognitive characteristics consistent with individual (natural) features of educational subjects, optimally embodied in teaching methods and results of learning foreign languages and communicative competences transforming communication situations. To substantively concretize the grounds awakening students' self-organizing emotional intelligence, the authors suggest using the following criteria: creativity, subjectivity, complementarities and dialogue orientation. They are revealed in education process due to the indicators manifested in the educational communicative situations: conceptuality, problematic character and critical essence. Realization of these criteria becomes possible if: the educational material is open (does not contain unambiguous axiomatic categories), can be supplemented by personal characteristics (is oriented to complement by the subjective experience of students), can be subjectively oriented (focused on actualization of internal, creative activity), can be dialogical oriented (contains grounds for dialogues as inner dialogues expressed in foreign communication). Considering pedagogical diagnostics as one of the components of pedagogic technology, it is supposed to be a part of pedagogic process measuring and processing the facts of pedagogical reality with the aim of selecting optimal pedagogic means of pedagogical activity, to implement it in accordance with the proposed theoretical model determined by singled out criteria, a program for studying dynamical changes in the levels of students' emotional intelligence, according to objectives of the experimental work, its stages, methods of collecting information and processing results. Thus, the program for diagnosing the effectiveness of the technology is built up into two subprograms. The technological "plan of pedagogic action" should include all categories of the educational process - from the goal to the forms of realization. At the same time, this division into categories, (both in the model and in technology), is relatively arbitrary, since each component has no clear methodological boundaries, and procedural characteristics acting as a core property of the model developing students' emotional intelligence. This allows simultaneously represent scientific foundations of developing

students' emotional intelligence in the process of teaching foreign languages communication in the form of a pedagogical model in joint communicative activities at practical lessons. As a result, the first diagnostic subprogram was built (measuring qualitative performance by indirect indicators), two groups of data were obtained: based on the results of the self-actualization test (SAT), on the results of diagnostic techniques. The practice of using various studies has shown that the "range of self-actualization" usually corresponds to 55-70 scores, while the range of 45-55 scores is known to be mental and statistical norm. We can trace the dynamics improving individual emotional intelligence among students of experimental groups. For each individual student, there is a definite increase in indices at the end of the experiment in comparison with the indicators at the beginning of the experiment. The results indicate qualitative growth in the development of the inner personality qualities being the criteria of emotional intelligence. These changes are reflected in a certain way in table 1, which records the emotional development of each student, in accordance with individual internal opportunities, internal motivation and needs in self-development fixed by the activity of personal consciousness based on I conception. For diagnostics SAT was used to test individual dynamics of students' emotional intelligence (based on self-actualization test results, scores).

Table 1. Individual dynamics of students' emotional intelligence (based on SAT)

Scales	The initial stage of the experiment			The final stage of the experiment			Dynamical changes		
	St-1	St-2	St-3	St1	St2.	St3.	St 1	St-2	St-3
1. Competence in time	43	37	52	54	50	64	+11	+15	+12
2. Emotional support	52	46	64	57	59	71	+5	+11	+7
3. Value orientations	62	41	59	69	56	79	+7	+15	+20
4. Flexibility of behaviour	41	38	51	53	46	68	+12	+8	+17
5. Sensitivity	34	32	45	46	40	53	+12	+8	+8
6. Communicative creativity	46	34	51	52	50	61	+12	+16	+10
7. Self-respect	60	34	56	65	47	78	+5	+13	+13
8. Self-acceptance	56	36	59	64	49	68	+12	+13	+10
9. Empathy	36	41	49	45	49	56	+9	+8	+7
10. Synergy	31	30	35	49	46	52	+18	+19	+11
11. Aggressiveness	32	39	46	45	51	56	+13	+12	+10
12. Contact communication	42	36	49	54	47	61	+12	+11	+7
13. Cognitive abilities.	35	31	46	49	45	58	+14	+14	+12
14. Communicative regulation	46	36	51	58	48	64	+12	+12	+13

Source: Authors

Comparison of the average parameters of the SAT among the students of the experimental and control groups before the experiment is done using the t-test (& < 0.05 , t tabular - 2.03 for the number of degrees of freedom = 36), revealed significant differences between these groups of students on both base scales (competence in time and support), as well as an additional scale of creativity of communicative behavior as an ability to adapt to situations, change the mood of a communicative partner and transform communicative situations. Thus, even before the beginning of the experimental work, the students of the experimental groups demonstrated higher levels of communicative value perception (due to awareness of the intelligence components) while students of the control groups have higher levels of holistic perception of life, greater independence of expressing cultural values and creativity in communicative situations. They demonstrated higher levels of self-confidence and communicative freedom from external influences, greater ability to react quickly and adequately to changing situations. The results of the

experimental work confirmed the deepening gap according to statistically reliable indicators of the experimental and control groups. It can be proved if to compare scales: self-acceptance, acceptance of aggression and the ability to show inner contact, the changes were observed within the samples influenced the final results assessing the levels of emotional intelligence. Statistically significant were the differences between the indicators of the experimental and control groups on the following scales: value orientations, self-esteem and cognitive abilities. Thus, experimental work proves that authors' technology enhances the differences between the students of experimental and control groups: those who participated in the experiment have a greater desire to acquire knowledge about culture, people and their own education strategy based on the ability to appreciate person's dignity and share cultural values being self-actualizing personality. Thus, students with a initially higher level of self-actualization, whose average indicators differed from the students in the control group on three scales, two basic and one additional, at the stating stage demonstrate significant difference on seven scales, one basic and six additional. At the same time, the students of the experimental groups have higher scores on all the above pointed scales, except interpersonal sensitivity. It should be noted that the results of students of experimental groups, in comparison with control groups, are higher in the degree of self-actualization expressed in terms of improving self-image, independence, abilities to communicative contact and flexibility of communicative behavior. The proposed technology aimed at developing students' emotional intelligence contributes to:

- formation of independence of beliefs, personally oriented attitudes, greater internal freedom;
- increasing difference between the students of control and experimental groups in self-esteem, empathy and acceptance of cultural communicative values as the determinant of self-actualizing personality; abilities to self-acceptance; flexibility and adaptability to communicative situations..

At the same time, the received data were not enough to gain full confidence proving the effectiveness of proposed innovations. In this connection it was planned to conduct specifying diagnostic procedures to identify mediated and immediate changes appeared in activities of students' personal structures of consciousness. The results of assessment using additional techniques were included in the table 2.

Table 2. Individual dynamics of students' emotional intelligence growth (based on the results of diagnostics of indirect and direct indicators of emotional intelligence)

	Initial stages			Final stages			The dynamical changes		
	St 1	St 2	St-3	St-1	St-2	St-3	St-1	St-2	St-3
Emotional assessment of communicative situations	9	5	11	11	10	14	+2	+5	+3
Awareness of communicative emotions	11	6	10	15	11	13	+4	+5	+3
Emotional Control and self-control (regress)	6	8	7	5	6	6	-1	-2	-1
(progress)	7	6	9	11	13	14	+4	+7	+4
Self-motivation	9	11	12	13	14	14	+4	+3	+2
Empathy	8	5	9	12	11	12	+4	+7	+3
Self-organization	6	7	5	12	14	13	+6	+7	+8

Source: Authors

Thus, the picture presented in the table by means of digital changes allows diagnosing positive results of using technology reflected in various indicators proving significant growth of new qualities appeared in personal consciousness structures that testify the components of emotional intelligence. The dynamics of changes varies mainly between positive indicators that record qualitative changes in the components of emotional intelligence among students of experimental groups. So it can be seen that St.-1, St-3 have a significant increase in the rate of motivation at the end of the experimental work. It is possible to judge about qualitative changes in personal indicators in accordance to four indicators. The table shows that a student with a low level of motivation at the beginning of the experimental work, demonstrates a significant increase in the level of motivation, empathy and self-organization. Communicative competences are determined by the activity of personal structures of consciousness and they are of great importance for developing emotional intelligence components by means of teaching foreign languages. These skills were determined according to the frequency of manifestations of professionally significant competences mediated by humanistic values; the grounds for developing abilities and skills to understand other people, to install and show contact, to register emotions, to change communicative approaches, to give reasonable explanation to inner communicative sources, communicative skills to express clarification and self-correction in foreign languages, adjusting personal values and meanings and others. Table 3 shows the dynamics of growth of communicative competences with expressed meanings.

Table 3. Individual dynamical growth of emotional intelligence components (in terms of the frequency of manifestations of professionally significant competences)

Skills measured by the activity of personality structures of consciousness	The start of the experiment			The end of the experiment			Dynamics of changes		
	St-1	St-2	St-3	St-1	St2	St-3	St-1	St-2	St-3
To establish the ties of meanings between explicit and implicit contradictions; to point out a different point of view	31	27	42	38	32	50	+7	+5	+8
Critical analyses settled (invariant) points of view on communicative situations; search and develop new communicative feelings and senses, using special skills to transfer foreign information, quick decision-making, summing up the results of communication	37	31	41	43	42	52	+8	+11	+11
Identify obvious and hidden sources of contradictions, problems, conflicts in communicative situations	29	23	31	35	34	42	+6	+11	+13
To overcome contradictions between the prescribed (given) understanding of communicative content and the need for free emotional expression in the context of changing communicative situations	23	21	32	31	36	39	+8	+15	+7

Ability to support and empathize the interlocutor, knowledge about the peculiarities of emotions, state and foresee communicative behavior and character, skills to avoid conflicts, to reach a compromise solution, to have a desire to accept another point of view	34	39	42	40	46	49	+6	+7	+7
---	----	----	----	----	----	----	----	----	----

Source: Authors

Later, at the final stages of the experimental work, generalized levels of communicative competences and abilities were determined in accordance with the most common research gradation: low, medium, high. The division into levels was based on the differences in the frequency and intensity of their manifestation in the educational and cognitive activity that directly and indirectly affects self-organizing student's emotional intelligence. For the sake of economy, a low level of development is described. The medium and high levels are characterized as positive increase in the characteristics indicated as intelligence components. Low: determined by the following parameters: dependence on external communicative situations, a low degree of personal focus on internal sources of motivation in achieving communicative aims, inability to point out communicative sources for professional successes and failures; low levels of personal self-confidence, inability to emotional perception low level of regulation and self-regulation of emotional states, cold or indifferent communicative attitude to other people, low levels of self-acceptance, self-organization (the ability to develop new communicative competences), low self-consistency, self-interest and self-understanding; lack of inner enthusiasm for the process and results of foreign communication, adversarial motives, motives for changing cognitive activity; the lack of personal significance in the results of communication, a weak expression of volitional effort, incorrect assessment of communicative results. The main characteristics were based on weak development of communicative competences describing personal abilities and skills: to determine obvious and hidden contradictions in communicative situations; inability to establish connections of meanings between explicit and implicit contradictions; inability to have personal points of view different from other opinions, and to distinguish moral and technocratic values of a phenomenon, idea, fact; critical analyses of the established (invariant) point of view on the phenomenon; inability to search and find new guidelines in communication, put a hypothesis; to overcome contradictions between the prescribed understanding of communicative situations and demonstrate freedom of understanding the cultural context of new communicative situations; to complement the communicative situations with own essences. The level of emotional burnout determines and stimulates self-organizing emotional intelligence in communicative situations (Abdulina, 1993; Boyko, 2008; Akindinova & Bakanova, 2008). The table 4 proves correlation ties of emotional self-regulation and emotional burnout. The estimation was based on the degree of personal tolerance. It was evaluated by means of using psychodiagnostics of personality tolerance (Soldatova & Shaygerova, 2008).

Table 4. Correlation of intensity of students' emotional self-regulation with different stages of emotional burnout (scores)

Indicators	Students with a high degree of emotional burnout syndrome (58%)	Students with moderate emotional burnout syndrome (42%)	Q is Rosenbaum test
Inability to emotional self-regulation in communication	20 (80%)	11 (45%)	Q=27; p<0,01
Inability to manage or control emotions and dose them	4 (80%)	2 (40%)	Q=9; p<0,01
Inadequate evaluation of emotions	4 (80%)	2 (40%)	Q=9; p<0,01
Inflexibility, underdevelopment of emotions	3 (60%)	2 (40%)	Q=9; p<0,01
Dominance of negative emotions	5 (100%)	2 (40%)	Q=12; p<0,01
Empathy and emotions to other people on emotional basis	4 (80%)	3 (60%)	Q=9; p<0,01

Source: Authors

Discussion

It is observed that quite high indicators of students' self- motivation do not overcome common tendency to avoid communicative problems but they can improve self-esteem accompanied by unjustified ambitions and high criticism. It was also pointed out that satisfactory levels of language knowledge among some students of experimental groups remained unsystematic due to low levels of communicative competences. The reproductive nature of teaching foreign languages helped students to find elements for inner sense-searching activity in communicative creativity. It was pointed out that students of control groups often avoid discussions, but they willingly participated in collective reflexive communication, demonstrating deep willingness to agree with the already expressed point of view. In case if they had communicative difficulties, they usually stopped discussion and lost interest in their communicative partners. They were to use ready-made communicative schemes and algorithms as their creative abilities were not developed enough. Humanistic values of communicative situations were recognized, but they did not become personal beliefs. The professional "I-concept" was usually adopted only in general terms. The desire of improving emotional intelligence was absent. After generalizing the diagnostic results of the stating and final stages of the experimental work, the dynamics of changes that occurred under the influence of innovative principles of the technology were clearly evident. The data were consolidated into a single table for a more compact representation.

Two diagnostic complexes were used to determine the starting condition of the subjects. Each complex provided information on two preliminary (pre-experimental) states with an indirect (indirect) and direct expression of emotional intelligence components. In numerical terms, the initial levels of its development were determined in accordance to five indicators of students' emotional intelligence. In accordance with the proposed and justified system of evidence, these structures determined the existence of a personal basis for intellectual activity, which, in its turn, is considered to be an indirect source of self-organization. Registration of students' inner activity of personal consciousness structures was carried out by applying diagnostic techniques: each of the structures explaining the process of developing students' emotional

intelligence levels to be measured by a single technique. Such operation made it possible to obtain a general idea of students' personal development at least by means of four parameters. The only exception is the measurement of autonomy. This is due to the peculiarities of the applied methods, which did not differentiate the qualities of autonomy-dependence by means of communicative competences. However, the results obtained on these parameters were used as extra-levels, but qualitative indicators of the overall changes: from dependence to autonomy. The structure of personal motives was considered as a manifestation of students' personal motivation in general. It is presented with generalized meanings of internal (focus on the process), cognitive (focus on the result), adversarial motives and motives of initiative communication. To measure it, a complex based on a questionnaire of motivation" was applied. This is the only method that was applied directly at the practical classes. The method of revealing the levels of subjective control was used for indirect determination of criticality. Despite the fact that this quality is not directly represented in the parameters of the technology, but it can be indirectly tested. The authors came to this conclusion that this technique is multi-purpose. In personally oriented pedagogy, it is used to establish the students' locus of self-esteem. Thus, a high level of internality, as a manifestation of critical self-esteem, is interpreted in the context of communicative activity as criticality. A generalized % of this quality shows a general failure of its development, which is approximately equal for estimating self-control and self-regulation among experimental groups. The total scores of various indicators determine the development of students' emotional intelligence components through resulted indicators describing personal levels of students' consciousness in cognitive activity. Their registration was carried out by direct observation of the student's educational activity. The frequency of manifestations of activities of students' personal structures was measured relative to the general array of the generalized sample. As registered skills in the generalized form were fixed: on the structure of collision - the ability to determine obvious and hidden contradictions in communicative situations; on the structure of motivation - the ability to unite meanings, (generalized, cultural and personal meaning), the ability to argue the point of view and differentiate values; personal structure of criticality is expressed by the communicative competences of critical analysis of invariant communicative situations, or in searching new ways out; on the structure of semantic creation - the ability to put forward hypotheses, to overcome contradictions, to supplement the situation with one's own subjective understanding, or exchange meanings and emotions. The general tendencies in the effectiveness of experimental work include: - positive growth of personal characteristics in experimental groups registered by indirect indicators (on average is + 11.6% for high level of development, in control group is - 0.5%); positive growth of levels of sense-finding abilities registered by direct indicators (on average is + 12.8% for high levels in experimental and, in control group is + 1.8%); significant advance was noticed in achieving medium and high levels of all registered communicative competences as personal abilities, qualities and skills; a significant tendency to transition from a low to an average level of all the registered qualities and abilities among students of experimental groups. Despite the decline in the high level of self-affirmation (-4.6%), it was compensated by transitions from low to medium levels of development: + 19.6%; an increase in the number of registered competences as sense-finding activity at a low level (on average + 4.5% in the experimental and + 2.0% in the control groups). As a result of the conducted research, it is possible to come to the conclusion that as new qualities of developing emotional intelligence are based on communicative competences: 1) the culture of educational and professional communication was stimulated in accordance with the humanistic values of communication and 2) the ability to understand, accept and to adjust the emotions and values and meanings of communicative partners to change emotional backgrounds and adapt emotions. As such, identified humanistic values can be manifested in foreign communication with communicative competences as abilities and skills, most appropriate methods were personal-oriented communicative situations concretized by the abilities (tendencies) to self-actualization, congruence,

empathy, subject control, as well as personally colored skills of self-organized emotional intelligence components manifested in the learning process of communication, stimulating inner activity of personal structures of consciousness (motivation, criticality, collision, empathy, reflection). These abilities and competences are empirically expressed for the diagnosis of the effectiveness of experimentally tested technology. Dedicated criteria (creativity, subjectivity, complementarities, openness) are determined and disclosed by the indicators of technology (conceptuality, criticality, problematic character) determined the construction of diagnostic programs of dynamical changes in the components of emotional intelligence due to personal structures of students' consciousness, adequate to the concept of "self-organization of emotional intelligence". The methods of assessing general communicative tolerance (Boyko, 1996a, 1996b, 2008) contain 45 questions demonstrates that the greater scores the respondents receive, the higher degree of intolerance. Correlation analyses show that emotional intelligence is connected with life satisfaction: the students demonstrate high levels of understanding and emotion expression. Positive correlation of emotional intelligence and burnout was received in the scales of self-efficiency, based on the statement about emotional self-efficiency (Petridis et al., 2007).

Conclusion

Based on statistically reliable data obtained during the experimental approbation of technology in the process of teaching foreign language, one can come to the following conclusions: The developed educational technology meets the basic requirements for personally oriented and synergy technologies. Its application shows a small but steady growth of personal new qualities being components of emotional intelligence, where communicative competences of searching personal meaning are necessary components of students' self-organizing activity. Due to the complexity, ambiguity and complexity of emotional intelligence components expressed by communicative competences being monitored, it is presumably impossible to achieve their cardinal development by means of one academic subject, without joint, unidirectional activity of all teachers and other organizers of the educational process. The authors consider that it necessary to note that the data obtained require additional verification using a more representative number of participants, which will be one of the tasks of further research. The noted discrepancies in the manifestation of personal qualities and communicative competences, are the main components of emotional intelligence, exist mainly between positive and not negative values. This allows to judge, in general, about the effectiveness of technology, however, a study of age and gender characteristics of students would introduce additional relief into the overall picture of the tracked changes. This area also seems promising for a further research. The selected and additionally developed diagnostic techniques allow to reveal a clear picture as dynamics of development of emotional intelligence components using the developed technology, in all prescribed parameters. Therefore, diagnostic tools and technology can be recognized as sufficient and recommended for use when there is a need to study the impact of working with personally oriented educational technology. Thus, it can be argued that the stated goal, objectives, hypothesis and provisions have been confirmed.

The results obtained can be used both for research work and for practical activities to improve the qualifications of teachers. Their main purpose is the use in the course of self-education, the development of creative individuality, for improvement of pedagogical skill, as the developed model allows to design and construct author's educational technology or adapt it to different conditions.

Since the problem in question is complex and multifaceted, the work does not pretend to be comprehensive.

References

- Abdulina, O. A. (1993). Personality of the student in the process of professional training. *Higher Education in Russia*, 3, 52.
- Akindinova, I. A., Bakanova, A. A. (2008). Emotional burning out in the professional activity of the teacher: manifestations and prevention. *Pedagogical News*, 5, 34.
- Aminov, N. A., Shpitalny, D. V. (2002). Syndrome of "emotional combustion" as a kind of professional disadaptation. *Professional Potential*, 2(1), 32.
- Arshinov, V. I., Svirsky, Ya. I. (1993). Philosophy of self-organization. New Horizons. *Social Sciences and Modernity*, 3, 59-70.
- Babich, O. I. (2005). On the issue of personal resources and prevention of professional burnout. In *Professional Competence as a Social Phenomenon*. Moscow: MGOU.
- Boyko, V. V. (1996a). *The energy of emotions in communication: a look at yourself and others*. Moscow: Filin.
- Boyko, V. V. (1996b). *Syndrome of "emotional burnout" in professional communication*. Moscow.
- Boyko, V. V. (2008). *Rules of emotional behaviour*. St. Petersburg: Peter.
- Bokut, E. L. (2014). The research activities of students during the practice as a condition of formation of professional and personal qualities of future psychologists. In *Psychology of Education: Modernization of education in the introduction of new professional standards* (pp. 40-44). Moscow.
- Borisova, M. V. (2005). Psychological determinants of the phenomenon of emotional burnout in teachers. *Questions of Psychology*, 2, 97-104.
- Brown, C., George-Curran, R., Smith, M. L. (2003). The Role of Emotional Intelligence in the Career Commitment and Decision - making Process. *Journal of Career Assessment*, 11(4), 379-392.
- Ciarrochi, J. V., Chan, A. Y. C., Caputi, P. (2000). A critical evaluation of the emotional intelligence construct. *Personality and Individual Differences*, 30, 539-561.
- Cipriano, J. F. (2002). *Burnout and emotional intelligence; A consultation model for emotional competency training*. Widener University.
- Chan, D. W., (2004). Perceived emotional intelligence and self-efficacy among Chinese secondary school teachers in Hong Kong. *Personality and Individual Differences*, 36, 1781-1795.
- Cherniss, C. (2000). Social and emotional competence in the workplace. In R. Bar-On & J. D. Parker (Eds.), *The handbook of Emotional Intelligence: Theory, Development, assessment and Application at Home, School, and in the workplace* (pp. 433-458). San Francisco, CA: Jossey-Bass.
- Dmitrienko, N. A., Ershova, S. I. (2017). Forming the students' synergetic thinking in synergetic reality of communicative situations. *Man in India*, 98, 134-141.
- Formanyuk, T. V. (1994). Syndrome of emotional combustion as an indicator of professional disadaptation of the teacher. *Questions of Psychology*, 6, 57-64.
- Folkman, S., Moskowitz, J. T. (2000). Positive effect and other side of coping. *American Psychologist*, 55, 647-654.

- Goleman, D. (2013). *Emotional intelligence. Why it can matter more than IQ*. Moscow: Mann, Ivanov and Ferber.
- Greenberg, L. S. (2002). *Emotion focused therapy*. Washington DC: American Psychological Association.
- Gubina, E. V. (2010). Personal development of students during their training. *Bulletin of Practical Psychology of Education*, 22(1), 70-75.
- Ilyin, E. P. (2001). *Emotions and feelings*. St. Petersburg: Peter.
- Leiter, M. P. (1991). Coping patterns as predictors of burnout. *Journal of Organizational Behaviour*, 12, 123-144.
- Leonova, A. B. (2001). Basic approaches to the study of occupational stress. *Bulletin of Psychosocial and Correctional-Rehabilitation Work*, 11, 2-16.
- Lyusin, D. V. (2004). Current concepts of emotional intelligence. In D. V. Lyusin, M. Ushakov (Eds.), *Social intelligence: Theory, measurement, research* (pp. 29-36). Moscow: Institute of Psychology, Russian Academy of Sciences.
- Markova, Yu. A., Maryeva, E. B. & Sevidova, L. Yu. (2010). Interrelation of emotional burnout syndrome and academic progress among students of senior courses of medical schools. *RMZh*, 30, 183.
- Maslach, C. & Jackson, S. E. (1981). The measurement of experienced burnout. *Journal of Occupational behaviour*, 2, 99-113.
- Maslach, C. (1993). Burnout: A multidimensional perspective. In W. Schufeli, C. Maslach & T. Marek (Eds.), *Professional Burnout, Recent Development in Theory and Research* (pp. 19-30). Washington: Taylor & Francis.
- Maslach, C. (2003). Job Burnout: New directions in research and intervention. *Current Directions, Psychological Science*, 12, 189-192.
- Maslach, C., Leiter, M., Schaufeli, W. B. (2008). Measuring Burnout. In C. L. Cooper & S. Cartwright (Eds.), *The Oxford Handbook of Organizational Well-Being* (pp. 86-108). Oxford: Oxford University Press.
- Năstasă, L. E. (2014). Patient satisfaction regarding healthcare is influenced by their emotional intelligence. *European Journal of Heart Failure*, 16, 226-308.
- Năstasă, L. E. (2010). Developing emotional intelligence of students in psychology through the experimental group. In I. Mitrofan (Ed.), *Validation studies and applied research of psychology and psychotherapy unification (in education, personal development and clinical)* (pp. 565-802). Bucharest: Bucharest University Press.
- Petrides, K. V., Pita, R., Kokinaki, F. (2007). The location of trait emotional intelligence in personality factor space. *British Journal of Psychology*, 98, 273-289.
- Soldatova, G. U., Shaygerova, L. A. (Eds.). (2008). *Psychodiagnostics of personality tolerance*. Moscow: Smysl.
- Raigorodsky, D. Ya. (2000). *Practical psychodiagnostics. Methods and tests*. Samara.

- Runcan, P. L., Iovu, M. B. (2013). Emotional Intelligence and Life satisfaction in Romanian University Students: the mediating Role of Selfesteem and Social Support. *Revista de Cercetare si Interventie Sociala*, 40, 137-148.
- Salovey, P., Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition, and Personality*, 9, 185-211.
- Schaufeli, W., Leter, M. & Maslach, C. (2008). Burnout; 35 years of research and practice. *Career Development International*, 14(3), 204-220.
- Schutte, N. S., Malouf, J. M., Hall, L. E., Haggerty, D. J., Cooper, J. T., Golden, C. J., Dorheim, L. (1988). Development and Validation of a measure of emotional intelligence. *Personality and Individual Differences*, 25, 167-177.
- Orel, V. E. (2005). *Syndrome of mental burnout of personality*. Moscow: Institute of Psychology of the Russian Academy of Sciences.
- Samoukina, N. V. (2006). *Psychological training for teachers: advice of a psychologist*. Moscow: Psychotherapy.
- Vodopyanova, N. E., Starchenkova, E. S. (2008). *Burnout syndrome: Diagnosis and prevention*. St. Petersburg: Peter.
- Zaslavskaya, O.V. (1996). The educational process and the educational system: the search continues. In *Methodology, theory and practice of educational systems* (pp. 34-44). Moscow.
- Zeer, E. F., Symanyuk, E. E. (2002). Emotional component in the professional development of the teacher. *The World of Psychology*, 4, 194-203.
- Zinchenko, V. P. (1997). About the purposes and values of education. *Pedagogy*, 5, 3-16.
- Zorina, L. Ya. (1996). Reflection of ideas of self-organization in the content of education. *Pedagogy*, 4, 105-109.

Semantic Synergy of the Noun and the Verb

Flyuza G. Fatkullina¹, Elena A. Kazantseva², Elvira K. Valiakhmetova³, Al`mira K. Sulejmanova⁴,
Svetlana Z. Anokhina⁵

¹ Department of Russian and Comparative Philology, Bashkir State University, Ufa, Russia

² Department of Foreign Languages, Ufa State Petroleum Technological University, Ufa, Russia

³ Department of Foreign and Russian Languages, Ufa Law Institute of the Ministry of Internal Affairs of Russia, Ufa, Russia

⁴ Department of Russian Language and Literature, Ufa State Petroleum Technological University, Ufa, Russia

⁵ Department of Foreign Languages, Ufa State Petroleum Technological University, Ufa, Russia

Abstract

The purpose of this research is studying the processes of inter-categorical (inter-part-of-speech) transition of feature vector of destructiveness by the example of interaction of the main parts of speech – the noun and the verb in the Russian language. Special attention is paid to the problems of the intra-language energy factor that determines the self-development and self-organization of the language system. Depending on the grammatical and categorical nature, linguistics distinguishes different fields: procedural (verb-centred), attributive (adjective-centred), substantive (noun-centred). Hence the necessity of studying megastretch semantic fields that cover words with attributive, predicative semantics and adjacent actant nouns that are similar in meaning. Semantically, a megastretch field centered by verbs can be interpreted as a predicate-actant field which includes: a) verb- and noun-based naming of situations; b) naming of participants (actants) of situations; c) naming of places that are suitable for the situation (locatives); d) naming of instrumental actants; e) naming of attributes of separate elements and participants of the given situation. The corpus of megastretch semantic fields can be successfully used in teaching the Russian language since the structure of such fields is communication-oriented and sets a pattern for vocabulary memorization in extensive interconnected complexes. Teaching inter-categorical (inter-part-of-speech) transition of feature vector as an active language tendency is one of the major factors contributing to vocabulary enrichment.

Keywords: Verb, Semantic field, Intercategorical transition, Noun, Synergy

Introduction

The development of linguistics in the late 20th – early 21st centuries confirms that the idea of the energetic influence of the verb on the noun is the theoretical outcome of the currently existing synergetic paradigm in linguistics, which recognizes the synergetic nature of the language as a whole.

Modern linguistics is characterized by increased interest of linguists to the problems of verbal reflection of semantic (cognitive) categories, which contributes to the active development of the theory of lexical-semantic and functional-semantic fields. The field approach still remains one of the leading tools in research practices (Croft, 2004; Valiakhmetova & Sharipova, 2014; Lobben, 2012; Menegetti, 2016; Geeraerts, 2009; Rajman & Chappelier, 2008; Pinkal & Thater, 2007; Blutner, 2002).

This study considers inter-categorical transpositions (interactions, transitions) of categorical meaning between the central parts of speech in the sphere of megastretch semantic fields.

So far, inter-categorical interactions have been attracting little linguistic attention. As a rule, the existing linguistic works are dominated by studies devoted to consideration of lexical and semantic groups that unite the words of one part of speech of similar semantics, in particular lexical and semantic groups of verbs, adjectives, nouns (Anokhina, 2011; Kazantseva, 1999; Rosch, 1978). However, we should agree with

the position put forward by E. V. Kuznetsova, a famous researcher of verbal semantics: "the lexical system of a language is not just a set of lexical-semantic groups, first of all it is a system of parts of speech, within which a variety of lexical-semantic associations similar to the classes of grammatical words exist and interact with each other" (as cited in Kuznetsova, 1975). The interaction of lexical units also takes place among semantic groups of different parts of speech. Megastretch semantic fields are recognized as semantically correlative classes of words belonging to different parts of speech, the elements of which are in relations of transposition and are combined into two types of paradigms: word families and similar.

Literature Review

The inter-categorical interaction of the noun and the verb which are the central parts of speech attracts constant attention of linguists. As early as in the works by A.A. Potebnya (1968), we find the fundamental idea of the intralanguage energy factor determining the self-development and self-organization of the language. Widely accepted is A.A. Potebnya's idea about the energetic potential of the verb as the most progressive category of languages as well as his finding that inter-part-of-speech verb-noun interactions take place under the influence of a tendency to enhancing verblivity and spreading the verbal energy on the words of other parts of speech, which is manifested in the course of the language development.

The idea of increasing the semantic elements of verblivity in nouns is contained in the doctrine of predicate nouns as "implicit verbs" which, like verbs, carry a "charge of predicativeness" (as cited in Arutyunova & Shiryaev, 1983), because they appear as a result of the transfer of a predicative phrase into a nominal, substantive one (in modern linguistics this process is referred to as "nominalization") (Adamets, 1973). It is widely known that A. A. Potebnya (1968) compared predicate nouns with sentences consisting of a subject and a predicate. This idea is implicitly contained in the doctrine of semantic proximity of verbs and adjectives of quality (Ufimtseva, 1977; Lyon, 1966; Chej, 1975). At the end of the 20th century the attention of scientists was drawn to the manifestation of energy-spreading processes in the sphere of interaction of the verb and the noun due to active energy influence of the verb. These ideas were developed in the works by F.G. Fatkullina (2002, Fatkullina et al., 2016), R.M. Gajgina (1988), Andrea S. Proctor and Lance J. Rips (2006), B. Comrie (2011), Arielle Borovsky and Jeff Elman (2006), Siva Reddy, Abhilash Inumella, Rajeev Sangal and Soma Paul (2008), etc.

For example, these scientists note that in the Russian language there is a large number of lexicalized verbal-nominal combinations that do not have correlates in the system of traditional verbs, such as *to experience dislike*, *to feel disgust*, *to debate*, *to experience frustration*, *to show indifference*, etc. (Gajgina, 1988). It can be assumed that the number of such combinations is increasing. Thus, the media language faces the emergence of a large number of nouns that name a process, but do not have the appropriate synthetic verbs: *scheduling*, *intellectualization*, *categorization*, *miniaturization*, *optimization*, *universalization*, *fetishization* (Fatkullina et al., 2016). The existence of such words is a prerequisite for the emergence of not only relevant synthetic verbs (e.g.: *fetishization* – *to fetishize* *logomachy* – *to logomachize*), but also analytical verbs: *to carry out categorization*, etc., which make up for the lack of word-formation processes in the verb system (Fatkullina et al., 2016). This interpretation of the content of analytical verbal predicates is possible only in terms of synonymization, that is, when describing the semantic relations of synonymous verbs and verbal-nominal combinations. Lexicalization of the considered verbal-nominal combinations is recognized by the absolute majority of linguists.

Methodological Framework

This study describes some of the widely known provisions (in particular, the provisions on syntactic derivation and transposition) by generalizing from a certain angle, as well as by additional studying and interpreting certain facts of the language in the framework of the theory of part-of-speech interactions

with the purpose of addressing the problems of intercategoryal (inter-part-of-speech) transition of feature vector as an active language trend and one of the major sources of vocabulary enrichment. To solve this problem, it is necessary to use the method of systemic description of parts of speech. Based on the fact that the synchronous state of the language includes static and dynamic aspects (Jacobson, 1963; Fatkullina et al., 2016; Calvo & Gelbukh; Crovitz & Harvey, 1979), the paper presents a static and dynamic picture of the synchronous state of the main parts of speech in the Russian language: the noun and the verb. The static picture of parts of speech is created as a result of artificial elimination of the factor of movement, the factor of dynamics. Parts of speech are studied outside their development and functioning. The dynamic picture of parts of speech requires the inclusion of the factor of movement, and, therefore, the analysis of the system of parts of speech in the dynamic aspect is carried out taking into account their development and functioning (Stepanov, 1980).

The dynamics of parts of speech is described with an emphasis on the factor of functioning, which results in a generalized picture of interactions between parts of speech, including mutual transitions.

Results and Discussion

Inter-part-of-speech interactions of the verb and the noun lead to verbalization of the latter. Speaking about verbalization of nouns, A. A. Potebnya (1968) mainly meant the semantic (as well as functional) characteristic of nouns, not the formal aspect of this process: in particular, his attention was drawn by "the change in the meaning and range of activities of the noun" (p. 5) under the influence of the verb, strengthening verbality elements in semantics and syntactical behavior of nouns. In this regard, "the difference between the name and the verb should be only formal, that is, should not consist in the content, but in the way it is represented" (p. 81). These ideas of A.A. Potebnya (1968) received a lot of criticism. Moreover, they were considered unproven and even contrary to the facts of language (Vinogradov, 2001).

However, the idea of dissemination of verbal energy on nouns and semantic verbalization of the noun proved to be fruitful and was later confirmed in the course of development of linguistics in the second half of the 20th century and the beginning of the 21st century. Thus, the idea of A. A. Potebnya (1968) about spreading verbal energy on nouns is confirmed in the doctrine of secondary syntactic functions of the noun. In contrast to verbs that have exceptional predicativity (predicate), nouns, in addition to their own syntactical functions, consistent with their categorical meaning, can perform other, in particular, predicative, functions. "As it was noted by A. A. Potebnya (1968), even "nouns with a forgotten feature" have this ability, as they preserve the memory of their former predicates and attributes" (p. 88).

For example, the meaning of the word *fish* in the sentence *This man is a fish* can be interpreted as "*This man swims like a fish*" or "*This man is numb / cold like a fish*", as the strongest associations with this noun in the Russian language and culture are *fish swims, fish is numb and cold*. In the predicative function with subject nouns there takes place the so-called "elimination of substantiality", which is "only another way of strengthening the verb" (as cited in Potebnya, 1968, p. 94). In full accordance with these arguments is the idea of elimination of denotatively oriented semes and increasing predicative (feature) elements of meaning in subject nouns in their predicative use, which was developed in linguistics of the second half of the twentieth century (Arutyunova, 2003; Stepanov, 1980).

In our opinion, the idea of the growth of verbal influence on the noun is particularly clearly confirmed by the analysis of word-formative aspect of interaction of the verb and the noun. Inter-part-of-speech verb-noun interaction leads not only to strengthening of verbal elements in the meaning and activity (functioning) of subject nouns, it also results in the expansion – through the use of verb stems – of the class of predicate nouns, initially devoid of substantiality and generalizing actions, states, relations in the same way as verbs do. This process, leading to eliminating the elements of semantic substantiality

and spreading feature semantic elements in the sphere of nouns, gives evidence of conformity with the ideas of verb strengthening.

A possible objection is that the result of verb-noun interactions is the formation of not only nouns derived from verb, but also verbs derived from nouns, which may indicate the expansion of the influence of the noun on the grammatical category of the verb. Academician V. V. Vinogradov (2001), for example, noted that "noun stems are increasingly taking root in the field of the verb and produce sharp changes in it"; in particular, the influence of the noun on the verb "resulted in displacement and sharp reduction of forms of the so-called" multiple "verb type, as well as weakening of the meanings and nuances of multiplicity", "in intransitive verbs, the noun narrows the scope of use of prefixes ... and the variety of nuances of verb forms become limited", etc. (p. 338). Based on these observations, V. V. Vinogradov concludes that "...the struggle of different grammatical classes in the modern Russian language does not reflect the absolute outweigh of the verb" (p. 339). It is true that not only the noun is influenced by the verb, being replenished by the verbal stems, but the verb is exposed to the influence of the noun, using noun stems for its quantitative growth. However, in order to reveal which of these two grammatical categories interacting in the process of word formation has a more influential position, it is necessary to consider the following questions:

- 1) Is the formal transition of the stem from one category to another accompanied by the liberation from the semantic elements of the original category or these elements continue to be preserved in it?
- 2) What is the role of these elements in the reinterpretation of the constitutional features of this second category?
- 3) Is the stem that has moved to another category still exposed to the influence of the "magnetic field" of the original category and is it striving to return to the parent category?

From this point of view, a study of relevant scientific literature, as well as additional analysis of the language material allow to draw conclusions about the spread of verbal energy on nouns (Anokhina, 2010). While converting to the grammatical category of the noun, the verbal stem is under the influence of the parent category and continues to maintain a significant capacity of functional-semantic verblivity. So, grammatical substantivity of the verb *to write* – *writing* does not always mean semantic substantivity, as grammatical substantivity of the verb can occur within the same semantic (logical) category – category of feature: *to write* – *writing*, *walk* – *walking*, etc. And the formation of such a noun is caused by the verbal needs: an attributive noun appears to replace the actant positions which are known to originally belong to the verb. In other words, the process of syntactic derivation is initially predetermined by the predicative-argument structure of the verb. Under the grammatical verbalization the substantive stem completely loses its characteristics of substantiality, becoming a verb not only in formal grammatical and functional but also in semantic sphere. The transition of the noun into the grammatical category of the verb is accompanied by a change in semantic categorization: formally verbalized basis is beyond the scope of the semantic category of objectivity and begins to denote a feature, acquiring exceptional predicativeness; e.g. *a beast* – *to fly into a rage*, *a screw* – *to screw*.

While functioning as part of the grammatical category of the noun, the predicative (attributive) noun is still under the semantic impact of the original verb. It is the original verb that specifies the polysemic development of verbal nouns, allowing them to predominantly build up such meanings which correlate with its (verbal) valence (actant) structure. In fact, verbal nouns may acquire the meaning of the subject of the action *the command of a regiment* – *commanding the regiment*, the object of the action *to be a winner* – *a big win*, the result of the action *a shin dislocation* – *to straighten a dislocation*, the tool of the action *bringing dishes* – *a dish tray*, etc. (Apresyan, 1995).

In its time, the origin of attributive nouns was of great importance for further development of the noun as a grammatical category of words – in particular: a) for the formation of the general categorial meaning of

a noun - "grammatical objectivity", b) for the general semantic structuration of this part of speech: there emerged a semantic core within the noun which includes subject nouns, the meanings of which have a kind of integration of the real and grammatical meaning of objectivity, and semantic periphery, i.e. attributive nouns, whose real and general categorical meanings are clearly differentiated.

As it is known, the verb may move into the category of the noun changing its semantic categorization, which happens when the verbal basis is used to denote objects, including people *to teach - a teacher, a student, to switch off - a switch, to read - a reader, a reading room*. But does this indicate that the present words are not exposed to the influence of the verb? Apparently, no. The analysis shows that they are influenced by the verbal category. Verbal elements of the meaning retain essential positions in the semantics of such names, being differential semantic components and ready to come to the fore (to be updated) with the predicate use of most of them. The emergence of verbal nouns with subject meaning is strictly regulated by the original verb: the number and meaning of such nouns in some ways are determined by the number and nature of semantic valences of the original verb. Such nouns are the result of the lexicalization of the semantic valences of the verb - subjective, objective, instrumental, locative, etc. For example: the verb *to read* has semantic valences of the subject, object, locative, which are lexicalized in the words *a reader; informal, a reading-matter; a reading room* respectively, etc. (Apresyan, 1995; Fatkullina, 2002).

Thus, the semantic feature of verbal object nouns, as well as the semantic derivation in the field of verbal attributive nouns, is predetermined by the predicative-actant structure of the verb.

The organizing role of the predicative-actant structure of the verb in the sphere of word formation is also confirmed by the results of the analysis of semantic features of verbal adjectives. Verbal adjectives are formed primarily to denote the procedural features of objects, the names of which may replace various valences of the original verb. Such adjectives represent the features of the subject *a talker*, the object *a pouch sleeve*, the tool *a grinding machine*, the locative *a reading room, a notebook*, the aspect *a distinguishing feature* and other possible participants (actants) of the situation identified by the original verb (Gajsina, 1988).

The adjective-based word-formation is also exposed to the verbal energy. So, the predicative-actant structure plays a decisive role in the formation of meanings of adjectives derived from noun. Indeed, the meanings of adjectives derived from noun implicate generalized (to some extent) semantics of the verbal predicate linking the actants, denoted by the defined word and the stem of the adjective derived from noun. In order to understand the meaning of the adjective derived from noun it is necessary to explicate this predicate, e.g.: *a forest flower - a flower that grows in the forest; forest sounds - sounds which are made by the forest; a forest hut - a hut, which is located in the forest; forest animals - animals living in the forest*.

The energy of the verbal category extends to the derivational connections of the adjective with the noun formed from it. It is recognized that attributive nouns derived from adjectives such as *высота, смелость* (height, courage) reflect the predicative (verbal) function of the original adjective in their meaning, they are formed from the adjectives not in the attributive function, but in the function of the predicate, that is, from the verbalized adjectives, which determines the semantic similarity of the predicative nouns derived from adjectives and verbs. Enclosing the semantic elements of verbality, these nouns are strongly influenced by verbal magnetism and show the tendency to return to the original, adequate to their semantics grammatical category of the verb, that is to be derived from the verb in the formal-grammatical aspect. Whereas it is difficult to form a synthetic verb from such nouns, their verbalization occurs in an analytical way: *reading - to practice reading, service - to serve, equality - to be equal*, etc. In other words, the formation of predicative nouns is a step towards their further verbalization.

Thus, it can be stated that the verb is a progressive category of the language. It is the domain of the verb where new tendencies originate, they indicate the further prospects of language development, in particular the tendency towards analytics.

The verb also extends its semantic influence to the domain of nouns derived from noun, both semantically abstract and definite. Abstract formations derived from noun such as *acting, heroism, school life*, etc. represent the nominalization of predicates *to be an actor, to be a hero, to be a schoolboy*, etc. in functional-semantic terms. And the influence of the verb, in particular its actant structure, is manifested even in the field of semantically definite nouns derived from nouns; for example, "in such cases as *a gardener, a cheesecake, a cow barn*, etc. the same system of acting meanings (subject, object, place, etc.) is found at a rather deep level as in cases of classical verbal word formation" (as cited in Apresyan, 1995, p. 294). Thus, according to Yu.D. Apresyan (1995), "semantically, in most word-formation types (...) there takes place a verbal word formation regardless of whether the verb is productive or not" (p. 295). All of the above indicates that the verb wins in the process of inter-part-of-speech verb-noun interactions and demonstrates the justice and prospect of the idea of A.A. Potebnya (1968) concerning the existence of general tendency toward verbalization in the language. When proposing the idea of verbalization A.A. Potebnya (1968) primarily took into account the functional-semantic aspect of the process. We emphasize that our analysis of the functional-grammatical aspect of this process puts forward the most important arguments in favor of the hypothesis of an outstanding scientist-linguist, because it is proven by the proper language material base. Besides, the additional analysis of the functional-semantic aspect of the problem, as shown above, confirms the objectivity of A. A. Potebnya's hypothesis as well.

Thus, the feature vector (the process) shows an active tendency to inter-part-of-speech transition. The circle which is made by the feature vector between verb and noun categories, may be represented as a consistent set of the following steps: "adjective → verb", "verb → predicative noun", "predicative noun → verb".

Conclusion

As our material shows, the progressive category of the language is the verb. As a result of the intercategorical transition of the feature vector, the system of the verb is enriched and developed not only in lexical-semantic aspect, but also in formal-grammatical one.

The intercategorical transition of feature vector stipulated by the needs of communication is the reason for a number of tendencies in the language – tendencies to verbalization of nouns, tendencies to analytics, tendencies to functional-semantic integration of parts of speech. As a result of this process the development of each separate part of speech follows in the direction of differentiation of primary and secondary meanings, primary and secondary syntactic functions, primary and secondary forms (in particular, synthetic and analytical forms in the sphere of verb).

The immediate result of manifestation of the tendency to intercategorical transitions of notions is the presence of semantically (and lexically) correlative (parallel) parts of speech, which may be combined into a single megastretch semantic field. Megastretch semantic fields include substantially similar words of different main parts of speech. The fields centered by verbs hold a special place among such fields. The verb builds around itself not only predicative words similar in their meaning (which include adjectives and adverbs, as well as a number of nouns with an attributive meaning). The verb semantically attracts some nouns of concrete subject semantics which name objects and persons, qualifying them as participants of certain situations *a teacher, an admirer, a friend, an employee, a fellow, a colleague, a namesake, a student, a patient, a house, a reading room*, etc. The actant nouns are grouped around megastretch fields centered by verbs, thus expanding the inter-part-of-speech field of words having predicative semantics up to the field of words with predicative-actant semantics.

It is possible to establish semantic connections of the lexical system with other levels of the language on the material of megastretch fields. It should be noted that megastretch fields cover extensive language material, on the basis of which it is possible not only to systematize many accepted theoretical positions, but also to put forward and argue new theoretical considerations and hypotheses. A megastretch field is a kind of link between lexical-semantic and ideographic systems. The conception of megastretch fields may become a helpful tool to trace the transition from semantic fields to ideographic systems.

Acknowledgements

The study was supported by the Russian Foundation for Basic Research, projects 16-04-00193-OGHand 18-412-020021.

References

- Adamets, P. (1973). On the semantic and syntactic functions of deverbative and deadjectival nouns. *Philological Sciences*, 4, 40-46.
- Anokhina, S. Z. (2011). *Cognitive research of objects in the process of visual perception (on the basis of languages of different structures)*: PhD thesis. Ufa: Bashgosuniversitet.
- Anokhina, S. Z. (2010). Language interpretation of objects of visual perception. *Herald of Bashkir University*, 15(1), 116-119.
- Apresyan, U. D. (1995). *Lexical semantics: the synonymic means of language*. Moscow: Yazyki russkoy kultury; Izdatelskaya firma "Vostochnaya literatura" RAN.
- Arutyunova, N. D. (2003). *Sentence and its meaning (logical and semantic problems)*. Moscow: Editorial URSS.
- Arutyunova, N. D. & Shiryaev, B. N. (1983). *Russian sentence: existential type*. Moscow: Russkij yazyk.
- Blutner, R. (2002). *Lexical Semantics and Pragmatics*. Retrieved from <http://www.blutner.de/lexsem.pdf>.
- Borovsky, A. & Elman, J. (2006). *Language input and semantic categories: a relation between cognition and early word learning*. Retrieved from https://crl.ucsd.edu/~elman/Papers/Borovsky%26Elman-input_learning%26categories.pdf.
- Calvo, H. & Gelbukh, A. (2004). *Extracting Semantic Categories of Nouns for Syntactic Disambiguation from Human-Oriented Explanatory Dictionaries*. Retrieved from <https://nlp.cic.ipn.mx/Publications/2004/CICLing-2004-Semantic-Categories.pdf>.
- Chej, U. (1975). *Meaning and structure of language*. Moscow: Progress.
- Comrie, B. (2011). *Action nominals between verbs and nouns*. Retrieved from <https://ru.scribd.com/document/366029003/B-Comrie-Action-Nominals-Between-Verbs-and-Nouns>.
- Croft, W. (2004). *Cognitive Linguistics*. Cambridge: Cambridge University Press.
- Crovitz, H. F. & Harvey, M. T. (1979). *Visual imagery vs. semantic category as encoding conditions*. Retrieved from <https://link.springer.com/content/pdf/10.3758%2FBF03336873.pdf>.
- Fatkullina, F. G. (2002). *Destructiveness category in modern Russian language*: PhD thesis. Ufa: Bashgosuniversitet.
- Fatkullina, F., Morozkina, E., Suleymanova, A. & Khayrullina, R. (2016). *Terminological Multifaceted*

Educational Dictionary of Active Type as a Possible Way of Special Discourse Presentation. *International Journal of Environmental and Science Education*, 11(17), 10081-10089.

Gajšina, R. M. (1988). *Inter-parts-of-speech semantic fields. Research on semantics*. Ufa: RIO BGU.

Geeraerts, D. (2009). *Theories of Lexical Semantics*. New York: Oxford University Press Inc.

Jacobson, R. (1963). Typological research and its contribution to contrastive and historical linguistics. *New in Linguistics* 3, 95-105.

Kazantseva, E. A. (1999). *Cognitive and contrastive description of synonymic paradigms with "to frighten" and "pugat" dominants*: PhD thesis. Krasnodar: Kuban State University.

Kuznetsova, E. V. (1975). Parts of speech and lexical and semantic classes of words. *Questions of Language Study*, 5, 78-86.

Lobben, M. (2012). *Semantic Classification in Category-Specific Semantic Impairments Reflected in the Typology of Bantu Noun Class Systems*. Retrieved from <http://www.lingref.com/cpp/acal/41/paper2743.pdf>.

Lyonz, J. (1966). Towards a 'national' theory of the 'Part of Speech'. *Journal of Linguistics*, 2(1), 209-236.

Menegetti, A. (2016). *Semantic field*. Moscow: NF "Antonio Menegetti".

Pinkal, M. & Thater, S. (2007). *Semantic Theory: Lexical Semantics*. Retrieved from http://www.coli.uni-saarland.de/courses/semantics-07/lectures/lecture_9.pdf.

Potebnaya, A. A. (1968). *From notes on Russian grammar*. Moscow: Prosveshchenie.

Proctor, A. S. & Rips, L. J. (2006). *Interactions between Nouns and Verbs in Interpreting Events*. Retrieved from <http://csjarchive.cogsci.rpi.edu/Proceedings/2006/docs/p1980.pdf>.

Rajman, M. & Chappelier, J.-C. (2008). *Lexical Semantics*. Retrieved from <http://coling.epfl.ch/slides/cours6-LexicalSemantics.pdf>.

Reddy S., Inumella, A., Sangal, R. & Paul, S. (2008). *All Words Unsupervised Semantic Category Labeling for Hindi*. Retrieved from <https://www.aclweb.org/anthology/R09-1066>.

Rosch, E. H. (1978). Principles of categorization. In E. H. Rosch (Ed.), *Cognition and Categorization* (pp. 27-48). Hillsdale, N.J.: Lawrence Erlbaum.

Stepanov, Yu. S. (1980). On universal classification of predicates. *Herald of the Academy of Sciences of the USSR*, 4, 311-323.

Ufimtseva, A. A. (1977). *Lexical nomination (primary neutral)*. Moscow: Librokom.

Valiakhmetova, E. K. & Sharipova, V. A. (2014). *Characteristics of the core elements of the to Live functional and semantic sphere: lexicographical research*. Ufa: UGUES.

Vinogradov, V. V. (2001). *The Russian language (Grammatical doctrine on a word)*. Moscow: Russkij yazyk.

Education Modular Design Portal for Assessment, Contest and Reporting Procedures

Nikolay I. Pak¹, Kirill N. Narchuganov², Arthur V. Oganyan³, Elena G. Doroshenko⁴,
Tatyana A. Yakovleva⁵

¹ Department of Computer Sciences and Information Technologies in Education, Krasnoyarsk State Pedagogical University named after V.P. Astafiev, Krasnoyarsk, Russia

² Department of "Mathematics and Computer Sciences", Siberian Federal University, Krasnoyarsk, Russia

³ Department of "Mathematics and Computer Sciences", Siberian Federal University, Krasnoyarsk, Russia

⁴ Department of Computer Sciences and Information Technologies in Education, Krasnoyarsk State Pedagogical University named after V.P. Astafiev, Krasnoyarsk, Russia

⁵ Department of Computer Sciences and Information Technologies in Education, Krasnoyarsk State Pedagogical University named after V.P. Astafiev, Krasnoyarsk, Russia

Abstract

Relevance of the problem of automating evaluation and contest procedures related to learning resources, as well as the reports on scientometric and organizational performance of the teachers is stemming from a need to ensure availability and proper timing of such procedures in educational institutions. In connection therewith this study was intended to develop a model of a reporting portfolio for an employee of the system of education and to create the cloud modular design portal allowing to automate the assessment, contest and reporting procedures at educational institutions. In contrast to the existing similar projects the proposed applied software is based on a temporal database and utilizes a projective strategy for its creation and development. The modular design portal represents a convenient tool for continuous storage of indicators reflecting the teacher's performance, helps to make settings of the attributes as required by certain educational institutions of all levels and communities in need of automated systems for assessment, contest and reporting procedures with regard to the learning resources.

Keywords: Modular design portal for assessment, Contest and reporting procedures, Reporting portfolio, Quality of learning resource

Introduction

At present time creation of automated systems for expert monitoring of learning resources to ensure accessibility, promptness and efficiency of assessment, contest and reporting procedures in educational institutions is a matter of high interest. The learning resources, as a rule, include material, software and teaching tools, teaching staff, automated information systems, etc. They become the objects of intellectual property and their quality predetermines results of the learning process and performance of the educational institution.

Wide spread of information systems in all spheres concerned with planning, management and control of the scientific and educational activity create a need for the employees of the system of education to provide numerous reports on their professional activity to various authorities, make resumes for various contest and organizational procedures. Changes in priorities and strategic goals of the educational institutions have become quite frequent recently. Therefore, changes in tasks lead to changes in indicators measuring their performance (Chigisheva, 2015). Changes affect not only indicator sets, but also procedures to track achievements of structural units of the educational establishment and individual achievements of its employees. On this background almost every student, school teacher or teacher of

other educational institutions must keep its own rating portfolio to record the history of their achievements with a set of supporting documents.

The modern society places new requirements to the future specialists. In conditions of education "digitalization" the particular relevance belongs to the electronic tools and methods of education, the digital learning resources (DLR). The effect of the DLR use largely depends on their quality and the relevant competencies of the teacher. No wonder that lately the educational institutions more often hold various contests for the best learning resource, research project, teacher of the year, etc. But in most cases the contests to assess the quality of learning resources are held "manually" with the use of nonautomated procedures based on electronic questionnaires and tabular processors. In this connection open, low-cost and automated portals with cloud services enabling the educational institutions to assess learning resources and to hold contests are useful and highly relevant.

The research objective was to develop the models of a reporting portfolio for an employee of the system of education and to automate the procedures selected by the user for assessment of the learning resource quality, and to create on their basis a cloud modular design portal used to ensure accessibility, simplification and objectivization of reporting, assessment and contest procedures for educational institutions.

Literature Review

The problems of automation of indicators reflecting scientometric and organizational performance of the teachers, as well as preparation of progress tracking and reporting documents of educational institutions presently gained high urgency (Mohamad Ishak et al., 2009; Bland et al., 2006; Middaugh, 2001; Feoktistova, 2014; Alekhina, 2018; Stolyarov & Chugreev, 2015; Richardson, 2001).

The educational institutions need automated systems for collection, storage and retrieval of data on professional achievements of their employees to generate reports and ratings based thereon. Increased number of tasks efficiency of which needs to be assessed leads to an increased number of indicators (Chumakov, 2016). For example, the university professor should submit at the end of the academic year a report on academic work, at the end of the calendar year a report on research work, details of his/her professional performance for the last 3-5 years when applying for participation in different programs and grants, for reporting procedures of research and public organization, dissertation boards, academies, various Councils, etc.

In connection with a need to implement the mechanisms for quality assessment of research and teaching performance of the employees of educational institutions, the departmental and university models of professors and teachers rating, various portfolios with indicators characterizing their professional activities have become necessary and popular (Arkhipova et al., 2010). The criterial and economic indicators established by educational institutions determine the content of periodic reports and actions of each teacher to produce reports of various kinds and forms: reports on academic and research work, applications for and reports on context procedures, documents for grants, etc. In addition, many indicators are duplicated in different reports. Every year amendments are introduced into the numerous regulations for periodic reports to comply with the decrees approved by the Ministry of Education, regional ministries of education, a certain university in the form of formalized criteria and indicators measuring efficiency of the activities undertaken by the educational institution (Vasileva, 2007). They constitute a basis for creation of special forms for generation of consolidated reports at the level of departments, faculties and the university as a whole. The existing information systems used to track rating achievements of employees in the system of education mostly have limited access and are specifically tailored to a certain university (Kryukov & Shakhgelyan, 2009; Rossiev et al., 2010; Decramer et al., 2013; Papa, 2016; Carpenter et al., 2014; Garner et al., 2017).

Generally, the contests are intended to single out the object of the highest quality among those under assessment (Borshchevskiy, 2018). The quality means the features and properties intrinsic to any object that define the object as such and distinguish it from other objects. It is impossible to assess the quality in isolation from particular needs of a consumer, and when we talk about the educational process and learning resources, the educational institution acts as a consumer.

The issue of quality assessment of learning resources is a topic of many studies (Grinshkun, 2010; Robert, 2008; Zakharova et al., 2017). Major attention is paid by the authors to the selection of criteria to assess the quality of resource. And the final stage of the assessment procedure in specific situations usually stays "behind the scenes". Apparently this can be attributed to the insufficient formalization of the process of quality assessment of the resource, which in most cases have expert statistical nature (Nikonova, 2007). In addition to that, the assessment criteria used by the expert are subjective and usually developed by the competent specialists of the educational institution in charge of organization of assessment procedures. Presently there are various websites for contest procedures to assess projects. It is enough to recall information systems used to hold contests by RFBR-RHSF, regional research foundations, etc. They are specifically tailored to certain contest procedures and cannot be used for other purposes by other organizers (Butcher et al., 2013; Belanger & Jordan, 2000; Harvey & Green 1993; Balogh et al., 2013; Choudhury et al., 2002).

Methods and Conceptual Part

The concept of cloud web-technology for organizing collection, storage and implementation of reporting, assessment and contest procedures with regard to the learning resources relies on the projective-recursive technology for creation of complex intellectual systems (Bazhenova & Pak, 2016; Bazhenova et al., 2016; Pak & Nikolaeva, 2017). Peculiarity of the reporting portfolio of an employee of the education system lies in a temporal nature of databases (Date et al., 2002; Snodgrass & Ilsoo, 1986).

The process of employee performance tracking in the system of education in general case may be divided into several stages:

1. System settings for the required attributes specific to a certain educational institution.
2. User registration in the web-application.
3. Records keeping by an employee in the individual reporting portfolio.
4. Retrieval of reporting records and data for various contest procedures.

Structural and functional diagram of this system is shown in Figure 1. Here R&D stands for research and development, AW stands for academic work; SOW stands for social and organizational work.

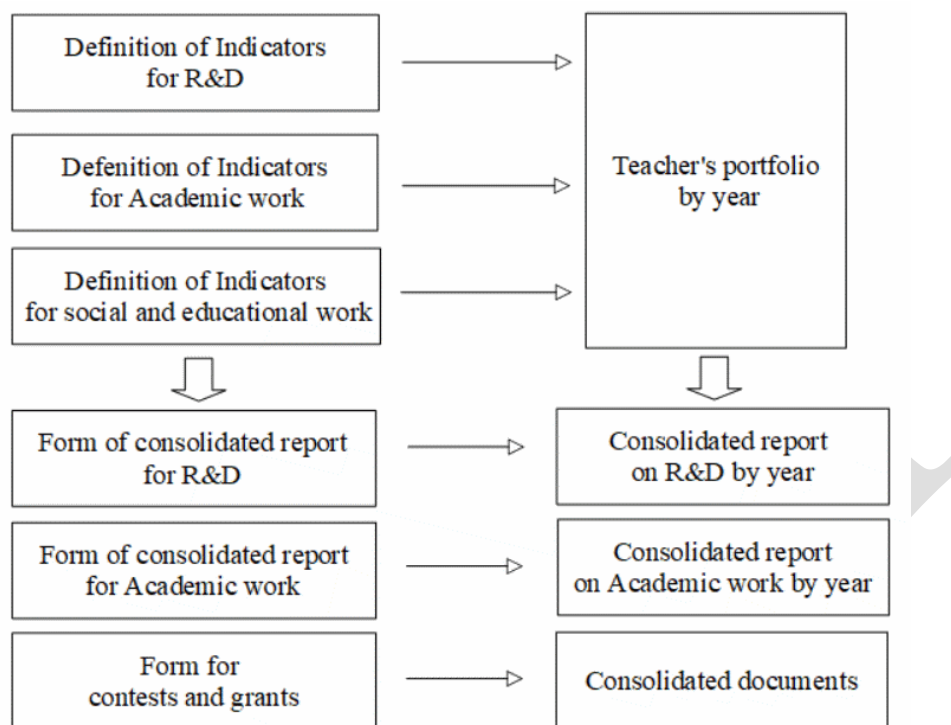


Figure 2. Structural and Functional Diagram of Teacher Performance Indicators (Source: Arthur V. Oganyan)

The main element of the system is an employee’s portfolio which represents a consolidated temporal database. Settings for its attributes are made by the dispatcher, and data may be added to the portfolio by the employee from any computer or mobile device with Internet access. For data processing, preparation of reporting documents and retrieval of necessary information for applications and reports on contest procedures special forms are created according to the settings made by the system moderators.

R&D, AW, SOW directories are structured and represented as a certain set of criteria with attributes as established by the founding and regulatory documents of the educational institution may be offered by individual users.

For assessing the contest and reporting procedures an expert-statistical method is used. And the model shall have functionality as required to support contests and assessment of learning resources of various types: DLR, professional activity of a teacher, a lesson, information educational environment, software product, project, etc. Structural and functional diagram of assessment and contest procedures is shown in Figure 2.

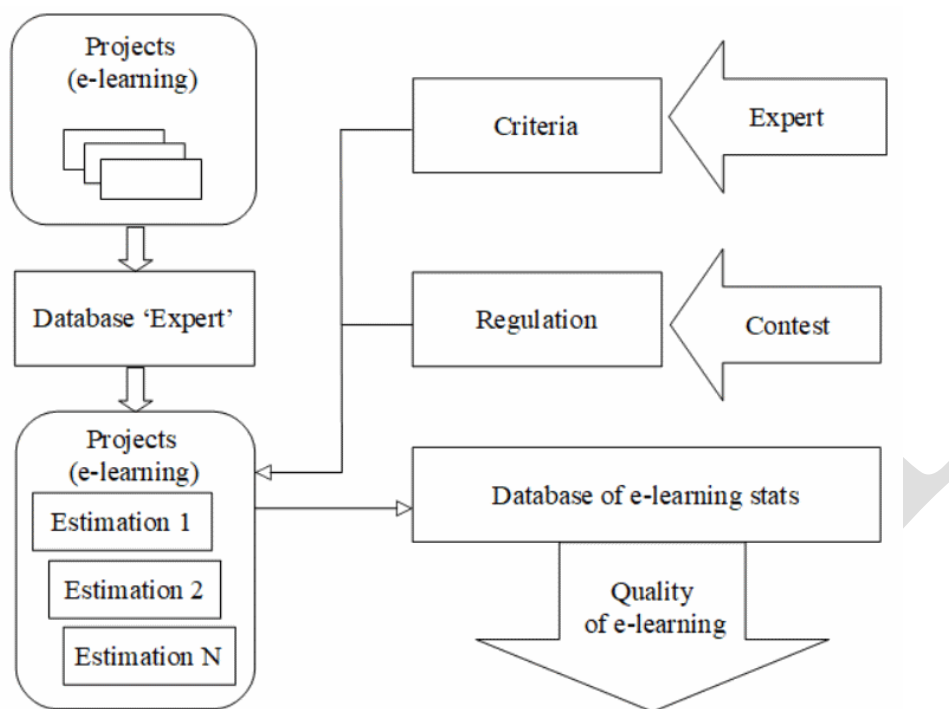


Figure 2. Structural and Functional Diagram of Assessment Procedures for Learning Resource
(Source: Kirill N. Narchuganov)

The structural diagram reflects: Database of E-Learning Resources which is a database with resources under assessment; Expert Database which is a database of experts with the scores given by them in accordance with the regulations approved and used by the organizers. Regulatory and assessment materials are prepared by the moderators of a contest at its initial stage. Further, the opinions of experts and users are used to refine the quality criteria for e-learning resources. Their choice may be influenced by objective cumulative quality parameters of electronic resources by tracking the statistics, for example, number of views, user votes, public discussions in chats, etc. Statistical module is intended to provide cumulative assessment scores, make statistical calculations and get final results.

The procedure for contest scoring of learning resources in its general form may be represented as a process consisting of five major components (Pak & Khegay, 2017):

1. Identification of the pool of contestants and collection of materials (projects) to be assessed;
2. Assessment criteria development and introduction into the database;
3. Identification of experts;
4. Delivery of projects under assessment and assessment criteria to the experts;
5. Scoring and yield of final results.

Regulatory and assessment materials are prepared by the contest supervisors at the initial stage of the contest. Then the contest is announced and registration of participants is opened. The database of contest projects is created. After that the opinions of experts and users are used to refine the criteria for e-learning resource quality assessment. Expert Database contains the projects related to a certain contest, the assessment criteria established by the supervisor of this contest and the list of experts participating in the contest. Statistical module is intended to provide cumulative assessment scores, make statistical calculations and get final results.

Results and Discussion

For creating a basic version of the cloud portal we used modern technology of information system development in the form of a web-application. The choice was made in favor of a software platform ASP.NET Framework due to its significant benefits over other platforms, and the object-oriented programming language C# (Nagel et al., 2014). Within the frames of ASP.NET one of the main components used for implementation was ASP.NET Identity technology (Esposito, 2011), which allowed to implement in a prompt and efficient manner a procedure for registration and login of participants with robust security. For developing data models within the web-application and selecting the databases ASP.NET EntityFramework technology independent from DBMS was used based on a CodeFirst method (Entity Framework Code First to a New Database, 2016). This method requires development of only data objects in the environment of object-oriented programming in C#, and the links between the models. ASP.NET WebForms was chosen as a technology used specifically for web-application development, which is by its definition a RAD technology (Rapid Application Development), and Microsoft Visual Studio Community Edition was chosen as the programming environment as it is distributed for no charge among individual developers.

Figure 3 shows a navigation diagram of the developed modular design portal for organization of contests and assessment of quality of learning resources.

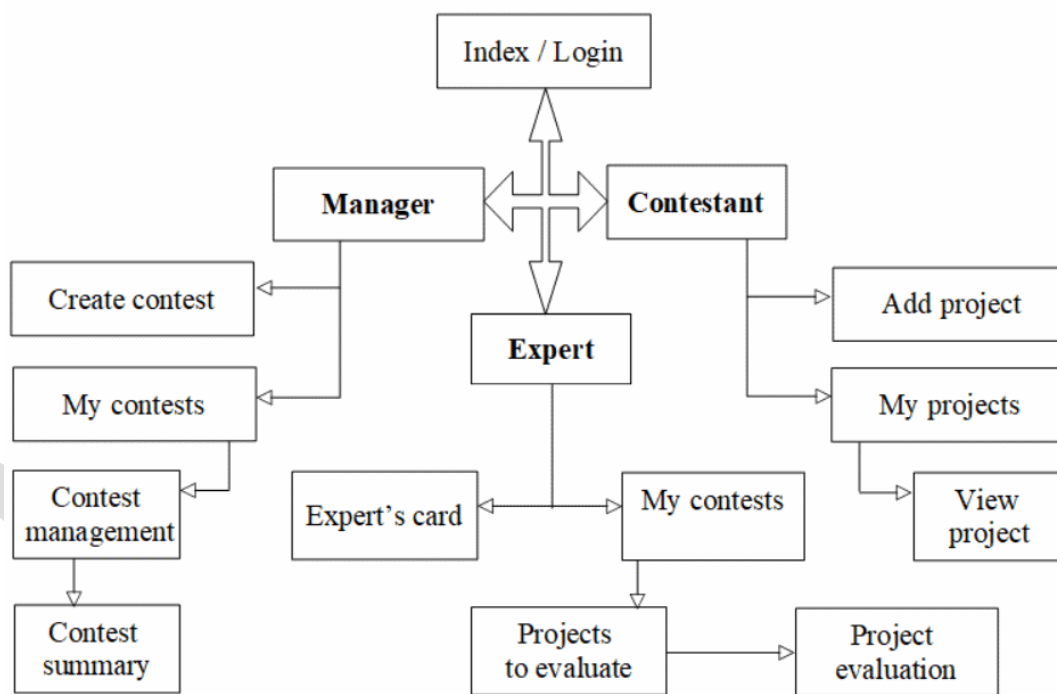


Figure 3. Navigation Diagram of the Modular Design Portal Illustrating Contest Procedures (Source: Kirill N. Narchuganov)

As one can see in the figure, three categories of users have free access to the portal: a moderator (a manager) of the contest, an expert and a participant (a developer of the learning resource). For ease of use of the portal by the educational institutions, school students, university students, teachers and professors of the universities a mobile user guide to the cloud portal was created.

So far the cloud portal basic version has been developed and tested at Krasnoyarsk State Pedagogical University named after V. P. Astafyev. For example, a contest of student research projects was held under the lead of the research department. Within the frames of the contest procedure organizational arrangements the participants were registered in the system, their projects were uploaded to the system and the experts were also registered in the system. Experts received e-mail invitations to give their assessment scores to the projects. After the assessment procedure the contest results were obtained and announced at the university's official website. The portal testing was successful. The organizers, experts and participants of the contest provided an enormous quantity of feedback and made many propositions on the possible ways to improve the modular design portal. So now improvements are introduced into the web-application in line with a chosen system development strategy.

The developed portal with cloud services allows the educational institutions to select the useful learning resources, hold contests for the best learning resources developed by the teachers, promote their use based on objective criteria and improve the efficiency of the electronic learning.

Below you can find some possible ways to organize such procedures:

1. Contest for the best digital learning resource created by the university teachers. Digital learning resources are classified into two major groups: learning tool and academic course. The external and internal features of the educational product are distinguished, and by the method of expertise an initial set of quality assessment criteria is created (Pak & Kheday, 2017).
2. Quality assessment of the university's automatic control system. The information systems used and created for educational purposes and programming environments are analyzed for possible ways to improve the productivity of students and teachers with the help of ICT and to raise their informational competence. An initial set of quality assessment criteria and indicators is developed and validated for information systems ensuring efficiency of the learning process at the educational institution (Myagkova & Pak, 2017).
3. Quality assessment of modern lesson at school. Information expert model of lesson quality in the context of e-learning is built and a framework of quality assessment criteria for such models is developed. The quality of mega lessons, online lessons and classroom lessons based on the models of mixed and electronic learning at school is assessed.
4. Contest of research and development projects of university students. A set of quality criteria and indicators for the research work done by the students is developed, a format is chosen for the project electronic presentation for its remote review by an expert.
5. Internal university contest of research projects for allocation of grants. Based on the adopted provision regulating the allocation of grants for the enabling support of research group and/or an individual researcher the assessment criteria database for the project is created and a composition of experts including external representatives (relative to the university).
6. Rating of professional performance of employee in the system of education. In order to develop the staffing policy and to address the issues of financial support a database with indicators of research-academic and organizational-managerial performance of an employee of the educational institution is created. Based on this database a rating score is assigned to an employee depending on its professional performance.
6. Automation of state final certification (defense of final graduation projects). For the members of State Final Examination Board (or State Certification Board) a range of graduation project assessment criteria is developed. Each member of State Final Examination Board has a laptop or mobile device with Internet access. After defense of graduation projects the user in the expert status is filling in the assessment form. Based on the adopted interval assessment scale a consolidated report with final results is automatically generated.

This list is not exhaustive and may be continued with other similar procedures.

Conclusion

The main outcome is the functioning cloud modular design portal enabling automatic generation of personified and reporting data for the employees of the system of education, assessments and contests in relation to the learning resources. So far the portal may be accessed on the Internet by links "http://rating-pps.azurewebsites.net" and "http://ares-project.azurewebsites.net".

In contrast to the existing similar projects this system represents a convenient tool for continuous storage of indicators reflecting the teacher's performance, for creation and undertaking of assessments and contests with the help of personal computers and mobile devices, and this tool allows adjustment of system setting to the attributes as required by a certain educational institution.

Thus, it is the first proposed projective cloud environment for automation of reporting, assessment and contest procedures with regard to the learning resources, of the object type (digital learning resource, teacher performance, information system, information environment, lesson, etc.), which allows for building of a criteria-based quality model. The modular design portal gives users a capacity to create their own assessment procedures at different levels: class, school, district, etc. The unique feature of the software application is that the criterial models may be changed over time pursuant to the principles of expert intellectual systems, thus making it possible to improve and objectify the procedures for expert assessment of learning resources that are hard to formalize.

The findings of this study have practical value for the educational institutions of all levels and communities in need of automated systems for assessment, contest and reporting procedures with regard to the learning resources.

Acknowledgements

This research was undertaken with the support of Krasnoyarsk Regional Science Foundation within the frames of the project: "Modular Design Portal for Quality Assessment of Learning Resources Based on Temporal Data Models", and the authors express their gratitude to the said foundation.

The authors also express their appreciation to the research department of Krasnoyarsk State Pedagogical University named after V. P. Astafiev for testing the research product in the university's live environment, and for their valuable propositions concerning further enhancement of the modular design portal.

References

Alekhina, E. I. (2018). Information system for tracking research performance of the university employees. *Innovative Science*, 5. Retrieved from <https://cyberleninka.ru/article/n/informatsionnaya-sistema-ucheta-nauchno-issledovatel'skoy-deyatelnosti-sotrudnikov-vuza>.

Arkhipova, E. N., Kononova, O. V., Kryukov, V. V. & Shakhgeldyan, K. I. (2010). Automation of rating assessment of the teachers' performance. *University management: Practice and Analysis*, 5, 51-62.

Balogh, Z., Munk, M. & Turčáni, M. (2013). Assessment tools and techniques for e-learning evaluation: Usage analysis and survey sampling. In *Science and Information Conference*. London. Retrieved from <http://ieeexplore.ieee.org/stamp/stamp.jsp?tp=&arnumber=6661715&isnismum=6661709>.

Bazhenova, I. V. & Pak, N. I. (2016). Projective-recursive educational technology in personality-oriented education. *Pedagogical Education in Russia*, 7, 7-15.

- Bazhenova, I. V., Babich, N. & Pak, N. I. (2016). From projective-recursive teaching technology to mental didactics. Krasnoyarsk: Siberian Federal University.
- Belanger, F. & Jordan, D. H. (2000). *Evaluation and Implementation of Distance Learning: technologies, tools and techniques*. Hershey, PA: Idea Group Publishing.
- Bland, C. J., Center, B. A., Finstad, D. A., Risbey, K. R. & Staples, J. (2006). The Impact of Appointment Type on the Productivity and Commitment of Full-Time Faculty in Research and Doctoral Institutions. *The Journal of Higher Education*, 77(1), 89-123.
- Borshchevskiy, G. A. (2018). *Public private partnership*. Moscow: Yurayt.
- Butcher, N., Wilson-Strydom, M., Uvalic-Trumbric, S. & Daniel, J. (2013). *A Guide to Quality in Online Learning. Academic Partnerships*. Retrieved from [http://www.chea.org/userfiles/uploads/A Guide to Quality in Online Learning.pdf](http://www.chea.org/userfiles/uploads/A_Guide_to_Quality_in_Online_Learning.pdf).
- Carpenter, C. R., Cone, D. C. & Sarli, C. C. (2014). Using Publication Metrics to Highlight Academic Productivity and Research Impact. *Academic Emergency Medicine*, 21(10), 1160-1172.
- Chigisheva, O. (2015). Lifelong Transition Trajectory for the International Researcher. *Procedia – Social and Behavioral Sciences*, 180, 268-273.
- Choudhury, S., Hobbs, B., Lorie, M. & Flores, N. (2002). A framework for evaluating digital library services. *D-Lib Magazine*, 8(7-8), 1082-9873.
- Chumakov, A. N. (2016). Globalization. *Holistic world contours*. Moscow: Prospekt.
- Date, C. J., Darwen, H. & Nikos, H. D. (2002). *Temporal Data & the Relational Model, First Edition*. San Francisco: Morgan Kaufmann.
- Decramer, A., Smolders, C. & Vanderstraeten, A. (2013). Employee Performance Management Culture and System Features in Higher Education: Relationship with Employee Performance Management Satisfaction. *The International Journal of Human Resource Management*, 24(2), 352-371.
- Entity Framework Code First to a New Database* (2016). Retrieved from [https://msdn.microsoft.com/en-us/library/jj193542\(v=vs.113\).aspx](https://msdn.microsoft.com/en-us/library/jj193542(v=vs.113).aspx).
- Esposito, D. (2011). *Programming Microsoft ASP.NET4*. Microsoft.
- Feoktistova, O. A. (2014). Results of researchers' work: state tools for quality improvement. *Internet-journal Science of Science*, 5(24). Retrieved from <https://cyberleninka.ru/article/n/rezultaty-trudanauchnyh-rabotnikov-instrumenty-gosudarstvennogo-stimulirovaniya-kachestva>.
- Garner, R. M., Hirsch, J. A., Albuquerque, F. C. & Fargen, K. M. (2017). Bibliometric indices: defining academic productivity and citation rates of researchers, departments and journals. *Journal of NeuroInterventional Surgery*, 10, 102-106.
- Grinshkun, V. V. (2010). Peculiarities of building creative teams for development of electronic learning resources. *Herald of Moscow City Pedagogical University*, 1(19), 84-88.
- Harvey, L. & Green, D. (1993). Defining quality. *Assessment and Evaluation in Higher Education*, 18(1), 9-34.

- Kryukov, V. V. & Shakhgeldyan, K. I. (2009). Information system for rating assessment of the university teacher's performance. *Informatisation of Education and Science*, 4, 54-65.
- Middaugh, M. (2001). *Understanding faculty productivity: Standards and bench-marks for colleges and universities*. San-Francisco: Jossey Bass.
- Mohamad Ishak, M. I., Suhaida, M. S. & Yuzainee, M. Y. (2009). *Performance measurement indicators for academic staff in Malaysia private higher education institutions: A case study in UNITEN*. Retrieved from https://www.researchgate.net/publication/242174198_performance_measurement_indicators_for_academic_staff_in_malaysia_private_higher_education_institutions_a_case_study_in_uniten.
- Myagkova, E. G. & Pak, N. I. (2017). Personification model Automatic Control System "Learning Process". In *Reshetnev readings: materials of the XXI International research and practical conference*. Retrieved from <https://reshetnev.sibsau.ru/page/materialykonferentsi>.
- Nagel, C., Glynn, J. & Skinner, M. (2014). *Professional C# 5.0 and .NET 4.5.1*. Indianapolis: John Wiley & Sons.
- Nikonova, N. V. (2007). Principles for creating a complex software tool for learning purposes based on integration of conventional and innovative approaches. *Informatics and Education*, 1, 109-111.
- Pak, N. I. & Nikolaeva, U. S. (2017). Newest Web-Technologies for Studying and Diagnosing Individual Abilities of Learners. *Journal of Social Studies Education Research*, 8(2), 130-144.
- Pak, S. N. & Khegay, L. B. (2017). Automation of a procedural scheme for expert assessment of electronic learning resources. *Informatics and Education*, 2, 46-49.
- Papa, G. F. (2016). Development of a Centralized Human Resource Information System of Cavite State University. *Asia Pacific Journal of Multidisciplinary Research*, 4(3), 75-81.
- Richardson, J. (2001). An evaluation of Virtual Learning Environments and their learners: do individual differences effect perception of virtual learning environments. *Interactive Educational Multimedia*, 3, 38-52.
- Robert, I. V. (2008). *Theory and methods of education informatization (psychological, pedagogical and technological aspects)*. Moscow: IIO RAO.
- Rossiev, D. A., Myagkova, E. G. & Pavlushkin, A. A. (2010). Experience of participation of the students of Krasnoyarsk State Medical University named after Professor V. F. Voyno-Yasenetskiy in the Mirror project on creation of a single medical-social space in Krasnoyarsk Region. In *Innovative pedagogical technologies in medical education. University pedagogy: conference proceedings* (pp. 141-143). Krasnoyarsk: Verso.
- Snodgrass, R. T. & Ilsoo, A. (1986). Temporal Databases. *Computer*, 19(9), 35-42.
- Stolyarov, R. A. & Chugreev, V. L. (2015). *Automated system for tracking results of intellectual activities in scientific organization*. Retrieved from <https://cyberleninka.ru/article/n/avtomatizirovannaya-sistema-ucheta-rezultatov-intellektualnoy-deyatelnosti-v-nauchnoy-organizatsii>.
- Vasileva, E. U. (2007). Rating of teachers and departments at the university. *University Management: Practice and Analysis*, 3(49), 39-48.

Zakharova, I. G., Lapchik, M. P., Pak, N. I., Ragulina, M. I., Timkin, S. L., Udalov, S. R., Fedorova, G. A. & Khenner, E. K. (2017). *Contemporary problems of education informatization*. Omsk: O1mGPU.

WILEY

Diagnosics of Socio-Role Family Directives in Children with Intellectual Disability

Andrej E. Simanovskij¹, Svetlana N. Voronina², Marina I. Klimycheva³, Nadezhda S. Sirotina⁴

¹ Department of Special (Correctional) Pedagogy, Yaroslavl State Pedagogical University named after K.D. Ushinsky, Yaroslavl, Russia

² Department of Special (Correctional) Pedagogy, Yaroslavl State Pedagogical University named after K.D. Ushinsky, Yaroslavl, Russia

³ Department of Special (Correctional) Pedagogy, Yaroslavl State Pedagogical University named after K.D. Ushinsky, Yaroslavl, Russia

⁴ Department of Special (Correctional) Pedagogy, Yaroslavl State Pedagogical University named after K.D. Ushinsky, Yaroslavl, Russia

Abstract

The aim of research is children's understanding of family gender roles content. The method of gender directives study based on animated cartoon fragments was used. Preschool and junior school children's ability of knowing family roles, connected with domestic functions of family ("Breadwinner, "Kind hostess") was analyzed. The groups of children with normal intellectual development and children with intellectual disability were compared. Children watched fragments of cartoons and answered the questions. It was revealed that children with intellectual disability determine cartoon character based on external features and they can understand the meaning of the actions, occurred in the film, much worse than their normal coevals; the majority of children, regardless of intellectual development level, want to look like the character of the same gender to them; not less than one third of children choose baby characters who need help and care as a model for imitation. It was concluded that most of children with intellectual disability have narrow conceptions about functional content of gender role; they can't draw conclusions about aims of the character's actions, if known attributes of the situation are absent.

Keywords: Gender conceptions, Gender identity, Children with intellectual disability

Introduction

The changes which are characterized by destruction of the institution of the family and degradation of traditional family values occur in the modern world. The number of demographic tendencies proves it:

- Low birth rate;

- A lot of divorces and growth of tension between spouses.

According to the researches of C.N. Varlamova, A.V. Noskova and N.N. Sedova (2006) 36% among young Russians of 18-24 years old are not aimed at childbearing while starting family. The majority of young families are going to have no more than one child.

According to the Federal State Statistics Service data Russia occupies the first place in the world in terms of divorces. In 2006, of the 1000 marriages, 895 are divorces, and in 2017 – 829 divorces (Russian Statistical Yearbook, 2017).

The essential problem is formation of family role directives of the children with intellectual disability. While educating such children, problems, which exist in the modern society, significantly get worse. Frequently such children pay attention only to the external, biologically determined side of gender role and hold onto extremely conservative conceptions about domestic responsibilities of family members. It consists in rigidity of role stereotypes, difficulties of understanding alternative position of a spouse and it leads to incapacity of starting normal family, educate children.

Literature review

We can distinguish three stages of gender conceptions study:

1. The first stage (the beginning of XXth century) – the investigation of traditional life conceptions about “manhood” of men and “womanhood” of women. And nowadays most people understand “manhood” as aggression, enterprise, domination, independence, emotions hiding, etc., and “womanhood” is associated with such characteristics as inactivity, obedience, susceptibility to the strange influence, accuracy, inclination to the emotional support, sympathy, etc. (Broverman et al., 1970).

Often these conceptions were based on biological peculiarities of representatives of one or another gender. The works of Z. Freid (1986) became pretty typical, where he shows women who are jealous of male anatomy and concluded that “female” features are passive dependence and inclination to submission. Following Z. Freid’s logic about anatomy influence on psychological characteristics of the personality, K. Horney (1932) wrote that men expressed “womb envy”, explaining men’s desire to boost self-confidence by depreciating women’s values.

2. The second stage (60-80-es of XXth century) – the idea of social determination of personal qualities of men and women. To explain the process of understanding social roles for boys and girls, the researchers began using the term “gender” which is a set of social stereotypes, transmitted by culture (Bem, 1981, 1985, 1986). The connection between biologically determined person’s behavior and his socio-role qualities was broken. Also the term “androgyny” was introduced, which meant the combination of male and female qualities in one individual. According to the authors, high level of androgyny is precondition of successful person’s adaptation in the modern world.

3. The third stage (from 90-es of XXth century till present time) – development of “socio-constructive paradigm” in pedagogy and psychology. According to this point of view, child’s formation and development of socio-role family conceptions depend on education and those social standards, which exist in the society. Whereby gender personal qualities started to be supplemented by the term “gender roles”. D. Zimmerman (Candace & Zimmerman, 1987) noticed that many forms of human activity have gender intensity: working in the yard, cooking in the kitchen, caring for the children- all these works have gender value for doers themselves and for other people surrounded them. Therefore, performing these functions person, in fact, forms his social gender (Fenstermaker & Candace, 2002).

At this stage of conceptions development dedicated to human gender socialization, considerable importance is attached to the psychological mechanisms of its realization. Three essential psychological mechanisms of socialization are pointed out:

- gender identity;
- imitation of a parent;
- mechanism of social evaluation of wanted behavior (Carter, 2013; Shustova, 2017).

From the viewpoint of Martin C.L. and Ruble D. (2004), gender identity of a child is developing while understanding which gender group he/she belong to. Their gender perception strengthens motivation to look like other members of their group. While learning gender identity, the problem of mental development influence on this process is of interest. In this case comparative studies of gender socialization in children with normal intellect and children with intellectual disability are interesting. This kind of investigation was held by Brazilian scientist Silvana Batista Gaino (2017), who compared play behavior of 4-year-old children with normal intellect, children with intellectual disability and children with autistic spectrum. Children should have chosen pictures of toys with different gender orientation for playing. It turned out that boys with intellectual disability choose rather pictures of games and toys in the following valuable ranking: “unisex” occupies the first place; the cards, where toys of “female” orientation are drawn, occupy the second place; the third place is dedicated to the “male” orientation. The children with autistic spectrum chose the cards in the same order as the children with intellectual

disability. Normal boys of the same age firstly preferred the pictures with “male” games and toys, the second place is occupied by “unisex” and only the third place is dedicated to the games and toys of “female” orientation (Gaino, 2017). Author explains the received facts with the help of imitation mechanism. He writes that most part of the time children of this age spend with women, imitating their addictions and tastes.

Autistic children’s stable disorders of gender identity are proved by N.M. Mukaddes description (2002) of two children with autism spectrum disorder with gender behavior disability.

Nowadays many people think that gender identity is forming under social evaluation influence of desired behavior. Besides when such evaluations are internalized by child, they become internal reasons of behavior in different situations (Ridgeway & Chris, 2004). This point of view is more clearly presented in the theory called “identity management” by P. Burke (Burke, 1995, 1980, 1981). This theory allows explaining the reasons of children’s conforming and correcting socio-role stereotypes by means of including feedback outlines. For example, somebody says to a boy that he behaves “like a girl”. Such message includes emotional denial of “female” behavior and this boy begins to demonstrate male behavior. Therefore, by internal expectations and further evaluations of behavior, children’s gender standard of identity is forming (Carter, 2014).

Thereby, revealed results allows to conclude that gender behavioral formation depends, at first, on gender norm conceptions which play the role of behavior standard and form the expectations system. The second element, influenced gender behavior formation, is internalized behavior evaluations, which are the basis for evaluation of possible declination from the gender norm. The third element of gender behavior is different types of reacting to discord, appearing when real behavioral forms don’t coincide with normative ones. The investigations allow to point out flexible and strict forms of reaction (Shipicyna, 2002).

Study of gender conceptions formation in children with intellectual disability is realized in different contexts.

Firstly, these are researches dedicated to gender roles realization within children’s psychosexual development (Isaev, 1996; Kagan, 1986).

Secondly, the investigations, which are held in the context of gender directives revealing (Zaigraeva & Korobejnikov, 2007; Zaigraeva, 2016).

Thirdly, the studies which are aimed at formation of gender role subjectivity (Semenova, 2009).

When learning psychosexual development authors were interested in the questions connected with children’s knowledge of gender as well as time and forms of appearing their sexual activity. It was noted that “... in the conditions of mentality disorders, the role of appetite intensifies as undifferential and insufficient perceived needs” (Isaev & Kagan, 1979, p. 254). Thus appetite often grows and they are perverted. Almost all girls with intellectual disability start sexual activity too early and it often occurs because of seduction of older boys or sexual offences (Poppe, 1986). Also it was found out that understanding of gender role in people with intellectual disability is delayed, and life conceptions, connected with gender, are poor and distorted (Shipicyna, 2002).

In the work of L.M. SHipicyna (2002), formation of gender identity and gender-role behavior in teenagers with moderate and profound forms of intellectual disability was studied. It was turned out that gender identity development directly depends on level of intellectual development, girls are informed about gender better than boys, and teenagers’ knowledge about their own gender is wider than about opposite one (Semenova, 2009).

Gender-role behavioral study of teenagers in orphanage showed that girls with intellectual disability chose games, activities, behavioral pattern, and peculiar to female gender, and shyness depends on the level of the intellect. About one third of girls demonstrate the features of male behavior. Most of boys

demonstrate male features in behavior; however, female features appear in boys with low intellect (8%) (Shipicyna, 2002). Same conclusions are made by other authors, who studied the process of gender-role identity formation of teenagers with intellectual disability (Kashtanova & Nikolaeva, 2014).

While learning *gender directives*, authors were interested in the issues of their structure and dynamics of children's formation. As in the works of N.V. Zaigraeva and I.A. Korobejnikov (2007) two components of gender directives were pointed out: cognitive and affective. Cognitive component is the knowledge about gender roles, affective one shows attitude to these roles. It was found out that teenager's conceptions about men and women's responsibilities are the same, regardless of the level of intellectual development. The differences between gender conceptions of teenagers with intellectual disability and their normal coevals consist in low level of generality, weak differentiation, and incompleteness. Also it was found out that one third of retarded girls referred negatively to their gender and they were attracted to the male features and boys' role. Significant number of girls with intellectual disability didn't want to have family and children, however boys and girls with normal development had positive attitude to family and children.

N.V. Zaigraeva (2016) gives interesting facts concerning inflexibility of gender stereotypes in children with different levels of intellectual development. In the situation when junior school children were offered to play with toys not belonging to their gender, it was found out that most of junior school children neglected from such behavior. Whereby boys with intellectual disability categorically didn't want to play with dolls, but half of the boys with normal intellectual development permitted such behavior for themselves. It shows that intellectually developed children have more flexible attitude to gender norms than children with intellectual disability.

The works of L.E. Semenova (2009) were dedicated to the research of gender role *subjectivity*. She carried out the comparative analysis between children of preschool age and junior school one with normal and abnormal development. The participants with abnormal development were the children with retarded development and children with mild level of intellectual disability. Gender role subjectivity was understood as capability to overcome inflexibility of gender stereotypes, "to go out" of normative gender limits. It was revealed that children with mild level of intellectual disability are more stereotyped than children with mentally retarded development (MRD) and normally developed children. Girls of school age with normal development are more tolerant to "the way out of normative gender limits" (Semenova, 2009, p. 308). According to L.E. Semenova (2009) increasing of gender subjectivity and "way out of normative gender limits" means growth of behavioral variability and gradual conscious loss of traditional gender standards.

It is also necessary to distinguish one more problem, which is written about by all authors, studying children and teenagers' gender conceptions. This problem concerns research methods and methodics. This issue worsens when it is required to work with children with intellectual disability of preschool and junior school age (Shipicyna, 2002). We completely agree with the conclusions which O.G. Nugaeva (2002) draws after examining existed methods of gender identity research in children with developmental disorders, she says that neither of the existed methods can fully satisfy researcher.

Methods and research organization

We used animated cartoon fragments as essential method of children's conception research concerning gender family roles. Cartoons, due to their picturesque and brightness, allow to activate emotional-value attitude to the character's behavior.

During research preparation, fragments from cartoons were chosen. Each fragment included distinctive features of concrete gender roles. In the present article we consider the realization of domestic function: (image of "Kind hostess" and image of "Breadwinner"). Realization of domestic function is the plot basis

of the cartoons “Three woodcutters” (Director: L. Amalric, 1959) and “Wolf and calf” (Director: M. Kamenetsky, 1984). The children were shown fragment from the cartoon “Three woodcutters”, when Straw picked pot with porridge out of stove, put it on the table, and Bast Shoe and Bubble began eating this porridge from pot. From the cartoon “Wolf and calf” the children were shown the fragment when wolf was lulling a calf, put to bed, got milk and fed him.

During investigation cartoon fragments were shown mute to eliminate social factors influence, pitch of a voice, pronouns. Before diagnostics, cartoons were evaluated by experts.

Having watched cartoons, children, firstly, should indicate the gender of cartoon characters, secondly, they should say what the protagonist is doing (what function he realizes) and thirdly, which character they wanted to look like.

The children of preschool and junior school age became the participants of the investigation. We organized 6 groups including children of 4-12 years old: 20 boys and 20 girls with normal intellectual development, 4-7 years old; 20 boys and 20 girls with mentally retarded development, 5-7 years old; 20 boys and 29 girls with mild level of mentally retarded development, 5-12 years old. Thereby, 120 children in all were examined.

The investigation was held in the period of April-May of 2018 based on Municipal Preschool Educational Institution №78, 109,150, 158 city of Yaroslavl, Municipal Educational Institution Primary school - nursery №115 city of Yaroslavl, Municipal Preschool Educational Institution № 90 PC “RZD” city of Yaroslavl, Municipal Preschool Educational Institution №15 Yaroslavl district, State Educational Institution of orphanages №8 and №9 city of Yaroslavl.

Results and discussion

According to the results of children’s survey, differences in determining the gender of characters were not noticed (see Table 1).

Table 1. Results of character gender identification in the cartoon fragment (in percent).

Cartoon characters	Children with normal intellectual development (40 people)		Children with mentally retarded development (40 people)		Children with intellectual disability (40 people)	
	Boys	Girls	Boys	Girls	Boys	Girls
Straw	100%	100%	100%	100%	100%	100%
Wolf	100%	100%	100%	100%	100%	90%

Source: Authors

It is possible that when determining gender the external factors were influenced (clothes of characters). Straw wore headscarf and skirt, and wolf wore pants.

The second question was concerned the meaning definition of the protagonist’s actions. (See Table 2).

Table 2. Results of the meaning definition of the character Straw’s action (in percent).

Cartoon characters	Children with normal intellectual development (40 people)		Children with mentally retarded development (40 people)		Children with intellectual disability (40 people)	
	Boys	Girls	Boys	Girls	Boys	Girls
Straw	80%	65%	15%	25%	50%	35%
Wolf	100%	100%	100%	100%	90%	80%

Source: Authors

It turned out that most of normal children understood that Straw cooked porridge in the stove and wanted to feed her friends (in average 72,5%) (see Table 2). Children with mentally retarded development

defined the nature of Straw’s actions worse than others (in average 20%). Only three boys of twenty with mentally retarded development correctly defined the aims of Straw’s actions. Results of the children with intellectual disability are higher than the results of the children with MRD, but significantly worse than children’s results with normal development (average is 42,5%). Pairwise comparison of the results with the use of criterion φ - angular transformation of Fisher showed significant differences between groups of children (boys and girls) with different level of intellectual development. Evaluation of Straw’s actions: girls - intellectual norm and intellectual disability (φ emp.=1,9258; φ tabl. =1,64, (when $p \geq 0,05$)); intellectual norm and MRD (φ emp. =2,618; φ tabl. =2,31 (when $p \geq 0,01$)); boys - intellectual norm and intellectual disability (φ emp. =2,033; φ tabl. =1,64 when $p \geq 0,05$);; intellectual norm and MRD (φ emp. =4,49; φ tabl. =2,31, when $p \geq 0,01$).

Such high percentage of children with intellectual disability who didn’t understand the meaning of Straw’s actions is likely explained by extremely limited life experience and narrow conceptions about life in country house. The meaning of wolf’s actions was defined correctly by all children with normal development and all children with mentally retarded development. Among children with intellectual disability 90% of boys (18 people) defined correctly that Wolf takes care of Calf, wants to feed him and looks after him, but among girls with intellectual disability only 80% (16 people) could do it in the right way.

Pairwise comparison of the indexes, showing the meaning definition of the characters’ actions in the groups included children with different intellectual levels using criterion φ - angular transformation of Fisher, revealed the significant differences only among groups of the girls with different intellectual development (φ emp. =2,935; φ tabl. =2,31, when $p \geq 0,01$). Among boys with different intellectual levels, differences in understanding the meaning of Wolf’s actions were not revealed (φ emp. =1,115; φ tabl. =1,64 when $p \geq 0,05$).

The children’s answers to the third question, concerning what character they would choose to look like, are presented in the Table 3.

Table 3. Results of children’s identification with cartoon characters.

Cartoon characters	Children with normal intellectual development		Children with mentally retarded development		Children with intellectual disability	
	Boys	Girls	Boys	Girls	Boys	girls
<i>“Three woodcutters”</i>						
Straw	5%	70%	10%	60%	25%	75%
Bast Shoe	40%	5%	40%	0	10%	0
Bubble	40%	20%	35%	30%	40%	5%
None of them	15%	5%	15%	10%	25%	20%
<i>“Wolf and calf”</i>						
Wolf	85%	10%	60%	10%	45%	10%
Calf	15%	40%	30%	40%	35%	30%
Goat	-	50%	-	45%	5%	50%
None of them	-	-	10%	5%	15%	10%

Source: Authors

Results of the diagnostics show that two general tendencies in the children of all groups, regardless of intellectual development level are revealed: they want to look like the characters of the same gender to them, or to be like the character that needs help and care. It is possible to display the tendency consisting in the fact that the more lowering of intellect, the more children want to be like a baby. If only 15% (3

children) of normally developed boys wanted to look like Calf, the number of boys with MRD is 30% (7 children) with the same desire, and 35% (7 children) of boys with mental retardation want to be like a calf. However review of differences significance, using the criterion φ - angular transformation of Fisher, didn't show any diversity between groups (φ emp.=1,489, while φ tabl. =1,64).

What concerns girls, regardless of intellectual development level, most of them prefer to be like female character, although high percent (30% and more) also choose the image of a baby.

Conclusion

Results received in the course of research allow coming to the following conclusions:

1. Preschool and junior school children, regardless of mental development, define correctly and easily enough the gender of cartoon character.
2. Most of children with intellectual disability and mentally retarded development have extremely narrow conceptions about functional content of gender role.
3. Children with intellectual disability and children with MRD can't draw conclusions about the meaning of character's actions if known factors of the situation are absent.
4. Most of children, regardless of intellectual development level, emotionally positive evaluate the actions of the characters with the same gender to them and want to be like these characters. High percent of children regardless of their intellectual development emotionally identify themselves as babies needed care and support.

Acknowledgements

The study was carried out with the financial support of the Russian Foundation for Basic Research, project № 18-013-00385.

The authors of the article express appreciation to the authorities of educational institutions where the work with children was held for help and support: Galina L. Shomina, Tamara V. Guseva, Marina M. Charushina, Natalia S. Usanina, Natalia N. Zelentsova, Svetlana S. Kovrigina, Olga N. Shapovalova, Andrey V. Sibrikov and Elena G. Sukhova.

References

- Bem, S. L. (1981). Gender schema theory: A cognitive account of sex typing. *Psychological Review*, 88, 354-364.
- Bem, S. L. (1985). Androgyny and gender schema theory: A conceptual and empirical integration. In T. B. Sonderegger (Ed.), *Nebraska symposium on motivation 1984: Psychology and gender* (pp. 179-226). Lincoln, NE: University of Nebraska Press.
- Bem, S. L. (1987). Gender schema theory and the romantic tradition. In P. Shaver & C. Hendrick (Eds.), *Review of personality and social psychology*, 7 (pp. 251-271). Newbury Park, CA: Sage.
- Broverman, I. K., Broverman, D. M., Clarkson, F. E., Rosenkrantz, P. S. & Vogel, S. R. (1970). Sex-role stereotypes and clinical judgments of mental health. *Journal of Consulting and Clinical Psychology*, 34(1), 1-7.
- Burke, P. J. (1981). The self: Measurement implications from a symbolic interactionist perspective. *Social Psychology Quarterly*, 43, 18-29.
- Burke, P. J. & Reitzes, D. C. (1981). The link between identity and role performance. *Social Psychology Quarterly*, 44, 83-92.

- Burke, P. J. & Gecas, V. (1995). Self and identity. In K. Cook, G. A. Fine & J. S. House, *Sociological Perspectives on Social Psychology*. Needham Heights: Allyn and Bacon.
- Candace, W. & Zimmerman, D. H. (1987). Doing gender. *Gender and Society*, 1, 125-151.
- Carter, M. J. (2013). Advancing identity theory: Examining the relationship between activated identities and behavior in different social contexts. *Social Psychology Quarterly*, 76, 203-23.
- Carter, M. J. (2014). Gender Socialization and Identity Theory. *Social Sciences*, 3, 242-263.
- Fenstermaker, S. & Candace, W. (2002). *Doing Gender, Doing Difference: Inequality, Power, and Institutional Change*. New York: Routledge.
- Frejd, Z. (1989). *Introduction to psychoanalysis. Lectures*. Moscow: Nauka.
- Gaino, S. B. (2017). The Development of Gender Identity in Boys with Autistic Spectrum Disorders and in Boys with Mental Retardation. *Journal of Psychology and Psychotherapy*, 7(4), 308.
- Horney, K. (1932). The dread of women. *International Journal of Psychoanalysis*, 13, 348-360.
- Isaev, D. N. & Kagan, V. E. (1979). *Sex education and psychohygiene of sex in children*. Leningrad: Medicine.
- Kagan, V. E. (1986). *System of Sexual Differences. Psychic and gender of children and adolescents in norm and pathology*. Leningrad: Znanie.
- Kashtanova, S. N. & Nikolaeva, A. N. (2014). Studies of gender identity in adolescents with mental retardation. *Modern Problems of Science and Education*, 6. Retrieved from <http://www.science-education.ru/ru/article/view?id=16508>.
- Martin, C. L. & Ruble, D. (2004). Children's search for gender cues cognitive perspectives on gender development. *Current Directions in Psychological Science*, 13, 67-70.
- Mukaddes, N. M. (2002). Gender identity problems in autistic children. *Child Care Health Development*, 28(6), 529-532.
- Nugaeva, O. G. (2002). Review of methods for studying gender identity in children with disrupted and normative types of development. *Special Education. Science and Methodical Journal*, 1, 55-66.
- Poppe, G. K. (1986). *Sex differences in oligophrenia*. Leningrad.
- Ridgeway, C. L. & Bourg, C. (2004). Gender as status: An expectation states theory approach. In A. H. Eagly, A. H. Beall & R. J. Sternberg (Eds.), *The Psychology of Gender* (pp. 217-241). New York: The Guilford Press.
- Russian Statistical Yearbook (2017). Federal State Statistics Service. Retrieved from http://www.gks.ru/free_doc/doc_2017/year/year17.pdf.
- Semenova, L. Eh. (2009). *The formation of a child as a gender subject in the early stages of ontogenesis and dysontogenesis*. N. Novgorod: NGPU.
- Shipicyna, L. M. (2002). *Uneducated child in the family and society*. St. Petersburg: Didaktika plyus.
- Shustova, L. P. (2017). Features of the process of gender socialization of children in preschool age. *Scientific Review. Pedagogical Sciences*, 4, 173-180.

Varlamova, S. N., Noskova, A. V. & Sedova, N. N. (2006). Family and children in the attitudes of the Russians. *Sociological Research*, 11(271), 61-66.

Zaigraeva, N. V. (2016). *Gender socialization of children and adolescents in conditions of mental dysontogenesis*: monograph. Federal state educational establishment of higher education "Irkutsk State University". Irkutsk: ISU publishing house.

Zaigraeva, N. V. & Korobejnikov, I. A. (2007). Gender socialization and gender role of adolescents with intellectual insufficiency. *Defectology*, 2, 15-24.

PREVIEW

Russian Ballet of the Silver Age in the Context of Studying the Synthesis of Arts

Tatiana V. Portnova¹

¹Department of the "Art of Choreographer" and "Art History", A. N. Kosygin Russian State University

Abstract

The article discusses the role of the Russian ballet in the system of studying the special course of master's degree program "Choreographic art", dedicated to the cultural epoch of the turn of the XIX and XX centuries. Its aim is to determine, based on the available visual records of archival and museum collections, the focus of interrelation of the national choreography with the artistic figurative interpretation of its synthetic whole against the background of the complex and contradictory processes at critical stages of the Russian culture history. The inclination of the fine arts to the "balletness" and the typical trend of the Russian choreography of the turn of the century to draw upon the images of paintings, drawings and sculpture are the two sides of the single process. In this context "Diaghilev's Russian Ballet" with intense expressive plastic spectacular images was a bright frame of the final stage of the Russian Silver Age. The form of art analysis including consideration of various variants of the ballet and the plastic arts synthesis is selected, which potentially can be used in the lectures and practical classes with students while teaching future choreographers as the specialists capable of creative work.

Keywords: Russian ballet, S. Diaghilev, Visual sources, Artistic searches, Syncretism of Silver age, Studying of special course

Introduction

Taking into account the essential aim of the study, consisting in discovering the Russian ballet correlation in the context of epoch, we can point out: "In this regard it should be noted, that the Silver age epoch was characterized by bright, multi-colored spectrum of ideas and philosophic conceptions, interpreted in different works of art. Many works, appeared in that time, were not only "products" of creators' self-expression, didn't only reflect their private emotionally-psychological conditions, but also served as the means of worldview positions and ideas realization, which preoccupied artists - writers, poets, painters, theatre people" (as cited in Shtanko, 2011, p. 73). Conceptual importance of Russian choreographic art was connected with S. Diaghilev's activity, which was worldwide known in the artistic life of the beginning of the XX century. "Russian ballet seasons" enriched and developed traditions of national performing and production culture. Real spectacular beauty and keen sense of the style give fortunate theatrical life to many performances, showing on the stages of the leading world theatres. The talented choreographers M. Fokine, L. Massine, V. Nijinsky, B. Nijinska, G. Balanchine became representatives of new trends and new ways in ballet. Theatre becomes the significant factor of cultural life of the society at the turn of the centuries. It becomes a center, which the most part of people from art circles is grouped around. Almost all famous painters are connected with theatre. Russian and foreign designers' art such as A. Benois, L. Bakst, A. Golovin, M. Doboujinsky, A. Anisfeld, N. Roerich, P. Picasso, M. Denis, J. Miró, A. Derain, G. Braque, M. Utrillo, etc. brought some changes into World Theatre development as a whole. With their appearing, artist's role conception in the performance changes. Hence he became co-author of the choreographer, prompted, and sometimes makes him choose expressive means, "interfering" into his plastic thinking. Russian ballet became new "aesthetic system", influenced various cultural spheres - music, photography, cinematography, fashion.

Literature in Russian and foreign languages confirm this (Zilbershtein & Samkov, 1982). Ballet played ambiguous role for each artist. It, with different harmony and physiological content level, was included into the range of their art. But one of the essential and distinctive features of that epoch thinking is an ability to incorporate in the figurative perception and favour correlating arts at the work of art creation. Performances have impacted so much on artists' art, so that their works for the theatre and about theatre ceased to be rare phenomenon. At this time many artists tend to realize surrounded reality in a new light and show it with the help of untraditional art techniques and descriptive means.

Literature Review

The Russian ballet, due to S. Diaghilev's activity, became a kind of epicenter of classical ballet appearing and fast expanding of in the whole world. Wide range of influence field and high level of its intensity are caused mainly by integrative, synthetic nature of ballet as organic whole, the constituent parts of which are choreography, painting, literature, music, being in harmonic, ensemble unity and interrelation.

In the course of the research, art scientific works dedicated to the problems of synthesis and arts expressive language of arts were examined: V. Volodina "Modern: issues of synthesis" (1994); T. Dadianova "Plasticity and expressiveness as the categories of aesthetics" (1997), "Ways of Russian art development in the end of the XIX - the early XX centuries" (Sokolova & Vanslova, 1972), the works dedicated to the art of ballet: A. Kirillov "Language of dance: historical and systemically semiotic elaboration and explanation" (2004), V. Krasovskaya "Russian ballet theatre of the beginning of XX century" (1971, 1972), M. Fokine "Memoirs of a Ballet Master" (1961), also the publications where the development ways of artistic culture and problems of theatrical design of the Silver Age: M. Vedernikova "Diversity of literary characters in S. Diaghilev's ballet company" (2009), R. Vlasova "Russian theatrical design of the early XX century: from St. Petersburg artists' heritage" (1984), M. Davydova "Sketches of Russian theatrical design history" and "Artist in the theatre of the early XX century" (1974, 1999), M. Pozharskaya "The Russian seasons in Paris: Decor and costume designs. 1908-1929" (1988), D. Sarabianov "Russian painters of the early XX century. New directions" (1973), G. Sternin "Artistic life in Russia at the beginning of the XX century" (1976), "Diaghilev ballet material. Exhibition-Auction. Catalogue principally of Diaghilev ballet material. Decor and costume designs" (1968). Therewith, conducted issues concern the studies of both common and art pedagogy which is a modern course direction of humanities knowledge: V. Baidenko "Competence-based approach to design of the state educational standards of higher education" (2005); V. Bezrukova "Integrative process in pedagogical theory and practice" (1994); E. Zyeer "Professionally educated space of an individual" (2002); I. Zimnyaya "Key competence as effectively-targeted basis of competence approach in Education" (2004); A. Kolechenko "Encyclopedia of pedagogical technologies" (2002); V. Koptsik "Synergetics of art: systematically symmetrical approach" (2000); A. Novikov "Problems of humanization of vocational education" (2000).

Having examined materials concerning this problem, it was turned out, that special researches, dedicated to the problem of ballet and plastic arts synthesis both in the concerned period and other periods were not conducted. Besides, necessity of the concerned aims realization raises the issue about scientifically-targeted methodical recommendations development on including graduates' artistic skills while studying course "Artistic culture of the Silver Age" into choreography practice.

Methods

The problem of our research consists in complex study of the specific interaction between the components of ballet art system in relation to the specific socio-cultural conditions of the ballet existence and its including into educational practice of specialists' teaching in this field of study. The synthesis, being the basis of interconnections in the plastic arts system of ballet theatre, determined the complex research

methodics, which is comprised of historically cultural and artistically stylistic methods. They made it possible to show different lines of the theatrical synthesis at the turn of the XIX and XX centuries and reveal traditional features of ballet and plastic arts interaction both at formal and content-related levels. Nowadays the essential aim of education is to train new specialists in all spheres and naturally in the sphere of choreographic culture for the future, for new possibilities appearing, which different educational programs and special courses offer, allowing to realize efficiently such abilities as innovative thinking and creativity, self-development. The special course "Artistic culture of the Silver Age" allows realizing more clearly, because it contains potential capabilities for choreography in its content.

Results and Discussion

Surviving visual sources (costume designs, and decor, portraits of ballet-dancers and choreographers, scenographic models, video records of Diaghilev's ballets) show that ballet theatre is connected with new visual culture, which becomes its true helpmeet (Illustrative programs of S.P. Diaghilev's Russian ballet performance, 1914-1917; Rozhdestvenskaya-Vasilieva). When learning the special course it is worth to remember variety of style searchings and ballet directions (classical dance, modern dance, elements of theatrical performances, mystery plays and extravaganzas, choreographic miniatures, impressionistic compositions), the process of new art determination for artists, the process of understanding your special decisions. Ballet became the strongest initiator of visual arts artists' ideas; it gave good scope of work for their style searchings (Haskell, 1968). On the other hand, it should be emphasized that visual arts of the turn of the centuries is a complicated and contradictory phenomenon, excellent range of directions, trends, styles, theories (modern, realism, impressionism, primitivism, etc.). It is no mere chance that ballet theme of the end of the XIX and the early XX centuries could contain any directions pictures, style and way of expression. Each of them includes particular content understanding of new artistic method and range of forms diversity.

At this time many artists tend to comprehend surrounded reality and show it with help of other art techniques and descriptive means. Appeared at this period different artistic groups such as "World of Art", "The Blue Rose", "The Union of Russian Artists", "Knaves of Diamonds" are characterized by the variety of performance styles and artistic methods when the work structure not only displays the meaning of the represented, but also creates atmosphere, and is content expression. Therefore while studying the special course parts it is worth to attract graduates' attention to the stylistic peculiarities of producing artistic work, genre specific character determination.

Visual art and dance interrelate, and these interactions contain direct and feedback links. Thus artists from the "World of Art" association often referred to the ballet in their works, and I. Duncan in her so-called "antiquity" moves not from the ancient dance, but from the ancient sculpture. The sympathy of choreographer M. Fokine to the correlating arts such as painting and sculpture, especially, to the ancient Egyptian and ancient visual arts. Verges of art individuals, nevertheless, don't disappear and they are of value like never before. But as never before the level of dancers and artists' connection is high. It is the nearness of two arts - visual and choreographic, capable of cooperation, the possibility of bilateral interaction and enrichment, their closeness in the historical context which attracted artists to the ballet, inspiring them for really artistic collaboration. For educational training "the model of plastic synesthesia" seems more interesting, as well as, creative tasks decision based with the help of problem-based situations, hereby the methodological culture development of future choreographers in the process of creative tasks implementation. Only following this approach competent creative personality can be formed, capable of solving tasks of further continuous self-education and self-development.

Here the decisive role belongs to the artists of "World of Art". "Indeed, international reputation of many members of the "World of Art" group, especially L. Bakst and A. Benois, was based on their scenic

workings for the most superb Diaghilev's companies with their desire to integrate all kinds of art, improvisation concerning archaics, exotics, the East, searching for new choreographic techniques, music decisions and visual effects were, generally, many principles implementation, elaborated inside of "World of Art" group (Boult et al., 2010). S. Diaghilev and Russian retrospectivism were represented as one aspect of the exhibition, shown by "Dreamer Artists" according to the art critic S. Makovsky, where M. Fokine's visual culture of choreographer embodied in (Williams & Fokine, 1983). These are, foremost, designs of L. Bakst, A. Benois, A. Golovin, M. Dobuzhinsky for the ballets "Butterflies", "Armida's Pavilion", "Firebird", "Cleopatra", "Les Sylphides", "Carnaval", "The Spirit of the Rose", "Narcissus", "The Afternoon of a Faun", etc. Reference to art heritage studying of the previous artists' generations of the end of the XIX and the early XX centuries, and, particularly, artistic associations, is especially important for choreography training concerning the secrets revelation of their artistic skills.

Other side includes the theatrical experiments of N. Goncharova and M. Larionov, invited by S. Diaghilev to cooperate in the performances called "Liturgy", "Chout", "Russian fairy tales", "Midnight Sun", "The wedding". Russian cheap popular print, national signboard and folklore were the basis of these images scenography. As a rule, they are devoted to the concrete topic and for its revelation it is necessary to have particular range of knowledge, basis, where personal perception and understanding of the considered problem are located. Here it is worth to note big possibilities of using such visual material in the choreographers' work as ornament, pattern, decor while creating and modeling artistic images both in real and stylized manner. It cannot be denied that some above mentioned artists' works were inspired not only by national artistic traditions, but also new trends of The East, however they could assimilate them harmonically and subordinate to their own style.

Another aspect shows the Diaghilev's personality as an expert of Russian avant-garde, able to include new aesthetical tendencies of the epoch into the production work. Experimental performances of L. Massine, B. Nijinska, based on the forms of Cubo-futurism, Fauvism, Rayonism, etc., are presented in the exhibition in a form of volumetric models of costumes and scenery. Visual materials of the following performances are the most prominent: "Ode", "Blue train", "Apollo", "the Ball", "The Steel Step", etc. (Bodlit, 1972-1974). Russian Diaghilev's ballet, in its turn, influenced enormously the Occidental culture, became an inspiration for foreign scenic designers (P. Picasso, M. Denis, J. Miró, H. Matisse, A. Derain, G. Braque, J. Gris, M. Utillo, etc.) and easel painters (H. Craig, L. Keiner, E. Oppler, J. Cocteau, A. Grunenberg, V. Gross, O. Kokoschka, A. Bourdelle, P. Bonnard, etc.). Modern search studying of these artists will promote the range expansion of artistic expression means using technical innovations, needed nowadays in the modern theatre. These works have also immense value for elaborating effective choreography means, methods and techniques of graduates' artistic skills development. Deviation from the traditional academic norms, from established general models, will contribute to the appearing of new dance language both interpretative and production decisions, attracted spectators' attention.

A number of foreign museum and private world collections, catalogues of Diaghilev's exhibitions of the turn of the century include drawings, paintings and sculptures, dedicated to dancers and ballet costumes and decor designs. It is proved by illustrative programs, dedicated to the Russian ballet performances, being stored in Russian State archive of Literature and Arts and included in the Sotheby's catalogue (Ballet and Theatre Material in the large Galleries Sotheby's, 1985). These iconic records are the material for graduates' research works, connected with its search, classification, studying, systematization and analysis. It deals with many parts of the theory and ballet history, artists' artwork, choreographers, theatre artists, composers, performances and roles creation history. Written, visual, real items, included into the museum and collection space, deepening into the Silver Age culture, give valuable scientific knowledge, discover new facts. Original artworks of the ballet theatre, which nature is art, mainly visual one, are involved into the system analysis of philosophical and psychological content and choreographic

works discovering, one or another components in the art images synthesis. Visual sources show S. Diaghilev as a founder of the superb theater company, existed only due to the artistic intuition and endless energy. His activity is presented not as casual episode, but as phenomenon, connected with "Russian Ballet" and all artistic culture of the end of the XIX and the early XX centuries. It also will be the means of graduates' artistic skills development as a part of art with the ethical and professional basis formation for future personality of artistic profession. Therefore, detailed introduction and complex-integrated studying of all aspects of the Silver Age art, create special conditions for realization of individual and differentiated approach in education, increase cognitive activity of future choreographers, and provide comfort conditions for all-around creative thinking development.

Conclusion

Coming to the conclusion, we should point out that system analysis of the contemporary science consists in studying historically cultural phenomena connecting its expression, functioning and internal structure. It is dialectical unity of these opposite sides which reveals complex interrelations and interaction of external and internal factors, determining the special character of the Silver Age art. It is the synthesis of arts which is one of the essential criteria of all cultural and historical and educational space development, responsible for moral and artistic aesthetical traditions. The level of modern knowledge about plastic arts synthesis allows considering it as the complex artistic system with special development. Insight into the artists' art laboratory, connected anyway with "Russian ballet" of Diaghilev's company illustrates the official character of the documentary materials. Iconic data studying brings new information about syncretism of the Silver Age, artistic search peculiarities of dance artists in creating new choreographic form, images character, broaden our understanding about the role of S. Diaghilev's activity in artistic life of Russian and foreign countries. In the whole, historiography and iconography research plunges us into the epoch atmosphere, shows aesthetic actors, choreographers, artists' searching, controlling cultural process as the complex unity of creative powers. This connection reflects the unity of all aspects of complex and comprehensive problem, analyzed by us. It belongs to the productive tradition of national theatre directing and artistic thought, where the connection of the theatre with new experiments, style decisions, creative methods, visual modifications, was the basis, fundamental idea, real art and cultural development.

References

- Bajdenko, V. I. (2005). *Competence-based approach to design of the state educational standards of higher education: manual*. Moscow: Research center of problems of quality of training of experts. *Ballet and Theatre Material in the large Galleries Sotheby's* (1985). London.
- Bezrukova, V. S. (1994). *Integrative processes in the pedagogical theory and practice*. Ekaterinburg.
- Bodlit, D. (1972-1974). *Diaghilev and Russian theatrical artists*. Articles. Washington. 1972-1974. Russian State archive of literature and arts.
- Boult, G., Tregolova, Z. & Giordano, N. (Eds.). (2010). *Vision of Dance. S. Diaghilev and Russian Ballet Seasons*. Moscow: SKIRA.
- Dadianova, T. V. (1997). *Plasticity and expressiveness as the categories of aesthetics*: PhD thesis abstract. Moscow: MSU.
- Davydova, M. V. (1974). *Sketches of Russian theatrical design history*. Moscow: Science.

- Davydova, M. V. (1999). *Artist in the theatre of the early XX century*. Moscow: Science. *Diaghilev ballet material. Exhibition-Auction. Catalogue principally of Diaghilev ballet material. Decor and costume designs (1968)*. London.
- Fokine, M. (1961). *Memoirs of a Ballet Master*. Boston.
- Haskell, A. L. (1968). *Ballet Russe. The age of Diaghilev*. London. *Illustrative programs of S. P. Diaghilev's Russian ballet performance (1914-1917)*. Russian State archive of literature and arts.
- Kirillov, A. P. (2004). *Language of dance: historical and systemically semiotic elaboration and explanation*. MSUCA.
- Kolechenko, A. K. (2002). *Encyclopedia of Pedagogical Technologies: Manual for Teachers*. Saint Petersburg: KARO.
- Koptsik, V. A. (2000). Synergetics of art: systematically symmetrical approach. In *Synergetic paradigm: variety of searches and approaches*. Moscow: Progress-Tradition.
- Krasovskaya, V. M. (1971). *Russian ballet theatre of the beginning of XX century*. Leningrad: Art.
- Krasovskaya, V. M. (1972). *Russian ballet theatre of the early XX century*. Leningrad: Art.
- Novikov, A. M. (2000). Problems of humanization of vocational education. *Pedagogy*, 9, 3-10.
- Pozharskaya, M. N. (1988). *The Russian seasons in Paris: Decor and costume designs. 1908-1929*. Moscow: Art.
- Rozhdestvenskaya-Vasilieva, M. S. *Diaghilev. Manuscript*. A.A. Bakhrushin State Central Theatre Museum.
- Sarabianov, D. V. (1973). *Russian painters of the early XX century. New directions*. Leningrad: Aurora.
- Shtanko, E. S. (2011). The main artistic trends and directions of the Silver Age. *Bulletin of Belgorod State National Research University*, 11(18), 73.
- Sokolova, N. M. & Vanslova, V. V. (Eds.). (1972). *Development ways of Russian art of the end of XIX and the early XX century. Painting, drawing, Theatrical Design. Sketches*. Moscow: Art.
- Strenin, G. Yu. (1976). *Artistic life in Russia at the beginning of the XX century*. Moscow: Art.
- Vedernikova, M. A. (2009). Diversity of literary characters in S.P. Diaghilev's ballet company. *Innovative models and projects of the cultural space: a collection of articles by young scientists (Materials of Scientific and Practical Conference)* (pp. 93-99). Moscow: MSU CA.
- Vlasova, R. I. (1984). *Russian Theatrical Design of the Early XX century: from St. Petersburg artists' heritage*. Leningrad: Artist RSFSR.
- Volodina, V. (1994). Modern: issues of synthesis. *Art Studies Issues*, 2-3, 331.
- Williams, P. & Fokine, M. (1983). The choreographer who brought ballet into the 20th Century. *Dance Gazette*, 183, 8-11.
- Zilbershtein, I. S. & Samkov, V. A. (1982). *Sergei Diaghilev and Russian art. Articles, open letters, and interviews. Correspondence. The contemporaries about Diaghilev*. Moscow: Fine arts.

Zimnayay, I. A. (2004). *Key competence as effectively-targeted basis of competence approach in Education*. Moscow: Research Centre on the quality of training.

Zyeer, E. (2002). *Professionally educated space of an individual*. Ekaterinburg: RSVPU.

AMLETIM

Developmental Peculiarities of Value and Life-Purpose Orientations in the Structure of Psychological Culture in Adolescence

Tatyana A. Belova¹, Yulia V. Vardanyan², Raisa D. Chumanina³, Natalia P. Kondratyeva⁴, Olga V. Kudashkina⁵, Tatyana V. Savinova⁶

¹Department of Psychology, Mordovian State Pedagogical Institute named after M. E. Evseviev, Saransk, Russia

²Department of Psychology, Mordovian State Pedagogical Institute named after M. E. Evseviev, Saransk, Russia

³Department of Psychology, Mordovian State Pedagogical Institute named after M. E. Evseviev, Saransk, Russia

⁴Department of Psychology, Mordovian State Pedagogical Institute named after M. E. Evseviev, Saransk, Russia

⁵Department of Psychology, Mordovian State Pedagogical Institute named after M. E. Evseviev, Saransk, Russia

⁶Department of Psychology, Mordovian State Pedagogical Institute named after M. E. Evseviev, Saransk, Russia

Abstract

The paper objective was to explore meaningful values and life-purpose orientations in adolescence and to define essential conditions of their development in the mentioned age period. The main research methods were theoretical, diagnostic, qualitative and quantitative analysis of the obtained data. The group of respondents included 60 students of the institute aged between 18 and 20 years. The research resulted in identification of the peculiarities of values and life-purpose orientations in adolescence and definition of the essential conditions of value orientation formation in this age period: the priority of humanitarian disciplines in the system of education, certain personal traits of a teacher, techniques for immersion into the value environment (special situations modelling), discussions (regarding moral issues and relations), resolution of problematic situations, trainings. Practical significance of the research results lies in their use as a baseline for creation of a program for the targeted development of value and life-purpose orientations and the general psychological culture in adolescence.

Keywords: Psychological culture, Adolescence, Values, Value orientations, Value-meaning aspect of personality, Life-purpose orientations, Reflection

Introduction

Today the problem of value and life-purpose orientations in the structure of psychological culture of a person is becoming increasingly important. Value orientations serve as activity regulators; determine individual approach to the world, oneself and others; give meaning and vector to personal beliefs, behavior and actions. Value orientations are key to success in professional career, they predetermine attitude to life, goals and methods of their attainment, and the human culture in general.

Adolescence is a favourable period for the development of value and life-purpose orientations. This age period opens up a potential to make value orientations stable to the required extent. In the broad social sense the adolescents represent an active fraction of population that in the long run will become its main fraction in terms of social activity, and their values may determine the future values of the society. Due to this, exploration of the value and life-purpose orientations of the modern adolescents becomes particularly relevant and constitutes the objective of our research.

Literature Review

Theoretical framework of this research is comprised of the following fundamental methodological ideas: personality development (Asmolov, 2007), personal psychological culture development (Demina & Luzhbina, 2003; Romanov, 2012), involvement of student psychological culture in the context of education (Kolmogorova, 2013), exploration of psychological culture in human involvement (Semikin, 2002), exploration of values, value and life-purpose orientations (Leontyev, 2007; Feldstein, 2005; Frankl, 2006; Abramson, 1992; Bardi, 2015; Benish-Weisman, 2015; Fischer, 2016; Schwartz, 2017), peculiarities of their development in adolescence (Akamov & Shukshina, 2014; Istomina & Nikitova, 2015; Kudashkina 2009; Morozova, 2012; Motornaya, 2015; Savrutskaya et al., 2016; Sakharova, 2013; Shashkina & Konyukhova, 2015 and others).

Thus, K.M. Romanov (2012) is viewing psychological culture as a systematic personal formation helping to navigate among the surrounding people, impact the others and understand oneself and other people. He emphasizes that psychological culture gives person a capacity to resolve various life problems arising in the process of communication and in the substantive work.

L. D. Demina (Demina & Luzhbina, 2003) describes psychological culture as a key component of person's integration into the social life of the community, noting that psychological culture contributes to successful adaptation and self-development of a person, creation of life plans and perspectives.

According to L. S. Kolmogorova (2013), psychological culture is a part of basic human culture. Its components are: psychological literacy and capacity to understanding the inner world of another person and oneself, value orientations, interests, world outlook.

V. V. Semikin (2002) characterizes psychological culture as an integral formation including motivational, emotional, intellectual, reflexive and regulatory psychological properties.

Thus, psychological culture is a systematic personal formation constituting a part of the basic culture of a person, and including: psychological literacy and competence, value meanings, reflection, creative approach to own activities and the life.

One of the main components in the structure of psychological culture is a value-meaning component, including value and life-purpose orientations of a personality.

When analyzing the interpretations of value orientations by the scholars, it shall be noted that the values are most often regarded as ideas about life goals, methods of their attainment, standards of own conduct, that are based on historical experience of a particular people, the meaning of culture of the entire humanity. Such references exist in the mind of every person, and all actions and behaviors are compared against them (Chigisheva, 2011).

An interesting definition of the value orientations was proposed by D. I. Feldstein (2005), who believes that they represent the state of readiness of a personality to consciously identify its place in time and space and to choose its own style of behavior. This definition reflects a dynamic nature, functions and meaning of values for the development of personality.

Many researchers share an opinion that the values lay the foundations for development of a system of personal meanings. V. E. Frankl (2006) points out that a person finds the life purpose after obtaining certain values. F. E. Vasilyuk (2006) sees meaning as a boundary state, where life values and their feasibility converge. D. A. Leontyev (2007) draw attention to the interrelated nature of the formation of personal meanings and value orientations, underlining, that value orientations are both sources and carriers of the meanings being of high importance for a person.

The value-meaning orientations of a personality get shaped in the process of age-specific development and socialization. The age structure of personal values, identified in research by I. Borg together with colleagues (Borg et al., 2017), was presented based on the results of two measurements indicating that "individuals organize personal values, regardless of their age, as a circle with the same order of values"

(p. 636), where in different age groups their composition and order of priority is different. The study undertaken by R. Diaz-Guerrero and R. Diaz-Loving (2002) based on the results of a questionnaire survey of 200 high school students and 200 first-year university students explored the origin of values and revealed significant differences in 30 values, though "The socioeconomic level accounted for variance in some but not all of the 30 values while the psychological variables frequently did" (Diaz-Guerrero & Diaz-Loving, 2002).

Many studies address an issue of the impact of external factors on formation and change of personal value orientations. Thus, A. Sen Gupta and S. De (2007) have explored changes in the cultural values' trends in advertising based on ads published in periodicals for four one-year periods, selected from 1947 to date, and have found that "Traditional values were replaced by trends of modernization and westernization and priority to the individual over the collective" (Sen Gupta & De, 2007, p. 113). In the study by S. N. Georgiou with colleagues (Georgiou et al., 2018), it was revealed that cultural values partially affect the relations between parenting styles and naughty behavior, while emphasizing a need to account for the role of cultural values and parental control in victimization of a child. Examining the impact of the parenting style on interiorization of the moral values by teenagers and adolescents, R. Karmakar (2015) found that in the ages under scrutiny this impact on values is particularly prominent, and it shall be taken in account for improving moral education in the family.

By multilevel analysis of impact of parents, peer groups, teachers and schools on the students' values B. R. Astill together with the colleagues (Astill et al., 2002) revealed that "sex of student, language background, the Christian involvement of the student, parental social position and the values held by parents and peer groups had much greater effects upon the students' values than the schools and their teachers" (p. 345). These data in some aspects are contested in the works which give special role to education as one of the external factors most substantially impacting the value orientations of a personality. For example, D. R. Painter with colleagues (Painter et al., 2014) in their work analyze questions of value-based learning. It was found that in situations of misalignment between the significance of result and its value, expressed in orientation towards the loss or the gain, the focus is shifted to the actions which reflect the orientation typical for the personality. Thus a correlation between the result of learning and the interiorized value has been proven, and this value is fed by motivation to avoid failure in case of orientation towards the loss, and by motivation for achievement in case of orientation towards the gain. Of high interest for us is also a research carried out by D. Henderson-King and M. N. Smith (2006), within the frames of which they made a ranking range of ten values of education for students of the Bachelor's program, which is useful for forecasting results of learning and includes the following values: "career preparation, independence, finding direction for the future, learning, self-development, taking the next step, making social connections, changing the world, stress, and escape" (p. 195).

Special role in adolescence for evolution of the system of values belongs to a specific situation of development. Adolescence is a period when a need to find personal values, priorities and life purpose becomes highly important.

In general, this overview proves that in the undertaken studies of the problems of value and life-purpose orientations the controversial and "white" spots were found, which increases the urgency and viability of a search for new substantiated solutions.

Methods

The research of peculiarities of value and life-purpose orientations in adolescence relied on the questionnaire method, qualitative and quantitative analysis of the obtained data. The following methods

were used as a main diagnostic construct: "Value Orientations" by M. Rokich (Karelin, 2009), and "Life-Purpose Orientations" D. A. Leontyev (2000).

Empirical study included the following:

- 1) Examination of value orientations in adolescence;
- 2) Examination of the content of life-purpose orientations of respondents.

The research respondents were 60 students of the Mordovia State Pedagogical Institute named after M. E. Evseviev, aged from 18 to 20 years, which corresponds to the adolescence period. Research was held in February-March 2018.

Findings and Discussion

Analysis of ranking of terminal values performed with the help of "Value Orientations" method developed by M. Rokich, has shown that the most important values for the adolescents are health (65%), financially secure and happy family life (63.3% and 58.3%), active learning (61.6%), freedom (56.6%). Less important in this age period are public recognition (26.6%), life wisdom (23.3%), the beauty of nature and art (20%), happiness of other people (16.3%).

Such values as an interesting job, productive life, creativity and entertainment are rarely chosen as top values. It can be assumed that under the influence of socio-economic situation the adolescents seek to have a high-paying job of any type to provide for themselves and their families, interesting job and creativity have a secondary role.

The data obtained with regard to instrumental values indicate that the leading position is taken by good education (56.6%), independence (51.6%), joy of living (45%), self-control (43.3%). Presumably, the respondents of this sampling believe that these qualities are the key drivers of success in life. The intermediate position is taken by diligence (25%), sense of responsibility (23.3%), tolerance (15%). Less important qualities are: high demands (5%), intolerance to own and others' shortcomings (6.6%), efficiency in undertakings (8.3%), firm will (10%).

The generalization of diagnostical data on the value orientations of adolescents revealed some patterns making it possible to group values by different criteria. The group of terminal values was divided into two blocks: 1 - personal life values, 2 - self-affirmation. The group of instrumental values also falls down into two blocks: 1 - self-affirmation, 2 - freedom.

Formation of value-meaning orientations is a long and dynamic process. Their comprehension leads to emergence of a system of values, based on which the value orientations are created that represent a perceived part of the system of personal meanings. Modern adolescent boys and girls identify themselves with a lifestyle where personal welfare is clearly predominant: health, financially secure life, active learning, happy family life, good education, joy of living, independence, self-control.

The comparison of data of this research with the results of studies carried out 20-30 years ago, shows significant differences in the values of adolescents. Previously the top values were interesting job that one loves, respect of others, and only 1-3 % of adolescents believed that the main thing in life is to secure their own welfare.

For examining the content of life-purpose orientations and the level of life meaningfulness in adolescence a method "Life-Purpose Orientations" of D. A. Leontyev (2000) was used. Let's review the data obtained by this method:

- 1) Life Goals Scale: 27% of respondents live in today and have no specific goals for the future, 49% of respondents have true goals and a vision of how to attain those, 24% of adolescents have too ambitious goals in life;
- 2) Life Process Scale: 24% of respondents feel discontent with their life, 46% of respondents live in today, 30% of respondents perceive their life as exciting, emotional and filled with meaning;

- 3) Life Outcome Scale: 32% of respondents are content with their life, 39% believe that all the best things are left in the past, 29% of adolescents are not content with their life up to the present moment;
- 4) Locus of Control - Self-Perception Scale: 24% of respondents perceive themselves to be strong personalities with sufficient freedom of choice, 30% of respondents do not believe that they have an ability to control the events in their lives, have no clear goals and ideas of their life purpose, 46% of adolescents do not have the freedom of choice and do not fully comprehend their life purpose;
- 5) Locus of Control - Life Scale: 32% of respondents believe that they are in control of their lives, freely make decisions and put them into effect, 20% of respondents believe that human life is beyond control and it is useless to build plans for the future, 48% of respondents believe that it is impossible to put hopes on the fate and surrender to external factors.

Thus, the results of research using D. A. Leontyev's method "Life-Purpose Orientations" (2000) show that in general the adolescents are content with their lives and perceive their lives to be interesting and emotionally rich, and have goals for the future. But there are also some respondents who have no ability to control their lives, freely make decisions and put them into effect. In our opinion, this can be attributed to the social situation of development in adolescence. Adolescents build grandiose plans for the future, try to find their place in life, but very often feel anxiety about their future due to the instable socio-economic situation in the country, lack of self-confidence and confidence in own abilities.

Sharing a point of view of A. G. Asmolov (Asmolov, 2007), we believe that in shaping the value orientations and meanings of the modern adolescents it is necessary to take into account a principle of activity impact on the internal meanings, the essence of which lies in the change of social position. It will help adolescents to take a new look at their attitude to reality and make it more efficient.

The high potential of impact on the value orientations belongs to the humanitarian disciplines in the system of education, certain personal traits of a teacher, techniques for immersion into the value environment (special situations modelling), discussions (regarding moral issues and relations), resolution of problematic situations, trainings. Purposeful organization of such work will not only improve the value-meaning sphere of personality, but also have a positive impact on the level of its psychological culture in general.

Conclusion

To sum up it can be concluded that psychological culture is a dynamic systematic personal formation constituting a part of the basic culture of a person, and including: psychological literacy and competence, value meanings, reflection, creative approach to own activities and the life.

One of the main components in the structure of psychological culture is a value-meaning component, including value and life-purpose orientations of a personality.

Empirical study has shown that the adolescents attach high importance to such values as health, family, freedom and self-fulfillment. This suggests that they have value orientations in their mind, personal priorities and life orientations directed first of all towards themselves. Meanwhile in general modern adolescents are content with their lives and perceive their lives to be rather interesting and emotionally rich, and have goals and vision for the future, but some respondents feel anxiety about their future.

The conditions for developing value orientations in adolescents include: the humanitarian disciplines in the system of education, certain personal traits of a teacher, techniques for immersion into the value environment (special situations modelling), discussions (regarding moral issues and relations), resolution of problematic situations, trainings.

Acknowledgements

The research was undertaken under the grant for the research and development on priority directions of scientific activities undertaken by the networking partner universities (South Ural State Humanitarian Pedagogical University and Mordovian State Pedagogical Institute named after M. E. Evseviev) on the theme "Development of Value-Meaning Component of Psychological Culture in Adolescence".

References

- Abramson, P. R. & Inglehart, R. (1992). Generation Replacement and Value Change in Eight West European Societies. *British Journal of Political Science*, 22, 183-228.
- Akamov, V. V. & Shukshina, T. I. (2014). Diagnostics of developmental level of value foundations for professional consciousness of students of the physical education department. *Theory and Practice of Physical Education and Sport*, 8, 22-25.
- Asmolov, A. G. (2007). *Psychology of personality. Cultural and historical comprehension of human development*. Moscow: Smysl.
- Astill, B. R., Feathe, N. T. & Keeves, J. P. (2002). A Multilevel Analysis of the Effects of Parents, Teachers and Schools on Student Values. *Social Psychology of Education*, 5(4). Retrieved from <https://doi.org/10.1023/A:1020982517173>.
- Bardi, A. (2015). Personality Traits and Personal Values: A Meta-Analysis. *Personality and Social Psychology Review*, 19(1), 3-29.
- Benish-Weisman, M. (2015). The interplay between values and aggression: longitudinal study. *Developmental Psychology*, 51(5), 677-687.
- Borg, I., Hertel, G. & Hermann, D. (2017). Age and personal values: Similar value circles with shifting priorities. *Psychology and Aging*, 32(7). Retrieved from <http://dx.doi.org/10.1037/pag0000196>.
- Chigisheva, O. (2011). Transitions from education to work: new perspectives from Europe and beyond. Book review. *Compare-A Journal of Comparative and International Education*, 41(5), 712-714.
- Demina, L. D. & Luzhbina, N. A. (2003). Psychological culture of personality: problem of formation and development. *Siberian Sociological Bulletin*, 1, 153-160.
- Diaz-Guerrero, R. & Diaz-Loving, R. (2002). Origin of values. *Psychology and Education*, 38(3/4). Retrieved from <http://www.psychologyandeducation.net/pae/2011/08/08/an-approach-to-the-origin-of-values>.
- Feldstein, D. I. (2005). *Psychology of human development as a personality: collected works in 2 volumes*, 1. Voronezh: MODEK.
- Fischer, R. (2016). Values: the dynamic nexus between biology, ecology and culture. *Current Opinion in Psychology*, 8, 155-160.
- Frankl, V. E. (2006). *Man's Search for Meaning*. Boston: Beacon Press.
- Georgiou, S. N., Ioannou, M. & Stavrinos, P. (2018). Cultural values as mediators between parenting styles and bullying behavior at school. *Social Psychology of Education*, 21(1). Retrieved from <https://doi.org/10.1007/s11218-017-9413-y>.

- Henderson-King, D. & Smith, M. N. (2006). Meanings of Education for University Students: Academic Motivation and Personal Values as Predictors. *Social Psychology of Education*, 9(2). Retrieved from <https://doi.org/10.1007/s11218-006-0006-4>.
- Istomina, K. V. & Nikitova, S. G. (2015). Social preconditions for value orientations' formation in the system of higher education. *Vlast*, 11, 80-83.
- Karelin, A. A. (2009). *Great Encyclopedia of Psychological Tests*. Moscow: Eksmo.
- Karmakar, R. (2015). Does Parenting Style Influence the Internalization of Moral Values in Children and Adolescents? *Psychological Studies*, 60(4). Retrieved from <https://doi.org/10.1007/s12646-015-0338-2>.
- Kolmogorova, L. S. (2013). *Development of psychological culture of students in educational environment*: monograph. Barnaul: AltSPA.
- Kudashkina, O. V. (2009). Psychological model of motivation-value orientations' development through education process of pedagogical university. *Education Integration*, 3, 106-111.
- Leontyev, D. A. (2007). *Psychology of meaning: nature, structure and dynamics of reality from the perspective of meaning*. Moscow: Smysl.
- Leontyev, D. A. (2000). *Life-Purpose Orientations (LPO) Test*. Moscow: Smysl.
- Morozova, G. V. (2012). System of live values in students: analysis of sociological research results. *Bulletin of Volga Region Institute of Management*, 4(33), 79-86.
- Motornaya, S. E. (2015). Problem of attaining life goal and building a scale of values of the modern youngsters in the process of education. *International Journal of Applied and Fundamental Research*, 1(1), 141-145.
- Painter, D. R., Kritikos, A. & Raymond, J. E. (2014). Value learning modulates goal-directed actions. *The Quarterly Journal of Experimental Psychology*, 67(6). Retrieved from <https://doi.org/10.1080/17470218.2013.848913>.
- Romanov, K. M. (2012). Psychological culture: research challenges and prospects. In K. M. Romanov (Ed.), *Psychological culture of a person: theory and practice: proceedings of the All-Russian Research and Practice Conference with International Participants* (pp. 59-76), February 27-28. Saransk.
- Savrutskaya, E. P., Zhigalev, B. A. & Bikmetova, T. I. (2016). Education in the system of factors influencing formation of value orientations in youngsters. *Achievements of Modern Science and Education*, 12(10), 29-37.
- Sakharova, T. N. (2013). Distinctive features of life-purpose orientations in teenage and adolescence years. *Secondary Professional Education*, 8, 37-39.
- Schwartz, Sh. H. (2017). Changes in Young Europeans' Values During the Global Financial Crisis. *Social Psychological and Personality Science*, 9, 1-32.
- Semikin, V. V. (2002). *Psychological culture in human evolution: monograph*. Saint Petersburg: Soyuz.
- Sen Gupta, A. & De, S. (2007). Changing Trends of Cultural Values in Advertising. *Psychology and Developing Societies*, 19(1), 113-123.

Shashkina, A. O. & Konyukhova, K. O. (2015). Exploration of values of the modern Russian youngsters. *Young Scientist*, 8(88), 868-869.

Vasilyuk, F. E. (2006). *Psychology of emotions*: monograph. Moscow: Smysl.

ACCEPTED

Methodological and Theoretical Framework of Young Athletes' Anti-Doping Education

Zoya S. Varfolomeeva¹, Dariya A. Kozyreva²

¹ Department of Theory and Methods of Physical Education, Cherepovets State University, Cherepovets, Russia

² Department of Theory and Methods of Physical Education, Cherepovets State University, Cherepovets, Russia

Abstract

Relevance of the issue under examination stems from the existing contradiction between a tendency for doping fraud of results in sport, a growing need for effective methods and tools of anti-doping education of various target groups and the existing practice of anti-doping education which is not good enough for shaping anti-doping conduct of athletes. The paper focuses on identifying the conceptual approaches to the development and implementation of anti-doping educational programs that would not only raise the awareness of young athletes on the doping issues and shape their negative attitude to doping, but also stimulate the appropriate behavior. The research was undertaken using such theoretical methods as analysis, generalization, systematization and logical induction. The research result is the recognition of culturally sensitive, axiological and activity-based approaches as the core methodological principles, and of the Olympic education theory and the concept of drug prevention through sports - as the robust theoretical underpinnings for development and implementation of anti-doping educational programs targeting young athletes. The paper materials may be of high value for the methodological practice of sports schools in developing and implementing anti-doping educational programs.

Keywords: Anti-doping education, Young athletes, Sports culture, Olympic values, Activity-based approach

Introduction

One of the most pressing problems faced today by the international sporting community is the doping problem. Unfortunately this negative trend is seen not only in the elite sport, and affects those young people who are not professional athletes (Badrak, 2011; Henning, 2017).

The research initiatives implemented with the support of the World Anti-Doping Agency (WADA) and intended to analyze the global doping prevention practices have shown that introduction of rules, prohibitions and sanctions is not a sufficient measure to change the athletes' behavior.

Among the lines of action for doping prevention in sport, both on international and national levels, an important role is given to the doping prevention and building of the anti-doping culture. Therefore the researchers focus on the issues of sports nutrition (Sekulic et al., 2017), more profound exploration of natural age-related changes in physical performance (Iljukov & Schumacher, 2017) and impact of training thereon (Al-Khelaifi et al., 2018), as well as identification of doping risk factors among young athletes (Dietz et al., 2013; Kondric et al., 2011; Smith & Stewart, 2015). At the same time education is recognized as one of the crucial elements of the multi-component anti-doping strategy, and it shall continue throughout the entire sporting career of the athlete and start as early as possible, ideally before the first national/ international competition (Dvorak et al., 2014). The aforesaid brings to light a necessity to develop and implement effective educational programs targeting current athletes and their circle with a special emphasis on young athletes.

Literature Review

The international practice accumulates various anti-doping measures, including educational work with young athletes. Thus, for instance, in Germany the implementation of a national program introducing additional interactive anti-doping courses at the elite sports schools helped to significantly improve the knowledge of young athletes concerning doping and health (Wippert & Fließner, 2016). The experience of anti-doping programs implementation in Saudi Arabia has shown that anti-doping education shall be more focused on health complications related to the use of prohibited substances, while special attention shall be paid to the athletes under the age of 20 years who have no high-quality general education (Al Ghobain et al., 2016). The Korean researchers indicate the need to ensure differential nature of anti-doping educational programs depending on the sporting specialization and age of athletes. The need for a comprehensive study of the impact of psychosocial and physiological factors on the doping behavior is underlined (Kim & Kim, 2017).

In spite of the low prevalence of doping among athletes in certain African states, such as Uganda, a need in anti-doping educational programs in such states is assessed as strong. It is also recommended to include certain activities in the school curricula, and the doping topic shall be examined at school at the earliest possible opportunity, which is important in the context of doping prevention in the amateur sport (Muwonge et al., 2015).

Some Russian researchers are of the opinion that the objective of anti-doping educational programs shall be the creation of zero-tolerance attitude to doping at the level of values and motivations. For adequate selection of work content and methods the target audiences shall be differentiated according to their age, attitude to sport and skills, and a due regard shall be given to their plans for future sporting career. It is recommended to complete practical tasks planned in the program for the the young athletes in the form of training, as, on the one hand, it helps to build a system of values and motivations of the personality, and, on the other hand, is exciting for the teenagers and young adults (Gretsov, 2011).

As a rule, the assessment of efficiency of anti-doping educational programs implies initial and final testing to check the knowledge of doping topic and analyze changes in the athletes' attitude to the use of doping (Donzé, 2014). In some scientific publications it is pointed out that implementation of such educational program helps to reduce the number of athletes tolerating doping as a way to high sports achievements, and the young athletes sticking to an opinion that high sports results are impossible without the use of prohibited substances (Badrak, 2011). Nevertheless the researchers acknowledge that positive trends in the athletes' awareness and attitude to doping do not necessarily result in actual lower use of doping (Wippert & Fließner, 2016).

Thus there is a need to rectify a strategy of educational anti-doping programs and to improve the methods of anti-doping education. In this context a search for methodological approaches and a theoretical framework for development and implementation of the anti-doping educational programs for young athletes becomes highly urgent.

Methodological Basis of the Study

The objective of the study was to identify and substantiate the conceptual approaches to the development and implementation of anti-doping educational programs which along with enhancement of special knowledge and creation of a negative attitude to doping help to stimulate appropriate doping behavior. The research was intended to solve the following tasks: 1) by analyzing the 'education' notion distinguish those methodological approaches that are most relevant to examination of the issue of anti-doping education of young athletes; 2) in accordance with the distinguished methodological approaches select the pedagogical theories applicable to the scientific and methodical search in the field of anti-doping

education; 3) uncover the potential of conceptual models for developing and implementing the anti-doping educational programs for young athletes.

Results and Discussion

Definition of the term “education” may serve as a point of departure for substantiating the methodological approaches to exploration of the anti-doping education of young athletes. The research has shown that the pedagogical literature is ample in various definitions of this term, but all definitions share a common feature which is indication to the link between education and culture (“the means to transmit the culture”, “internalization of cultural heritage”, “transmission of the cultural experience accumulated by generations”, etc.).

Analysis of literature sources has demonstrated that education may be culture specific only when its content and technologies account for the distinctness of interpersonal relations and interactions typical for a certain culture. From this angle the education of young athletes is regarded as a phenomenon pertaining to the sports culture (Varfolomeeva et al., 2015). The term “sports culture” usually refers to a positive holistic attitude of a social subject to the sport, social activity and its results for absorption, preservation, implementation and development of those varieties, aspects, functions and components of sport, which are perceived by this subject as the most important and meaningful, i.e. as the values. It is believed that the primary goal of education of the young athletes shall be creation of the sporting and humanistic culture intrinsic to which is a positive holistic attitude of an individual towards sport from the perspective of such ideals and values of humanism as the holistic development of personality and humane social relations (Stolyarov & Barinov, 2009). In this case one of the components of the sporting and humanistic sports culture is undoubtedly a zero tolerance to doping. Thus a culturally sensitive approach as the basic methodological principle of research into the problem of young athletes’ anti-doping education is stemming from the objective connection of a human with the culture, an athlete with the sports culture, and promotes selection of the content of anti-doping education with reliance on a holistic culture of a personality.

Since the notion ‘sporting and humanistic culture’ has a connection with the value-conscious attitude to sport, there are grounds to distinguish the axiological approach as a methodological principle of anti-doping education of the young athletes next after the culturally sensitive approach. A number of longitudinal studies revealed the inverse relationship between ethical values of sport and duration of training, meaning that with the growing sporting experience the respect for opponent and the principles of fair competition in general become less important (Shukis et al., 2005). Thus experts shall focus their attention on identifying the place of doping in the context of educational and socializing function of sport, and, consequently, on preventing its negative impact and on avoiding deformations to the system of life values of a young athlete (Shelkov et al., 2014). The official WADA documents particularly emphasize a need to center the anti-doping educational programs around prevention and build those based on the values. And it is recognized that the adolescence is an age period most perceptive to the anti-doping education (Donzé, 2014). The scientific publications also highlight that the psychological roots of the problem under examination can be found in the motivational sphere of an athlete and his/her life values, and the adolescence and young adulthood open up huge potential for building a system of values and motivations of the personality (Gretsov, 2011). In addition to the value-bearing potential of the sport itself as a competitive activity, we cannot but underscore the health values in the anti-doping education, especially in the light of a fact that it is at the beginning of the sporting career that the doping creates the highest health risks for the athletes. Perhaps in certain cases the appeal to the said values will be more effective as compared to the appeal to the ethical norms and values (Henning, 2017).

The impact of the value-conscious attitude towards the world, *inter alia*, towards the sport, on the personality's behavior in various life situations (*inter alia*, in the sport) makes it compelling to resort to one more methodological approach in pedagogy, i.e. the activity based approach, which views the activity as the primary method and principle condition of personal development. In the context of the problem under examination the activity-based approach means a need to engage the young athletes in the process of setting goals and independently resolving tasks encountered in their sporting activity by using the appropriate means. According to the researchers the preventive work with the young athletes shall aim to teach them how to solve those problems and satisfy those needs which without constructive resolution may lead to the use of prohibited substances rather than just inform them of the harm and danger of doping (Gretsov, 2011).

When examining theoretical underpinnings for development and implementation of the anti-doping educational programs one could not but refer to the experience of the Olympic movement: multiple facts of the use of doping, corrupting the image of the modern sport and the Olympism philosophy, drastically affect the behavior and attitudes of people having relation to the sport movement (Ben Mahmoud et al., 2018). At the same time it is known that "Blending sport with culture and education, Olympism seeks to create a way of life based on the joy found in effort, the educational value of good example and respect for universal fundamental ethical principles" (as cited in Olympic Charter, 2013). So no wonder that in the most complete version of the modern interpretation of the Olympic education, which is a result of years of discussion between representatives of the international sporting and teaching communities, the culturally sensitive, axiological and activity-based approaches are distinctly traceable.

Though the Olympic education programs may be implemented through various practices ('knowledge-oriented' approach, 'experience-based' approach and others) (Naul, 2008), the studies in the recent years emphasize that the Olympic idea fuels the evolution of values and active lifestyle of the students in various sides of their life, including sport activities (Binder, 2005), and unites theory and practice through organization of physical activity (Parry, 1998).

Speaking of the Olympic education of young athletes the educational potential of their participation in major competitions shall be kept in mind. Thus, for instance, young athletes, who participated in the First Summer Youth Olympics, were not specifically introduced to the Olympic values before the Games. But these competitions demonstrated potential of the Youth Olympic Games as a multicultural environment for competition and effective assimilation of the Olympic values, such as fair play, friendship and a need for counteraction to the use of doping (Derwent & Çotuk, 2013). Thus the modern theory of the Olympic education not only providing for assimilation of the fundamentals of the Olympic culture, but also encouraging to use the Olympic ideals and values in actual behavior, both in sports and daily activities, serves as the robust theoretical underpinning for developing and implementing the anti-doping educational programs.

In continuation of the analysis of theoretical underpinnings for developing and implementing the anti-doping educational programs, it should be highlighted that when exploring the doping problem the researchers quite often use the analogy with the drug taking - in both cases the prohibited substances are taken, causing health problems and social hazards. It was found that people using anabolic steroids more often tend to use other prohibited substances, and in an attempt to find relation between the use of anabolic steroids and other drugs no statistically significant differences between physically active and passive teenagers could be found. Moreover, there is sufficient evidence to suggest that the use of prohibited substances during the workouts may later on trigger the use of other psychotropic substances (Shukis et al., 2005).

With account of some similarities between the psychological mechanisms underlying the use of drugs and the use of doping, the existing conceptual models for the prevention of drug addiction among

children and adolescents through physical education and sports can be applied to a certain extent for counteraction to doping among young athletes. (Shelkov & Badrak, 2010). In this regard, especially noteworthy is a concept proposed by the Russian scientists under the lead of S.P. Evseev, where the means of physical education and sports are engaged at three levels: as an alternative to 'the bad habits', as a tool to form the value of the healthy lifestyle, as a way to develop and adjust the personal traits. The authors distinguish the following main principles of antidrug initiatives: 1) complexity, consistency and feedback; 2) active involvement of the frontline experts; 3) focus on positive alternatives rather than drugs or negative implications of drug taking; 4) relevance, i.e. appropriateness of content, form and methods of work to the interests and needs of the target audience (Gretsov & Rozanova, 2011). At the methodological level such concept implies correction of the system of values and motivations of a personality and provides for a rather broad scope of its application (Shelkov & Badrak, 2010), including for solving the tasks of doping prevention among young athletes.

Conclusion

Thus the research results provide grounds for distinguishing culturally sensitive, axiological and activity-based approaches as the major methodological principles guiding research on the problem of anti-doping education. The Olympic education theory and the concept of drug prevention through physical education and sports may be defined as the robust theoretical underpinnings for developing and implementing anti-doping educational programs intended for the young athletes. In our view, the findings may be taken into account for applied research on the issue of anti-doping education of various target groups, and also are of high value for the methodological practice of sports schools in developing and implementing anti-doping educational programs.

References

- Al Ghobain, M., Konbaz, M. S., Almassad, A., Alsultan, A., Al Shubaili, M. & AlShabanh, O. (2016). *Prevalence, knowledge and attitude of prohibited substances use (doping) among Saudi sport players*. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4833935>.
- Al-Khelaifi, F., Diboun, I., Donati, F., Botrè, F., Alsayrafi, M., Georgakopoulos, C., Suhre, K., Yousri, N. A. & Elrayess, M. A. (2018). A pilot study comparing the metabolic profiles of elite-level athletes from different sporting disciplines. *Sports Med Open*, 2(4). Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5756230>.
- Badrak, K. A. (2011). Effect of experimental anti-doping educational program on the attitudes of young people to doping with account of the social and pedagogical factors. *Adaptive Physical Culture*, 2, 8-11.
- Ben Mahmoud, I., Ouergli, F. & Massiera, B. (2018). Between the lack of institutional sites and the expectation of virtual communities, what is the place for Olympic values in the French-speaking internet network? *Journal of Physical Education and Sport*, 18(2), 541-549.
- Binder, D. L. (2005). Teaching Olympism in Schools: Olympic Education as a focus on Values Education Bellaterra: Centre d'Estudis Olímpics (UAB). *International Chair in Olympism (IOC-UAB)*. Retrieved from <http://olympicstudies.uab.es/lectures/web/pdf/binder.pdf>.
- Dervent, F. & Yoruç Çotuk, M. (2013). Perception of Olympic Values by Turkish Athletes Who Participated in the First Youth Olympic Games. *International Journal of Education and Research*, 1.4, 1-8.

- Dietz, P., Ulrich, R., Dalaker, R., Striegel, H., Franke, A. G., Lieb, K. & Simon, P. (2013). Associations between Physical and Cognitive Doping – A Cross-Sectional Study in 2.997 Triathletes. *PLoS One*, 8(11), e78702. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3827233>.
- Donzé, F. (2014). *Young athletes say no to doping: Which initiatives can lead to success?* Retrieved from <https://pjp-eu.coe.int/documents/4223560/7907258/Donze.pdf/5bc3eef7-ef0a-4408-a022-0e00597b7e29>.
- Dvorak, J., Baume, N., Botré, F., Broséus, J., Budgett, R., Frey, W. O., Geyer, H., Harcourt, P. R., Ho, D., Howman, D., Isola, V., Lundby, C., Marclay, F., Peytavin, A., Pipe, A., Pitsiladis, Y. P., Reichel, C., Robinson, N., Rodchenkov, G., Saugy, M., Sayegh, S., Segura, J., Thevis, M., Vernec, A., Viret, M., Vouillamoz, M. & Zorzoli, M. Time for change: a roadmap to guide the implementation of the World Anti-Doping Code 2015. *British Journal of Sports Medicine*, 48, 801-806.
- Gretsov, A. G. (2011). Methods for doping prevention among young athletes. *Adaptive Physical Culture*, 2, 16-18.
- Gretsov, A. G. & Rozanova, M. S. (2011). Experience in organizing a comprehensive anti-drug prevention education. *Adaptive Physical Culture*, 4, 56-58.
- Henning, A. (2017). Challenges to promoting health for amateur athletes through anti-doping policy. *Drugs (Abingdon Engl)*, 24, 306-313.
- Iljukov, S. & Schumacher, Y. O. (2017). Performance Profiling – Perspectives for Anti-doping and beyond. *Frontiers in Physiology*, 8, 1102.
- Kim, T. & Kim, Y. H. (2017). Korean national athletes' knowledge, practices, and attitudes of doping: a cross-sectional study. *Substance Abuse Treatment, Prevention, and Policy*, 12, 7.
- Kondric, M., Sekulic, D., Petroczi, A., Ostojic, L., Rodek, J. & Ostojic, Z. (2011). Is there a danger for myopia in anti-doping education? Comparative analysis of substance use and misuse in Olympic racket sports calls for a broader approach. *Substance Abuse Treatment, Prevention, and Policy*, 6, 27.
- Muwonge, H., Zavuga, R. & Kabenge, P. A. (2015). Doping knowledge, attitudes, and practices of Ugandan athletes': a cross-sectional study. *Substance Abuse Treatment, Prevention, and Policy*, 10, 37.
- Naul, R. (2008). *Olympic Education*. Oxford: Maidenhead: Meyer & Meyer (UK). *Olympic Charter* (in force as from 2 August 2015). Retrieved from <http://olympic.ru/upload/documents/team/charter/charter-8-2015-rus.pdf>.
- Parry, J. (1998). Physical Education as Olympic Education. *Physical Education Review*, 4, 153-167.
- Sekulic, D., Zenic, N., Versic, S., Maric, D., Gabrilo, G. & Jelicic, M. (2017). The Prevalence and Covariates of Potential Doping Behavior in Kickboxing; Analysis among High-Level Athletes. *Journal of Human Kinetics*, 59, 67-77.
- Shelkov, O. M. & Badrak, K. A. (2010). Activity in the prevention of doping in sport. *Adaptive Physical Culture*, 3, 51-52.
- Shelkov, O. M., Gretsov, A. G., Badrak, K. A. & Shelkova, L. N. (2014). Contemporary approaches to doping prevention in sports. *Adaptive Physical Culture*, 3, 6-7.

Shukis, S., Kardyalis, K. & Yankauskene, R. (2005). Youthful sport – a socialization factor. *Sociological Research (Socis)*, 11, 87-96.

Smith, A. C. T. & Stewart, B. (2015). Why the war on drugs in sport will never be won. *Harm Reduction Journal*, 12, 53.

Stolyarov, V. I. & Barinov, S. Yu. (2009). Concept and forms of sports culture of the person. *Herald of Sport Science*, 6, 17-21.

Varfolomeeva, Z. S., Mihajlov, A. P. & Izaak, S. I. (2015). Doing sports as a factor of social competency formation in younger teens. *Physical Culture: Upbringing, Education, Training*, 5, 27-28.

Wippert, P.-M. & Fließner, M. (2016). National doping prevention guidelines: Intent, efficacy and lessons learned A 4-year evaluation. *Substance Abuse Treatment, Prevention, and Policy*, 11, 35. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5057456>.

Verbal Confrontation in the Legal Sphere

Svetlana V. Doronina¹, Irina V. Rekhtina², Anton A. Vasiliev³, Andrey V. Seregin⁴,
Liudmila G. Konovalova⁵, Natalya A. Sterlyadeva⁶

¹Department of General and Applied Philology, Literature and Russian Language, Altai State University, Barnaul

²Department of Labor, Environmental Law and Civil Process, Altai State University, Barnaul, Russia

³Department of Theory and History of State and Law, Altai State University, Barnaul, Russia

⁴Department of Theory and History of State and Law, Southern Federal University, Rostov-on-Don, Russia

⁵Department of Constitutional and International Law, Altai State University, Barnaul, Russia

⁶Department of Empirical Sociology and Conflictology, Altai State University, Barnaul, Russia

Abstract

The article deals with verbal conflicts examination within the legal framework. Showing confrontation in communication is inevitable, because it is determined by each individual's intention to self-expression and self-esteem. Nevertheless, developed speech community aimed to limit hostility between people. Confrontation text, aimed at speaker's aggrieving to other person, in the legal sphere is presented as abuse of freedom of speech, leading to the violation of other person's non-property rights. To prove the guilt in this category of cases, forensic linguistic expertise is held. The article is dedicated to the civil offenses description, caused by verbal conflicts. In particular, linguistic expertise concerning the cases of abuse and humiliation of honor, dignity and business reputation are regarded. Expert using of general scientific methods of stylistic, semantic analysis, as well as method of logic analysis of language is shown through concrete examples.

Keywords: Verbal conflict, Offence, Forensic linguistic expertise, Abuse, Humiliation of honor and dignity

Introduction

Verbal conflict phenomenon can be qualified as science-forming problem (Zhelvis, 2000; Issers, 2006). Modern linguistics offers constituent part of linguistic pragmatics - linguoconflictology. Its main purpose is to describe, systematize and model such communication forms, which were produced with the help of contradictions in communicators' illocutionary aims.

Confrontation expressions are diversified (see, for example, famous classification of verbal aggression forms, elaborated by K.F. Sedov (2005)). The common feature, uniting all conflictogenic texts, is communicative aim, consisting in listener's provocation to the sharply negative reaction (i.e. so-called emotional impact). In other words, verbal confrontation is "a form of verbal behavior, aimed at causing abuse and deliberate harm to the person, other people, organization or society in whole" (Bykova, 1999, p. 96).

To some extent confrontation phenomenon in the verbal communication is inevitable, because it is explained by each individual's intention to self-expression and self-esteem. Nevertheless, developed speech community aimed to limit hostility between people. Naive ethics norms, presented in the paroemiological fund of language - the most ancient, spontaneously formed digest of laws of the speech community members' cooperation, confirm it: *bad peace is better than a good quarrel; a villainous man will suffer himself in the end; a joke never gains an enemy but often loses a friend*. Restrictions to verbal aggression showing are also applied in the sphere of modern legal system. Confrontation text, aimed at speaker's aggrieving to other person, in the legal sphere is presented as abuse of freedom of speech, leading to the

violation of other person's non-property rights. However, not all confrontation texts are included into the sphere of legal regulation, because the aim of the society is to limit hostility up to the level, required for maintaining social stability. From the legal point of view, conflict texts with verbal aggression can have the features of the following offences: abuse, humiliation of honor and dignity, verbal extremism. To determine the set of presented offences, every time the forensic linguistic expertise is carried out, the subject of which is the facts valuable for act legal qualification and established according to the scientific analysis of the verbal activity.

Cases of expertise, determined by verbal confrontation, are the most often in expert's jurisdiction in Russia. This fact is explained by the obvious condition that verbal conflicts, as a rule, have interpersonal character and appear in many social spheres: political, public, business, domestic. In such situations forensic linguistic expertise is the crucial evidence in the case and it is appointed in the cases of abuse (article 5.61 The Code of the Russian Federation on Administrative Offences) and humiliation of honor, dignity and business reputation (article 152 Civil Code of Russia).

Literature review

Forensic expertise is a new direction in the applied linguistics, the aim of which is linguistic evidences searching for judicial decisions. "Forensic linguistics is the "interface between language, crime and law," where the latter "includes law enforcement, judicial matters, legislation, disputes or proceedings in law, and even disputes which only potentially involve some infraction of the law or some necessity to seek a legal remedy" (Olsson, 2008, p. 3).

Regardless of differences in legislative systems of different countries, Russian and foreign forensic linguistics reveal similar spheres, requiring linguist's participation in searching the evidences. As a rule, these are the cases of fraud, different types of danger, verbal extremism and terrorism, problems, appearing in similarity and trademarks and service marks confusion. Linguist's experience of solving these and other legal issues is presented in wide range of literature sources (Levi, 1994; Shuy, 1993, 1998, 2005; Tiersma & Solan, 2002; Leonard, 2006; Coulthard, 1994; Coulthard et al., 2016).

In Russia forensic linguistic expertise became the independent part of the applied linguistics, which has its own subject and aims (Baranov, 2007; Law linguistics – 8, 2007). The most useful methods of forensic linguistics are the methods of semantic investigation, including lexicography, discourse, corpus-based, stylistic and other types of scientific analysis. As a rule the concrete method is chosen taking into account stated expert aims and presented to the investigation verbal material.

Linguistic text expertise experience, including the features of verbal confrontation, reveals a number of debating issues. When analyzing the texts, referred to the article "Abuse", it is necessary to determine which method of sense expression must be qualified as indecent one (Zhelvis, 2000). While investigating defamation texts, it is required to define which linguistic features differentiate statements of facts, demanding authenticity revision, and opinions, extending of which isn't restricted by the law (Doronina, 2009, 2013).

If regarding the first issue, applied linguistics found appropriate answer after continuous discussions, the second issue is far from its resolving. It occurs not only because of difficult correspondence between legal terms "information" and "opinion", on the one hand, and linguistic terms "fact", "estimation", "opinion", on the other hand, but also by the reason of a large scale of linguistic aim concerning expression forms description of objective and subjective meanings in the natural language.

Research methodological framework

The aim of present research is to describe different characteristics of confrontation texts, included in the legal sphere of person's non-property rights violations. Herewith, special attention is given to those verbal aggression expressions, which, from the legal point of view, are presented as attack on honor, dignity and business reputation of the legal person.

This problem has particular scientific and practical interest, because, as it will be shown further, determination of the features of honor and dignity humiliation require more complicated processes of semantic analysis, utterance examination from different points of view: grammatical, lexico-semantic, pragmatic. According to the above, the study aims are the comparative description of abuse utterances and defamation utterances, methodological principles formation of defamation utterances analysis, actions control of analysis principles on the empirical material, having practical difficulty in its legal qualification.

Set of the offence, qualified according to the article 152 of Civil Code of The Russian Federation, defines only detractive (not in compliance with the reality) information. This opposition, appearing in the linguistic sphere, correlates with semantic plan division of text into fictive and subjective judgments. From our point of view, to resolve this expert question the methods of semantic analysis is more useful, which were elaborated within the directions called "logic analysis of language". This scientific direction deals with the issues concerning laws of thoughts expression forms in the utterances of the natural language. One of the particular tasks of this semantic school is the expression means of epistemic meaning description. Therefore, achievements of the intended scientific direction can be taken as a basis of the expert method of differentiation between objective and subjective utterances in the conflict defamation text.

Results and Discussion

Comparing abuse utterances and defamation utterances, it is worth to distinguish two major distinctive characteristics. The first one is determined by the participants of the verbal conflict. Abuse is considered accomplished if the object of speech, having negative information, and its addressee coincide. Humiliation of honor and dignity, on the contrary, doesn't imply straight contact between conflict sides, but it requires at least third participant of the communication. Civil restrictions to prohibition of defamation utterances usage concern only information which is extended, i.e. are given to the third person. Herewith, message with detractive information, given to the person, being the object of speech, isn't an expansion.

The second offences differentiation is in the sphere of verbal semantics and stylistics. Confrontation utterances can appear with the help of wide range of invective means. Statement of fact can perform invective function, for example, "*Maria Ivanovna beats her pupils*". In this case perlocutive effect is determined by the distortion of the facts (for example, it is permitted false generalization). Resentment can be achieved by the evaluation judgment: "*Maria Ivanovna is a cruel person and bad teacher*". In this case, negative emotions will be determined by the feeling of unfair estimation. Finally, evaluation utterance can be complicated by the expressive component: "*Maria Ivanovna is a sadist, Chikatilo in the skirt*". Expressive estimation can be realized with the help of standard language means and forms, being out of its limits. It is the latter case which is correlated with the legal terms of abuse. Invectives and abuses correspondence in its legal understanding is expressed by V.I. Zhelvis (2000): "resentment is disparagement in any form, while resentment in offensive form, using indecent or simply dirty language or with clear hint, transforms resentment into abuse" (p. 234). Therefore, when evaluating confrontation utterance as an abuse, the stylistic criterion becomes the essential one, and while finding defamation, the main criterion is the semantic structure analysis of the utterance.

As stated above, epistemological analysis of the utterance, being one of the logic analysis methods of the language is represented as searching and description of expression means of the objective and subjective information in the utterance. It is considered, that epistemological meaning is one of the essential mode meanings, that is why any confrontation utterance can be qualified as objective (fact) or subjective. We suppose, that statement of fact should be considered the type of judgments, having the following distinctive features: descriptiveness (describe the objects, actions, features of the objective reality), objectivity (don't express the attitude of speaking subject or character to the reality), verifiability (correlate with the events of the objective reality). Linguistic terms "verifiability" and "descriptiveness" are not identical. Particularly, opinions ("in my opinion, it is raining outside"), judgments about future ("tomorrow it will be raining"), judgments about mental state ("he is afraid"), etc. are descriptive, but not verifiable one, because they correlate with mental model of the objective reality, being in the speaker's mind (Arutyunova, 1973, 1988; Logic analysis of the language, 1988; Paducheva, 2004, 2007). The range of subjective judgments is diverse. It includes evaluations, opinions, suppositions, judgments about other person's intentions, judgments about his mental state, etc. In distinction from the statements of facts, subjective judgments have mental nature, they are the result of intellectual modeling of the reality. The natural language has large group of the utterances, uniting objective and subjective information. In this case, expert aim is to differentiate statements of facts and subjective judgments within one sentence.

So-called objectivity and subjectivity of the utterances are marked with varied means, the most studied of them is only lexemes, expressing subjective modality. The results of these researches are presented in the dictionaries of discursive words. Therefore, combination of the isolated researches concerning units of the different linguistic levels and construction of entire conception of the utterance informational status, connected with the principles of the legal aft qualification, are the fundamental aims of the applied linguistics.

Solving of this problem leads us to the following results. Statements of facts, as a rule, are presented as large descriptive contexts, using descriptive words and expressing the modality of authenticity. They are also characterized by emotional neutrality, absence of the verbal means, used for informational lacunas covering. One of the essential means of the utterance subjectivity expression is the discursive words and verbs of the propositional orientation. The difficulty of this material analysis consists in the fact that lexicographical form of the lexeme in the explanatory dictionary doesn't always show epistemic meanings. Semes "truth", "doubt", "supposition" can be located on the periphery of the lexical meaning and become actual sporadically, depending on the context characteristics. Let us consider an example. The expression "All above said gives an idea of the ordered nature of the trial, whose interests the court supports" means "from the said above we understand and come to the conclusion about ordered nature of the trial, as well as about whose interests the court supports". Informational status of the utterance is determined by the expression "to give an idea", and also compositional structure of the text - complaints on the court's actions. The word shows that studied judgment is the product of author's intellectual activity. Compositionally expression is located after court's actions and legislative norms broken by them, i.e. it sums up the said above. Therefore, intended context is a subjective judgment (opinion). Herewith, as we see, using only the method of lexicographical analysis - interpretation of the word "idea" with help of the dictionary - demonstrates that word can take as subjective as objective contextual meaning.

Frequently enough, in the judicial expert's work, the contexts, uniting objective and subjective information in one sentence, can appear. Then, for example, an utterance "Illegal judicial act was rendered consciously by the judge, having firm intention to commit a crime, with clear understanding the meaning of his actions and their consequences" contains the signs of subjective meanings *consciously, having firm intention, with clear understanding*. These words describe state of character's mind, which the speaker cannot know reliably anything about, but can suppose, based on the communication experience with these characters

and on his own life experience (Volf, 1988; Paducheva, 2004). Therefore, marked expressions are the signs of the subjective meaning.

Still, the utterance contains logic presupposition (presupposition of existence) "the judge rendered illegal judicial act". The semantics of the marked presupposition is descriptive one, because the expression describes objective reality. The meaning, expressed with the help of presupposition, should be considered fictive one, since, otherwise, the sentence, where it is located, loses its meaning and becomes illogical (Arutyunova, 1973). Consequently, studied expression includes the statement of fact "illegal judicial act was rendered by the judge" and subjective judgment about intentional character of this action.

As it is seen from the presented examples, when determining objective and subjective text meanings it turns out that simple searching of the lexical signs of the epistemic meanings in the sentences isn't enough. Language has wide range of the expression means of objective and subjective modality. That is why linguistic interpretation of the utterance as fact or opinion requires obligatory issue examination on the pragmatic level. Herewith, the category of truth is represented not only as utterance meaning toward real situation in the world, but also as its functional characteristics in the structure of the whole text.

Conclusion

Different strategies of the verbal behavior, chosen by the communicators during the conflict, produce verbal works of different genres. Cooperative strategy, based on the respect to the interlocutor and possible compromise, appears in the genres of negotiations, discussions, and polemics. Manipulative strategy, being the insidious impact on the interlocutor, is presented in the genres of persuasion, propaedeutic discussions. Finally, conflict communication can be based on confrontation strategy, concerning open aggression showing and absolute interlocutor's interests ignoring in the communicative act. Confrontation strategy realized in the diversified genres: threat, abuse, libel, etc. Genre characteristics study of conflictogenic text has grand tradition. At the same time linguists, doing expert work, unfortunately, note that traditional scientific paradigms of linguistics require essential changes for solving the problems, which the law presents. In the intended study the expert usage of generally scientific methods of the semantic analysis. It was proven that expressions with identical illocutive aim and perlocutive effect, having different stylistic and semantic features, can receive different legal qualification.

References

- Arutyunova, N. D. (1973). The concept presupposition in the linguistics. *Herald of the Academy of Sciences of the USSR*, 32(1), 84-89.
- Arutyunova, N. D. (1988). *Types of language meanings: evaluation, event, fact*. Moscow: Nauka.
- Baranov, A. N. (2007). *Linguistic expertise: theory and practice: textbook*. Moscow: Flinta Nauka.
- Bykova, N. (1999). *Language manipulation of social consciousness. Working program of the special course*. Krasnoyarsk: Krasnoyarsk State University.
- Coulthard, M. & Johnson, A. (Eds.). (2010). *The Routledge Handbook of Forensic Linguistics*. London: Routledge.
- Coulthard, M., Johnson, A. & Wright, D. (2016). *An introduction to Forensic Linguistics. Language in Evidence*. London and New York.

- Coulthard, R. M. (1994). Powerful evidence for the defence: an exercise in forensic discourse analysis. In *Language and the Law* (pp. 414-442). London: Longman.
- Doronina, S. V. (2013). Communicatives as expression means of utterance epistemic sense. *Herald of Omsk State University*, 1, 76-82.
- Doronina, S. V. (2009). Fact: semantics and pragmatic. *Philology and Human*, 4, 28-37.
- Issers, O. S. (2008). *Communicative strategies and tactics of Russian speech*. Moscow: Publishing house LKI.
- Law linguistics – 8: Russian language and modern Russian law* (2007). Barnaul: Publishing house of Altai State University.
- Leonard, R. A. (2006). Forensic linguistic. Applying the Scientific Principles of Language Analysis to Issues of the Law. *International Journal of the Humanities*, 3(7), 65-69.
- Levi, J. N. (1994). Language as evidence: the linguist as expert witness in North American courts. *Forensic Linguistics*, 1(1), 1-26.
- Logic analysis: knowledge and opinion* (1988). Moscow: Nauka.
- Olsson, J. (2008). *Forensic Linguistics*. London and New York.
- Paducheva, E. V. (1985). *The Statement and its correlation with reality*. Moscow: Nauka.
- Paducheva, E. V. (2004). *Dynamic models in lexical semantics*. Moscow: Languages of Slavic culture.
- Sedov, K. F. (2005). Verbal aggression in every day communication. In *Verbal Aggression in Modern Culture*, (pp. 32-36). Chelyabinsk: Chelyabinsk State University.
- Shuy, R. W. (1993). *Language Crimes: The Use and Abuse of Language Evidence in the Courtroom*. Blackwell.
- Shuy, R. W. (1998). The language of confession, interrogation, and deception. *Sage Publications*, 2.
- Shuy, R. W. (2005). *Creating language crimes: How law enforcement uses (and misuses) language*. Oxford: University Press.
- Tiersma, P. & Solan, L. M. (2002). The Linguist on the witness stand: forensic linguistics in American Courts. *Language*, 78(2), 221-239.
- Volf, E. M. (1988). *Functional semantics of the evaluation*. Moscow: Nauka.
- Zhelvis, V. I. (2000). *Word and an Act: linguistic aspect of foul language*. *Law linguistic-2*. Barnaul: Publishing house of Altai State University.

Language Games in the Scientific Discourse

Victoria V. Kotlyarova¹, Elena Yu. Polozhenkova², Marina M. Shubina³, Galina I. Mogilevskaya⁴

¹ Department of "Social and Humanitarian Disciplines", Institute of Service and Business (Branch), Don State Technical University, Shakhty Russia

² Department of "Social and Humanitarian Disciplines", Institute of Service and Business (Branch), Don State Technical University, Shakhty Russia

³ Department of "Social and Humanitarian Disciplines", Institute of Service and Business (Branch), Don State Technical University, Shakhty Russia

⁴ Department of "Social and Humanitarian Disciplines", Institute of Service and Business (Branch), Don State Technical University, Shakhty Russia

Abstract

The research objective is to substantiate and define specifics of efficient use of "language games" phenomenon in the scientific discourse. A key feature of the modern scientific discourse is use of "the language games". Active use of language games in the scientific discourse is related to recognition of sociocultural determination of science as a result of "linguistic turn". Orientation towards dialogue, mutual understanding, pluralism of opinions and other development trends of postnonclassical science suggest that the scientific activity is assuming a nature of the game. The active use of language games in the scientific discourse is driven by the following factors: micrified mathematization of the science language, recognition of value determination of science, collective nature of science, a trend to facilitate the perception of scientific discourse texts, wide use of metaphor in the contemporary language of science, intersection of scientific discourse with discourses of other kinds.

Keywords: Science, Postnonclassical science, Scientific discourse, Language games

Introduction

Relevance of this research stems from its focus on the issues of substantiation and possible efficient use of the "language games" phenomenon in the scientific discourse. For a long while the scientific discourse was considered universal and unchangeable, and it was believed that it is not bearing any cultural and subjective peculiarities, and is objective and impersonal by its nature, deprived of any persuasiveness and obvious emotional coloring. The objective of scientific discourse is to transmit scientific provisions, scientific and technical information, solve a scientific problem, catch interest of the addressee, etc. Approval of science as a discourse relates directly to the problem of language, communication and their legitimization by the scientific community.

A typical feature of the modern scientific discourse is the presence of verbal and non-verbal, rational and irrational space. Today the science is not steering clear of pluralism and lack of integrity; it is oriented towards dialogue, mutual understanding and finding consensus between different opinions. In this context the language used by the scholars is losing its transparency and authenticity: its resources prove insufficient to reflect the existing diversity of cognitive practices. As a result, the scientific knowledge "forcibly" creates a need in language games. A concept of the language game proposed by L. Wittgenstein (1994) implies that the language in its essence is not static, it is like reproduction of a music composition, stage performance, sport or other games is dynamic by its very nature, it lives in the communication practice, in action. The scientific language is dynamic and undergoes certain changes. A trend to avoid rigid conditioning of statements in scientific discourse, standardization of lexical units, refusal to use scientific traditional clichés, and bolder use of expressive means can be observed.

The modern researchers note high importance of using language games in the scientific discourse. This is directly linked to anthropologization, axiologization and "linguistic turn" in postneoclassical science and reflects discussions regarding interdisciplinarity of scientific knowledge. That's why it is impossible to reveal the essence and content of scientific information without researching the place of language games in the modern science.

Literature Review

In the modern social and humanitarian science, the language game is traditionally viewed in linguistic, culturological, communicative and semiotic aspects. As far back as in Socrates times the first signs of language game use appear. The example of such use is found in the Plato's dialogue "Eutidem", which presents the notion "cognitive game", introduced by Socrates.

A large contribution to the research into the game phenomenon was made in the 20th century by J. Huizinga (1992), a Netherland historian. His work "Homo Ludens" became a kind of ramp-assisted take-off in further search and development of the game problem. The researcher explored how close are the ties between the human culture and the game, which is integral to art, politics, philosophy, law, military science, etc. As J. Huizinga (1992) notes, "the game builds the order, since it is the order itself" (p. 21). In the imperfect world the game creates perfection. If the game is void of order, the game ceases to be a game. The freedom of the players is limited neither by nature, nor by resistance to human passions, nor by hostility of the others. The game itself imposes limitations in the form of rules. Even small deviation from the procedure is destroying it.

It is believed that the term "language game" was proposed by Ludwig Wittgenstein, thanks to whom the term gained double interpretation - general philosophical and purely linguistic ones. In the concept proposed by L. Wittgenstein (1994) the term "language game" is viewed in a rather broad sense - how the use of language resources for definition covers all language functions, which are regarded through the prism of game. The language game is also defined as all variations of speech activity generating the unity of "blurred meanings" and engaging participants of communication into relationships, which in many ways resemble the game process (p. 83). The term "language game" in L. Wittgenstein's interpretation (1994) has nothing in common with the core meaning of the game, i.e. the combination of actions implemented primarily with the entertaining function (Taylor, 2017).

F. de Saussure (1999), the predecessor of L. Wittgenstein (1994), compared the use of words with playing chess, but L. Wittgenstein (1994) already considered speech as a whole to be a set of language games. L. Wittgenstein (1994) approached interpretation of language problems not in a linguistic way, as F. de Saussure (1999), but in a philosophical way, sticking to an opinion that we express the entirety of our knowledge about the world and our attitude to the world by means of language.

When exploring language games in science, we cannot but mention the criteria for marking a new milestone in the development of culture, as distinguished by J.-F. Lyotard (1993). In his opinion, with the society on the verge of postindustrial epoch and the culture entering the epoch of postmodern, the status of knowledge changed.

The boundaries of the language game are considerably expanded in the linguistic studies undertaken by Russian scholars. When creating a language game classification, V. Z. Sannikov (1999) finds it at all language levels: from phonetic, graphic, spelling to stylistic, and what concerns the stylistic level the author suggests that collisions of elements belonging to different styles within one text, mixing of speech registers and styles may be considered as the language game (Sannikov, 1999, p. 376). A universal mechanism for building a language game is breaking the language norms by one of the communicators and the intention of the communicators on the other side to restore or at least come close to the symmetry and stability of a speech act.

The universal mechanism for language game building was most thoroughly studied in the linguistic aspect by T.A. Gridina (1996). In her works the author replaces the term "breaking the norms" with the term "de-automation". De-automation is defined as "a programmed deviation from the stereotype of perception and use of linguistic units" (Gridina, 1996, p. 8). Thus, the language game effect is achieved by inclusion of language units in the associative context leading to sign de-automation (language norm breaking).

A feature common to all philosophical and linguistic works within various schools and approaches is comprehension of the game as a natural and inherent human activity underpinning development of the human creativity. The above analysis of introduction of the "language game" concept into the scientific use shows its certain heuristic value for the scientific discourse.

Research Methodological Framework

The research objective is to substantiate and define specifics of efficient use of "language games" phenomenon in the scientific discourse.

The hypothesis of research reflecting its problematic content is as follows: the modern science is actively using language games in scientific communication, which is attributable both to the specificity of postnonclassical stage of science development and the impact of a whole range of sociocultural factors.

The research tasks are as follows:

1. Explore the scientific discourse as a special type of communication associated with the presence of game elements in the scientific activity;
2. Identify factors driving the use of language games in the scientific discourse.

Theoretical and methodological framework of the study is built based on the interdisciplinary approach to understanding the scientific discourse which makes it possible to view it as a structural-holistic concept. The interdisciplinary examination of the use of language games in scientific discourse using the methods of science philosophy and linguistic philosophy helps to overcome a contradiction between the linguistic and philosophical understanding of discourse and identify possible ways for analyzing language games in the modern scientific discourse.

Findings and Discussion

In the 20th century the fundamental pillars of science underwent serious transformations resulting in the emergence of a new type of science - the postnonclassical science. Evolution of postnonclassical science is inextricably linked to the anthropologization and the linguistic turn (Rorty, 1967) in the modern culture. The term "turn" is broadly used in philosophical literature starting from the 1960s and is associated with the name R. Rorty (1967), although the term was borrowed from G. Bergman (Rorty, 1967, p. 409). The linguistic turn means not only greater interest to the language as a subject matter or one area of study among others, but also as a new way to solve philosophical problems in general, even those not directly connected with the language as such (Stenlund, 2002).

As it appears at the first glance, the language game may not be viewed as a feature typical for the scientific discourse. That's is exactly what J. Huizinga thinks in line with the spirit of aesthetics of I. Kant and F. Schiller. Explaining the underlying reason, he refers to definition of a game as an activity which is limited in time and space. Science, principles, methodology and technique regularly undergoing transformations cannot be considered to be a game (Huizinga, 1992).

The authors of this paper adhere to an opposite point of view based, inter alia on the studies by J.-F. Lyotard (1993), who believes that it is not possible to find other way for analyzing social links in science than the language games expressing the required minimum of relationships in society.

However, the use of language games in science is associated with some contradictions. On the one hand, existence of scientific traditions, established norms, values and authority makes science holistic and static over a long period of time. On the other hand, the emergence of a new knowledge is inevitably accompanied by communication processes, through which the scientific community is appealing to different levels of knowledge and methods of reasoning, not tied to particular criteria of rationality. In this dimension the science is a discourse because at each stage of its evolution it is the unfinished structure, remaining potentially open to any ideas, assumptions or hypotheses. And the game is not something unnatural for the science, on the opposite, it becomes an attribute and methodological basis for its deployment in space and time.

Adequate reflection of objective scientific regularities directly depends on a proper choice of language constructs. They become only the means of communication, but also a container for new content. The first to pay attention to the said tendencies was F. de Saussure, who interpreted the language of science not only as a merely conventional formation, but also as a structure that has its own logic of evolution (Saussure, 1999). Therefore, many methodologists offer to examine the game elements in the scientific activity in the language aspect.

The modern language of science is becoming less mathematized (Lassiter, 2016). In his time, Galileo Galilei claimed that the Universe can be cognized only when one learns how to understand its language and to interpret the signs in which it is written. And they are written in the language of mathematics. So, it was believed, that the scientific concept was scientific to the extent of math contained therein. Today the pathos regarding the role of math and mathematic language in the scientific cognition more and more often gives place to skepticism, concerns and doubts. Some authors have negative attitude to the mathematization of knowledge, sharing an opinion that this process is also subjected to anthropologization while representing "a special strategic attitude of the European to the surrounding Universe" (Kotlyarova, 2014).

The relationship between the game and the scientific cognition is a topic for dwelling upon not only for the theorists of philosophy and linguistics, but also for the leading scientists. For example, R. Laszlo (2000) describes the cognitive level of the relationship between scientific cognition and game, and explores molecular models as "toys". When scientists, philosophers and thinkers share their views, clarify their positions, align the obtained results with the existing knowledge, create new terms and concepts, harmonize tradition and innovation, their activity can be perceived as some kind of a game, primarily the language game. This is the context, which in our view is conducive to one of the possible ways to interpret language games in the modern scientific discourse.

Active use of language games in the scientific discourse is related to recognition of sociocultural determination of science and its relationship with values, in particular, in the postpositivism. K. Popper (1994) made his name prominent in the history of philosophy and science not only as a great epistemologist, but also as a researcher paying attention to the language of science and widely using language games in his concept of "the third world". The language game is often associated with the notion of expressiveness, since expressiveness is a figuratively-expressive quality of speech. And in this context the exploration of the third world means the use of expressive possibilities of language games in science. This is the creative use of ways to better convey the logical and emotional information to those who perceive it.

These were the ideas of K. Popper (1994) that laid the conceptual grounds for studies carried out by T. Kuhn (1980), who analyzed the impact of value-bearing factors on the development of science. T. Kuhn (1980) is also widely using language games in his concept - thus, his concept of "paradigm" has a huge number of values and meanings (Kotlyarova, 2015). Language game is the conscious breaking of stereotypes. In order to attract the attention of readers (listeners), the language shall be made unfamiliar

and void of automaticity. And this is what happens in the work by T. Kuhn "The structure of scientific revolutions" (1962) when the lexical-semantic methods for playing the language game are used. For this purpose one may, for example, transform the famous sayings and combine different styles (for example, formal-business and conversational styles, like "rabbit-duck", the "differing views on the pendulum"), assign different meanings to known words ("paradigm") or set expressions (the use of the term "scientific revolutions"), etc.

The wide use of language games in science is fueled by the requirements of science autonomy. Attempts to reconcile the principle of the science autonomy and moral responsibility were made by the Italian philosopher E. Agazzi (1998), who makes a distinction between science as knowledge and science as activity - if the activity can and even must be guided by moral standards, the knowledge is not bound by the morals. And the main task in this context is to define objects of science and to harmonize the conditions which will rule the so-called objective knowledge. Such procedure may be organized only in the form of a game, all participants of which will adhere to certain predetermined rules based on certain ideals, norms, values, and goals of science (Backström, 2011). The science will obtain autonomy from ideological interference only if such path is chosen.

Today studies are often undertaken not by individual researchers, but by research teams. In addition, research is one of the manifestations of social activity, and therefore, it reflects social values and norms (Miller, 2000).

Science has ceased to be a craft of individual talents and geniuses; today it is more like a workshop for producing new knowledge, new technologies and techniques. In this context of high interest is the approach by C. Perez-Llantada (2012), a Spanish researcher of modern English scientific speech, to the interpretation of the contemporary scientific discourse as "a scientific market", where scientific papers, reviews, conference proceedings, applications for grants, etc., become "goods" having their certain value. Today's realities in the scientific life include a fight for funding for scientific projects and competition for the right to publications in prestigious media, which raises the professional rating of a scientist and gives him/her an opportunity to obtain higher professional title and, respectively, tangible and intangible benefits. A wider use of the elements of language game can be explained by a common trend towards facilitation of perception of texts in scientific discourse not only by specialist, but also by other participants of the scientific discourse.

However, another problem which turns out to be the same complicated, is to transfer the obtained results not only to the general public, but also to colleagues. Scientists are increasingly referring to rather witty poetic metaphors, trying to use their cognitive potential. As this matter was commented by A. Richards (1990), an author of fundamental works on the theory of metaphor, "We cannot get through three sentences of ordinary fluid discourse without the metaphor. Even in the rigid language of the settled sciences we do not eliminate or prevent it without great difficulty. The metaphor steers our thought and permeates our entire speech" (p. 45).

The metaphor becomes a tool for methodological unionization of sciences, which explains its wide use in the modern language of science. Relying on various conceptual spheres and cultural stereotypes of social life in the selection of terminological name, its creators include a new object in the scientific context by revealing its essential properties with the help of figurative language (for example, the effect of cannibalism, wild marketing, herd instinct effect, string theory, etc.). Metaphorization of the word in the structure of scientific text, where such word acquires jargon connotation and has a plume of semantic associations, is one more technique of the language game.

The language game also occurs at the intersection of scientific discourse with discourses of other types. Such combination, the same as with the language game, is originating from the violation of the existing composition and the rules of building and using the texts of such discourse. Thus, the related genres,

such as popular scientific papers, books, lectures, blogs of scientists, will see more frequent use of language game techniques. Such use of scientific discourse, among other things, encourages communication and education (Skovholt, 2016).

So, as demonstrated by our analysis of the concept of "language games", such concept may be considered as a tool for renovating and deploying the scientific discourse. The use of language game techniques in the texts of scientific discourse is a typical feature of the contemporary postnonclassical science, preconditioned by the linguistic turn and transformations in organization of scientific activity.

Conclusion

Orientation towards dialogue, mutual understanding, pluralism of opinions and other development trends of postnonclassical science suggest that the scientific activity is assuming a nature of the game. We see the reasons for emergence of the game elements in the cognitive activity not only in the "linguistic turn" within the modern science, but also in the changed methodology of the scientific discourse, the existence of socio-cultural collisions manifested during building of postnonclassical scientific picture of the world.

The clash of opinions, interpretations, epistemic schemes and methodologies brings about a need to consider the game phenomenon as an important element, the principle of organizing and enabling existence of the modern scientific discourse. This makes it possible to outline the following main factors driving active use of language games in the scientific discourse: micrified mathematization of the science language, recognition of value determination of science, collective nature of science, a trend to facilitate the perception of scientific discourse texts, wide use of metaphor in the contemporary language of science, intersection of scientific discourse with discourses of other kinds.

Acknowledgements

The authors express their appreciation to the Professor Evgeny E. Nesmeyanov (Don State Technical University) for his academic guidance, valuable advice and recommendations in the course of research.

References

- Agazzi, E. (1998). *Moral dimension of sciences and technology*. Moscow: Moscow philosophical fund.
- Backström, J. (2011). *Wittgenstein and The Moral Dimension of Philosophical Problems*. Oxford: Oxford University Press.
- Gridina, T. A. (1996). *Language game: stereotype and creativity*. Ekaterinburg: USPU publishing house.
- Huizinga, J. (1992). *Homo ludens. In the shadow of tomorrow*. Moscow: Publishing group "Progress", "Progress-Akademiya".
- Kotlyarova, V. V. (2014). *Paradigms of axiology*. Rostov-on-Don: Publishing house of the North-Caucasian scientific center of higher school of Southern Federal University.
- Kotlyarova, V. V. (2015). Modern scientific knowledge: the paradigm of integration. *Historical, Philosophical, Political and Law Sciences, Culture Studies and Art. Questions of Theory and Practice*, 9-1(59), 99-102.
- Kuhn, T. (1980). The halt and the blinds philosophy and history of science. *The British Journal for the Philosophy of Science*, 31(3), 181-192.

- Kuhn, T. (1962). *The structure of scientific revolutions*. Chicago: University of Chicago Press.
- Lassiter, C. (2016). Aristotle and distributed language: capacity, matter, structure, and languaging. *Language Sciences*, 53(1), 8-20.
- Laszlo, P. (2000). Playing with Molecular Models. *HYLE – International Journal for Philosophy of Chemistry*. 6(1), 85-97.
- Lyotard, J.-F. (1993). *The Postmodern Condition*. Minneapolis: University of Minnesota Press.
- Miller, J. (2000). Language Use, Identity, and Social Interaction: Migrant Students in Australia. *Research on Language and Social Interaction*, 3(1), 69-100.
- Pérez-Llantada, C. (2012). *Scientific Discourse and the Rhetoric of Globalization: The Impact of Culture and Language*. Continuum.
- Popper, K. R. (1994). *The Myth of the Framework: In Defense of Science and Rationality*. London and New York: Routledge.
- Richards, A. (1990). *Philosophy of rhetoric*. Moscow: Progress.
- Rorty, R. (1967). *The Linguistic Turn: essays in philosophical method*. New York.
- Sannikov, V. Z. (1999). *Russian language in the mirror of the language game*. Moscow: Languages of Russian Culture.
- Saussure, F. (1999). *General linguistics course*. Ekaterinburg: Ural University Publishing House.
- Skovholt, K. (2016). Establishing Scientific Discourse in Classroom Interaction Teacher Students' Orientation to Mundane Versus Technical Talk in the School Subject Norwegian. *Scandinavian Journal of Educational Research*, 62(2), 229-244.
- Stenlund, S. (2002). On the Linguistic Turn in Philosophy. In M. Gustafsson, L. Hertzberg (Eds.), *The Practice of Language*. Dordrecht: Springer. Retrieved from https://doi.org/10.1007/978-94-017-3439-4_2
- Taylor, T. (2017). Metalinguistic truisms and the emancipation of the language sciences. *Language Sciences*, 61(5), 104-112.
- Wittgenstein, L. (1994). *Philosophical works*. Moscow: Gnosis.

Terminology Creation as a Cognitive Problem of Linguocultural Studies (Using the Example of Chinese “术语学”)

Klavdiya K. Vasilyeva¹

¹ Research and Development Center-2, Federal State Research Institute of the Federal Penitentiary Service of the Russian Federation, Moscow, Russia; Department for Humanities, Moscow Finance and Law University (MFUA), Moscow, Russia

Abstract

The paper presents a metaphysical view of the problem of national terminology studies shaping. The problem of the rise and development of Chinese terminology, shùyǔxué, is explored mainly from the standpoint of Chinese terminologists and in line with particularities of the Chinese language. Based on the analysis of Chinese, Russian-language and English-language research literature, the particularities of Chinese terminology are identified, as well as linguistic, cognitive and other issues that are characteristic of the contemporary stage of its development. Every national term being at the stage of its establishment undergoes a complicated metamorphosis that can be harmonized in a certain way. As a working version, a variant procedure for operationalizing the process of formation of a new national term is suggested. The thesis of legitimacy of the subjective and objective principles of term formation is given grounds for, as well as the so-called 3-position relations of the verbal material being operationalized. A statement is put forward that a national term may grow into an international status provided that it is operationalized not only from the dyad standpoint, but mainly from the triad one.

Keywords: Term, National term, Terminology creation, Terminology, International words, Mentalization of a term, Linguocultural studies

Introduction

The rapid development of the world economy and the realia of the contemporary exterior policy lead to realizing the importance of mutually profitable fruitful cooperation for the Russian Federation and People's Republic of China. In particular, the future qualitative condition of these relationships is achievable in lines of direct close cooperation between scientists of both countries. The development of scientific and technical, economic, commercial and cultural communications between these largest countries, both in the economic, military and demographic respects, urges for the relevant linguistic support, the terminological backup being an independent component of which.

The opinion of the director of the Institute for terminology research of China National Committee for Terms in Sciences and Technologies (CNCTST), professor at Heilongjiang University, Zheng Shupu (Zheng Shupu & Liang Ailin, 2010) on the condition of both national and world terminology science makes relevant the problem of cooperation between the scientists of Russia and China. According to him. "... the world terminology studies rely on the European culture and languages, while China has another situation. In this sense, China needs the world terminology studies, and the world terminology studies needs China too. Our Russian colleagues might have noticed this earlier than others", concludes Zheng Shupu (Shupu & Ailin, 2010, p.13). So this paper is preceded by the words of the patriarch of the contemporary Chinese terminology voiced by him and published in the collection of scientific works "International cooperation in terminological research" (scient. ed. by K. K. Vasilieva, Zheng Shupu. Chita: Poisk, 2010. Translated by O. R. Ochirov, Ye. Qi-song) – the result of joint years-long efforts of Chinese and Russian scientists – linguists, philosophers, teachers, medical community, in other words, of those

working on creating terms as a united language of scientific and substantive practical communication for different cultures and civilization.

Literature Review

For terminology studies, the principal object of research is special lexical units, to which terms belong first of all. They are studied from the point of view of typology, origin, form, content, functioning, usage, harmonization and creation. The terminological problems of national language and linguistic situation are studied that are associated with its social differentiation, the linguistic norms of the language, as well as interaction and functioning of the national terminology both within the society and beyond it (Averbukh, 2006; Grinev, 2008; Lotte, 1982; Ochirov, 2015; Ochirov, 2013; Tatarinov, 2003; Shelov, 2003). The problems of development of the national terminology are also discussed with applied sociolinguistics engaged, the importance of which is ever growing (Leichik, 2009; Temmerman & Loening, 2000). As more and more subjects of national languages get involved into the International financial and economic, social and political, cultural communications, research into socio-cognitive aspects of terminology gains pace (Lakoff, 1998; Temmerman & Loening, 2000; Sharafutdinova, 2006).

The researchers are also interested in neuropsychical processes of human term-generating activity. They make efforts to as though penetrate this process and identify the psychological regularities of emergence and functioning of terminology. In Russian terminology science, the psychological constituent of scientific and technical terminology was studied (Lotte, 1982; Sharafutdinova, 2006), they also explored the process of perceiving and understanding a term, defining it, the cognitive process of motivated terms, including the psychological and neurolinguistic aspects of terminological nomination (associativity, perception, memory, visuality and instrumentality of terms) (Volodina, 1997; Ye Qi-song, 2010; Temmerman & Loening, 2000); explication of neurolinguistic intentions of terms via abstraction, manipulation, identification, within the context of acquisition and using the native or foreign language and quasi-linguistic symbols. The authors believe Chinese hieroglyphs can be referred to the latter (Galinski, 2005; Kristensen et al., 2012; Savostiyanov & Palchunov, 2013). As the international cooperation grows and becomes more intensive, the quantity of terms marking the social and international links as such increases too. The following authors (Riggs, 1993; Huang Ting, 2010) write about the unique way and difficulty of rendering the meaning and senses of terms in humanities and social sciences. They make relevant the problem of elaborating and adhering to certain linguocognitive, social and cultural rules when shaping the international terms.

The terms mentalization problem represents a relatively new aspect in the discourse of terminology studies. It is expected to analyze in the plane of content and concepts the mental reality, to find out its specific features as the subject and object of research within the context of terminology creation and terminology, applying the categorical and conceptual framework of traditional logic and the conceptual framework of logical semantics corresponding to it in the operational way (Vasilieva & Shvetsov, 2010; Zheng Shupu, 2010).

Chinese terminology scientists study the foreign theory and practice of terminology science, the Russian one included, conducting the comparative analysis of the Russian-language and English-language terminology (Wang Fu-Xiang & Wu Han-Ying, 2008; Kaarpova & Kartashkova, 2007; Zheng Shupu & Liang Ailin, 2010). In their turn, the foreign terminology scientists show their interest in Chinese terminology. However, here the language barriers are frequently the case, with the Chinese language being fairly difficult for foreigners (Detrie et al., 2001; Kaarpova & Kartashkova, 2007; ISO/NC 37, 2004). Research works on the problems of national terminological science schools and the terminology at large that are published in Chinese, Russian and English, are especially noteworthy, as this brings Chinese terminology studies closer to the world one and takes it to the broad international level (Wang Fu-Xiang

& Wu Han-Ying, 2008; Detrie et al., 2001; Russian Terminology Science 1992–2002, 2004; Crystal, 2000). Chinese scholars conduct the comparative analysis of the experience of perception and evaluation of the Russian terminology science by English-speaking foreign researchers. In particular, it is hard to overestimate the role of Russian-speaking Chinese terminology scientists: these are Zheng Shupu (2005, 2010), Wu Li-kun (2009), Ye Qi-song (2010) et al.

Research Methodology

The research aimed at highlighting the distinctive features, particularities and the principal thrust of the contemporary development stage of Chinese terminology studies based on the metaphysical analysis of the process of its establishment and evolution, as well as at making relevant the problems of methods for supplementing Chinese terminology with new terms. Another objective was to identify the place of the Russian-language terminology in the development of Chinese terminology science from the standpoints of Chinese terminology scientists and as seen by their Russian colleagues.

The principles of historicism, contextuality and comparative studies were used for exploring the establishment and evolution of Chinese terminology studies, and the author's method of "terminological triad" was applied to gain an insight into the process of establishment of terms formation.

Results and Discussion

Establishment of Chinese terminology studies. Russian and Chinese cooperation

Chinese terminology studies as an independent linguistic domain began to take shape at the end of the 1990s. At the same time, the principal tasks of terminology science were worded and the name of the discipline in Chinese was given grounds for: "术语学" - "shùyǔxué". As Chinese scientists mention, the process of establishment is going on at present too. The categorical and conceptual framework of Chinese terminology studies was formed gradually and it keeps being supplemented (Wu Likun, 2009; Zheng Shupu, 2005; Feng Zhi Wei, 1997).

It is with the Russian colleagues that Chinese scientists cooperate most fruitfully. A great part in shaping the theoretical and methodological foundation of the contemporary national terminology studies is credited by them to Russian terminology science (Ye Qi-song, 2010; Crystal, 2000; Zheng Shupu, 2005; Feng Zhi Wei, 1997; Zheng Shupu & Liang Ailin, 2010; Zheng Shupu, 2010). Studying the works of Russian scholars (Averbukh, 2006; Volodina, 1997; Grinev, 2008; Ivanov, 1973; Leichik, 2009; Lotte, 1982; Ochirov, 2015; Ochirov, 2013; Superanskaya et al., 2008; Tatarinov, 2003; Frolova, 1981; Khamatova, 2003; Sharafutdinova, 2006; Felde (Borkhvaldt), 2001; Shelov, 2003) at the Institute for terminology of Heilongjiang University contributed to the development of theoretical and methodological framework and establishment of Chinese terminology science as an independent scientific discipline. In particular, Zheng Shupu (2005) gives a large list of matching terms of terminology science for Russian and Chinese: terminology studies 术语学 shùyǔxué, terminology 术语学 shùyǔxué, harmonization of terms 术语整理 shùyǔ zhěnglǐ, an equivalent term 等义术语 děngyì shùyǔ, taxonomy 分类学 fēnlèixué, thesaurus 类义词典 lèiyìcídiǎn, a terminological dictionary 术语词典 shùyǔcídiǎn, etc. (Zheng Shupu, 2005). In the work of Wu Li-kun (2009), the list of specific language of science was extended and supplemented considerably (p. 271). What is the nature of the said equivalents? The question remains open for the author.

Nevertheless, Chinese terminology creation is highly unique.

Broadening the sphere of cooperation of different peoples and cultures, globalization necessarily dictates a clear unambivalent wording for certain spheres of human life activity. This generates the "industry-specific vocabulary" (as cited in Grinev, 2008, p. 140), in other words, special vocabulary that is largely represented by internationalisms. By special vocabulary, terminology studies mean a total of lexical units referring to a certain sphere of human activity.

It is developing rapidly today. The special vocabulary is generally known to include not only terms that are its main units but also other lexical units. According to V. A. Tatarinov (2003), in terminology science, the status of such term-like lexical units has not got any clear definition so far (p. 236).

Particularities of Chinese terminology creation

The unique feature of Chinese terminology creation can be clearly seen in development and harmonization of scientific and technical terminology, in particular. At the initial stage of this work, nouns were selected and harmonized – 名词 *míngcí*. Noun is the "backbone" of a new Chinese term. Other parts of speech (verbs, adjectives, adverbs) perform the functions of term component parts in terminology. Nouns have a nominative nature. Due to the limited quantity of syllables in the Chinese language, the polysyllabic words, terms, are formed. Borrowing increases the quantity of semantic components of the word and expands their connotative sequence.

Just like in other languages, Chinese has an original problem of synonymy. Accordingly, the multiple meanings in synonymy make the problem of translation from one language into another relevant in a special way. Discussed from a cognitive standpoint, the problem of synonymy is directly coupled with the question of the association between language, thinking, reality etc. All this surely generates other particularities of Chinese and its terminology too.

The generally accepted opinion on the term considers it to be a word combination. In case the term consists of one word – it is a lexical unit. A term which is a word combination is quite another thing. It consists of several lexical unit, and each of them cannot be considered either as a unit of vocabulary (because it is not elementary) or as an object of lexicographic description (because it does not belong to a lexical set) (Averbukh, 2006; Leichik, 2009). This case is especially fair for LSP, language for specific purposes.

In the contemporary world of linguistics, the international terminology creation is most rapidly developing in the sphere of LSP, e.g. in economics, tourism, medicine, IT and other branches. Hence Chinese terminology creation is also developing in lines of creating a LSP for which the word combination terms are characteristic. The said direction is seen by the author as quite natural for the essence of the Chinese language. Namely, due to the limited quantity of syllables in Chinese, the new words (terms) are formed polysyllabic, that is, the word combination terms are formed. Borrowing increases the quantity of semantic components of the term, too, and expands its connotative sequence.

The international character of terminology creation is made possible by means of borrowing by lexical and semantic methods. The latter implies the loan translation, i.e. morpheme by morpheme translation of a foreign word. Alongside with this, one cannot but recognize the fact that Chinese being not related towards Russian and equally not related to English virtually eliminates borrowing. The fact of impossibility of lexical borrowings for unrelated languages has long been noted by linguists.

Problems and methods of development of Chinese terminology

Among the main problems of the contemporary Chinese terminology studies, there is application of theories of Western and Russian terminology science to exploring the terms and terminology of the contemporary Chinese language. For Chinese terminology scientists and for the foreign researchers of Chinese terminology likewise, it is important to study the subject of terminology science from the Chinese viewpoint and according to particularities of the Chinese language. Research has to rely on Chinese theory of terminology studies itself and on the experience of foreign theories. As for the attempts of creating a unified method, they do not yield the desirable result. In Chinese terminology science, there is a number of research problems. Among them, there is the necessity of generalizing the existing general theoretical and practical approaches to studying the phenomenon of synonymy in Chinese. So, Chinese terminology scientists are yet to elaborate the main criteria of kind and type differences between terms.

The productive ways and models of forming of Chinese terms can be comprehended in lines of studying the forms of existing special lexemes of the contemporary Chinese language. There is a number of term formation ways: semantic, morphological etc.

The problem of classification of Chinese terms occupies an important place in classification and systematization of terms. The researchers have no shared opinion in understanding and interpreting the term formation ways, the problems of typology and classification of terms, because language is a living organism that is continuously changing and developing.

Any ethnic language is specific and unique by definition. However, as soon as the problem of mutual understanding of several communication subjects arises – the formation of the shared, third language commences, i.e. of the term that is shaped by means of translation. The world terminology has elaborated certain standards of terminological translation, in particular, introducing the notion of "equivalence of translation". Let the linguistic difficulties of equivalent translation from a European language into Chinese and vice versa be illustrated with a certain example. As Chinese specialists admit, the English word "interoperability" is quite difficult for them due to its complexity and obscurity. Having put forward three versions of the term, used the semantic method, singled out the reference points in word combinations with a suitable meaning in order to determine three Chinese *senses* (*italics added by the author* – K. V.) and the notions related to it, the translated this word by means of Russian as the "interaction". In this case, the Russian language played the part of the third language, "intermediary", an indicator outlining the overlap area of the two languages, English and Chinese.

It is believed by the author that the "terminological triad" method underlies implicitly the formation of terms, Chinese one included. By the former, the 3-position relations are meant that imply 3 or more subjects of language – speakers of national languages. The subjects make up three linguistic relations, e.g.: 1. Chinese – Russian; 2. Russian – English; 3. English – Chinese.

The existence of objective principle enables the subject to obtain new knowledge that becomes possible owing to the fact that one and the same object is named by different sound complexes (languages).

The objective principle is also possible for a dyad – in case there are two speakers, certainly, of different languages, and for a triad – here there are three speakers of three different languages, respectively. In the first case, both persons realize the fact of naming one and the same object by different sound complexes, but not more than that. Each of the two persons is limited by knowing that this object can be called otherwise. Given a dyad situation, each of them acts both as a subject (the language speaker) and an object (the perceiver of a foreign language). However, there is no conceptual communication between two persons. It is only possible if there is at least a third person speaking another language that is different from the first two. Alongside with that, the empirical facts about correspondence of the Russian and Chinese terms of terminology studies (Wu Likun, 2009, p. 271; Zheng Shupu, 2005, p. 142-143) enables the author to suppose that terminological "mutual understanding" is also possible in a dyad relation. Probably, for this, it is essential that the two collective subjects of unrelated languages had historical, social and cultural contacts over a long time – as it was the case of Chinese and Russian peoples. When the collective subject of a third language that is unrelated to the first two joins them, the process of lexical and semantic creation of international terms as such is generated.

Conclusion

For Chinese terminology studies, the beginning of establishment of categorical and conceptual framework dates back to the 20th century. As Chinese scholars acknowledge, it is to Russian terminology that quite an important role in shaping the theoretical and methodological foundation of the contemporary national terminology science belongs. A particularity of Chinese terminology creation consists in nouns being its initial basis. Other parts of speech serve as component parts of the term. It is

nouns only that have the nominative nature. A Chinese word has few syllables, so the terms turn out to be polysyllabic. Terms are formed by means of borrowing. Borrowing increases the quantity of semantic components of the word and expands their connotative sequence. The Chinese language has an original problem of synonymy that makes the translation problem relevant. This generates other particularities of the Chinese language and terminology, as well as difficulties when creating international terms. The terminology creation procedure can also be considered within the principle of so-called terminological triad. According to it, in order to elaborate a new international term, there has to be at least three collective subjects of unrelated languages.

The contemporary Chinese terminology studies develop along the line of shaping the special vocabulary. Chinese researchers admit that terminology science has the international nature, as an equivalent in several other foreign languages can be found in terminological standards of any language. As for the terminology studies of various languages and their categorical and conceptual framework, here, coordination is made use of, which also gives evidence about the international nature of terminology studies.

Terminology features that extent of consistency at the level of which it is at a given point of time. Hence every national terminology creation is a process of continuous improvement and change, as it is the human material and substantive, cognitive world that changes.

The contemporary Chinese terminology studies are gradually going on from investigating term as an object of language to exploring the theory of terminology science. On this way, Chinese scholars introduce foreign theories of terminology studies into the national scientific use and create Chinese international terms stage by stage.

References

Averbukh, K. Ya. (2006). *General theory of term*. Moscow: MSOU publishing house.

Crystal, D. (Ed.). (2000). *Dictionary of modern linguistics*. Beijing: Shang wu yin shu guan publishers. (in Chinese and English) 现代语言学词典/(英)克里斯特尔 编. -北京:商务印书馆

Detrie, C., Siblot, P. & Verine, B. (2001). *Termes et concepts pour l'analyse du discours. Une approche praxématique*. Paris: Champion.

Felde (Borkhvaldt), O. V. (2001). *Historical terminology studies in theory and practice*. Krasnoyarsk: RIO KSPU.

Feng Zhi Wei (1997). *Modern terminology introduction*. Beijing: Yu Yan publishers (in Chinese) 现代术语学引论/冯志伟著.-北京:语言出版社.

Frolova, O. P. (1981). *Word formation in terminological vocabulary of the contemporary Chinese language*. Novosibirsk: Nauka publishers.

Galinski, C. (2005). Semantic Interoperability and Language Resources. In M. A. Wimmer (Ed.), *Content development under the aspect of global semantic interoperability [A], in E- Government: Knowledge Transfer und Status*. Wien: Osterreichische Computer Gesellschaft (OCG Schriftenreihe Band).

Grinev, S. V. (2008). *Terminology studies*. Moscow.

Huang Ting (2010). The Translation Equivalence of Law Terms on the Example Sachenrecht in BGB.

In K. K. Vasilieva, Zheng Shupu (Eds.), *International cooperation in terminological research* (pp. 110-118).

Chita: Poisk.

ISO/NC 37 (2004). Proposal for an MOU/MG statement concerning Semantic Interoperability and the need for a coherent policy for a framework of distributed, coordinated repositories for all kinds of content items on a world-wide scale [M] (ISO/TC 37 N496) ISO/TC 37.

Ivanov, V. V. (1973). *Terminology and borrowings in the contemporary Chinese language*. Moscow: Nauka publishers, main office for Eastern literature.

Kaarpova, O. & Kartashkova, F. (2007). *Essays on Lexicon, Lexicography, Terminography in Russia, American and other cultures*. Cambridge: Scholars Publishing.

Khamatova, A. A. (2003). *Word formation of the contemporary Chinese language*. Moscow: Muravey.

Kristensen, L., Wang, L., Peterson, K. & Hagoort, P. (2012). *The Interface Between Language and Attention: Prosodic Focus Marking Recruits a General Attention Network in Spoken Language Comprehension*. Cereb Cortex.

Lakoff, G. (1998). Cognitive Semantics. In U. Eco (Ed.), *Meaning and Mental Representation*. Bloomington: Indiana University Press.

Leichik, V. M. (2009). *Terminology studies: subject, methods, structure*. Moscow: Librokom.

Lotte, D. S. (1982). *Questions of borrowing and harmonizing the foreign-language terms and term elements*. Moscow: Nauka.

Ochirov, O. R. (2015). Questions of Chinese terminology studies: from the "harmonization of names" tradition to the contemporary theory. *Bulletin of N. I. Lobachevskiy Nizhny Novgorod University*, 3, 192-199.

Ochirov, O. R. (2013). The rise of Chinese terminology studies: traditions and modernity. *Bulletin of the People's Friendship University of Russia. Series: Linguistics*, 4, 116-125.

Riggs, F. (1993). Social Science Terminology: Basic Problems and Proposed Solutions. In Sonneveld, H. B. & K. L. Loening, *Terminology: Applications in Interdisciplinary Communication [C]*. Amsterdam/Philadelphia: John Benjamins Publishing Company.

Russian Terminology Science 1992–2002 (2004). Vienna: Termne Publisher.

Savostiyarov, A. N. & Palchunov, D. E. (2013). Cognitive studies and neurolinguistics: the state-of-the-art and further research prospects. *Bulletin of Tomsk State University*, 368, 133-140.

Sharafutdinova, N. S. (2006). *Linguocognitive foundations of scientific and technical terminology*. Ulyanovsk: UISTU.

Shelov, S. D. (2003). *Term. Termhood. Terminological definitions*. St. Petersburg: Philological fact. SPbSU.

Superanskaya, A. V., Podolskaya, N. V. & Vasilieva, N. V. (2008). *General terminology: terminological activity*. Moscow: LKI publishers.

Tatarinov, V. A. (2003). *History of the Russian terminology studies*, 3. Moscow: Moskovskiy litsey.

Temmerman, R. & Loening, K. L. (Ed.). (2000). *Towards New Ways of Terminology Description – The Sociocognitive Approach [M]*. Amsterdam/Philadelphia: John Benjamins Publishing Company.

Vasilieva, K. K. & Shvetsov, M. Yu. (2010). Terminology creation and mental reality. In K. K. Vasilieva, Zheng Shupu (Eds.), *International cooperation in terminological research* (pp. 36-40). Chita: Poisk.

Volodina, M. N. (1997). *Theory of terminological nomination*. Moscow: MSU publishing house.

Wang Fu-Xiang & Wu Han-Ying (Eds.). (2008). *English-Chinese and Russian-Chinese vocabulary on linguistics*. Beijing: Wai yu jiao xue yu yan jiu publishers (in Chinese and English) 英汉•俄汉现代语言学词汇/王福祥主编;王福祥, 吴汉樱.-北京:外语教学与研究出版社.

Wu Likun (2009). *Research in Russian terminology science*. Beijing: Shang wu yin shu guan publishers (in Chinese) 俄罗斯术语学探究/吴丽坤.-北京:商务印书馆

Ye Qi-song (2010). Four Difficulties of Term Translation (in Chinese). In K. K. Vasilieva, Zheng Shupu (Eds.), *International cooperation in terminological research* (pp. 206-210). Chita: Poisk.

Zheng Shupu (2005). *Contemporary Russian terminology studies*. Beijing: Shang wu yin shu guan publishers (in Chinese) 俄罗斯当代术语学/郑述谱著.-北京:商务印书馆

Zheng Shupu (2010). Terminology Translation and its Strategy. In K. K. Vasilieva, Zheng Shupu (Eds.), *International cooperation in terminological research* (pp. 223-231). Chita: Poisk.

Zheng Shupu & Liang Ailin (2010). A General Survey of the State-of-the-Art of Terminology Studies Abroad (in Chinese). In K. K. Vasilieva, Zheng Shupu (Eds.), *International cooperation in terminological research* (pp. 10-13). Chita: Poisk.

Specific Features of Information Technology Use by Music Teacher in the Context of Continuous Education

Olga A. Sizova¹, Tatyana Yu. Medvedeva², Rimma A. Ulyanova³, Galina A. Kazantseva⁴, Albina A. Karpukova⁵, Olga Yu. Yakovleva⁶

¹ Producer and Musical Business Department, Minin Nizhny Novgorod State Pedagogical University, Nizhny Novgorod, Russia

² Producer and Musical Business Department, Minin Nizhny Novgorod State Pedagogical University, Nizhny Novgorod, Russia

³ Vice-Rector, Glinka Nizhny Novgorod State Conservatory, Nizhny Novgorod, Russia

⁴ Department of General History, Classical Disciplines and Law, Minin Nizhny Novgorod State Pedagogical University, Nizhny Novgorod, Russia

⁵ Department of General History, Classical Disciplines and Law, Minin Nizhny Novgorod State Pedagogical University, Nizhny Novgorod, Russia

⁶ Producer and Musical Business Department, Minin Nizhny Novgorod State Pedagogical University, Nizhny Novgorod, Russia

Abstract

The paper discusses issues of the modern continuous education in the context of information society. This research reflects the specific features of the information technology use by a music teacher in the context of continuous education. The process of informatization of continuous education is described from the historical perspective. The views of the leading Russian experts and foreign researchers in the field of education on the specific features of information technology use to support the learning process of the students of different ages are reflected and analyzed. The methods to incorporate information technology into the environment of professional training of music teachers. The research relied on the general scientific research methods, such as analysis and synthesis, induction and deduction, comparative historical and dialectical methods, etc., that first of all allow to explore and systemize the relevant literature on the problem under research, along with the standards and regulations governing teaching and learning process in the context of continuous education. The conclusion summarizes findings on the specific features of using the modern sources of information enabling a music teacher to obtain the required information in a short time for efficient self-fulfillment in the professional career in conditions of the multilevel education.

Keywords: Informatization, Music teacher, Information society, Information technology, Music teacher, Levels of education

Introduction

The research relevance is constituted by a gap between a need to use the information technology in the context of continuous education and a need to explore the specific features of the information technology use by a music teacher. From the beginning of the 21st century the humanity enters a new stage of its development - many prominent scientists and politicians increasingly talk about the upcoming new era of information technologies. In the context of the changing world, the improving and sophisticating informatization of the educational environment gains a fundamental meaning. This is also stressed out in the municipal and governmental documents.

Transition of all activity areas to a new stage of the societal formation and development is an objective reality reflecting the present state of education. In this regard the activity of an actor in various subject

areas is associated with organization of the search, selection, use, assimilation and analysis of the obtained information. New socio-cultural needs of the information society demand changes in the system of professional training of a specialist. The context of the modern social and economic society led to emergence of a number of preconditions for changes in a strategy of professional development of the personality (Medvedeva et al., 2017).

Today the notion of informatization is used to indicate the principal route for modernization of the system of education. This notion covers not only advancement of equipment and technologies, but also changes caused by the development of information and communication technologies in the society where the fundamental value is information and an ability to handle it, development of plans and programs conducive to the evolution of a human representative of the new society. Informatization of the society affects and modernizes all areas of its activity, including the education. And one of the goals pursued in the field of education is to prepare people for living in conditions of the modern informational community and to enhance the quality of professional training of competitive specialists on the basis of a wide use of the tools offered by the modern information technologies.

Literature Review

In a broad sense this issue in different periods of time was explored by the following scholars:

G.A. Bordovsky (2002) in his study "Preparation of teachers in the context of Russian education modernization" described changes in the traditional approaches to the professional training of teachers in the context of education modernization.

A.Ya. Vagramenko (1997) - Director of the Institute of Education Informatization, President of the Academy of Education Informatization, Moscow, in his paper "Research and development in the field of general education informatization" is dwelling on the issues of education informatization in the end of the last century: "Informatization of education in Russia reached the tipping point in 1996. This year marks completion of a ten-year period of Informatics introduction into the general and pedagogical education, which led to re-evaluation of many results and aspects of education informatization: we have come close to transition to a new level of use of information technologies in the teaching process and education management" (Vagramenko, 1997).

The specific features of use of information technologies in the field of preschool and school music education was examined by the scholars Komissarova A.L., Kostina E.P. (2002).

The objective of research "Visual aids in music education of preschoolers" was to develop theoretical basis for the use of information technologies in the educational and teaching work of a music teacher in the context of preschool education, and it describes the tentative educational programs for the preschoolers. Innovative systems enabling the use of information technologies in preschool educational establishments provide evidence of not only probability and usefulness of such technologies, but also "a special role of information technologies for developing a child's personality" (Novoselova et al., 2007).

Research Methodological Framework

The objective of this paper is to explore the specific features of the use of information technologies in the context of continuous education.

The research relies on general scientific research methods: analysis and synthesis, induction and deduction, comparative historical and dialectical methods, etc., that first of all allow to examine and systemize relevant literature on the problem under exploration.

The scope of research also included analysis of regulations and standards governing the process of education.

The terms and definitions relevant to the problem under research have been analyzed.

Findings and Discussion

The Russian Federation has the following levels of general education and professional training:

- 1) Preschool education;
 - 2) Primary general education;
 - 3) Basic general education;
 - 4) Secondary general education.
- 1) Secondary professional education;
 - 2) Higher education - Bachelor's program;
 - 2) Higher education - Specialist's program, Master's program;
 - 2) Higher education - Training of highly qualified professionals.

Primary general education is aimed to form personal identity, individual abilities, positive motivation and learning skills of a student. Basic general education is aimed to form and develop the personal identity of a student.

Secondary general education is aimed to further form and develop the personal identity of a student, to incite interest to cognition and to develop creative abilities and skills of a student for independent learning based on individualization and professional orientation of the content of the secondary general education curricula, to prepare a student for living in the society and making independent life choices, to continue education and to start professional career (Federal Law on Education in the Russian Federation N 273-FZ, 2012).

Continuous education means a process of developing educational (both general and professional) potential of a personality throughout their entire life enabled by a system of state and public institutions and designed to meet personal needs and societal demands. The continuous nature of education is necessitated by the progress of science and technology and the wide use of innovations (Federal Targeted Program for Development of Education in a Period from 2006 till 2010, 2005).

In connection therewith the use of information technology solutions becomes intrinsic to the students' learning process in the context of pedagogical education. This is related to the specific features of professional activity of a future music teacher. The process of assimilation and application of information technologies is driven by the following:

- performance training of the music teachers;
- preparation of the music teacher in theory and history of music.

The principal activities in the context of use of the information technology solutions within the frames of professional training of a music teacher may include support of the learning process, work with musical material in the library of sound recordings, methodical work, research and development activities, teaching and educating work, conduction and organization of various training activities. Specialists in the field of musical pedagogics are raised by the universities implementing training program 53.03.06 Applied Musical Arts with various specialties, along with 44.03.01 Pedagogical Education with specialty in Music (Bachelor's program), 53.04.06 Applied Musical Arts, 44.04.01 Pedagogical Education with specialty in Music (higher education, Master's degree).

The graduates of the mentioned programs are potential employees of the supplementary education, preschool education, general education or secondary professional education establishments. The job duties of the said categories of pedagogical employees include not only support of the learning process and delivery of training sessions, which is impossible without the use of various information technology solutions, but also organization of various types of creative activities.

It is important to highlight that incorporation of information technologies in the process of education in the context of preschool education is increasing responsibility of the music teacher. In particular, a separate informational developing space shall be arranged, and interaction between the members of the

educational process shall be built under a model the Adult - the Child - ICT. And exclusion of the Adult from this chain is unacceptable. One of the most important directions to improve preschool education is a search for new forms, tools and methods for educating and developing children.

The federal state standard of preschool education lays down such competencies of a modern teacher as good knowledge of and an ability to use the information and communication technologies in the educational process. A course for blending traditional learning methods, modern informational computer technologies and innovative ways of teaching to improve the efficiency and quality of education programs and increase adaptability of the system of education to the skills and developmental peculiarities of students is declared by the Law of the Russian Federation as one of the leading principles of state policy in the field of education. In addition there exists a rather impressive list of documents requiring a continuous self-improvement of a teacher by integration of the most advanced information technologies into the teaching process. The aforementioned list of documents regulating the process of education and providing guidance for the professional training of music teachers include federal education standards for different levels of education, teaching activity regulations, etc.

The printed mass media for a long time show high interest to the problems of developing and introducing computer technologies into the preschool education environment. The prominent researchers and experts in the field of preschool education are maintaining the ongoing discussion to stand their ground for or against the use of information technology solutions. The opponents of the use of information technology solutions resort to the negative impact of a long time spent in front of the monitor as a major argument.

Informatization of society leads to the informatization of education, and assimilation of the information technology solutions is an urgent need for any teacher in the system of preschool education. The modern teacher should keep in pace with time and become a guide to the world of new technologies in organization of the music education for students. Practical use of information and communication technologies by a music leader is a must in the work with children. Here it should be highlighted that the use of information technology solutions has a positive impact not only on the learning process, but also on a music teacher's ability to perform professional activity.

The following stages may be distinguished in the process of implementation and use of the computer technology solutions for the learning activity:

- electronization;
- computerization;
- informatization of educational process.

The electronization of the learning process may be characterized by the extensive incorporation of electronic solutions into the process of training the students in engineering and later in the humanities. Chronologically this process may be traced back to the middle of the last century when the scientific and technological process was affecting literally all areas of activity of the society.

The process of education computerization falls into 1970s to 1990s of the last century and is related to the advent of more powerful computers and software. Computer technology made it possible to explore various processes and phenomena in the field of natural and pedagogical sciences, math and humanities.

The stage of education informatization is a time of wide use of information technologies, powerful personal computers and multimedia technologies. Informatization process has been comprehended from the point of view of the philosophical science. In his philosophical works M. Heidegger (1989) analyzed social implications of this phenomenon and examined the issues of technology incorporation in all areas of activity from negative and positive sides.

At the stage of education electronization the students majoring in humanities experienced difficulties in using the software, but at the current stage of education informatization we may speak about incorporation of technology into the learning process of students majoring in humanities and arts.

With improvements in the computer technologies, their availability and wide spread their incorporation in the process of professional training in arts may become a natural phenomenon.

The information technology network facilities enable wide access to the scientific information and methodical documentation, and facilitate organizational work, modeling, research and development, creative endeavors, cultural and educational activities and consulting.

In the context of the general education school in teaching the Music discipline it shall be systemized where and how it is most efficient and reasonable to use the information technology solutions, bearing in mind that today the modern computers are capable of integrating texts, sounds, graphs, videos, animations, high-resolution images, large full-screen videos of a quality up to the television standards, within one program:

- for presentation of new and unfamiliar information, or for illustration of musical compositions it is necessary to use a method of knowledge visualization, for example, with the help of Power Point program intended to create presentations;
- for revision of the presented information various drilling exercises may be used;
- knowledge check and assessment may be organized using tests with scoring, along with many other controlling programs.

Conclusion

Education informatization means a mainstream incorporation of information technology into the pedagogical practices to create proper conditions for re-modelling the teaching and learning activities and reinforcing the intellectual capabilities of students (Simonenko, 2006). By using the modern sources of information a music teacher may obtain the required information in a short time and achieve self-fulfillment in the professional career keeping in pace with the latest tendencies at all levels of education.

The use of information technologies in work with students of different ages relies on the ability of a music teacher to employ multimedia capabilities of the computer, thereby raising learning motivation and facilitating absorption of new information by students. The modern approaches to organizing professional training of a specialist aim to develop creative potential of a graduate capable of solving professional tasks (Sizova et al., 2018). The computer serves not only as a source of pedagogical information, but also as a tool for processing working documentation, collecting and storing methodical materials, preparing demos and reports, as well as a tool for systematizing and analyzing results of pedagogical activities.

In order to enhance the quality of work with the information technology solutions a music teacher shall possess certain experience gained in communication with colleagues by participation in open discussions, meetings, courses, seminars, webinars, workshops, conferences and other events. By broad interaction and cooperation the teachers may evaluate their position within the informational space, learn from each other's pedagogical experience and find most optimal solutions to any educational task. Thus rise is given to a new vision of one's professional qualities, and pedagogical capabilities in the context of continuous education get improved.

References

Bordovsky, G. A. (2002). Training of teachers in the conditions of modernization of the Russian education. *Bulletin of the North-Western branch of RAE*, 7, 7-15.

Federal law On education in the Russian Federation of 29.12.2012 N 273-FZ (last edition) (2012). Retrieved from http://www.consultant.ru/document/cons_doc_LAW_140174/1a45a123ee3e2f6e74cac4d567d8881ba35fb291.

Federal Targeted Program for Development of Education in a Period from 2006 till 2010 (2005). Retrieved from <http://elementy.ru/library9/r1340.htm>.

Heidegger, M. (1989). *The question of technology*. Retrieved from <http://gtmarket.ru/laboratory/expertize/5565>.

Komissarov, A. L. & Kostina, E. P. (1986). *Visual AIDS in the music education of preschool children*. Moscow.

Medvedeva, T. Y., Sizova, O. A., Ulyanova, R. A., Markova, S. M., Karpukova, A. & Kazantseva, G. A. (2017).

Modern Trends in Estimation System of Training Achievements Quality of College Undergraduates. *Journal of Entrepreneurship Education*, 20(3). Retrieved from <https://www.abacademies.org/articles/modern-trends-in-estimation-system-of-training-achievements-quality-of-college-undergraduates-6911.html>.

Novoselova, S. L., Petka, G. P. & Baselice, I. Y. (2007). New information technology in work with preschool children. Is it acceptable? *Preschool Education*, 9.

Simonenko, V. D. (2006). *Textbook for students of pedagogical universities*. Moscow: Ventana-Graf.

Sizova, O. A., Medvedeva, T. Yu., Shevchenko, N. A., Kazantseva, G. A. & Karpukova, A. A. (2018).

Possibilities for Using Information Systems in the Professional Training of Music Teacher. *Astra Salvensis*, 229-236. Retrieved from <https://astrasalva.files.wordpress.com/2018/07/astra-salvensis-vi-2018-special-issue1.pdf>.

Vagramenko, A. Ya. (1997). *Research and development in the field of informatization of general education*.

Retrieved from <http://ito.edu.ru/1997/P/P3.html>.

Philosophical Aspects of Modern Engineering Education

Tatyana V. Dyagileva¹, Vladimir N. Baksheev², Valery F. Dyagilev³, Inna S. Kalva⁴,
Nicolay K. Lazutin⁵

¹Department of Humanities and Technologies, Tyumen Industrial University, Tyumen, Russia

²Department of Automobile Transport, Building and Road Cars, Tyumen Industrial University, Tyumen, Russia

³Department of Oil and Gas Business, Tyumen Industrial University (branch) in Nizhnevartovsk, Nizhnevartovsk, Russia

⁴Department of Humanities and Technologies, Tyumen Industrial University, Tyumen, Russia

⁵ Tyumen Industrial University, Tyumen, Russia

Abstract

The article analyzes the axiological problems of technical education within modern philosophy of science. The aim of the study is to reveal and analyze current problems in the context of engineering education, leading to the genesis of technical world reference, determining, in its turn, the axiological aspects of development of technical activity. The research concept is defined by engineering education as a system object, where value-based component affects all levels of its organization. Methodology of current research includes system approach, allowing regarding problems of engineering education as hierarchy system, being in dynamics, determined by the peculiarities of the engineer as cognizer. Specific features of modern engineer are analyzed, which resulted in correlation examination of the terms "engineering education" and "technical worldview". Essential characteristics of engineering activity are revealed. The study discusses the role of engineering education in modern culture. It is proved that one of the main functions of technical education is axiologic, aimed at the formation of value system, equivalent to the level of modern technical sphere development and contributing to the technical progress. The article shows that within modern engineering education humanistic tendency is observed, leading to its "humanitarization".

Keywords: Engineer, Engineering education, Axiology of education, Technical worldview, Technological knowledge

Introduction

Problems, arising during functioning of current interrelation system between person and world, are decisive in the sphere of philosophical knowledge. But it is worth to note that they exist in the sphere of technical knowledge, determining the appearing of modern scientific community's interest to searching for genesis peculiarities of engineering education, as well as revealing the perspectives of educational methodology development. It explains the mainstreaming of research thought to the questions of searching the specific character of engineering education, which is the central issue in the philosophy of technology and methodology of pedagogical science.

Interest to the technology as a value lies in the understanding of engineer's activity. This view on the engineering activity, including the usage of not only professional skills, but also the creative abilities in the technical production, is actual in the scientific and philosophical spheres (Surkova, 2014; Bakaeva, 2015; Eist, 2015; Shitikov, 2004; Bessarabov-Goncharov, 2014; Mikhailov et al., 2015) and contribute to the development of technology axiology.

It should be mentioned, that at present time among values, being in the system of engineering education, the level of aesthetic values is pointed out, allowing combining the principle of expediency and the value of beauty. Moreover, at current philosophical community insists that "To come to everything with

aesthetic measure, to be able to find aesthetic values in the activity - these are the principles of engineer's behavior (Zakharova & Selivanov, 2010).

Within philosophy of education, the discussion of the possibility not only "evaluation of employers demands to the specialists with engineering education", but also "of specialists themselves to the conditions of applying received knowledge at workplace, of graduates to the level of educational programs and process of education" come to the fore (Olkhovaya & Chmyr, 2002). Hereby, focus shifts towards "priorities maintenance at the development of Russian engineering education in new millennium" which, according to the national researchers of this phenomenon, "must be realized with the help of creating the strong basis of natural sciences and humanities, forming the students' abilities to self-education and development of skills in the research work, accumulation of modern professional skills and knowledge" (Olkhovaya & Chmyr, 2002, p. 93).

Therefore, currently an engineer is regarded in the system of social conscience as an example of high professionalism, which comes to the fore in the discussion of modern philosophers and teachers.

Literature Review

Engineering education, as complex sociocultural phenomenon, realizes a number of functions, where axiological function "affects" whole system of levels. Axiological component of engineering educational system is interesting for modern science (Makienko & Fadeeva, 2014; Zakharova & Selivanov, 2010; Zakharova et al., 2016).

The idea of forming harmonic personality of engineer, appeared in the times of scientific worldview formation, continues developing nowadays within philosophy of education - the section of science, researched the mechanisms of cooperation between person (society) and educational environment surrounded him.

Particular importance in modern philosophy of education is attached to the analysis of values influence on the formation of engineer's worldview attitudes in the system of technical university, where: "the main task of technical education is to use innovative methods approaches and trends taking into account specifics of technical specialization of undergraduates" (Lazutina et al., 2017, p. 30), and the essential aim of "educational process should become students' studying of creative work methods, knowing its mechanisms and methodology, forming abilities, needed for its activity" (Zinovkina & Gareev, 2000, p. 98). Furthermore, the special feature of Russian engineering school is considered "the combination of strong fundamental training with wide range of professional knowledge and practical skills" (Fedorov & Medvedev, 2011, p. 54).

National scientific thought emphasizes that the main goal, formed in the system of vocational education, is "to train qualified employee of the corresponding level and specialty, able to meet competition in the labor market, competent, responsible, being fluent in his profession and having a notion of related fields of activity, able to effective practical work at the worldwide standards level, being ready to permanent professional growth, social and professional mobility" (Tretiakova, 2012, p. 294).

It is worth to note that currently culturally-centered concept of education is being formed and "understanding of education and training as the most important institutions of socialization in the context of culture" is appearing (Zapesotsky, 2008, p. 7). Moreover, revealed in the course of national education system modernization, changes are connected with "difficult searches of optimization ways of its different spheres" by modern scientists (Pichugina & Ovsyannikova, 2017, p. 43), which is possible "for the rapid development of our society only providing correspondence of the primary goal - training of culturally educated, socially passionate person of high moral standards" (Pichugina & Ovsyannikova, 2017, p. 43). These transformations will lead to the formation of personality "not only having big creative potential, but also aimed at its active realization in the everyday activity (labor, educational, recreational,

etc.)" (Pichugina & Ovsyannikova, 2017, p. 43), and the basis of "modern pedagogical investigations, aimed at the searching and reaching of new educational motivations, must be philosophical values: dynamism of thinking, ability to surprise, direct and consistent reflection and existential founding (intension) of cognitive and moral sphere of an individual" (Filonov, 2012, p. 158). For which reason, at the present time in pedagogical literature (Schafheutle et al., 2013; Queiroz-Neto et al., 2015; Gazaliyev et al., 2015) the interest to categorical apparatus development becomes actual, which is used by engineering education system, where the essential aim is "to form responsibility and understanding of inherent value of human life" (Makienko & Fadeeva, 2014, p. 49).

Separate issue within philosophy of education consists in revealing the main trends in the educational ideas dynamics. The change of pedagogical paradigms shows current correlation between pedagogical ideas, ideologic principles and attitudes. Thus, in the development of modern engineering education there is a tendency of its "humanization" and "humanitarization", which is reflected in changing organization of all levels of this system, determining the scientific community's interest (Chigisheva, 2015; Dovgalenko et al., 2016; Sitnikova et al., 2016) to the problems of interaction between human and technology in new conditions.

At present in national researches, dedicated to revealing of modern technical education specific nature, the idea concerning "the educational process of technical specialty is complex social phenomenon, determined by the number of different factors" (Kornilov, 2016, p. 82) is being formed, arising the realization of public needs system, whereby "the essential aim of education is to reduce significant part of specialists unclaimed by society, received technical education according to the outdated social and scientific and technical attitudes" (Kornilov, 2016, p. 81). In addition, analysis of valuable approach in the socio-humanitarian sciences contributes toward understanding the role of socio-humanitarian sciences in forming developed technical worldview. Moreover, regarding the genesis of the term "value" is aimed at realization of valuable world as a system object, the dynamics and diversity of which depend on worldview attitudes of historical epoch, being generated by subject of cognition.

Hereby, attempts to shed light on values nature, as well as its role in human activity, are presented as one of actual aims not only of humanitarian knowledge but also they are determinative in the sphere of techno knowledge.

Methodology

The subject of investigation is engineering education as a type of technical education, examined in the philosophical aspect.

The aim of the study is explanation of axiological problems, existing in the system of modern engineering education, which requires to set the following tasks: to analyze the state of modern engineering education and reveal perspectives in its further development; to reveal the specifics of modern engineering education, examined through philosophical approach; to choose characteristic features, appropriate for engineering worldview, which determined analysis demand of leading values system, preferred in engineer's activity; to analyze and reveal special characteristics of modern engineer.

These tasks require its solution, which becomes possible due to the usage of methods, among which dialectical method has great importance, conducive to deep and multilateral examination of current condition of engineering education.

Fundamental issues comprehension, formed in the sphere of modern engineering education, caused the using of methods of analysis and synthesis, as well as required to apply historical approach.

System approach allows realizing the understanding of engineering education problems as some kind of entity, existed in the hierarchy of levels.

Axiological approach contributes to deep understanding of priorities in the system of values, currently being in the system of engineering education.

Revealing of engineering knowledge specifics becomes possible due to the usage of philosophical categories system, realizing broadcast of techno knowledge meaning.

Results and Discussion

Current situation in the humanitarian sphere, including pedagogical science, stimulates interest of modern society to the understanding of engineering education value and realizes not only the need for renovation of the existed system of pedagogical methods and strategies, professional technologies, but also forms necessity of integrating received results in the sphere of different sciences to reach the final aim - formation of versatile person. In international and national science the ideal person is being formed, who able to think in creative way, to take right decisions on his own as soon as possible, finding more effective methods in stating and solving professional problems, that indicates the term "engineer".

Moreover, it is worth to note, that in national science the comprehension of educational humanitarization takes place, and humanitarian education itself is understood not so much disciplines of the humanitarian circle study as "new approaches formation to the comprehension of human life, interrelation of nature and person, values, formed throughout human history by philosophy, religion and art" (Biryukov, 2010, p. 125), which determines searching for more effective means of solving existed problems in bringing technical and humanitarian spheres of knowledge together. Hereof requirement of understanding special character of engineering worldview, appears, being the complex of views, evaluations, principles and ideas, determined the most common vision, knowing of technology. Furthermore, technology itself is considered as value, allowing realizing metaphysical needs of a person.

Engineering education, oriented at fundamental professional training of future engineers and based on using the newest science achievements, is aimed at forming the personality, having not only specialized (technical) skills and strategies at the highest professional level, but also well developed worldview (including technical one), implying interest to the innovations, ability to think in creative way. Moreover, ethical and aesthetical components are needed in engineering.

Modern engineer is able to conform in fast-paced world; he can think critically and maintain social position, which is in the sphere of ethics. Therefore, the separate subject of modern philosophical thought examination becomes the analysis of ethical problems, accompanying the pace of scientific progress, the understanding of which is needed for further cultural development in common, education in particular. It means that the development of axiological problems, realized in the system of technology and society cooperation, comes to the fore in philosophical, scientific and pedagogical discussions, where the elaboration of ways out of the currently formed humanitarian crisis, affecting the system of engineering education, is of particular importance.

The fact is undisputed, that at present time technology, through material production, influences the development of moral sphere of modern society. Hereby, technology is social basis for practical transformation of social relations, and integration of technical university with production is necessary condition of modern engineer formation.

Engineering education is studied within modern philosophy of science as system objects and includes analysis of technology, development of technological activity principles, contributing to revealing of interaction specifics of different forms of activity and technological knowledge, thereby, determining the differences between science and other forms of activity. It leads to the understanding of development mechanisms peculiarities and scientific knowledge growth, which becomes possible in the system of ontology and gnosiology of engineering education.

Engineering education is aimed at forming professional, knowing and creating technological systems, which is included into the studying of modern philosophy of science, where central aspect is consideration of technology as a special sociocultural reality, and its subject is an analysis of technology in the system "philosophy-science-technology". Following this conception of technology, it becomes possible to look for regularities in technological knowledge formation, as well as revealing functions, performed by technology in human life.

Reality shows that in the system of modern technical university the need of the society in common, science community in particular, is realized most fully in practical usage of scientific knowledge, stimulating the formation of valuable character of truth in technical worldview.

Truth, being inherent element of scientific cognition, is researched within gnoseology of technology. Furthermore, there is a movement towards nature of scientific rationality, which encourages searching of its criteria within gnoseology of technology. Thus, the field of studying philosophy of technology includes methodology of science and technology, anthropology of technology, futurology of science, axiologic of technology, as well as history of technological philosophy and other sections.

Currently the center of research interest of philosophical community within philosophy of science is occupied by development of the issue concerning the revealing of onto-gnoseological and axiological reasons of technology, determining the searching of engineering activity specifics and making actual an interest to the searching of characteristic features of an engineer as a representative of modern technical elite. In other words, not only ontological issues, realized in disclosure of technical reality specifics, are developing, but also anthropological aspects of techno knowledge, stimulating appearing and forming of an issue about special attitude of a person (society) to the technical sphere, are elaborating.

Hereby, in the structure of philosophy of science, leading values determination, functioning in the world of an engineer, comes to the fore of investigational interest. In addition, special attention at the modern stage of science and technology development is given to revealing and understanding of ontological aspects of technical worldview, revealing of technical axiological aspects.

Undoubtedly, every phenomenon, process and event, taking place in the human life, is filled with the valuable attitude to the world. Moreover, the ongoing situation is being evaluated. Leading values, formed in engineer's activity, are truth, benefit and beauty.

Conclusion

At the current moment, science is understood as fundamental social value. Furthermore, science has central importance in human life, determining the changes of all levels of social system, explaining humanitarization and humanization of educational process.

Ongoing changes in the sphere of scientific discoveries are realized in the technological area. It can be affirmed, that in the conditions of the fourth industrial revolution, technology is valuable, because today there are different speed of technical development of techniques and society cannot function without scientific progress. As a result, two ways of thought development are appearing, in this context the most important aspect is that how the worldview of future engineering elite will be formed, from whom the development and further human evolution depend on. And the second aspect is that engineer must understand (realize), where his actions will be able to lead, here the important role plays information security.

It should be noted that correctly formed and used in engineering practice model of education leads to the advancing of technical equipment, which contributes to effectiveness growth in using science-intensive technologies and its implementation in different spheres of economic life of society, influencing the development of moral component in the human life.

In the course of engineering education research it was found out that values, loading engineering, are truth, benefit and beauty.

In conclusion it should be noted that today it is important to answer the following question: which system of values is formed in young generation, which process influences their worldview, and, how, taking their system of values, help them not to lose the interest to the “eternal values”. And, the most important, to the highest value of human civilization development - to science.

It becomes significant, if to pay attention to the fact that due to the science development, evolution of society takes place, during all its development human society was transferring experience and knowledge from generation to generation, which is actual in the system of engineering education at the present time.

References

Bakaeva, N. V. (2015). Engineering education in Russia is more than 300 years. In S. G. Emelianov (Ed.), *Modern problems of higher education. Materials of VII International science methodological conference* (pp. 164-169).

Bessarabov-Goncharov, M. V. (2014). The role of art in engineering education. *Bulletin of Volgograd State Technical University. Series: Problems of Socio-Humanitarian Knowledge*, 16(5), 13-15.

Biryukov, N. S. (2010). Humanization of modern education: philosophical aspect. *Bulletin of Tomsk Polytechnic University*, 316(6), 125-128.

Chigisheva, O. (2015). Lifelong Transition Trajectory for the International Researcher. *Procedia – Social and Behavioral Sciences*, 180, 268-273.

Dovgalenko, N. V., Romashenko, A. A. & Romashenko, M. A. (2016). The need of humanization of engineering education. *Actual Issues of Vocational Education*, 2(3), 27-30.

Eist, N. A. (2015). Qualities problems of engineering education and modern methods of engineering education. *Fundamental and Applied Researches in Modern World*, 10-5, 88-92.

Fedorov, I. B. & Medvedev, V. E. (2011). Engineering education: problems and tasks. *Higher Education in Russia*, 12, 54-60.

Filonov, G. N. (2012). Hermeneutical resource of reflection in modern education. *Problems of Philosophy*. Retrieved from <http://naukarus.com/germenevticheskiiy-resurs-refleksii-v-sovremenno-m-obrazovanii>.

Gazaliyev, A. M., Yegorov, V. V., Ogoltsova, Ye. G. & Yerakhtina, I. I. (2015). Methodological provision of technical students' vocational education when studying humanities. *Mediterranean Journal of Social Sciences*, 6(4S3), 542-546.

Kornilov, I. P. (2012). Philosophy of engineering and humanization of higher technical education. *Herald of MSUPA of Ivan Federov*, 10, 81-96.

Lazutina, T. V., Tempel, Yu. A. & Tempel, O. A. (2017). Role of philosophy as a form of worldview in learning competences by students of technical specialty in the system of modern higher education of Russia. *Integration of Education*, 21(1), 19-34.

Makienko, M. A. & Fadeeva, V. N. (2014). Philosophical approach to the engineering education. *Vocational Education in Modern World*, 2(13), 48-54.

Mikhailov, A. L., Mikhailov, V. A. & Zheltov, V. P. (2015). Creative elements in engineering education. *Engineering Education*, 17, 68-75.

- Olkhovaya, L. P. & Chmyr, Yu.Yu. (2002). Complex evaluation of specialists' training with technical education. *Herald of Far Eastern Academy of Economics and Management*, 2(22), 93-98.
- Pichugina, L. N. & Ovsyaynnikova, O. A. (2017). Personality's education in the conditions of modern cultural and educational area. *Pedagogical Education in Russia*, 11, 42-47.
- Queiroz-Neto, J. P., Sales, D. C., Pinheiro, H. S., Neto, B. O. (2015). Using modern pedagogical tools to improve learning in technological contents. In *Proceedings – Frontiers in Education Conference, FI E* (pp. 734-739). St. Petersburg: Publishing house of St. Petersburg University of the Humanities and Social Sciences.
- Schafheutle, E. I., Hassell, K., Ashcroft, D. M. & Harrison, S. (2013). Organizational philosophy as a new perspective on understanding the learning of professionalism. *American Journal of Pharmaceutical Education*, 77(10), 77-89.
- Shitikov, M. M. (2004). *Philosophy of technology*. Ekaterinburg: Publishing house of USMU.
- Sitnikova, M. I., Isaev, I. F., Kormakova, V. N., Minenko, N. V. & Shumakova, I. A. (2016). Teaching quality assurances in higher education institution: Competence-based approach. *Social Sciences (Pakistan)*, 11(10), 2376-2380.
- Surkova, E. V. (2014). CDIO – modern approach to the engineering education. *Online Education in Continuing Education*, 1(1), 156-162.
- Tretiakova, E. M. (2012). The two-level engineering education: demands for competences and education content. *Vector of Science TSU*, 2(9), 292-295.
- Zakharova, L. N. & Selivanov, F. A. (2010). *Aesthetics to an engineer*. Tyumen: Tyumen State Oil and Gas University.
- Zakharova, O. A., Cherkesova, L. V., Akishin, B. A., Bogdanova, N. Yu. & Manaenkova, O. N. (0000). The phenomenon of engineering thought and role of technical education in training the engineer of world level. *World of Education*, 63(3), 77-82.
- Zapesotsky, A. S. (2008). *Education and mass media as the factor of socialization of modern youth*.
- Zinovkina, M. & Gareev, R. (2000). Creative engineering education. *Higher Education of Russia*, 6, 98-99.

Task-Based Study Guides for Shaping Civic, Regional and Ethnic Identity

Gavriil Mikhailovich Fedorov¹

¹ Federal State Scientific Institution "Scientific Research Institute of National Schools of the Republic of Sakha (Yakutia)", Yakutsk, Russia

Abstract

The paper deals with solving methodological problems associated with developing and implementing content components of the main curriculum in the format of study guides on "The World Around Us" subject for primary school based on learning tasks that are aimed at forming the civic, regional and ethnic identity in children of the North and the Arctic comprehensively. For implementing the developed learning tasks in practice, the author used methods of scientific and practical research: reviewing scientific sources on the problem under study, analyzing the federal and regional courseware on "The World Around Us" subject, and testing out the study guides. A new paradigm of the system of teaching "The World Around Us" subject for schools of the North and the Arctic has been constructed that relies on learning tasks that shape the civic, regional and ethnic identity and on the philosophical triad "nature – man – society" that is fulfilled via the study guides. In the research, it is proven that the content and methodology of the developed study guides on "The World Around Us" subject for primary schools of the North and the Arctic facilitate the achievement of certain practical results in forming the civic, regional and ethnic identity in the purposes of sustainable development.

Keywords: Study guides, The world around us, Learning task, The civic, Regional and ethnic identity

Introduction

The environment – climate, water, soil, natural resources, plants, animals, man and his activity – are interrelated and make up an infinite system. The natural system brings together the conditions for existence of life on the Earth, the constituents of the system itself – the animate and the inanimate nature, and the interaction of nature, man and society.

In all spheres of activity – in politics, economics, industry, construction, economy, technology, science, education and health care – there are targeted and consistent efforts in streamlining the interaction of nature, man and society. There is no doubt that nature and society are interrelated and cannot exist separately, each on their own.

In philosophy, society as a social system is interpreted broadly as "a part of material world that has singled itself out of the nature and represents a historically developing form of the human life activity" (Ilyichev et al., 1983, p. 840). An important constituent of society as a social system is the "self" system. By the system of "self", psychological science and pedagogical practice views the self-concept "as one of the components of personality, as an individual's attitude towards himself or herself. The notion of self-concept expresses the unity and integrity of personality with its subjective inner side, i.e. what an individual knows about himself or herself, what the very individual sees, feels and imagines himself or herself like" (Grimak, 1987, p. 286). According to this concept, "self" acts as the system-forming and subjective world of the personality (Berns, 1987; Petrovskiy & Yaroshevskiy, 1985).

Certainly, this adds to the primary school students' wish, interest and curiosity to comprehensively develop their knowledge about the world around them. Primary school students do not subdivide the objects, phenomena and processes of the environment into individual academic subjects and fields such as botany, zoology, anatomy, physics, geography, astronomy etc. They view the world around them

consistently in the interrelation of the nature, society and man, i.e. themselves in the self-system. This lays down the wish in them to learn the way how nature, society and man interact with each other and make up an integral world view aimed at keeping and treating the nature of one's native land responsibly.

So, in primary school, the academic activity for developing knowledge about the environment is performed within "The World Around Us" subject that integrates the knowledge of natural sciences, ecology and social studies. Meanwhile, the educational process of primary school lacks the activity aimed at the very learners - when "learning tasks ensuring, on the one hand, the use of the students' sensory experience and the research nature of their activity, on the other hand" (Fedorov, 2007, p. 85) are applied in the process of learning for the primary school students.

Currently there are numerous federal variable courses that bring into life the content of "The World Around Us" educational component in primary school.

The study and comparative analysis of the federal and regional learning packages have allowed making the following conclusion: content lines of the federal textbooks on "The World Around Us" mainly reflect particularities of interaction of the nature, man and society that were selected bearing in mind environmental education and upbringing of primary school age children, cultivating in them propaedeutic abilities and skills of foreseeing the consequences of their behavior and comparing their actions to behavior standards adopted in society. The textbooks feature the developmental nature and use learning tasks, which gives evidence about the latter being necessary and expedient in school practice. However, regrettably, they lack learning tasks that contain regional and ethnocultural materials for achieving a set learning task by organizing and performing practical works and studies that shape civic, regional and ethnic identity.

Most learning packages of the regional level make little use of the local importance materials with the knowledge of natural history, ecology, social studies and traditional knowledge integrated. Meanwhile, at present, it is impossible to establish and shape the civic, regional and ethnic identity without this knowledge.

The regional learning packages do not feature the new paradigm of the system of teaching "The World Around Us" subject based on learning tasks that shape the civic, regional and ethnic identity, which is particularly important for schools of the North and the Arctic.

Literature Review

In the contemporary conditions of education, the general education organizations implement the state-of-the-art technologies of training that are focused on the activity of the very learners. In this demanding task, the didactic and methodological foundations of creating task-based study guides aimed at forming the civic, regional and ethnic identity become especially urgent and relevant.

In studying the paradigm of the system of teaching "The World Around Us" subject, this research relied on studying and analyzing the scientific sources, courseware, methodological definitions and application of scientific and practical toolkit of the research framework: "the learning task", "civic identity", "regional identity", "ethnic identity", "education in the North", "the Arctic education".

Learning tasks that shape the regional and ethnic identity make up the important scientific and practical toolkit of the research framework. The content of the learning tasks is filled with knowledge of natural history, ecology, social studies with regional and ethnocultural particularities integrated.

Learning tasks are viewed in multiple aspects in theoretical studies and psychological and pedagogical literature. Within this research, the standpoint of D. B. Elkonin and V. V. Davydov (1996) are of genuine interest. They present learning tasks as a component of the academic activity; "its objective and result consist in changing the very acting subject and not in changing the objects with which the subject acts" (Davydov, 2007, p. 146). Applying the notion of learning task in terms of changing the subject enables the

author to detail the "learning task" notion and to interpret it as "the setting of a problem, creating a situation of not knowing which causes in a subject a need of searching and finding new ways of action, with the available knowledge involved. This is essential for discovering the new, for developing the learners' independent activity" (Fedorov, 2007, p. 224).

Learning tasks as a means of implementing the learner-centered education for primary school students have been the subject of research both for psychologists and for. In order to adequately organize the learning activity, it is essential to harmonize "the value-related, spiritual and practical relations of people with the world around them" (Maslova et al., 2009, p. 5) on the basis of learning tasks and principles of the civic, regional, and ethnic identity. As applied to the system of education, the author considers the civic identity via the basic national values as the civic stance, tolerance, patriotism; the regional identity – as "the consistent total of cultural relations" (Krylov, 2011, p. 128) associated with the notion of the small motherland, home region. As for ethnic identity, this research views it as history, culture, traditions and customs, folklore and the native language.

Within the context of this research, the standpoint of I. V. Kozhanov (2013) seems more appropriate as for the problem of interrelation and interdependence of personality's civic and ethnic identity, because he singles out the structural components thereof: the cognitive one (citizen, state, history, culture); the emotional and value one (expressing and giving grounds for one's viewpoint and judgments); the value and reference one (tolerance, readiness for accepting and analyzing the phenomena of social life); and the activity-related one (responsibility for actions, decisions made and their consequences). These components are essential when designing the learning tasks that are to form certain identities in studying "The World Around Us" subject in primary schools of the North and the Arctic.

Certainly, "the ethnic identity is associated with one's childhood, family and relatives. It is primary for most people. It is to it that people come back in difficult periods of their lives, as the habitual fitness of things collapses and disorganization sets in" (Gromova, 2012).

Nowadays, ethnic identity is brought into life in various aspects of activity in kindergartens (Mikhaleva, 2003), in general education organizations of various types and kinds (Kuzhughet, 2016), secondary specialized and higher educational institutions (Ivanova, 2018). One needs ethnic identity for self-assertion and complete self-fulfillment (Drobizheva et al., 1996).

The remarkable and unique natural environment of the North and the Arctic that shapes the regional and ethnic identity as it is captured in the task-based study guides served as the basis for organizing the pilot experimental learning for children. This has allowed "leaving behind the understanding of education as obtaining the ready-made knowledge" (Fedorov, 2015) and involving the learners into activity of developing knowledge about their immediate environment. This activity is due to the urge of solving the problems of designing, testing out and implementing "The World Around Us" task-based study guides that help cultivate the children's civic, regional and ethnic identity in the educational process for schools of the North and the Arctic.

In the current conditions, education in the North is considered "as a factor of spiritual transformation of the village, of national revival, and ethnic identity" (Neustroev & Neustroeva, 2013, p. 253), which allows tracing some lines of its development within this research.

Certainly, the scientific framework of this research is the Arctic education and its characteristic features as "innovational upgrade in the interests of sustainable use of natural resources, preservation of the unique ecological systems and viability of local communities" (Zaikov et al., 2016, p. 29). This implies improving its means when organizing the class-based activity.

"The development of the regional system of the Arctic education which is performed by improving the organizational system that allows providing quality and accessible education under the federal state educational standard of general education and by developing resource provision for the Arctic education

system including courseware, materials, equipment and technologies support" (as cited in Gabysheva, 2013, p. 36) is no doubt of a great interest too.

Thus, the comprehensive study and analysis of scientific sources and courseware on determining and applying the scientific and practical toolkit within the research framework have defined the new task-based paradigm of the system of teaching "The World Around Us" subject for primary schools of the North and the Arctic that shapes the civic, regional and ethnic identity.

Materials and Methods

The objective of the research was to design the content components of the main curriculum in the format of study guides based on the civic, regional and ethnic identity forming learning tasks in "The World Around Us" subject for primary schools of the North and the Arctic.

The author of the paper used the following scientific and practical research methods: studying the scientific literature on the problems of developing the learning tasks to shape the civic, regional and ethnic identity; analyzing the federal and regional courseware in "The World Around Us" subject. He also designed and tested out task-based study guides shaping the civic, regional and ethnic identity, bearing in mind the originality and uniqueness of social and natural environment of the native land and "the integral view of the world around one and one's place in the world" (Fedorov, 2007, p. 98).

Results and Discussion

Based on the objective of the research, the new task-based paradigm of the system of teaching "The World Around Us" subject has been designed for schools of the North and the Arctic. It is unique as "with its originality, it absorbs the values getting lost with the course of time but being so important for man today, namely, a careful attitude to nature, the ability to survive in the extreme northern and arctic conditions, preservation of traditional way of life and folk traditions" (Ivashchenko & Shapoval, 2014, p. 320).

The content of the new paradigm of the system of teaching this subject renders the actual picture of the North and the Arctic – the uniqueness of the climate, polar night and polar day, nature (both plants and animals), landscape – tundra, forest tundra and mountain taiga, soil – the permanent frost layer, traditional pattern of life, traditional household, traditions and customs of indigenous peoples in order to shape the civic (civic stance, tolerance, patriotism), regional (the small motherland, home region), and ethnic (values, history, traditions, customs, folklore and the native language) identity for unity, spiritual and moral consolidation of the future.

With regard to this, the following study guides have been developed: "I and the world of the North and the Arctic around me" for grade 1, "Inhabitants of the Arctic" for grade 2, "Animals and birds of tundra" for grade 3, and "Plants of tundra" for grade 4. They are based on learning tasks that mold the civic, regional and ethnic identity and are intended for primary schools of the North and the Arctic. The teaching technique is aimed at independent exploratory and research, practical activity, obtaining the new knowledge and abilities by primary school students when using the study guide.

For teachers engaged in the pilot experimental teaching, seminars, courses, tutorials, and individual talks were held by the author of the paper using the materials of the task-based study guides.

The study guides rely on the scientific and theoretical provisions of the developmental teaching theory represented by such well-known educationalists as L. S. Vygotskiy, A. N. Leontyev, D. B. Elkonin, V. V. Davydov, and P. Ya. Galperin. They are also based on the Concept of sustainable development of indigenous minorities of the North, Siberia and the Far East of the Russian Federation – its third stage (2016-2025) – aimed at preservation of the habitat, implementation of measures for improving the environmental situation in places of traditional settlement and traditional occupations, cultural values

and the entire social sphere (the system of education included) of activity of the indigenous minorities. The study guides proceed from the conceptual approaches of the author's thesis paper, too, that take into account the particularities of a learning task as a means for bringing into life the regional component of primary-school environmental education. The scientific and methodological approaches underlying the study guides are those of the regional training packages on "The World Around Us" subject for national schools of Sakha and nomadic general education schools designed by the author and published by the Ministry of education of the Republic of Sakha (Yakutia).

The content of the study guides describes traditions and customs of the Northern peoples, the regional social and natural particularities regulating the reasonable proportion of the nature – society – man.

The study guides for grades 1-4 of Northern and Arctic schools can be used for classes when teaching "The World Around Us" subject in different educational systems as selected by teachers. They have been created in order to get a broader and more profound insight into the main topics and sections of the basic content of the subject "The World Around Us", the unity and harmony of the "nature – man – society" that lead to configuring the civic, regional and ethnic identity aimed at "the rise of individuals that are not indifferent to the future of their small motherland and the country in general" (Fedorov, 2007, p. 40).

The pilot experimental work was conducted in grades 1-4 in three stages.

The academic year of 2014-2015 saw the first stage and the relevant sources were studied in line with the topic of the research.

In the academic year of 2015-2016, the ascertaining stage of the research was carried out. The objective of the stage was to find out the extent of formation of the primary school students' ability to complete the civic, regional and ethnic identity forming learning tasks. The task-based study guides for grades 1-4 on "The World Around Us" subject were developed for primary schools of the North and the Arctic that were aimed at comprehensively cultivating the civic, regional and ethnic identity. At this stage of the research, the accessibility of the recommended technique for teachers and students of schools of the North and the Arctic was checked: seminars, tutorials, and individual talks were held with teachers in preparation and implementation on the third, formative and control stages of the pedagogical research.

In the academic year of 2016-2017, the formative and control stage of the research was conducted. The objective of this research stage was to identify the efficiency of using the task-based study guides that shape the civic, regional and ethnic identity.

During the pilot experimental work, they checked the correctness of the content and design principles implementation of the new study guides on "The World Around Us" subject for schools of the North and the Arctic.

At the control stage, the extent of formation of the primary school students' ability to complete the civic, regional and ethnic identity focused learning tasks in them was checked.

The validity of the results obtained in mastering "The World Around Us" study guides was assessed in order to find out the extent of formation of the ability to complete learning tasks that shape the civic stance, tolerance, patriotism, value attitude to history, traditions and customs of one's native people and other peoples, to one's native land, plants and animals of one's region, small motherland, country, and the Motherland. The results of the research were also generalized and systemized at this stage.

The pilot experimental study was conducted in three stages in grades 1-4. It encompassed 147 students at the ascertaining, formative (training) and control stages.

At the first stage of the ascertaining experiment, the author repeatedly visited over 97 lessons in "The World Around Us" educational component in 7 Northern and Arctic remote schools of the republic. When visiting the classes, his objective was to conduct targeted pedagogical observation of the way work on forming the civic, regional, ethnic identity in the primary school students was carried out during achieving the learning tasks.

Visiting the classes has enabled the author to find out that although most teachers use the civic, regional and ethnic identity shaping learning tasks when teaching "The World Around Us" subject, regrettably, the work is inconsistent and the teachers have no clear-cut program of work on achieving this objective.

At the ascertaining stage, task-based study guides were used that are geared towards the civic, regional and ethnic identity.

At this stage, the suggested learning task has allowed finding out that the primary school students completed it according to the rules and patterns they had already known. This is associated with the inability to voice one's own viewpoints on setting a learning task and finding ways of action for solving the set problem.

Proceeding from the ascertaining experiment conducted, the following conclusions can be made:

- the majority of students have a low level of formation of the ability to complete the learning tasks that shape the civic, regional and ethnic identity because they solved the given problem using an analogue or instruction;

- in primary school, the problems contributing to the civic, regional and ethnic identity are solved during the educational activity without the teachers' having the necessary knowledge of their essence, specific features and opportunities.

The ascertaining stage results show the students have faced some difficulties when working on the learning tasks. Therefore, for the primary school students to acquire the ability of solving the problems that mold the civic, regional and ethnic identity, they have to be taught independent learning activity first. For this purpose, the author of the paper conducted the introductory assessment test to find out the primary school students' extent of formation of the ability to complete the civic, regional and ethnic identity forming learning tasks. For that, the study guides "I and the world of the North and the Arctic around me" for grade 1, "Inhabitants of the Arctic" for grade 2, "Animals and birds of tundra" for grade 3, and "Plants of tundra" for grade 4 of primary schools of the North and the Arctic (see Table 1) were used.

Table 1. Results of the ascertaining stage analysis (introductory assessment): the formation level of the ability to complete learning tasks that shape the civic, regional and ethnic identity in primary school students.

Grade	Total quantity of students	Levels					
		Low	Quantity of students	Medium	Quantity of students	High	Quantity of students
II	48	14,5	7	64,5	31	20	10
III	49	10,2	5	57,1	28	32,7	16
IV	50	-	-	38	19	62	31
Total	147	8,2	12	53	78,6	38,8	57

Source: Author

At the ascertaining and formative stages of this research, the following criteria were determined as a means for checking the primary school students' formation level of the ability to solve the civic, regional and ethnic identity targeted problems:

- 1) reproductive activity - completing the civic, regional and ethnic identity loaded learning tasks according to a known rule or example;
- 2) completing the learning tasks molding the civic, regional and ethnic identity if coordinated by the teacher;
- 3) completing the learning tasks that form the civic, regional and ethnic identity in the process of independent research, practical and project activity by searching for and finding the ways of action to solve the set problem.

Singling out the criteria allows assessing the formation level of the ability to complete learning tasks shaping the civic, regional and ethnic identity that is achieved by primary school students:

Level I is characterized by the learners' ability to solve problems according to a known rule or example, i.e. by the reproducing activity.

Level II corresponds to the learners' knowing how to achieve the civic, regional and ethnic identity focused learning tasks if coordinated by the teacher. They can perform research, practical and project work and they discover new knowledge and abilities.

At level III, the students set learning tasks independently, find ways of action and voice their ideas about solving the set problems. The learners correct, supplement and check the correctness of their assumptions in conditions of research, practical and project work. Thus, they discover the new and the unknown.

The diagnosing assessment test results have shown that when solving the problems that shape the civic, regional and ethnic identity in the process of studying "The World Around Us" subject at the ascertaining stage, most students have a low level. They preferred completing the learning tasks according to examples and known rules. A certain part of the students feature the medium level, and they achieved the learning tasks if coordinated by the teacher.

The diagnosing assessment test results have also allowed concluding that in mass school 77% of teachers have an idea about the "learning task" notion and the notion of civic, regional and ethnic identity, but the majority of teachers rarely use learning tasks that configure the civic, regional and ethnic identity when teaching "The World Around Us" subject. In the mass practice of teaching, the special role of these notions in organizing the primary school students' educational activity slips away from the teachers.

Thus, the following conclusion can be made on the basis of the diagnosing experiment conducted: most students had a low level of formation of the ability to solve problems forming the civic, regional and ethnic identity in primary school students. When working on the learning tasks, the primary school students faced some difficulties. Therefore, in order to organize full-fledged independent activity, additional work on developing the ability to fulfill learning tasks is required.

The analysis of scientific literature and data of the ascertaining stage of the research conducted have allowed developing the content and technique of its formative stage.

At the training stage, the task-based study guides "I and the world of the North and the Arctic around me" for grade 1, "Inhabitants of the Arctic" for grade 2, "Animals and birds of tundra" for grade 3, and "Plants of tundra" for grade 4 of primary schools of the North and the Arctic aimed at comprehensively tailoring the civic, regional and ethnic identity were used.

The objective of the formative (training) stage was to prepare conditions for implementing "The World Around Us" study guides for primary schools of the North and the Arctic.

At the training stage, it is important to teach primary school students to overcome obstacles, to not be afraid of problems but transform them into achievements in discovering the new and the unknown while also to know how to set learning tasks and complete them, to perceive the constructive criticism correctly and to respond to success of one's classmates reasonably.

At this stage, setting a learning task independently, voicing one's suggestion and mutual listening, mutual understanding, correcting and checking one's standpoint in conditions of research and practical work occupy a special place. Meanwhile, the objects of study – animate and inanimate nature, phenomena and processes in the environment – are studied in the integrated exploration of the immediate social and natural environment. In this area, it is work in cooperation – that of teachers and students – that is the key point, using the learning tasks aimed at comprehensively configuring the civic, regional and ethnic identity in the classes.

At the formative stage, the students of grades 1 and 2 set their learning tasks if coordinated by the teacher. In grades 3-4, the students set their learning tasks independently. They learned how to voice

their opinions, correct and check their suggestions in conditions of the research, practical and project work. During this activity, they developed knowledge of the new and the unknown for them.

At the training stage, the technique of using the study guides was detailed that introduce the learning tasks that shape the civic, regional and ethnic identity into the educational process.

An important tool both for students and for teachers is the task-based study guides that ensure the organization of the process of the primary school students' developing knowledge about the environment. The structure of the study guides is aimed both at the learners' activity and at the teacher's one. This is why, for each lesson topic, the stages of the class are represented as questions: "What do I know...?" – creating motivation; "What do I not know...?" – setting a learning task; "How can I learn...?" – searching for and finding the ways of action for solving the set problem, i.e. discovering the new and the unknown; "What new have I learned...?" – acquiring the new knowledge and abilities; "What was I doing? How was I doing it?" – correcting one's own activity (Fedorov, 2015).

The formative stage of the research confirms that enhancing the content-related line towards fostering the civic, regional and ethnic identity while using the learning tasks in the classes has enabled the learners to voice their own opinions for setting a learning task, to find ways for solving the set problem, to obtain the required information and facts from the text of the schoolbooks, to identify the causes of any phenomena and processes occurring in their immediate environment, and to make conclusions based on comparison, matching, analysis and generalization.

With regard to this, in order to find out the efficiency of the technique used the author conducted the control stage of the experiment. At the control stage, the extent of formation of abilities required for setting a learning problem (task) and solving it was checked. For this, the final assessment tests were performed for students of grades 2-4 with the use of learning tasks forming the civic, regional and ethnic identity. Next, the validity and efficiency of the results obtained at the ascertaining and formative stages of the research were assessed, and the results of these stages were generalized and systemized.

As testing out has shown, the use of the civic, regional and ethnic identity targeted learning tasks create conditions for developing the primary school children's ability to think creatively, to independently set and complete tasks while keeping the students' options open.

The results of the control stage of the author's research show that setting a learning task independently allows cultivating the new abilities in the primary school children: setting learning tasks, suggesting an option for solving a set problem, picking the required information from a study guide, distinguishing, comparing, matching, and finding out the causes of processes and phenomena that take place in their immediate environment. This has contributed to development of the ability to complete the civic, regional and ethnic identity focused learning tasks (Table 2).

Table 2. Results of the control stage analysis: the level of ability to achieve learning tasks that shape the civic, regional and ethnic identity.

Grade	Total quantity of students	Levels					
		Low	Quantity of Medium	Quantity of High			
			students		students		students
II	483	6,41	31	16,97	82	76,62	370
III	491	3,27	16	16,49	81	80,24	394
IV	503	-	-	19,28	97	80,71	406
Total	1477	3,18	47	17,60	260	79,21	1170

Source: Author

The control stage has confirmed that using for classes the study guides relying on learning tasks forming the civic, regional and ethnic identity enhances the level of development of learners' self-fulfillment, i.e. their ability to independently set a learning task and find ways of action for completing it.

Conclusion

In the research, study guides based on learning tasks that shape the civic, regional and ethnic identity have been checked by experiment. The new paradigm of the system of teaching "The World Around Us" subject has been constructed that covers the uniqueness of the social and natural environment of the North and the Arctic.

As the results of the ascertaining experiment have confirmed, task-based study guides have to be used for organizing the learners' independent activity.

As a result of the use of study guides relying on learning tasks, the primary school students have learned to independently and consciously set learning tasks and achieve them.

The control stage has proven that the use of task-based study guides in the classes helped the learners to enrich their activity considerably and master meta-subject results, such as the ability to voice one's own opinions, to find ways of action for gaining the new knowledge, and to pick the required information from the text of study aids.

The results of formative and control stages prove that the primary school students participate in developing knowledge about the environment on equal terms with their teachers by means of the study guides relying on learning tasks. This enables the teachers obtain the required results and build learning on a higher quality and more successful level.

The development and implementation of study guides in the subject "The world around us" for schools of the North and the Arctic based on learning tasks allows concluding that the results of fulfilling the regional component in the area of environmental education are positive and it can be considered as one of the leading options in conditions of Russia's multinational space.

References

Berns, R. (1986). *Development of self-concept and upbringing*. Moscow: Progress.

Davydov, V. V. (1996). *Theory of developmental teaching*. Moscow: INTOR.

Drobizheva, L. M., Aklaev, A. R., Koroteeva, V. V. & Soldatova, G. U. (1996). *Democratization and images of nationalism in the Russian Federation of the 1990s*. Moscow: Mysl.

Fedorov, G. M. (2007). *Theory and methods of teaching and upbringing (according to areas and levels of education)* RAE Institute for strategy of education development: PhD thesis. Moscow.

Fedorov, G. M. (2015). Modular courses at schools of the North in the interests of sustainable development. *The Contemporary Problems of Science and Education*, 5. DOI 10.17513/spno.128-23010.

Gabysheva, F. V. (2013). *Education – a basis for sustainable development*. Yakutsk: "Dani-Almas" company.

Grimak, L. P. (1987). *Reserves of human mind*. Moscow: Publishing house of political literature.

Gromova, E. M. (2012). On the problem of ethnocultural identity in modern education. *The Contemporary Problems of Science and Education*, 4. Retrieved from <http://science-education.ru/ru/article/view?id=6514>.

Ilyichev, L. F., Fedoseev, P. N., Kovalev, S. M. & Panov, V. G. (Eds.). (1983). *An encyclopedic dictionary of philosophy*. Moscow: Soviet Encyclopedia.

Ivanova, A. V. (2018). On the question of identity in the contemporary cultural and educational space. In L. A. Abramova et al. (Eds), *Pedagogical and sociological aspects of education: materials of the International scientific and practical conference*, April 24, 2018 (pp. 319-321). Cheboksary: "Sreda" publishing house.

Ivashchenko, A. P. & Shapoval, G. N. (2014). The problem of ethnic identity in the light of humanization of pedagogical process in medical higher education institutions. In *Relevant issues of social sciences: sociology, politology, philosophy, history: a coll. of papers according to the materials of the 41st-42nd international scientific and practical conference*, 9-10(40). Novosibirsk: SibAK.

Krylov, M. P. (2011). Regional identity in the historical core of the European Russia. *Bulletin of Perm University. Series: Politology*, 1(13), 127-130.

Kozhanov, I. V. (2013). Civic and ethnic identity of personality: the problem of interrelation and interdependence. *The Contemporary Problems of Science and Education*, 3.

Kuzhughet, A. Kh. (2016). Studying the ethnic identity in primary school students. In *Scientific community of students of the 21st century. Humanities: a coll. of papers according to the materials of the 46th international scientific and practical students' conference*, 9(46). Retrieved from [https://sibac.info/archive/guman/9\(46\).pdf](https://sibac.info/archive/guman/9(46).pdf).

Maslova, N. V., Kozhevnikova, V. V., Kulikova, N. G., Antonenko, N. V., Ul'yanova, M. V., Karelina, I. G., Dunayeva, T. N., Milovanova, V. D. & Mazurina, L. V. (2009). *The noosphere school*. Moscow.

Mikhaleva, O. I. (2003). *Pedagogical conditions for shaping ethnic identity in children of senior preschool age (using the material of preschool educational institutions of the Republic of Sakha (Yakutia))*: PhD thesis. Yakutsk.

Neustroev, N. D. & Neustroeva, A. N. (2013). Education in the North as a factor of development of indigenous minorities. *The Contemporary Problems of Science and Education*, 5, 253.

Petrovskiy, A. V. & Yaroshevskiy, M. G. (Eds.). (1985). *A concise dictionary of psychology*. Moscow: Politizdat.

Zaikov, K. S., Kalinina, M. R., Kondratov, N. A. & Tamitskiy, A. M. (2016). Strategic priorities for scientific research of Russia and foreign states in the Arctic region. *The Arctic: Ecology and Economy*, 3(23), 29-37.

Multiculturality of Education as a Factor of Students' Cultural Identity Preservation

Svetlana I. Osipova¹, Nataliya V. Gafurova², Alla I. Bogdanova³, Tatyana P. Bugaeva⁴,
Julia A. Tereshchenko⁵, Olga Yu. Shubkina⁶

¹ Department of Fundamental Science Education, Siberian Federal University, Krasnoyarsk, Russia

² Department of New Educational Technologies, Siberian Federal University, Krasnoyarsk, Russia

³ Department of Foreign Languages for Natural Science, Siberian Federal University, Krasnoyarsk, Russia

⁴ Department of Fundamental Science Education, Siberian Federal University, Krasnoyarsk, Russia

⁵ Department of Fundamental Science Education, Siberian Federal University, Krasnoyarsk, Russia

⁶ Department of Engineering CDIO Baccalaureate, Siberian Federal University, Krasnoyarsk, Russia

Abstract

Globalization processes activated migration flows and turning of monocultural states into multicultural ones. The problem of holding constructive dialogue between representatives of different cultures within national borders arose. Resolution of this problem can be presented through realization of assimilation ideology or multiculturalism concept. The study explains the perspective of using multiculturalism concept for preservation of students' cultural identity. The idea of students' cultural identity preservation in multicultural environment with their positive assessment and acceptance of cultural diversity and freedom for all members of the society, based on tolerance as the basic social value was implemented. The article shows innovation of multicultural educational environment is, exercising formation of responsible tolerant personality, able to organize his activity in problem situations, having linguistic and sociocultural competence, moral consciousness and ability to adapt in diverse and multicultural world. Organization of polycultural dialogue based on supplemented educational content in real and virtual world serves as pedagogical conditions of students' cultural identity preservation in multicultural educational environment.

Keywords: Multiculturalism, Assimilation, Tolerance, Cultural identity, Polycultural dialogue

Introduction

Globalization processes as basic trend of contemporary stage of civilization development leads to growing ethno-confessional diversification of the society and specifies objective conditions for multicultural environment development. Multiculturality creates crisis conditions of social interrelation system, the way out of which is elaboration of code of laws and rights, common for the people of different cultures, preventing disputes and contradictions between them. Theoretical foundations of establishing such code of laws and rights for people of different cultures lie within the ideas of assimilation (Tomlinson, 2003) and multiculturalism (Kukathas, 2004; Song, 2017; Fedotova & Fedotov, 2007; Kukathas, 2007; Semprini, 1997). Assimilation concept, methodological purpose of which is singularity and cultural unity of all citizens of the state, coordination of cultural differences, destroys authenticity and national cultures. For us the S. Huntington's viewpoint (1996; Hong et al., 2000), concerning the need of coexistence, cultural interaction and competition between them, is of value. In fact, multiculturalism idea is presented in this opinion. Multiculturalism of human life causes the problem of forming in education the ability and readiness to live in multilaterally-transformed society, self-changing, but saving your values and principles, cultural identity.

The relevance of current investigation is determined by the special nature of its realization in Siberian Federal University (SFU), which is large local polycultural center of "educational migration". SFU is an

educational platform, where representatives of many cultures, ethnic origin, as well as indigenous minorities of the North study. In these conditions the formation of tolerant cultural environment is essential. It allows doing educational environment more attractive and comfortable for students to receive prestigious education within of polycultural environment.

Literature Review

Publications analysis, referring to the problems of forming students' ability to save cultural identity in multicultural environment, revealed the need for creating new education, based on the ideology of multiculturalism.

Theoretical grounds of solving current problem are presented by the ideas of assimilation and multiculturalism concept. Within assimilation concept, methodological purpose is singularity and cultural unity of all citizens of the state. This idea, called "melting pot", is based on the conceptions of takeover of language and certain groups' subcultures, destruction of their identity in terms of some standard culture formation. According to this concept, civilization development is shown as direction towards differences smoothing. Ideology of assimilation concept consists in the statement that due to education and upbringing, national, cultural, ethnic differences can be hidden away and new race, American faith, can be formed (Blair, 2018). Despite non-humanitarian character of assimilation ideology, part of emigrants supported it, who thought that assimilation was the way of raising social and public status (Singer, 1986).

Imperfection and controversy of assimilation ideas are proved by many facts, showing historical stability of nations in front of assimilation processes pressure. In particular, in the history of Russian and Soviet State, as well as abroad, Armenian, Greek, Jewish, Chinese, Gipsy, Russian and other Diasporas save their ethno-cultural identity.

Another theoretical approach to the organization of multicultural society life is liberal multiculturalism. Multiculturalism, appeared in Europe during post-war years, gives emigrants the right to save their culture, being the diversity component in the host country. This theory suggests the society stabilization through realizing consent and parity policy based on the rights equality of ethnic and cultural minorities and national majority. Liberal multiculturalism, as a support of minorities' identity in dominant environment, determined the possibility of preservation and development of cultural differences, legitimizing them and protecting the right for diversity at the State level. Thus, Kukathas (2004) proposes to give minority groups freedom from state intervention and behave patiently toward them. Others note that tolerance to group differences of minorities doesn't give them equality alongside with representatives of dominant groups. William Kymlicka (2004) offers to declare "group differentiated rights" for the minority groups, which can smooth the acuity of contradictions between different groups in state.

Presented above alternative approaches of assimilation theory and liberal multiculturalism determines the requirements to the modern education, that is to be multicultural. Multicultural education, corresponding to multicultural society, will contribute to the preservation of students' cultural identity under certain conditions.

Research Methodology

The aim of the research consists in determining pedagogical conditions in modern multicultural society, contribute to preservation of students' cultural identity.

To fulfill this aim, we will rely on full description of multicultural educational problems, presented in investigations of J.A. Banks (2003). The scientist gives a number of useful recommendations, referred to content-related and organizational aspects of multicultural education. We can agree with the scientist's

opinion about expediency of content enrichment of subjective spheres of different disciplines by including scientists' bibliographic database, having made significant contribution to the corresponding science regardless of nationality. For Russian educational system it is natural. J.A. Banks (2006) discusses different variants of such integration, including creation of modules or separate discipline of ethnic character. We find the viewpoint of J.A. Banks (2003) disputed, advising teachers, when examining historical events in the context of ethnic problems, to rely only on personally participated people in ongoing events. From our point of view, presentation of two ethnic groups' opinions is not enough for realizing entire problem and its critical analysis. Offered by J.A. Banks (2003) limitation, according to the number of ethnic groups, in examining historical events, theories and conceptions, doesn't contribute to the main goal such as formation of students' skills to think critically, to give independent and objective evaluation of the events and phenomena in political, social and cultural reality in the context of multicultural development.

The following methods were used in the research:

- general-theoretical methods: comparative analysis of scientific researches in determining the level of problems development, definition of tasks, research issues, aim of study;
- empirical methods: teachers' supervision after the process of dialogue-based interaction of the members of educational process; procedures in discussing tolerance issues; expert evaluation of tolerance formation by the representatives of enterprise during internship;
- formative methods connected with the realization of pedagogical conditions of educational content enrichment within the "Foreign language" discipline and web site "Learn to Be and Learn to Live Together".

Psychometric evaluation methods of tolerance formation as a basic value of multicultural society:

- survey concerning diagnostics of capacity for empathy (A. Mehrabian and N. Epstein) to evaluate emotionally-valuable tolerance component (Phychsodiagnostics of personality tolerance, 2008);
- express-survey "Tolerance Index" (G.U. Soldatova and L.A. Shaygerova), as well as observation, interview, video interview, questionnaire for cognitive component evaluation (Phychsodiagnostics of personality tolerance), 2008;
- "Questionnaire for measurement of tolerance" (Magun et al., 2008) to evaluate behavioral-activity component;
- personal essay about tolerance to evaluate reflexive and assessment component;
- analysis of polylogue in virtual environment.

Results and Discussion

The main idea of our research is the issue of students' cultural identity preservation in multicultural environment, evaluating positively and accepting cultural diversity and freedom of all members of the society, based on tolerance as basic social value.

Realization of this idea in educational sphere was implemented in Siberian Federal University (SFU), one of the goals of which is to provide this territory with competent specialists, representatives of different ethnocultures, having learnt and received tolerance values during their education in university multicultural educational environment and realizing them easily in modern society. Understanding tolerance as a value, we define the formation of tolerant student as a process of student's transformation by entering into multicultural educational environment (MCEE), focused on tolerance values to realize its significance, involvement to tolerance values and their behavioral and activity assignment (Bogdanova & Osipova, 2012).

Students' focus on tolerance values in the process of emotionally-valuable and cognitive component formation of tolerant personality was implemented through involving them in understanding cultures diversity within dialogue; acceptance of tolerance values through organizing intensive cognitive-critical and assessment activity within reflexion of foreign culture content in terms of your own cultural experience; behavioral and activity assignment of rights and standards of tolerant behavior in realizing facilitative approach, where the special attention is given to the creation of conditions, more favorable for developing your own, personal and independent position for natural, reflexive and individual tolerance development in multicultural educational environment of modern university.

The important fact for the study is explanation of evaluation criteria of tolerance formation. Studying offered by the scientists (Kasyanova, 2009; Hoffman-Novotny, 1996; Ladik, 2011 etc.) characteristics of criteria and taking into account the structure of tolerance, we consider it reasonable to use the following points as the evaluation criteria of tolerance formation:

- cognitive criterion of tolerance, which characterizes knowledge formation of tolerance and ways of its expression;
- emotionally-valuable criterion, which characterizes sense formation of realization significance of tolerance in multicultural world, accepting it as personally prominent value, capability in emotional way for permitting another point of view;
- behavioral and activity criterion of tolerance characterizes the development of values based on understanding internal position and experience of tolerant interrelation;
- reflexive-evaluated criterion - self-esteem, self-analysis, self-correction of actions and activities: "I know-accept-appreciate-act-comprehend".

The work on tolerance development among students was conducted at Siberian Federal University with full-time students. Students of the first, second and third courses, students of institute of mining, geology and geotechnology, institute of non-ferrous metals and material science and the students, living in the dormitories of these institutes participated in this experiment. In total 460 students took part.

In the form of the means, the source of alternative viewpoints of representatives of different cultures, specially chosen teaching materials within class work and extracurricular activities in "Foreign languages" discipline were used, as well as in other forms of educational activity, initiating cognitive-critical and reflexive-evaluated activity in examining problem situations during discussions-presentations called "Tolerance in modern world":

- organization and realization of theatre performances in foreign languages such as "Christmas meetings", "Touchestone parade", "May English Party", "April English Party", "Theatrical English Party";
- organization and participation in annual poetic contests of the English language "Favorite poems and poets" - "A Poem is never finished...";
- preparation and participation in annual International inter-institutional festival "Student community without borders";
- development of Web site "Learn to Be and Learn to Live Together" with students

Comprehension of MCEE as a complex of specially organized conditions, after interacting with which the development and formation of personality occur, the integrity of educational process, showing itself in the unity of general-cultural, socio-moral and professional development of the personality, determines the need of tolerance examination within combination and unity of students' class work and extracurricular activities in university MCEE (Bogdanova & Osipova, 2012).

Initiation and maintenance of the cultures' dialogue in the educational activity of students were realized through using the capability of "Foreign languages" discipline, which cultural component of content

forms knowledge about culture, relations, mentalities, occupations of representatives from the countries of target language. Specially chosen texts, which show different cultural patterns, being significant for students, allows accepting diversity of cultures in the world and need of constructive coexistence, contribute to students' involving in the dialogue within educational activity. Specific character of members of educational process as representatives of "digital generation" determined the advisability of virtual space usage for showing patterns of different cultures and organization of dialogue in polycultural educational environment of the university. The study reveals the site map, created by students in "SFU is a territory of tolerance. Learn to Be and Learn to Live Together!", consisting of the invariant, which is general cultural basis of universal values, and special variable section, defining the diversity of student's cultural surrounding and content aiming of virtual informative environment at axiological triad formation - these are tolerant knowledge, tolerant relations, tolerant behavior - in the process of setting cognitive, emotionally-valuable, activity and reflexive-evaluated components of tolerance.

In the course of experiment, polycultural content of "Foreign language" discipline was used, creating possibility to construct multicultural dialogue due to specially chosen texts. Active involvement in the dialogue though discussing problems, personally-valuable for students: "Stereotypes", "Crossing Cultures", "Youth Subcultures" (France - UK - Russia), "Marriage and Family" and another foreign material of problem-comparative character helps to understand and accept the possibility and right for existing other point of view at this or that problem or phenomenon if having your own well-argued position according to cultural equivalence concept. Discussion of the lexical material on the topic: "Parents and Children", made it possible to know better the interrelation between parents and children in modern world taking as an example the families from different cultures and finding those common values which are basic in different families. Successful practice of real communication was realized in the context of cooperation with Lise Ageorges, teacher from France, in the process of preparation and participation in annual International students' festival "Students' community without borders" and organization and realization of New Year meetings in dormitories. Specially organized activity within class work in learning foreign language was accompanied by extracurricular work of creating theatre performances in foreign languages such as "Les Trois Mousquetaires en Sibirie", "Noël à Paris et à Krasnoyarsk", "Surlepoint d'Avignon", "Funny Irish people". Scenic image brings into life of young person an experience of getting other knowledge and values, becomes efficient life experience of showing tolerant behavior in rapidly changing socio-cultural reality.

Within realization of the project "Development of bilingual educational and social environment in SFU", communication continues. These are the meetings and communication with Paul Shields, teacher of English in California, who amazed students by his love to Siberia, sociability and friendship, having communication spirit. During meeting-seminar in the English language and in a playful form (watching and discussing video clips and funny grammar) Extraordinary English League future hydrogeologists also impressed Paul by their "serious profession" and wished to continue holding the meetings, visit Manpupuner rock formations, go skiing: "Then in California you won't see such snow and Yenisei". Also within the Project 5-100, the "traveling" English school called "Ecology school" was organized, which gathered representatives of different specialties and various ethnic nationalities of the university. Naturally, one of the essential aims is learning English through ecology and ecology with the help of English. Environmental protection is the international problem, which doesn't have borders and nationalities. Therefore, having gathered students of different specialists in one project group, authorities gave young people not only valuable experience of professional solution of the problems, but also the experience of communication with each other: the school helps students from Russian, Kyrgyzstan,

China, Jamaica to become friends. It is planned to continue realizing such projects, and participants of this project have already been recommended for the work as volunteers at Krasnoyarsk ecological forum. In modern information society dialogue internet-interaction of students forms the system of standards and values, which contributes to further integration of tolerant values into corporate culture of the university (Bogdanova & Osipova, 2014).

The content of MCEE in the context of tolerance formation within educational informatization and taking into account the special features of modern student as a representative of "digital generation" we consider it reasonable to transfer to the specially developed web site "SFU is the territory of tolerance" <http://tolerance.sfu-kras.ru/>, the main slogan of which "Learn to Be and Learn to Live Together!" reflects a goal of creating the web site and general attitude to the interactive communication.

At this stage of tolerance formation, content-semantic context of literary works of art as a special kind of communication in emotionally-valuable orientations understanding of 70 different nations and cultures while involving students in immediate multicultural dialogue-interaction was used. The students' activity in the process of tolerance formation was revealed in the work at web site content, which shows the personal sense and significance of tolerance formation, development of emotionally-valuable component of studied phenomenon; in the participation in professionally-oriented role-plays, making it possible not only compare differences, but also to find "common ground" of cultures, show tolerant behavior, setting activity component of tolerance; in the organization of excursions such as "City where I live", "Khakassia journeys of V. I. Surikov", demonstrating the significance and value of native culture, accepting its diversity; in the formation of active audience, understanding the variety of positions, showing tolerant behavior of collective subject in discussion-dialogue communications concerning different information, dealing with tolerance issue.

Evaluation of tolerance transformation as integrative personal quality according to the express-survey "Tolerance Index" by G.U. Soldatova, L.A. Shaygerova (2008) of subschool "Tolerance as a characteristic of personality" marks positive rates changes of students' tolerance formation. Mathematical treatment of experimental work results showed their significance (φ^* - Fisher's criterion) and non-randomness (G - criterion of signs) of positive changes of tolerance. Results analysis of tolerance transformation revealed positive dynamics of decreasing the number of students with low level of tolerance formation and increasing the number of students with medium and high levels of studied phenomenon formation. Change dynamics of general level of tolerance formation also shows positive move towards increasing of medium and high level of students' tolerance with simultaneous decreasing of low level (in the beginning of experiment: low - 47 %, medium - 51 %, high - 2 %; at the end of experiment: low - 17 %, medium - 68 %, high - 15 %) and little change dynamics of levels among students of control group (in the beginning of experiment: low - 47 %, medium - 50 %, high - 3 %; at the end of experiment: low - 40 %, medium - 56 %, high - 4 %).

The expert evaluation of tolerance expression in the conditions of students' internship was held. According to experts, given answers in developed survey by us, 85% of them didn't see negative events and conflict situations among students, employers and employees of those enterprises, where students did internship; 15% of experts noticed single, occasional expression of negative interrelations in groups of students at the initial period of internship, which, in their point of view, are connected with insufficient students' readiness to the workplace conditions.

Conclusion

In the consequence of conducted study, results, proving the efficiency of current research idea, were received. Social significance and relevance of the problem concerning students' tolerance formation in multicultural environment were explained.

Innovative character of multicultural educational environment as a significant practically-oriented phenomenon, positively influencing educational development and subject in it, having qualitative changes and showing integral system qualities, appearing due to dialogue-activity character and consisting in capability for saving cultural diversity and professional success in global professional world was confirmed. The potential of innovative multicultural environment of university, having possibility of extending personal values of the members of this environment through active initiation and maintenance of the cultures' dialogue on the basis of various cultures' differentiation, their integration into entire cultural space of humane cooperation and realization in professional activity was characterized.

It was theoretically explained and proved in practical work, that actualization of MCEE potential helps to maintain members' cultural identity of educational process in conditions of involving students in intensive cognitive-critical and reflexive-evaluated activity using cultural component of "Foreign language" discipline and content-cognitive context, developed together with students' web site "Learn to Be and Learn to Live Together".

References

- Banks, J. A. (2003). *An introduction to Multicultural education*. University of Washington, Seattle: Allyn & Bacon.
- Banks, J. A. (2006). *Cultural diversity and education: foundations, curriculum, and teaching*. Boston: Pearson / Allyn & Bacon, 2006.
- Blair, J. (1995). *America: Melting Pot or Salad Bowl?* Retrieved from <http://www.bigissueground.com/politics/blair-meltingpotsaladbowl.shtml>
- Bogdanova, A. I. & Osipova, S. I. (2012). Innovative polycultural educational environment in the context of formation of tolerant personality. *Siberian Teaching Journal*, 4, 49-56.
- Bogdanova, A. I. & Osipova, S. I. (2014). Virtual dialogue in the University educational environment of University as the condition for the students' tolerance formation. *Fundamental Research*, 5(6), 1308-1317.
- Fedotova, N. N. & Fedotov, L. N. (2007). Multiculturalism, identity policy and social capital. *Knowledge, Understanding, Skill*, 4, 120-125. Retrieved from <https://cyberleninka.ru/article/v/multikulturalizm-politika-identichnosti-i-sotsialnyy-kapital>.
- Hoffman-Novotny, H. J. (1996). Soziologicsh Aspekte der Multikulturalitaet. In K. J. Bade, *Migration. Ethizitaet. Konflikt* (pp. 103-126). Osnabrueck.
- Hong, Y., Morris, M., Chiu, C. & Benet-Martínez, V. (2000). Multicultural minds: A dynamic constructivist approach to culture and cognition. *American Psychologist*, 55, 709-720.
- Huntington, S. (1996). *The Clash of Civilizations and the Remaking of World Order*. N.Y.: Simon & Schuster.
- Kasyanova, E. I. (2009). *Moral foundations of tolerance in modern sociocultural situation*: PhD thesis abstract. Saint Petersburg. Kukathas, Ch. (2004). *Theoretical Foundations of Multiculturalism*. Virginia: George Mason University Department of Economics. Retrieved from http://econfaculty.gmu.edu/pboettke/workshop/fall04/theoretical_foundations.pdf
- Kymlicka, W. (2004). *Multicultural Citizenship, Oxford political theory*. Oxford: Clarendon Press.
- Ladik, A. V. (2011). *Formation of sociocultural tolerance of future specialists*: PhD thesis. Kemerovo.

Magun, V. S., Zhamkochyan, M. S. & Magura, M. M. (2008). Questionnaire for measurement of tolerance. In G. U. Soldatova, L. A. Shaygerova (Eds.), *Psychodiagnosics of personality tolerance* (pp. 51-59). Moscow: Publishing house Sense.

Psychodiagnosics of personality tolerance. (2008). Soldatova, G. U. & Shaygerova, L. A. (Eds.). Moscow: Publishing house Sense, 2008.

Semprini, A. (1997). *Le multiculturalisme*. Paris.

Singer, M. (1986). *The Melting Pot: Symbolic Ritual or Total Social Fact?* Nebraska.

Song, S. (2017). Multiculturalism. In E. N. Zalta (Ed.), *The Stanford Encyclopedia of Philosophy*. Retrieved from <https://plato.stanford.edu/archives/spr2017/entries/multiculturalism>

Tomlinson, J. (2003). Globalization and Cultural Identity. In D. Held (Ed.), *The Global Transformations Reader: An Introduction to the Globalization Debate* (pp. 269-277). Cambridge, UK: Polity.

“Global” and “Local” Issues of Buddhist Communities in Russia

Oyuna Dorzhigushaeva¹, Bato Dondukov², Galina Dondukova³

¹Department of “Philosophy, History and Cultural Studies”, East-Siberian State University of Technology and Management, Ulan-Ude, Russia

²Faculty of “Artes Liberales”, University of Warsaw, Warsaw, Poland

³Faculty of “Artes Liberales”, University of Warsaw, Warsaw, Poland

Abstract

This article attempts to trace the historical moment of Tibetan Buddhism acquired the features of a global network, and the interaction of this global network with the local traditional religious communities of Russia. The author argues that there is a particular tension between global Tibetan Buddhism and its local forms, where believers are attracted to their own ethnic version of Buddhism. On one hand, the development of an ethnic version conflicts with the supranational character of Buddhism as a world religion. On the other hand, the development of a global version generates a crisis of ethnic identity, which is closely related to the religious one in Buddhist republics of Russia. The origin of this conflict lies in the fact that local ethnic communities are seeking equal parity with the Global Tibetan network, while the latter perceives itself as mentor, educator and monopoly owner of the true vision of Buddhism, which it is willing to share with people who do not have it. As a result, the attitude towards neophytes is transferred to the representatives of traditional Buddhist communities with a long Buddhist history.

Keywords: Global religion, Local issues, Buddhist communities of Russia, Ethnicity, Identity

Introduction

Buddhism is perceived as the world’s most peaceful religion and the most distant from politics. But in fact it is quite the contrary. This statement can be proved not only by the history of Buddhism and its expansion in Mongolia, China or other countries, but by the contemporary situation of Russian Buddhists as unwilling hostages of big politics. This situation is conditioned by the politics of Russia in the countries of East and Central Asia where Buddhism is advanced and mainly China, where the question of Tibet and Tibetan Buddhism is particularly pointed.

There is an impassionate debate within Russian Buddhist Society on the topic of whether the Buddhist Traditional Sangha of Russia has the right to represent all the Buddhists of Russia or, since many Russian Buddhists have Tibetan tutors, whether the authority of Sangha (Buddhist Community) should be Tibetan. I argue that the reason for this controversy is the conflict of global and local components in the Buddhist world. In this article I will retrace how Tibetan Buddhism acquired the features of a global network and how this global network cooperates with local traditional religious communities that exist in Russia.

The characteristic features of globalization in religion are formal religiosity, synthesis of different religions, expansion of non-formal religious movements, commercialization of religion, “network” religion with a flexible net of autonomous communities that act out of national or confessional borders and loss of connection between traditional religion within a specific territory and ethnos. Aleksandr Agadzhanian (2009) adds to these features the growing importance of public religious discourses, formation of religion free market that functions on principles of individual demand and choice, relativization of religious authority.

Researchers argue that Tibetan Buddhism has acquired all the features of a global religion. Dulma Ayusheyeva (2003) writes: “Currently Tibetan Buddhism is acquiring increasingly more fame and value.

Its revelation to the West began with the political events in Tibet in 1950 that caused the emigration of many Tibetan monks to neighboring countries and to the West. Mainly thanks to the intensive activity of Tibetan tutors-emigrants Tibetan Buddhism has spread successfully in the modern western world. They founded hundreds of Buddhist centers, published books with millions of pressruns. Every year the amount of western followers of Tibetan Buddhism increases" (p. 3). Tibetans say that the Chinese occupation of Tibet has had a positive consequence: Tibetan-emigrants have introduced authentic Buddhism doctrine to the world.

Literature Review

Buddhist Communities existed in Western countries even before the Tibetan emigration. Europeans learned the first concepts about Buddhism from descriptions of travelers and reports of Christian missionaries as a result of which scientists started to study Buddhism and the general canonical texts were translated. Europeans were surprised to learn about by the existence of millenary civilizations based on other grounds than Abrahamic religions, ontological and mental grounds. Then some ideas of Buddhism were introduced into the discourse of European philosophy (Schopenhauer, 1909; Nietzsche, 1918). Such masterpieces as "Siddhartha" by Hermann Hesse (1922) appear in the European literature. Aleksandr Agadzhanian (2009) emphasizes the role of "Buddhist Catechism" by Henry Olcott (1881) with its attempt to list in short the main Buddhist ideas, same for all schools of Buddhism. "This invention of "the World Buddhism" is an example of how the arising global consciousness turns a local tradition into its own reference, a non-contextual, transnational and really global product" (as cited in Agadzhanian, 2009, p. 224).

The second half of the XX century is marked by the appearance of global Buddhist networks of different schools and traditions. They are based on the authority and charisma of the personality building their religious network. The names of the founders indicate the variety of Buddhist communities: Suzuki (Japanese), Wangyal (Kalmyk), Mahasi (Burmese), zen-master Seung Sahn (Korean), Ole Nydahl, (Danish), Thich Nhat Hanh (Vietnamese), and many others. "Be it teachings of the Dalai Lama, Thich Nhat Hanh, or other prominent teachers, halls are filled by people flocking to such event. Not surprisingly, during the last two decades, Buddhist groups and centers have flourished and multiplied to an extent never before observed during Buddhism's 150 years of dissemination outside of Asia" (Baumann, 2001, p. 2). At the same time, global Buddhist Associations are created, such as the World Fellowship of Buddhists and FWBO or Friends of Western Buddhist Order. Their aims are to consolidate and direct Buddhist flows. This period is also marked by the first conflict of global and local approaches in the Buddhist world. In 1970, Buddhists of traditional Buddhist countries, unhappy about the prevalence and activity of Western Buddhists in these Associations, created a new Buddhist Association "Asian Buddhist Conference for Peace" with its headquarters in Ulan-Bator, Mongolia. It is necessary to mention that the exodus of representatives of traditional Buddhist countries from the World Fellowship of Buddhists considerably lowered its world significance.

Methodological Framework

This research aims to retrace how Tibetan Buddhism acquired the features of a global network and how this global network cooperates with local traditional religious communities that exist in Russia.

The main tasks of the research are:

- to reveal distinctive features of globalization in relation to religion
- to submit a short retrospective analysis of the global spread of Buddhism
- to analyze and critically evaluate the existing religious situation in the contemporary Buryatia and Kalmykia.

The following methods were used in order to achieve the objective and the tasks: analysis, synthesis, abstraction, induction, deduction, generalization. The historical retrospective of global spread of Buddhism fits methodology of social and anthropological researches. Method of discourse analysis as well as method of active problem-contextual analysis – case study – help to reveal the global and local issues of Tibetan Buddhism in Russia.

Results and Discussion

Tibetan emigration gave a second breath to the expansion of Buddhism in the West. High-qualified Buddhist Tutors with a classical monastic education, who knew well all the peculiarities of Buddhist philosophy, were ready to share their knowledge. Yelena Ostrovskaya (2009) notes that “in the 1990s Tibetan Buddhism has already functioned in system of transnational communities of ethnic Tibetans and non-ethnic converts worldwide. A global communicative network of Tibetan Buddhism removed a question of ethnic origin of believers” (p. 314). It should be noted that in academic literature the newly converted Buddhists are often called proselytes or converts that isn't exact from the terminological point of view. It is unlikely that such people were active supporters of other religion or were pagans before they passed into the Buddhism. Therefore, it would be more correct to call the Europeans who accepted the Buddhism as “neophytes”. It is interesting that in Soviet period this tendency was caught and proclaimed by a Buryat Buddhist philosopher Bidiya Dandaron (Dorzhigushaeva et al., 2017). He declared that in the XX century the European mind is ready to apprehend Buddhist ideas. His motto “Tantra to the West!” was heard, he had followers from Moscow, St. Petersburg and Baltics. There is no process that has equally influenced the religiosity of European society as much as the Tibetan emigration. Researchers attribute the reason for such success to the special depth of Buddhist doctrine and to the tolerance and openness of Tibetans as the bearers of Buddhism.

But there were also difficulties that emigrants encountered when leaving the medieval feudal theocratic state, which Tibet was at the time of the Chinese invasion. In Tibet religious leaders are celibate, thus the institution of reincarnated lamas ensured continuity and inheritance. Due to the integration of Buddhism with European Society European reincarnations of famous lamas appeared. There were cases when even adults were recognized as reincarnations of a lama. For example, the American actor Steven Seagal. The flexibility of Tibetans concerning this exotic question causes many doubts about the objectivity of this phenomenon. Moreover, reincarnations of great yogis who obtained incredible achievements (siddhi) sometimes showed very inferior abilities. The death of Buddhist leaders has been accompanied by political games, schisms among the followers and the appearances of several reincarnations. Probably because of such consequences, two lamas said that their reincarnations had already been born before their death. After His Holiness Dalai-Lama XIV reached the age of 70, journalists often ask him about his future reincarnation. According to his answers it is clear that the Buddhist Leader is in search of the best solution to this question.

There are other reasons for splits. For example, there are radical circles of Tibetan emigration who do not agree with nonviolent way of Tibet liberation. Another example is a request of his Holiness Dalai-Lama XIV to refuse honoring of Dorje Shugden, the defender of Gelug School, which led to split of the Tibetan society in emigration. Refusal of honoring was followed with scandals, lawsuits on violation of rights for free religion and even murder of the director of philosophical school in Dharamsala, Lobsang Gyatso, and two of his students who arrived from Tibet and were followers of Dorje Shugden cult. I would not like to criticize; but it can be said that such processes show that Tibetan Buddhism is a living and developing religion.

Moreover, as mentioned before, one of the characteristics of the globalization of religion is its commercialization. Tours to different museums and other public places of the Gomang monastery's

monks, who make sand mandala of different gods and Gyudmed monastery's monks who sing obertone mantras have become regular events in cities of Russia. From time to time, founders of different global religious networks have arguments that look like competition for spheres of influence. For example, Dane Ole Nydahl prohibited his followers from attending lectures of another European student of Karmapa XVI, lama Deni. Ole Nydahl also wrote a book about the finding of Karmapa XVII, "Rogues in Robes", which revealed a long conflict between four followers of Karmapa XVI. This book tells about the heritage of the head of the Karma Kagyu school and also about huge charities funding the Karma Kagyu Order which owned hundreds of dharma-centers in the USA, Europe and Asia. Commercialization became a way of existence for Tibetan emigrants who chose religion as a possible strategy for survival.

All these conflicts were neutralized thanks to the unique personality of His Holiness Dalai-Lama XIV. The Dalai-Lama XIV, a person who played a great role in developing a positive image for Tibetan Emigration, is the recipient of the Nobel Peace Prize. The political position of His Holiness Dalai-Lama XIV can be described as moderate. In contrast to radical Tibetans who appeal for independence of Tibet, the Dalai-Lama, who prefers the peaceful solution to Tibetan question, offered the "middle way" to broaden the autonomy of Tibet within the People's Republic of China.

Russia took a cautious position concerning the "Tibetan question". Russian-Chinese relations have changed during the last 70 years from "Russian and Chinese are friends forever" to frontier conflicts and economic partnership with the beginning of perestroika. "It is important for China to be a strategic partner of Russia. That is why Russia considers the Tibetan question an internal affair of China, which explains numerous rejections to requests by the MFA that the Russian Federation give an entry visa to the Dalai-Lama. The article of the second Joint declaration of P.R. China and Russian Federation signed by V.V. Putin and Hu Jintao in 2007 states that according to the principles and spirit of the Contract on neighborliness, friendship and cooperation between the P.R. China and Russian Federation of July 16, 2001, the parties will strengthen mutual support on major issues including the independence, sovereignty and territorial integrity of each. The Russian side confirmed its resolute support of China's adamant stand on the questions of Taiwan and Tibet. Therefore, a visit of the Dalai Lama to Moscow can become an irritant to relations between Russia and China. In this regard such a visit is possible only after the normalization of relations between the Dalai Lama and Beijing" (as cited in Kolosova, 2011, p. 78).

Such a governmental position causes the disaffection of Russian Gelug Buddhists because Buddhism is officially one of the traditional religions in the Russian Federation (Zhukovskaya, 2001; Vanchikova, 2006). A pastoral visit by His Holiness Dalai-Lama XIV to the Buddhist republics of Russia has remained a vexing question for the last 20 years. The Buddhist Traditional Sangha of Russia takes the governmental position. This fact has so irritated Russian Buddhists who are in favor of Tibetan Buddhists that they even left the Sangha, which "traditionally considers the fundamental issues concerning development of Buddhism in the region" (as cited in Dondukov et al., 2018).

Damba Ayusheev, Khambo-lama of the Buddhist Traditional Sangha of Russia, thinks that Buddhist republics of Russia (Kalmykia, Tuva, Buryatia) should independently achieve the revival of Buddhism in the post-soviet area. He expressed his position in the interview to the "Buddhism in Russia" journal in 1997 at the beginning of his activity and has been consistently realizing it (Buddhist Church of Russia: the Problems of Revival, 1997). He supposes that relations with Tibetan Buddhists should be based on an equal basis and he also expresses the opinion that the visit of His Holiness Dalai-Lama XIV to Russia should be realized on mutual grounds. On Buddhist forums in the Internet his position, especially the idea of "Buryat Buddhism", is strongly criticized by the followers of global Tibetan Buddhism. Yelena Ostrovskaya (2009) notes: "Khambo-lama Ayusheev is represented, as a rule, as a conservative spokesman of national and religious revival of Buryats, the supporter of Buryat Buddhist identity, Buryat language in liturgies, Buryat paradigm of Buddhist education. Negative intonation of such estimates is

especially surprising as it goes about the revival of Buddhism in Buryatia, not in Cambodia freed from Pol Pot's dictatorship. Khambo-lama Ayusheev is disparaged for his criticism of Shamanism (which, strictly speaking, it befits his rank), and for his loyalty to federal policy of Russia as though disloyalty served as a guarantee of religious renaissance" (p. 304). Khambo-lama Ayusheev aspires to develop traditional Buryat Buddhism, to revive the Institute of Pandito-khambo-lamas, traditional Buryat sports and traditional agriculture especially with aboriginal cattle. His aspirations are criticized by pro-Tibetan opposition (Choi Dorzhi Budaev – ex-khambo-lama) and also by new Russian students of Tibetan lamas (generally on the Buddhist forums in the Internet). On this topic a question arises: Why is the existence of Buryat Buddhism denied while nobody denies the existence of Vietnamese or Tai Buddhism, especially if Buryat Buddhism has never been dependent on Tibetan or Mongolian Buddhist Institutions. "Aiusheev and the Traditional Buddhist Sangha of Russia claim Buryat Buddhism's uniqueness in being a "bridge" between "Asian" and "European" Buddhism. While being a "bridge" is typical of the general Buryat identity discourse and not unique to the Khambo Lama, the Buddhist leader cleverly utilizes it to stress his point that Buryat Buddhism's existence within Russia resulted in a unique indigenous Buddhist civilization, which is historically and presently autocephalous and distinct from its "purely" Asian counterparts" (as cited in Bernstein, 2010, p. 91-92).

A unique religious situation has taken place in Russia: two models of Ethnic Buddhism (Buryat and Kalmyk) show two ways of reviving Buddhism after perestroika. In Kalmykia, we observe the practice of Buddhism's revival in the context of a global model (Sinclair, 2008). In 1992 a 20-year-old Telo-tulku, an American Kalmyk accepted by Tibetans as a reincarnation of the legendary Indian yogi Tilopa has become a Shadzhin lama. Strongly supported by global Tibetan Buddhism and the American Kalmyk diaspora, he achieved great results and built the largest Buddhist temple in Russia – "The Golden Abode of the Buddha Shakyamuni". Tibetan tutors regularly hold exercises, give lectures and initiations there. All these achievements can be seen on the websites of Kalmyk Buddhism.

At the same time, on Russian Internet forums, we can see discussions between supporters and opponents of Shadzhin lama. The latter show indignation about the dominance of Tibetan lamas in the Kalmyk Khurul and they even made a video appeal to V. Putin on YouTube with the request to dismiss Shadzhin lama Ombadykov. The newspapers wrote about Kalmyks picketing with slogans "Kalmyk Lamas to Central Khurul", on tourist web pages tourists notice that Kalmyks treat The Golden Abode as an "improper" temple and do not visit it.

Conclusion

In both above-mentioned examples, we can observe that there is a certain tension between global Tibetan Buddhism and local communities of believers who maintain their ethnic version of Buddhism. The development of an ethnic version contrasts with the supranational characteristics of Buddhism as a world religion. Development of a global version leads to a crisis of ethnic identity, which is very close to religious identity in the Buddhist republics of Russia. The cause of this tension lies in the fact that local ethnic communities of believers would like to have equal and parity relations with the global Tibetan network. The latter view themselves as tutors, enlighteners – the only bearers of the true vision, which they are ready to share with people who do not have it. They treat everybody as neophytes, even representatives of traditional Buddhist communities who possess a centuries-long Buddhist history.

Acknowledgements

The article was prepared according to the RFBR project 18-011-00935.

References

- Agadzhanyan, A. (2009). Buddhism in Contemporary World: Delicate Alternative to the Globalism. In A. Malashenko, S. Filatova (Eds.), *Religion and Globalization in Eurasian Space* (pp. 224-228). Moscow: ROSSPEN, Carnegie Moscow Centre.
- Ayusheyeva, D. (2003). *Contemporary Tibetan Buddhism in the West*. Ulan-Ude: BNC NB RAS Publishing House.
- Baumann, M. (2001). Global Buddhism: Developmental Periods, Regional Histories, And A New Analytical Perspective. *Journal of Global Buddhism*, 2, 1-43.
- Bernstein, A. (2010). *Religious Bodies Politic: Rituals of Sovereignty in Buryat Buddhism*: PhD thesis. New York: New York University.
- Buddhist Church of Russia: The Problems of Revival (1997). An Interview with Khambo-lama D. Ayusheev of the Buddhist Traditional Sangha of Russia. *Buddhism of Russia*, 28, 53-57.
- Dondukov, B. Ts., Dorzhigushaeva, O. V. & Dondukova, G. P. (2018). The Two Cases of Consolidation of Buddhist Internet Communities: Shifting Religious Authority Online. *Astra Salvensis*, 6, Special Issue, 951-962.
- Dorzhigushaeva, O. V., Dondukov, B. Ts. & Dondukova, G. P. (2017). Buddhist Religious Education in the Context of Modern Russian Policy of Multicultural Education: A Case of the Republic of Buryatia. *Journal of Social Studies Education Research*, 8(2), 80-99.
- Hesse, H. (1922). *Siddhartha*. New York: New Directions.
- Kolosova, I. V. (2011). The Problems of Tibetan Cultural Heritage Preservation. *World and Politics*, 6, 71-80.
- Nietzsche, F. W. (1918). *The Antichrist*. New York: Alfred A. Knopf.
- Olcott, H. (1881). *Buddhist Catechism According to the Canon of the Southern Church*. London: Trubner and Co., Ludgate Hill.
- Ostrovskaya, E. (2009). Russian Buddhism in the Framework of Civil Society. In A. Malashenko, S. Filatova (Eds.), *Twenty Years of Religious Freedom in Russia* (pp. 294-328). Moscow: ROSSPEN Carnegie Moscow Centre.
- Schopenhauer, A. (1909). *The World as Will and Idea*. London: Kegan Paul, Trench, Trübner & Co.
- Sinclair, T. (2008). Tibetan Reform and the Kalmyk Revival of Buddhism. *Inner Asia*, 10(2), 241-259.
- Vanchikova, T. (2006). Buddhism in Buryatia: Past and Present. In *Mongols from Country to City: Floating Boundaries, Pastoralism and City Life in The Mongol Lands* (pp. 272-289). Copenhagen: NIAS Press.
- Zhukovskaya, N. L. (2001). The Revival of Buddhism in Buryatia. Problems and Prospects. *Anthropology and Archeology of Eurasia*, 39(4), 23-47.

“Invented Traditions” of Ethnic and Religious Identity in Post-Soviet Buryatia

Galina Dondukova¹, Bato Dondukov², Oyuna Dorzhigushaeva³

¹Department of “English Language and Intercultural Communication”, East-Siberian State University of Technology and Management, Ulan-Ude, Russia

²Scientific Research Management Office, East-Siberian State University of Technology and Management, Ulan-Ude, Russia

³Department of “Philosophy, History and Cultural Studies”, East-Siberian State University of Technology and Management, Ulan-Ude, Russia

Abstract

This paper is aimed to provide the broad historical context of post-Soviet Buryatia where ethnic as well as religious identifications were put forward. We argue that one of the main features of post-soviet “national and cultural revival” was invention of traditions. “Invented tradition” is taken to mean a set of practices, normally governed by overtly or tacitly accepted rules and of a ritual or symbolic nature, which seek to inculcate certain values and norms of behavior by repetition, which automatically implies continuity with the past. In fact, where possible, they normally attempt to establish continuity with a suitable historic past” (Hobsbawm, 2000, p. 1) Religions – Buddhism and Shamanism – can be considered as the most stable and universal elements of Buryat culture, and therefore in the public understanding religion turns into ethnic space markers. We start from an overview of academic literature devoted to the study of Buryat identity from various perspectives, further on we analyze the process of politicization of ethnicity in the 1990s and the ideas of Eurasianism broadly promoted in post-Soviet Buryatia. Finally, we take a closer look on the main components and symbols of Buryat ethnic identity constructed since 1990s.

Keywords: Invented traditions, Ethnic identity, Religious identity, Buryatia, Buddhism

Introduction

The search of ethnic identification has become the central one throughout plenty of union republics in the 1990s, however, the idea of returning to sources of traditional culture, moral and religious renewal, instead of socio-political one traces back already in the late Soviet period. Turn to pre-revolutionary traditions destroyed during the Soviet modernization caused a wave of “mythologism” in the late Soviet culture. This mythological narrative from which modern Soviet society evaded caused romantic nostalgia about the past. With the beginning of *perestroika*, the returning to traditions reaches its peak within the so-called “national and cultural revival”. The movement of revitalization of pre-revolutionary forms of culture begun throughout all federal and autonomous republics of USSR. According to Eric Hobsbawm (2000), the very appearance of movements for the defense or revival of traditions, indicates a break of these traditions. In such a way, these traditions become “invented”. “Invented tradition” is taken to mean a set of practices, normally governed by overtly or tacitly accepted rules and of a ritual or symbolic nature, which seek to inculcate certain values and norms of behavior by repetition, which automatically implies continuity with the past. In fact, where possible, they normally attempt to establish continuity with a suitable historic past” (p. 1).

This paper is aimed to provide the broad historical context of post-Soviet Buryatia where ethnic as well as religious identifications were put forward. Religion is considered to be the most stable and universal element of Buryat culture, and therefore in the public understanding Buddhism and Shamanism have taken their roles as religions, which are ethnic space markers as well as national symbols – the national

religion (Skrynnikova & Amogolonova, 2011). We argue that one of the main features of post-soviet searching for identity among the Buryats have become invention of traditions. We start from an overview of academic literature devoted to the study of Buryat identity from various perspectives, further on we analyze the process of politicization of ethnicity in the 1990s and the ideas of Eurasianism broadly promoted in post-Soviet Buryatia. Finally, we take a closer look on the main components and symbols of Buryat ethnic identity constructed since 1990s.

Literature Review

The topic of revival of ethnic identification among the Buryats after the fall of the USSR is studied by both local and western scholars. The group of scholars of the Institute of Mongolian, Buddhist, and Tibetan Studies of the Russian Academy of Sciences (Siberian Branch), including T. S. Skrynnikova, D. D. Amogolonova (2011), and others published a series of books devoted to Buryat ethnicity in the context of socio-cultural modernization (Varnavski et al., 2004; Skrynnikova et al., 2004; Amogolonova et al., 2005). Divided into three periods – pre-revolutionary, Soviet and post-Soviet, the research applies historical perspective to the analysis of Buryat ethnicity. Ethnicity is considered as “a set of practical skills of symbolical use of ethnic origin signs (ethnonym, cultural practices, etc.) (Varnavski et al., 2003). The analysis of major historical events, archival documents, statistic data, media and discourse analysis helps to “define the results of constructivist activities of elites and also allocate a system of signs, which is used for setting the borders of “our” community and serves for orientation in interactions depending on historical and social context” (Varnavski et al., 2003). Several PhD and habilitation theses of Buryat scholars are devoted to the analysis of Buryat ethnic identity, notably, within historical, philosophical, sociological, and even psychological studies. In general, the majority of works agrees that Post-Soviet period is connected with ethnic mobilization and politicization of ethnicity. The identification discourse reconsiders the history of Buryats: negative motifs of sovietization and acculturation are combined with construction of new identities based on mythologization of historical past (before entering the Russian state in the 17th century).

The Buryat identity is further connected to numerous linguistic studies of language choice and Buryat language endangerment situation (Khilkhanova, 2008). In Western scholarship, the issues of Buryat identity are studied from anthropological perspective and are mainly connected to traditional religions of Buddhism and Shamanism among the Buryats, or treat it as part of larger processes of creation of national ideologies (Hamayon, 1998; Humphrey, 2010; Humphrey, 2002).

Methodological Framework

This research aims to provide the authors’ interpretation of searching of ethnic and religious identity in post-Soviet Buryatia. The main tasks of the research are:

- to make an overview of academic literature devoted to the study of Buryat identity from various perspectives;
- to analyze the process of politicization of ethnicity in the 1990s;
- to reveal the peculiarities of the ideas of Eurasianism in post-Soviet Buryatia;
- to define the main components and symbols of Buryat ethnic identity constructed since 1990s, such as Genghis Khan and ties to Mongolia, Geser, Buddhism, etc.

The research is based on the notion of “invented traditions” first introduced by E. Hobsbawm (2000) and widely used in historical, ethnological and anthropological researches. The following methods were used in order to achieve the objective and the tasks of this theoretical research: analysis, synthesis, abstraction, induction, deduction, generalization. The discourse analysis of major historical events and media publications of 1990s help to define the major invented traditions in Buryatia in post-Soviet period.

Results and Discussion

Politicization of Ethnicity in Post-Soviet Buryatia

In the early 1990s ethnicity was forwarded to the core of social and political discourse among many Post-Soviet nations (*narod*). This form of collective identification replaced Soviet and class identities which were terminated with the collapse of the USSR (Oushakine, 2009). In the context of “national and cultural revival” movement which developed in many union and autonomous republics during the 1980-1990s the ideological shift towards ethnicity touched Buryatia as well. Politicization of ethnicity and ethnic mobilization have become the major features of post-Soviet ethno-national movement in Buryatia. The authors of a collective monograph *Buryat Ethnicity in the Context of Sociocultural Modernization (Post-Soviet Period)* (Amogolonova et al., 2005) allocate three stages of ideological landscape in post-Soviet Buryatia.

The first period is characterized by the “explosion of ethnicity” (the end of the 1980s – the beginning of the 1990s). Following political crisis and the collapse of the USSR Buryatia, as many others formulated the most radical political requirements and claimed the greatest possible empowerment of Buryat statehood. The “Declaration of Sovereignty of the Republic of Buryatia” was adopted by the Supreme Soviet of Buryat ASSR on October 8, 1990. According to this document, the republic refused the status of autonomy and resolved itself into sovereign state created by the people voluntarily united in it. Later the new status has been declared and fixed in Foundations of the Constitutional Order: “The Republic of Buryatia is a sovereign democratic constitutional state within the Russian Federation” (Constitution of the Republic of Buryatia, 1994). And even though this is not about disintegration of the Russian Federation on separate states, the regions started to act significantly more actively as independent political units, articulating their local interests and requirements to the center (Tagangaeva, 2015).

The basic law expressed political romanticism of Buryat ethno-cultural revival by outlining that the Republic was formed as a result of “realization of the right of the Buryat nation on self-definition” (Constitution of the Republic of Buryatia, 1994). What is more, ethnic identification prevailed over civil one: changes of state legal status of RB could be carried out only by a referendum, what is more, its results could be accepted only if more than a half of citizens of the republic voted, including more than a half of the citizens of the Buryat nationality². Such predominance of ethnic factor of the electors can be explained by negative memories connected with division of the territory of the Buryat-Mongolian ASSR in 1937. At that time in order to weaken any pan-Mongolist and anti-Soviet intentions among the Buryats, along with repressions and antireligious campaigns, the authorities in Moscow deeded the territory of the Buryat Mongolian ASSR by 40 percent by transferring them to neighboring Irkutsk and Chita Oblast’. “These changes were made without the consent of the government of the Buryat-Mongolian ASSR despite the existence of article 15 in the republic’s constitution that specified that no territorial alterations could be made without local approval” (Chakars, 2014, pp. 76-77). No surprise the territorial shifts of 1937 contributed to legitimization of ethnicity in the 1990s.

Ethnic mobilization in Buryatia was followed by establishment of a number of local public and political associations as well as carrying out of all-Buryat congresses initiated by representatives of the local academic and cultural intellectuals. National and cultural society “*Geser*” (1988), and founded on its basis in Buryat-Mongolian People’s Party (1990), movement of national unity “*Negedel*” [Unity] (1992), and Congress of the Buryat People (1996) have become the most vivid public and political organizations. The

² Noticeably, such ethnic specification of referendum was removed from article 60 of the Constitution of the republic of Buryatia after an Act concerning the introduction of amendments and additions to the Constitution of the republic of Buryatia of 29 December 2000 N 562-II.

main activities and achievements are well described (Bazarov & Hamutaev, 2004) in works of local Buryat scholars, however, I would like to shortly outline the major facts.

In March 1988 the first informal political association named after the epic hero “Geser” was created in Ulan-Ude. It united youth, students, young Buddhist priests, teachers and cultural workers. Association developed a program of political and cultural tasks. One of the main political tasks of “Geser” was announced the restoration of national and republican unity destroyed in 1937. It also demanded the return of historical name of the republic – Buryat-Mongolia, which was shortened to Buryatia in 1958. Among other targets of the association were restoration of Buryat language as a school subject in all educational institutions of Buryatia, Aga and Ust-Orda districts, teaching in Buryat language at all Buryat schools. They also claimed for restoration of Buddhist temples – datsans, national Buryat holidays, for example, the lunar new year “Sagaalga”. Members of the association expressed the need for revealing the true history of Buryat people and establishment of bonds with related people and cultures of Central Asia.

The Buryat-Mongolian People’s Party (BMPP) founded in September 1990 has become the first political party in Buryatia that was based on priority of ethnic problems. The party proclaimed its main goal as the revival of Buryat-Mongolian people through “spiritual purification and and restoration of unified national statehood” (Bazarov & Hamutaev, 2004, p. 561). However, the Party declared itself as opposed to the local government, and thus was negatively accepted by the population and mass media, which was mainly pro-government. Nevertheless, BMPP took active part in legislative activities of the Supreme Soviet of the Republic of Buryatia in 1990-1994, submitted many suggestions on reformation of electoral system and stage-by-stage restoration of unity of the people and the Republic, on formation of a multi-party system on the basis of equality of all parties and movements.

BMPP gave rise to a new social and political organization – Movement of national unity “*Negedel*”, which posed almost the same goals as BMPP, both in ethnopolitical and ethnocultural development. The organization was registered in the Ministry of Justice of the Republic on March 16, 1992. “*Negedel*” actively participated in organization of national congresses, academic conferences and other large socially significant events.

In general, all these social and political organizations arose in order to discuss urgent problems of Buryat history, culture and political status. In other words, all of them aimed to introduce ethnic factor to the politics. Their programs were similar in many respects. First of all, everybody claimed the returning of previous name of the republic as “Buryat-Mongolian”, which was cancelled in 1958; and reunion of the Republic with the Aga and Ust-Orda national districts which were separated in 1937. Other important issues for discussion were restoration of lost Buryat traditional culture including Buryat language and Buryat traditional religions (Buddhism and Shamanism).

At that period local press started to publish previously unreleased materials on history of Buryat-Mongolia, including facts about mass repressions, archival materials about national movement of the beginning of the 20th century. Melissa Chakars points out that the two Buryat newspapers – *Pravda Buriatii* and *Buriaad Unen* – published numerous stories written by local scholars on historical and cultural topics in 1990, including articles “on Tibetan medicine, long practiced by Buryats but criticized for most of the Soviet period, and a series on Chinggis Khan (Genghis Khan), a figure of great interest and pride for Mongolian peoples but officially scorned in the Soviet Union. The papers also published a translated interview with the Dalai Lama and several articles praising the vertical Mongolian script... *Molodezh Buriatii* printed materials and stories about the Buryat Lunar New Year, Sagaalga... The local press also began to more regularly feature articles about the Buryat language (Chakars, 2014).

The second period (second half of the 1990s) of post-Soviet ethno-national movement in Buryatia is characterized by recession of ethno-political tension in the republic, which can be explained, first of all,

by general stabilization of political situation across the Russian Federation. D. Amogolonova and T. Skrynnikova (Amogolonova et al., 2005) define this period as “ethno-political stabilization” – time of search for balance between ethnic and all-civil values. According to the scholars, ethno-ideology did not lose its political context at that period, but transferred to academic discourse. However, at that period a certain gap between the purposes of academic, as well as political, elites and the essential problems of ordinary people became clearly seen. In other words, ethno-ideology did not propose any specific feasible plans or programs aimed at the economic growth, attraction of investments, etc. (Amogolonova et al., 2005). Nevertheless, despite the fact that Buryat national idea still did not receive any accurate conceptual framework, the ethno-cultural revival project has gained the greatest development in the second period. The construction of mythologemes about Buryat ethnic identity within the contemporary ideological discourse took place at that time. The revival of historical memory was connected with historical and cultural relation to Mongols, its “great history”, and of course, the personality of Genghis Khan. At the same time, Russian level of the Buryat identity was expressed and reconsidered through more than three hundred years of common historical development. This issues will be analyzed in more detail in further parts of this paper.

Finally, the third period (since 2003) of ethno-nationalism development in Buryatia is connected with federal policy of enlargement of regions and can be characterized by clearly protective frame “*patrie en danger*”. Putin’s reforms aimed at elimination of a number of autonomous okrugs by merging them with economically neighboring regions. In such a way, the Ust-Orda Buryat autonomous okrug was proposed to be merged with Irkutsk oblast, while Agin-Buryat autonomous okrug – with Chita oblast. With such threat to the unity of previously common Buryat territories, the national statehood began to be interpreted as the central symbol of Buryat ethnicity. Nevertheless, despite of heated debates, under proposed administrative reforms, Ust-Orda Buryat okrug was dissolved into Irkutsk oblast in 2005, and Aga Buryat autonomous okrug was merged with Chita oblast a year later. In both cases referendums determined the fate of the okrugs, but since national minority populations were by definition, minorities, the results of each referendum were a foregone conclusion.

In political sphere it turned out that none of the claims of Buryat intellectuals since 1990s, including reconsideration of the matters of 1937 (division of territory) and 1958 (renaming of Buryat-Mongolia) were supported by the government, while the Buryat national movement also was never able to gain mass support. M. Chakars (2014) concludes, that after the fall of USSR “the Buryats have generally acted as a minority of Russia rather than a colony seeking independence. At the same time, the Buryats shared in the experience of nationalism that spread across the Soviet Union in the late 1980s. Buryats created a national movement and this, along with the development of *glasnost*’ and *perestroika*, facilitated a revival in Buryat culture, traditions, language, and religions” (Chakars, 2014, p. 258).

As for the contemporary situation M. Tagangaeva (2015) traces that Russian regions are engaged actively in formation of regional identity and what is more – regional brand-building which is completely opposite to the Soviet policy of formation of a uniform Soviet culture. In general, it can be described as “capitalization” of culture, when culture becomes involved into economic sphere in order to attract investments and other resources to regions. Capitalization of culture in Buryatia is based mainly on religions and traditions. Modern Buryatia consciously cultivates the image of the most tolerant republic of Russia. First of all, it implies religious tolerance: Buryatia is positioned as an example of religiously syncretic region where numerous confessions (Buddhism, Shamanism, Orthodoxy, Old Belief, Islam, Judaism, Catholicism, etc.) peacefully coexist. What is more, it is emphasized that Buryatia is a place which managed to preserve its pre-revolutionary spiritual and cultural traditions, which become widely “reinvented”. Such approach proves the thought of S. Boym (2001): “Russian nostalgia was made not only for domestic but also for tourist consumption, and thus has to be easily digestible and convertible”

(p. 67). However, as M. Tagangaeva (2005) argues, the local authorities and cultural elite aim not only to increase the tourist potential of the republic by re-inventing traditions. "The real reasons lie in Eurasianism which gradually strengthens as the state ideology of Russia since 2000s" (p. 142). Designating peaceful coexistence of Buddhist, Orthodox and Islamic cultures, religious tolerance is Buryatia ideally fits the Euroasian concept of Russia as the multi-religious state protecting its cultural heritage as well as moral and spiritual values. Speaking about revival of ethnic identity in post-Soviet Buryatia it is impossible to omit the theory of Eurasianism, which has become widely popular in various regions of Russia, as well as in Buryatia.

Eurasianism in Buryatia

The previous paragraph aimed to show that "national and cultural revival", which took place in many Russian republics after the fall of USSR, went beyond the cultural framework and became politicized. In this context the ideas of Eurasianism fitted as ideological base for legitimation of needs in new socio-political context. The theory of Eurasianism was developed in the 1920s by representatives of Russian emigration. "Eurasia" has always been an idea directed against the influence of 'the West' in Russia, since it proposes that Russia is not in essence a European country but a unique civilization, created by the union of the Slavic and the Turko-Mongol steppe peoples. In 1990s the idea re-emerged in metropolitan circles in response to the perceived failure of 'Western' models of democracy and capitalism in Russia (Humphrey, 2002, p. 263). In the contemporary all-Russian context Euroasian theory satisfies at least two requirements of Post-Soviet Russia: it emphasizes the special role of Russia and provides ideological basis for unification of the former Soviet Union. Through many decades Eurasian discussions were held mainly among Russian intellectuals and, with a few exceptions, the idea seemed acceptable to Asian peoples.

However, in the 1990s Eurasianism has become one of the central topic of academic and political intellectuals of Asian republics of Kalmykia, Buryatia, Tyva, Sakha-Yakutia and Altai, as well as Islamic republics (Tatarstan, Bashkiria). The main inspiration were the works and ideas of Soviet historian and ethnologist with contradictory reputation - Lev Gumilev (1912-1992). Gumilev's major and most famous work, *Ethnogenesis and the Biosphere* (1990) examined the influence of the natural environment on ethnic development. The popularity of his theory can be proven by the fact that even though not initially printed in 1973, the manuscript, which was kept in the state library, was photocopied more than ten thousand times by 1979 (Oushakine, 2009). Wide recognition of works of Gumilev (1994) among the Asian republics is accompanied both by specificity of his works, and by his personal tragic biography. In his theory Gumilev (1994) proposed an alternative approach to Russian history that emphasized the important role of the Asian people in the Russian culture. He united steppe people of Central Asia into "superethnos of nomads of Mongolia" (p. 46). Gumilev (1994) revived the positive view on Golden Horde and Genghis Khan. In his opinion the Russian-Mongolian relations represented symbiosis, while Tartar Mongol Yoke was nothing more than invention of Russian and Soviet historiographers, who suffered "mongolophobia" and created wrong, "orientalized" image of non-European people. Russian pre-revolutionary and Soviet historiography presented Genghis Khan as the cruel barbarian enslaver. This image prevailed up to the 1980s despite attempts of some Russian orientalists to discredit this widespread myth in the beginning of the 20th century. As for Gumilev (1994), he starts to address the personality of Genghis Khan through his theory of *passionarnost'* which stressed the special role of a leader in the history of society.

Conceptual width of Gumilev's works (1994) gave freedom for different interpretations, that is why on regional level it is possible to allocate local modifications of Eurasianism theory. C. Humphrey (2002) insists, that "what is emerging is a common vocabulary, rather than a single vision" (p. 261). In other words, the provinces made further shift of the notional center of "Eurasia" which moved from Moscow to

the east. For Asian republics even Moscow started to be represented as materialistic, individualistic and corrupted by Western values (Humphrey, 2002, p. 265). It is obvious that the popularity of Eurasian identity became a special strategy of positioning in front of federal center. Asian writers and policy-makers have drawn to Eurasian idea for their own purposes: "In the case of the Inner Asian regions, Eurasia offers above all an escape from their peripherality, obscurity and insignificance. It does so by creating a confrontation between the rational, materialistic, technologically advanced, individualistic 'West' and the spirituality, irrationality, mysticism and collectivism of the 'East'. The overwhelming tendency among Eurasianists is to elevate Russia's 'third way', which combines the two 'principles', to a metaphysical plane higher than either" (Humphrey, 2002, p. 261). Gumilev's interpretation (1994) allowed Asian republics to represent the history of Mongolian and Central Asian people as "heroic" and "great".

Eurasianism ideas can be easily traced in local press and academic articles of the 1990s. The issues of Buryat literary journal *Baikal* were overflowed with Eurasian allusions and quotations of Gumilev (Ochirova, 1993; Mantatov, 1996). The Buryat scholars and politicians actively position republic as a "micromodel of the Euroasian society" which links Russia with Asia-Pacific region. Buryat philosopher V. Mantatov (1996) presents Buryatia as "a region of migration waves, which influenced significantly on inhabitants of all Euroasian continent", "micromodel of ecological civilization, which roots to ancient Central Asian culture" (p. 121). The author emphasizes geopolitical, historical and religious role of Buryatia and emphasizes at least two its major cultural peculiarities: belonging to ancient Central Asian culture and spirituality based on traditional religions – Buddhism and Shamanism.

Thus, despite the fact that political requirements were eventually marginalized, the cultural component of Buryat "national and cultural revival" movement of 1990s, including Eurasian discourse, was widely supported and formed the basis for the project of socio-cultural and economic development of the republic. Buryatia actively promotes its image of a Euroasian region in exchange for loyalty and financial support of the center. In such a way, the majority of local cultural practices and projects can be characterized by self-exotization and self-mythologization. Academic and public discussions actively formulate the main feature of Buryat glocalization – the Buryat exceptionalism – based on unique religious syncretism and tolerance, special geographical position on the shores of Lake Baikal, and "miraculously" preserved cultural traditions (Taganaeva, 2005, p. 143). The local mythology of Buryatia has created a number of ideas aimed at stressing the connection with global processes and ancient cultures.

Genghis Khan and Ties to Mongolia

Post-Soviet revival of historical memory in Buryatia was first of all connected with historical and cultural relation to Mongols. The ideas of "pan-mongolism" as a union state of all Mongol-speaking community of the beginning of the 20th century were modified and shifted from political level to searching of cultural similarities (Skrynnikova, 2003). However, as noticed by U. Bulag (1998), despite the networking processes between Buryatia, Mongolia and Inner Mongolia, a certain "discrimination, or rejection... by Mongolia of Mongols from outside Mongolia" (p. 5) is encountered. This rejection is often expressed in terms of purity: Mongols in Mongolia are represented as pure or genuine Mongols, while outside are neither. It makes it clear that the Mongols of Mongolia wish to dissociate themselves from Mongols from outside. According to T. Skrynnikova (Skrynnikova & Amogolonova, 2011), such contrast of Khalkh-centrism and diasporic pan-Mongolism, led to changes of accents in the Buryat ethnic ideology: the idea of ancestral Buryat territories in all-Mongolian history starts to dominate the idea of all-Mongolian unity. The most famous pages of Mongolian history are, of course, connected to the personality of Genghis Khan. The topics of Mongolian leader and his impact to Buryat cultural and ideological spheres are

widely studied. It should be also noted that in comparison to Soviet period the topic of Genghis Khan and Tartar-Mongolian invasion is estimated from much more amicable positions in contemporary Russia, again, due to increased relevance of Eurasianism in Russian political discourse. Both academic community, and well as cultural workers took active part in discussions on Genghis Khan's origin and the potential location of places related to the ruler. The great number of articles were devoted to places of birth and burial, as well as camp places, chair, etc, which were newly found on the territory of Buryatia. Buryatia started to be positioned as the homeland of the foremother of Genghis Khan. As Skrynnikova (Skrynnikova & Amogolonova, 2011) notes peculiar feature of such "invented antiquity" is lack of clear boundary between scientific interpretation of the past (through reconstruction) and its upgraded version caused by ideologized political discourse of national and cultural revival.

One of the main projects of brand-building in the republic "The magic country of *Bargudzhin-Tokum*" is connected to the Mongolian conqueror. It is aimed at reinterpretation of the territory of Buryatia as the homeland of the foremother of Genghis Khan – Alan Goa³. According to the literary monument *The Secret History of the Mongols* (1240), Alan Goa was a daughter of *Khorilardai Mergen*, the founder of Khorii tribe (one of the modern Buryat tribes). She was born on *Khori-Tumat* land – *Bargudzhin-Tokum*. Historical chronicles, however, do not specify the exact geographical location of a toponym Bargudzhin-tokum, however, it is clear it is connected to the Barguzin river and mountain range in the north of contemporary Buryatia.

The reconsideration of lands allowed to connect the sacral center of the Mongolian empire to the territory of Buryatia and even argue that Genghis Khan was a Buryat. A. Makhachkeev (2003) argues that even though at that time the Buryat people didn't exist, there were Mongol tribes of Khorii, Bulagat, etc, which later became united as Buryats. As fixed in literary monument of the 13th century Genghis Khan's foremother belonged to Khorii tribe and lived on the territory of contemporary Buryatia. What is more, the place of his birth is argued to be Delyun-Boldok valley, which lies both on the territory of Mongolia and Zabaikalsky krai. However, this border did not exist in the 13th century. Besides, this territory is traditionally inhabited by Buryat people even on the Mongolian side. All the above mentioned facts allowed the scholar to consider Genghis Khan as Buryat (Makhachkeev, 2003).

However, despite the profound academic and media materials devoted to Genghis Khan since 1990s, there are some scholars who deny his value. R. Hamayon (1998) writes: "It is significant that despite being conscious of belonging to the Mongol world, no reference is made by Buryats to the Mongol Empire nor to its great founder, Chinggis Khan... The Buryats, if truth be told, seem indifferent to the imperial past of the Mongols, as they also are to current political and cultural processes in Mongolia..." (p. 52). According to the scholar, instead of Genghis Khan, the epic hero – Geser – becomes the central cultivating cultural figure of post-Soviet Buryatia.

Geser as a Symbol of United Buryatia

The promotion of Geser and celebrations devoted to 1000 anniversary of the Buryat heroic epic *Geseriade* were in line with the government policy of supporting the Buryat national movement. On November 15, 1990, just after Buryatia declared its independence and transformation into full socialist Republic, the government issued an official decision to organize a festival "*Geser Epic – Spiritual Treasure of People of Central Asia*" in 1995. The decision also included a promise to support various preparatory festivals. The organizing committee of the festivals was headed by the President of the Council of Ministers of Buryatia, for whom a special Geseriade Directorate was created (Hamayon, 1998).

³ Alan Goa gave birth to Bodonchar, who became the 9th generation biological ancestor of Genghis Khan.

The idea for this festival first appeared at a scholarly conference devoted to Geser, which was held in 1989. B. Dugarov (1998) recalls that in June 1989 a meeting of scholars, representatives of public organizations, ministries of culture and national education, as well as representatives of Ust-Orda and Aga Buryat autonomous okrugs took place at the Union of writers. Leading specialists in Buryat folklore put forward and proved the idea of 1000 age of the epic and accepted the program of a series of cultural events throughout ethnic Buryatia devoted to this anniversary. Though common throughout Central Asia, the Ekhirit-Bulagat version transcribed by Ts. Zhamtsarano from Manshud Imegenov in 1906 was recognized as the most archaic one. The main argument for the year 1000 concerned its content: "it takes no account of events happening later that shattered the region, notably the propagation of Buddhism and the resistance to it, both of which appear in other versions" (Hamayon, 1998, pp. 61-62). "This renewed recognition of the epic poem meant that in a matter of 50 years Geser had gone through a full cycle of ideological interpretation from promotion in the early Soviet period to denunciation under late Stalinism to limited acceptance after Stalin's death to a renewed promotion under the Gorbachev reform era" (Chakars, 2014, p. 245).

Nevertheless, this cycle of events devoted to Geser represent another "invented" tradition. It becomes clear primarily because of the quick shift in its age. In the late 1930s many Soviet national epics were promoted. In such a way, Kalmyk national epic Zhanqar celebrated its 500th anniversary in 1940. M. Chakars (2014) traces the historical development of Geser studies: "Officials at the Buryat-Mongolian Festival in Moscow decided that the Buryats too should have an epic anniversary. Nicholas Poppe, the well-known Mongolist who would later emigrate from the Soviet Union during World War II, was given the task of exploring the anniversary and suggesting a date. By 1941 he and others had decided that Geser was approximately 600 years old. This estimate was partly based on the idea that the Buryat nation had begun to form around that time. In May 1941, Stalin himself signed a decree supporting this decision. The decree stated that the 600th anniversary of the Buryat epic would be celebrated in November 1942 and that research on Geser should be conducted and published in both Russian and Buryat" (pp. 167-168). However, with the beginning of the Great Patriotic War the celebrations were postponed and never happened in the Soviet regime.

When the idea of celebrations arose again in the 1990s, the age of the poem was reconsidered. Bair Dugarov (1998) writes: "1000 anniversary is rather a historical term, a kind of conventional sign of deep antiquity, symbolical date which assumes the most ancient sources of oral and epic creativity of Cisbaikal storytellers in the context of the Central Asian ethnocultural space" (pp. 99-103). However, the new 1000 date is undoubtedly ideological. "The remote anniversary chosen by the Buryats allows them to assert independence from the Mongols, as well as to claim a certain temporal advance on their history... This distant date is above all chosen to be in prior to the introduction of Buddhism in Mongol regions" (Hamayon, 1998, p. 62). In other words, Geser becomes an alternative uniting idea, the key concept for constructing the Buryat identity, which is even older than the Mongolian empire, or introduction of Buddhism in the region. What is more, ancient origin of the literary monument expressed the claim for a long intellectual tradition: "The affirmation of a literary heritage is all the more necessary for a minority people like the Buryats, who have seen their traditions 'folklorized' and relegated to minor forms of expression by Soviet cultural politics" (Hamayon, 1998, p. 62).

The series of events in honour of Geser started in summer 1991 Ust-Orda okrug in the native village of *uligershin* (traditional storyteller) Pyookhon Petrov (1866-1943). On a folklore festival also devoted to 125th anniversary of Petrov a banner, *tug*, of Geser was raised and consecrated. During the years 1991-1995 Geser's banner was taken through Ust-Orda, to Buryatia, and then Agin orkug on a series of local festivals in the homelands of most celebrated *uligershins*. It is important to notice that raising and consecrating of Geser's banner has become another "invented tradition", which was not noticed by

ethnologists among the Buryats before. "The objective – and the itinerary of the banner and the festivities are abundant evidence – was to reconstitute symbolically the unity of all the Buryat territories" (Hamayon, 1998, p. 60) – one of the major claims of national movement in the 1990s. The Geser's banner has become a symbol of revival of national traditions and customs, symbol of spiritual unification of the people, who due to historical circumstances lived on the territory of three administrative districts of the Baikal region (Dugarov, 1998).

Besides the folklore festivals, the celebration of the 1000 anniversary of the epic included academic conferences, traditional ceremonies and concerts. The events were held in all districts of Ust-Orda and Agin Buryat autonomous okrugs, as well as in the Republic of Buryatia. The final festival under the joint leadership of the Ministry of Culture, the Union of writers, and the Buryat department of the Academy of sciences, took place in the capital of the republic – Ulan-Ude – in 1995 where thousands of performers representing all people and districts of the republic took part. Along with the festival, the international conference "*Geser Epic – Spiritual Treasure of the People of Central Asia*" was held. Scholars and folklorists prepared and published various versions of Geser in Moscow and Ulan-Ude.

Another change in tradition lies in the fact noticed by R. Hamayon (1998): "The ritual aim of the traditional execution of the epic was a complete narration, ritually defined specifically by the order of time: it was a duty to sing the epic when the Pleiades were visible in the sky, that is to say, at night-time during the period from October to April. It was absolutely forbidden to recite the epic by day and during the summer. Today, not only is the epic no longer sung, but even the festivities take place by day, in full summer, thus explicitly infringing the ancient rules of execution. One therefore cannot pretend that the festival is a revival of the traditional epic" (p. 61). What is more, the scholar stays puzzled that the initial idea to celebrate the 1000 anniversary of one of *Geseriade's* versions (Imegenov's) turned out into a festival, where all "the content of the text is ignored". Indeed, epic was not sung on these occasions, only some exemplary excerpts with a little precise content were foregrounded. R. Hamayon (1998) concludes, that it is not actually the celebrations of the version, but the hero. And it is really so.

However, despite general "invented" style of the event it was ideologically justified. Bair Dugarov (1998) writes: "Geseriade became to a certain extent an embodiment of national consciousness growth, familiarization with spiritual roots and sources, revival of the ancient customs and traditions of eternal universal value. Geseriade can be perceived as the reaction to bitter fruits of historical unconsciousness and national nihilism, that took roots in the former totalitarian times; and under the sign of the cultural hero of nation-wide scale Geseriade filled in spiritual and ideological vacuum that appeared in the Buryat society of the post-Perestroika period" (Dugarov, 1998, p. 99). Ideologically directed on the unification of all Buryats in three regions – Buryatia, Ust-Orda and Aga – Geser indeed became the most advantageous image for national and cultural revival. In comparison to Genghis Khan, who nonetheless, stay originally Mongol, Geser and the archaic version of the epic by Buryat *uligershins*, can be considered as authentically Buryat. What is more, in comparison to religious factor, neither Buddhism, nor shamanism could fulfill this uniting function due to the known informal division of Buryats on Western (mostly shamanic) and Eastern (mostly Buddhist). Thus, neither ties to Mongolia and Genghis Khan, nor religion, but Geser could ideologically unite all the regions of ethnic Buryatia in the 1990s.

Buddhism and Shamanism

Buddhism, along with celebrations of Geser was supported by the government and became a major line of Buryat national movement. In August 1990 the Buryat government approved an international conference to be held in summer of 1991 on the 250th anniversary of Buddhism's official recognition by the Russian Empire as decreed by Empress Elizabeth in 1741. Although celebrating of Buddhism went against decades of Soviet atheistic policies, marking the anniversary of the official Russian recognition of

it showed continuity with the Soviet tradition of emphasizing the Buryats as an integral part of the Russian state. In July 1991 the celebrations devoted to 250th anniversary of the official recognition of Buddhism in Russia were held in various places of Buryatia in presence of his Holiness Dalai Lama the 14th, who was on his fourth visit to Buryatia.

Buddhism Renaissance in Buryatia is testified through intensive construction of numerous Buddhist temples since *perestroika*, appearance of several Buddhist communities, including women's one, active participation of Buddhist monks in political, social and cultural affairs, celebration of Buddhist holidays (Hamayon, 1998; Skrynnikova, 2003). In 1992 ten out of twelve monasteries in Buryatia were reopened or reconstructed after 1990s under their former names, and this number continues to grow. In 1991 a Buddhist institute "Dashii Choinhorlin" was opened first in Tapkhar village 40 km from Ulan-Ude, then in 1993 moved to the Ivulginsky datsan. It has become the first educational institution in Russia, which trains Buddhist priests for traditional Buddhist regions of Russia (Buryatia, Tuva and Kalmykia) (Dorzhighushaeva et al., 2017). Celebration of Buddhist holidays, visiting Buddhist temples and monks on important questions, performing rituals, following the lunar calendar became a common behavior for local Buryats.

However, as scholars notice, Buddhism revitalization movement cannot be framed only within revitalization of Buryat traditional culture. In context of Russian religious renaissance modern Buryatia actively claims its status as a center of Buddhism, and more broadly – center of spirituality and pilgrimage for believers from other regions and abroad. Revitalization of Buddhism and Shamanism in the former Soviet Union coincided with the increasing interest throughout the world in Eastern religions, spirituality and esoterics. The growing interest for the Buryat Buddhism can be further explained by the phenomenon of imperishable body of lama D. Itigelov exhumed in 2002. D. Amogolonova (2002) points that a fast growth of people identifying themselves as Buddhists was noticed right after 2002. What is more, the members of Buddhist organizations, Buddhist Traditional Sangha of Russia, or the Buddhist institute "Dashii Choinhorlin" are represented by not only Buryats. Thus, T. Skrynnikova (2003) proposes that "the character of Buddhist institutions on the territory of Buryatia... implicitly contains the idea of society formation not on ethnic, but civil basis" (p. 35).

Nevertheless, from the point of view of Buryat national and cultural revival movement, the Buddhism played great role in ethnic self-identification of Buryats. Buddhism is mentioned as one of the levels of Buryat self-identification even in the 19th century (Skrynnikova, 2003) and became once again manifested as such at the end of the 20th century. Buryats have increasingly begun to equate Buryat identity with religion (Chakars, 2014). A certain tendency of blurring of limits between ethnic – Buryat, and religious – Buddhist identities can be traced. In such a way, B. Dondukov (Dondukov et al., 2018) analyzes several cases which witness a certain substitution of notions, when a Buddhist actually means Buryat.

Due to historical and geographical reasons, the Western Buryats mainly stayed shamanists, partially accepted Christianity, and did not convert into Buddhism. That is why along with the Buddhism, development of Shamanism is also noticeable after the fall of the USSR. Modern Shamanism in Buryatia is also characterized by international activity, creation of associations of shamans, active merge with science, etc. (Hamayon, 1998; Skrynnikova & Amogolonova, 2011). Shamanism is getting modified according to the modern demands too. There appear associations of shamans not connected to a certain kin, and even women become accepted to execution of rituals (Amogolonova et al., 2005). Nevertheless, being initially connected to specific territories, spaces, and clans, Shamanism lacks an integrating ground for common Buryat identity (Chakars, 2014; Hamayon, 1998; Amogolonova et al., 2005).

Ties to Russia

Along with Buryat ethnic identification mainly connected to traditional culture and common history with Mongolia, there is a Russian level of civic identity. Such ties to both – Russia from the West, and Mongolia from the East – correspond the widely promoted Eurasian discourse. This level of self-identification is first of all fixed in the constitution of the republic of Buryatia: "We, plenipotentiary representatives of the multinational people of the Republic of Buryatia, which united Buryats, Russians, Evenks and citizens of other nationalities during historical development, understanding historical responsibility for its destiny, recognizing priority of universal values, rights of people for self-determination, rights and freedoms enshrined in the Universal Declaration of Human Rights, other international legal acts and in the Constitution of the Russian Federation, caring for preservation and authentic development of peoples living on the territory of the republic (state), respecting sovereign rights of other peoples, proclaiming principles of democratic and law-based society, considering the republic as an integral part – federal subject of the Russian Federation, adopt the present Constitution... Article 1. The Republic of Buryatia is a sovereign democratic constitutional state within the Russian Federation" (Constitution of the Republic of Buryatia, 1994)⁴.

Belonging to Russia is not just political declaration, but also individual perceptions of Buryats. Skrynnikova (Amogolonova et al., 2005) gives excerpts from an article published in *Buryatia* newspaper on 17 April 1997: "Citizens of our republic have nothing to divide, there is one homeland – great Russia and if in its structure there is stable Buryat-Mongolia – all honor to it!" (Amogolonova et al., 2005).

Of course, in the condition of "mobilized ethnicity" peculiar for the beginning of ethno-ideological movement in Buryatia, Russia and Russians are perceived as something outer, "others" in relation to Buryatia and Buryats (Skrynnikova, 2003). Such negative connotations towards Russians existed ever since Buryat lands were incorporated into the Russian state in the 17th century as they violated rights of Buryats (reduction of land allotments, elimination of Buryat self-government – Steppe Dumas, etc). Another negative assessment appears on matching Russian culture with modern mass culture as a threat for ethnic uniqueness. However, as Skrynnikova notes, in the post-Soviet period the negative attitudes do not imply destructive or aggressive sentiments. Buryats living within the borders of the Russian Federation realize the need for developing only together with Russia. It is most possibly due to awareness of economic weakness of Mongolia and therefore real impossibility to create a uniform political and economic space which leads to orientation on national and cultural cooperation with Mongols only. Thus, Russia is perceived as "our" world, properly organized space – home (Amogolonova et al., 2005).

Conclusion

The study of components and symbols of Buryat ethnic and religious identity widely promoted since 1990s fits methodology of anthropological researches dealing with invention of traditions. The study of academic literature devoted to the post-Soviet construction of ethnic identity among the Buryats, statistic data and discourse analysis showed that the majority of ethnic markers were engaged in active "invention" of pre-revolutionary traditions. In such a way, the personality of Genghis Khan was actively promoted by both academic community as well as cultural workers. Disputes about his origin and discovery of new locations related to the ruler can be clearly defined as "invented traditions". The invented antiquity and new rituals connected to epic hero Geser, and celebrations of 1000 anniversary of the epic represent another case of Buryat identity construction. From the point of view of Buryat national

⁴ Notably, the Article 1 of the current version of the Constitution of the republic of Buryatia states: "The Republic of Buryatia is a democratic law-based state, subject of the Russian Federation".

and cultural revival movement, the Buddhism played great role in ethnic self-identification of Buryats too. Buddhism has become once again manifested as one of the levels of Buryat self-identification at the end of the 20th century. Buryats have increasingly begun to equate Buryat identity with religion and a certain tendency of blurring of limits between ethnic – Buryat, and religious – Buddhist identities was traced.

Acknowledgements

The article was prepared according to the RFBR project N 17-03-00808.

References

- Amogolonova, D. D., Elayeva, I. E. & Skrynnikova, T. D. (2005). *Buryat Ethnicity in the Context of Socio-Cultural Modernization (post-Soviet Period)*. Irkutsk.
- Amogolonova, D. D. (2012). Return of Khambo-Lama Itigelov in the context of post-Soviet Desecularization of Public Consciousness. *Tartaria Magna*, 1, 128-147.
- Bazarov, B. V. & Hamutaev, V. A. (2004). Socio-Political Parties and Movements in Buryatia in 1988-1998. In *Buryats*. Moscow: Science.
- Boym, S. (2008). *The future of nostalgia*. New York: Basic Books.
- Bulag, U. E. (1998). *Nationalism and hybridity in Mongolia*. New York: Oxford University Press.
- Chakars, M. (2014). *The Socialist Way of Life in Siberia: Transformation in Buryatia*. Budapest - New York: Central European University Press.
- Constitution of the Republic of Buryatia* (1994). Ulan-Ude.
- Dugarov, B. (1998). Geseriade as Ethnocultural Factor in Contemporary Conditions. Traditional Folklore in Multi-Ethnic Countries. In *Proceedings of Second International Symposium "Baikal Meetings"* (pp. 99-103). Ulan-Ude: Publishing and polygraphic complex of VSGIK.
- Dondukov, B. Ts., Dorzhigushaeva, O. V. & Dondukova, G. P. (2018). The Two Cases of Consolidation of Buddhist Internet Communities: Shifting Religious Authority Online. *Astra Salvensis*, 6, 951-962.
- Dorzhigushaeva, O. V., Dondukov, B. Ts. & Dondukova, G. P. (2017). Buddhist Religious Education in the Context of Modern Russian Policy of Multicultural Education: A Case of the Republic of Buryatia. *Journal of Social Studies Education Research*, 8(2), 80-99.
- Gumilev, L. (1994). *Black legend: Friends and Enemies of Great Steppe*. Moscow: Ecopros.
- Hamayon, R. N. (1998). Shamanism, Buddhism and epic heroism: Which supports the identity of the post – Soviet Buryats? *Central Asian Survey*, 17(1), 51-67.
- Hobsbawm, E. (2000). *Introduction: Inventing Traditions. The Invention of Tradition*. Cambridge: Cambridge University Press.
- Humphrey, C. (2002). Eurasia: Ideology and the political imagination in provincial Russia. In C. M. Hann (Ed.), *Postsocialism: Ideals, ideologies and practices in Eurasia* (pp. 258-276). London and New York: Routledge.
- Humphrey, C. (2010). Remembering 1989 and its aftermaths in the depths of Russia. *Focaal: European Journal of Anthropology*, 9(2), 112-116.

- Khilkhanova, E. V. (2008). Ethnic Identity as Subjective Factor of Collective Language Choice: Theoretical and Methodological Aspects. *Siberian Journal of Philology*, 2, 133-140.
- Mantatov, V. (1996). Our Common Future. *Baikal*, 1, 105-125.
- Makhachkeev, A. (2003). Genghis Khan was Buryat. *Inform Polis*, 15 October.
- Ochirova, T. (1993). Eurasia - our Common Home. *Baikal*, 2, 83-96.
- Oushakine, S. A. (2009). *The Patriotism of Despair: Nation, War, and Loss in Russia*. Ithaca: Cornell University Press.
- Skrynnikova, T. D. (2003). *Traditional Culture and Buddhism in Self-Identification of the Buryats*. Retrieved from http://www.dartmouth.edu/~crn/groups/religion_group_papers/Finalpapers/Skrynnikova.pdf.
- Skrynnikova, T. D. & Amogolonova, D. D. (2011). Symbols of Post-Soviet Buryat National Consolidation. *Journal of Siberian Federal University. Humanities and Social Sciences*, 4(6), 792-804.
- Skrynnikova, T. D., Batomunkuev, S. D. & Varnavsky, P. K. (2004). *Buryat Ethnicity in the Context of Socio-Cultural Modernization (Soviet Period)*. Irkutsk.
- Tagangaeva, M. (2015). *Dekonstruktion von Traditionen: Bildende Kunst Burjatiens im sowjetischen und postsowjetischen Raum*: PhD thesis. Bamberg: Difo-Druck GmbH.
- Varnavsky, P. K., Dyrkheeva, G. A. & Skrynnikova, T. D. (2003). *Buryat Ethnicity in the Context of Socio-Cultural Modernization (End of XIX - First Third of the XX centuries)*. Irkutsk.