

Methodology of multicultural education

MONOGRAPH: ACADEMIC ESSAYS

Valerian F. Gabdulhakov

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The methodology includes the questions of psychology and pedagogy of preschool education, the issues of multicultural education, the issues of training specialists for preschool education.

The book is addressed to teachers and students of universities.

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Introduction

There are many villages, small towns, pre-schools and schools in Tatarstan (one of the regions in Russia) where children study either in their mother tongue or in two languages. In such situations there may be different frameworks for such education – a coordinative framework when a child easily switches between the semantic basis of two languages (such cases are rare); a subordinate framework when a child thinks in and fluently speaks his/her mother tongue (Tatar, Chuvash, or Mari) and poorly in his/her second language (Russian); and a mixed framework when rules of one language overlap with the rules of another which results in a child poorly speaking both languages. Bilingualism can be good or bad but it has a major impact on intellectual, communicative, and moral development of children.

Contemporary psycholinguistics consider it an ideal bilingualism when a child freely switches between languages, i.e., fluently speaks both languages. However, if a child studies three languages simultaneously (let's say, Tatar, Russian, and English), then two semantic frameworks (i.e., meanings of words) overlap with the third – with Russian, Tatar or English. It is very important to determine how it happens for every child, which would help to develop an overall strategy for coordinated and simultaneous learning of three languages.

Dissociated language training leads to a mixed bilingualism which can slow down not only speech production in the mother tongue but also the overall intellectual development. The spread of mixed bilingualism currently observed in pre-schools and schools can result in a child unable to speak any language – neither the mother tongue nor the second language. Studies of problems associated with preschool language learning show the need for developing a special didactics, i.e., linguistic didactics of pre-school education.

Methodology of development of a child includes philosophy (Socrates, and others), psychology (Charles Samuel Myers, and others), didactics.

Valerian F. Gabdulchakov, 2011.

**Language education in Tatarstan's kindergartens.
International Journal of Early Years Education, Volume 19, Issue 2; p. 185-186.**

CHAPTER 1

*Socrates (469-399 B.C.E.)*¹

Read the text (1, 2, 3). Make a story on the theme of "Socrates and science".



In his use of critical reasoning, by his unwavering commitment to truth, and through the vivid example of his own life, fifth-century Athenian Socrates set the standard for all subsequent Western philosophy. Since he left no literary legacy of his own, we are dependent upon contemporary writers like Aristophanes and Xenophon for our information about his life and work. As a pupil of Archelaus during his youth, Socrates showed a great deal of interest in the scientific theories of Anaxagoras, but he later abandoned inquiries into the physical world for a dedicated investigation of the development of moral character. Having served with some distinction as a soldier at Delium and Amphipolis during the Peloponnesian War, Socrates

¹ <http://www.philosophypages.com/ph/socr.htm>

dabbled in the political turmoil that consumed Athens after the War, then retired from active life to work as a stonemason and to raise his children with his wife, Xanthippe. After inheriting a modest fortune from his father, the sculptor Sophroniscus, Socrates used his marginal financial independence as an opportunity to give full-time attention to inventing the practice of philosophical dialogue.

For the rest of his life, Socrates devoted himself to free-wheeling discussion with the aristocratic young citizens of Athens, insistently questioning their unwarranted confidence in the truth of popular opinions, even though he often offered them no clear alternative teaching. Unlike the professional Sophists of the time, Socrates pointedly declined to accept payment for his work with students, but despite (or, perhaps, because) of this lofty disdain for material success, many of them were fanatically loyal to him. Their parents, however, were often displeased with his influence on their offspring, and his earlier association with opponents of the democratic regime had already made him a controversial political figure. Although the amnesty of 405 forestalled direct prosecution for his political activities, an Athenian jury found other charges - corrupting the youth and interfering with the religion of the city - upon which to convict Socrates, and they sentenced him to death in 399 B.C.E. Accepting this outcome with remarkable grace, Socrates drank hemlock and died in the company of his friends and disciples.

Our best sources of information about Socrates's philosophical views are the early dialogues of his student *Plato*, who attempted there to provide a faithful picture of the methods and teachings of the master. (Although Socrates also appears as a character in the later dialogues of Plato, these writings more often express philosophical positions Plato himself developed long after Socrates's death.) In the Socratic dialogues, his extended conversations with students, statesmen, and friends invariably aim at understanding and achieving virtue {Gk. ἀρετή [*aretê*]} through the careful application of a dialectical method that employs critical inquiry to undermine the plausibility of widely-held doctrines. Destroying the illusion that we already comprehend the world perfectly and honestly accepting the fact of our own ignorance, Socrates believed, are vital steps toward our ac-

quisition of genuine knowledge, by discovering universal definitions of the key concepts governing human life.

Interacting with an arrogantly confident young man in *Ευθυφρων* (*Euthyphro*), for example, Socrates systematically refutes the superficial notion of piety (moral rectitude) as doing whatever is pleasing to the gods. Efforts to define morality by reference to any external authority, he argued, inevitably founder in a significant logical dilemma about the origin of the good. Plato's *Απολογία* (*Apology*) is an account of Socrates's (unsuccessful) speech in his own defense before the Athenian jury; it includes a detailed description of the motives and goals of philosophical activity as he practiced it, together with a passionate declaration of its value for life. The *Κριτών* (*Crito*) reports that during Socrates's imprisonment he responded to friendly efforts to secure his escape by seriously debating whether or not it would be right for him to do so. He concludes to the contrary that an individual citizen - even when the victim of unjust treatment - can never be justified in refusing to obey the laws of the state.

The Socrates of the *Μένων* (*Meno*) tries to determine whether or not virtue can be taught, and this naturally leads to a careful investigation of the nature of virtue itself. Although his direct answer is that virtue is unteachable, Socrates does propose the doctrine of recollection to explain why we nevertheless are in possession of significant knowledge about such matters. Most remarkably, Socrates argues here that knowledge and virtue are so closely related that no human agent ever knowingly does evil: we all invariably do what we believe to be best. Improper conduct, then, can only be a product of our ignorance rather than a symptom of weakness of the will. The same view is also defended in the *Πρωταγόρας* (*Protagoras*), along with the belief that all of the virtues must be cultivated together.

1. Socrates's strangeness²

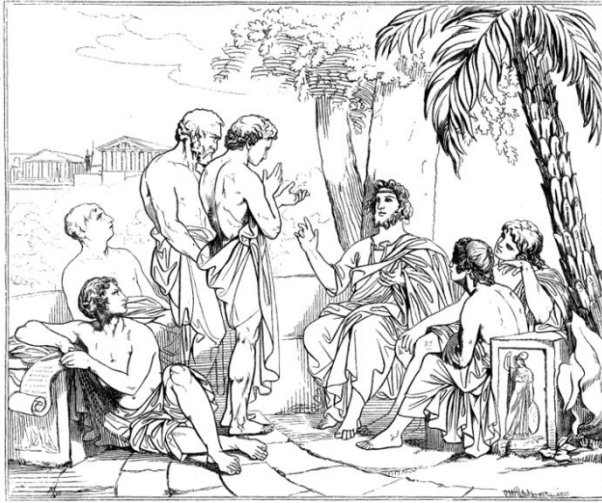
Standards of beauty are different in different eras, and in Socrates's time beauty could easily be measured by the standard of the

²<http://www.philosophypages.com/ph/socr.htm>

gods, stately, proportionate sculptures of whom had been adorning the Athenian acropolis since about the time Socrates reached the age of thirty. Good looks and proper bearing were important to a man's political prospects, for beauty and goodness were linked in the popular imagination. The extant sources agree that Socrates was profoundly ugly, resembling a satyr more than a man—and resembling not at all the statues that turned up later in ancient times and now grace Internet sites and the covers of books. He had wide-set, bulging eyes that darted sideways and enabled him, like a crab, to see not only what was straight ahead, but what was beside him as well; a flat, up-turned nose with flaring nostrils; and large fleshy lips like an ass. Socrates let his hair grow long, Spartan-style (even while Athens and Sparta were at war), and went about barefoot and unwashed, carrying a stick and looking arrogant. He didn't change his clothes but efficiently wore in the daytime what he covered himself with at night. Something was peculiar about his gait as well, sometimes described as a swagger so intimidating that enemy soldiers kept their distance. He was impervious to the effects of alcohol and cold, but this made him an object of suspicion to his fellow soldiers on campaign. We can safely assume an average height (since no one mentions it at all), and a strong build, given the active life he appears to have led. Against the iconic tradition of a pot-belly, Socrates and his companions are described as going hungry (Aristophanes, *Birds* 1280–83). On his appearance, see Plato's *Theaetetus* 143e, and *Symposium* 215a-c, 216c-d, 221d-e; Xenophon's *Symposium* 4.19, 5.5–7; and Aristophanes's *Clouds* 362. Brancusi's oak sculpture, standing 51.25 inches including its base, captures Socrates's appearance and strangeness in the sense that it looks different from every angle, including a second “eye” that cannot be seen if the first is in view. (See the Museum of Modern Art's [page on Brancusi's *Socrates*](#) which offers additional views.) Also true to Socrates's reputation for ugliness, but less available, are the drawings of the contemporary Swiss artist, Hans Erni.

In the late fifth century B.C.E., it was more or less taken for granted that any self-respecting Athenian male would prefer fame, wealth, honors, and political power to a life of labor. Although many citizens lived by their labor in a wide variety of occupations, they

were expected to spend much of their leisure time, if they had any, busying themselves with the affairs of the city.

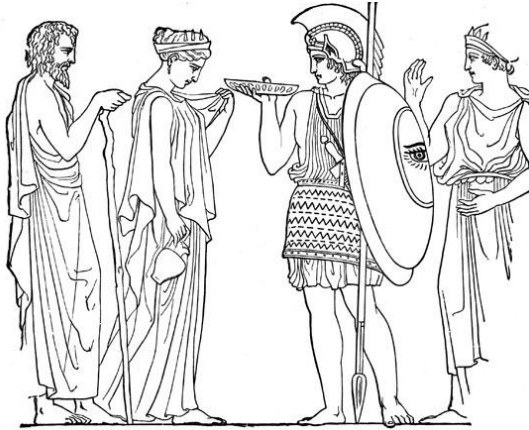


Men regularly participated in the governing Assembly and in the city's many courts; and those who could afford it prepared themselves for success at public life by studying with rhetoricians and sophists from abroad who could themselves become wealthy and famous by teaching the young men of Athens to use words to their advantage. Other forms of higher education were also known in Athens: mathematics, astronomy, geometry, music, ancient history, and linguistics. What seemed strange about Socrates is that he neither labored to earn a living, nor participated voluntarily in affairs of state. Rather, he embraced poverty and, although youths of the city kept company with him and imitated him, Socrates adamantly insisted he was *not a teacher* (Plato, *Apology* 33a-b) and refused all his life to take money for what he did. The strangeness of this behavior is mitigated by the image then current of teachers and students: teachers were viewed as pitchers pouring their contents into the empty cups that were the students. Because Socrates was no transmitter of information that others were passively to receive, he resists the comparison to teachers. Rather, he helped others recognize on their own what is real, true, and

good (Plato, *Meno*, *Theaetetus*)-a new, and thus suspect, approach to education. He was known for confusing, stinging and stunning his conversation partners into the unpleasant experience of realizing their own ignorance, a state sometimes superseded by genuine intellectual curiosity.

It did not help matters that Socrates seemed to have a higher opinion of women than most of his companions had, speaking of “men and women,” “priests and priestesses,” and naming foreign women as his teachers: Socrates claimed to have learned rhetoric from Aspasia of Miletus, the lover of Pericles (Plato, *Menexenus*); and to have learned erotics from the priestess Diotima of Mantinea (Plato, *Symposium*). Socrates was unconventional in a related respect. Athenian citizen males of the upper social classes did not marry until they were at least thirty, and Athenian females were poorly educated and kept sequestered until puberty, when they were given in marriage by their fathers. Thus the socialization and education of males often involved a relationship for which the English word ‘pederasty’ (though often used) is misleading, in which a youth approaching manhood, fifteen to seventeen, became the beloved of a male lover a few years older, under whose tutelage and through whose influence and gifts, the younger man would be guided and improved. It was assumed among Athenians that mature men would find youths sexually attractive, and such relationships were conventionally viewed as beneficial to both parties by family and friends alike. A degree of hypocrisy (or denial), however, was implied by the arrangement: “officially” it did not involve sexual relations between the lovers and, if it did, then the beloved was not supposed to derive pleasure from the act-but ancient evidence (comedies, vase paintings, et al.) shows that both restrictions were often violated (Dover 1989, 204). What was odd about Socrates is that, although he was no exception to the rule of finding youths attractive, he refused the physical advances of even his favorite and kept his eye on the improvement of their, and all the Athenians', souls (Plato, *Apology* 30a-b), a mission he said he had been assigned by the oracle of Apollo at Delphi, if he was interpreting his friend Chaerephon's report correctly (Plato, *Apology* 20e–23b), a preposterous claim in the eyes of his fellow citizens. Socrates also acknowledged a rather strange personal phenomenon, a

daimonion or internal voice that prohibited his doing certain things, some trivial and some important, often unrelated to matters of right and wrong (thus not to be confused with the popular notions of a *superego* or a conscience); the implication that he was guided by something he regarded as divine or semi-divine was suspect to other Athenians.



Socrates was usually to be found in the marketplace and other public areas, conversing with a variety of different people - young and old, male and female, slave and free, rich and poor - that is, with virtually anyone he could persuade to join with him in his question-and-answer mode of probing serious matters. Socrates's lifework consisted in the examination of people's lives, his own and others', because "the unexamined life is not worth living for a human being," as he says at his trial (Plato, *Apology* 38a). Socrates pursued this task single-mindedly, questioning people about what matters most, e.g., courage, love, reverence, moderation, and the state of their souls generally. He did this regardless of whether his respondents wanted to be questioned or resisted him; and Athenian youths imitated Socrates's questioning style, much to the annoyance of some of their elders. He had a reputation for irony, though what that means exactly is controversial; at a minimum, Socrates's irony consisted in his saying that he knew nothing of importance and wanted to listen to others, yet keep-

ing the upper hand in every discussion. One further aspect of Socrates's much-touted strangeness should be mentioned: his dogged failure to align himself politically with oligarchs or democrats; rather, he had friends and enemies among both, and he supported and opposed actions of both.

2. The Socratic problem: Who was Socrates really?³

The Socratic problem is a rat's nest of complexities arising from the fact that various people wrote *about* Socrates whose accounts differ in crucial respects, leaving us to wonder which, if any, are accurate representations of the historical Socrates. "There is, and always will be, a 'Socratic problem'. This is inevitable," said Guthrie (1969, 6), looking back on a gnarled history between ancient and contemporary times that is narrated in detail by Press (1996), but barely touched on below. The difficulties are increased because all those who knew and wrote about Socrates lived before any standardization of modern categories of, or sensibilities about, what constitutes historical accuracy or poetic license. All authors present their own interpretations of the personalities and lives of their characters, whether they mean to or not, whether they write fiction or biography or philosophy (if the philosophy they write has characters), so other criteria must be introduced for deciding among the contending views of who Socrates really was. A look at the three primary ancient sources of information about Socrates will provide a foundation for appreciating how contemporary interpretations differ and why the differences matter.

One thing is certain about the historical Socrates: even among those who knew him in life, there was profound disagreement about what his actual views and methods were. Apart from the three primary sources below, there were those called 'minor Socratics', not for the quality of their work but because so little or none of it is extant, about whose view of Socrates we shall probably never know much.^[2] After Socrates's death, the tradition became even more disparate. As Nehamas (1999, 99) puts it, "with the exception of the Epicureans,

³ <http://www.philosophypages.com/ph/socr.htm>

every philosophical school in antiquity, whatever its orientation, saw in him either its actual founder or the type of person to whom its adherents were to aspire.”

3. Three primary sources: Aristophanes, Xenophon, and Plato Aristophanes (±450-±386)⁴

Our earliest extant source - and the only one who can claim to have known Socrates in his early years - is the playwright Aristophanes. His comedy, *Clouds*, was produced in 423 when the other two writers of our extant sources, Xenophon and Plato, were infants. In the play, the character Socrates heads a Think-o-Rama in which young men study the natural world, from insects to stars, and study slick argumentative techniques as well, lacking all respect for the Athenian sense of propriety. The actor wearing the mask of Socrates makes fun of the traditional gods of Athens, mimicked later by the young protagonist, and gives naturalistic explanations of phenomena Athenians viewed as divinely directed. Worst of all, he teaches dishonest techniques for avoiding repayment of debt (lines 1214–1302) and encourages young men to beat their parents into submission (lines 1408–46).

In favor of Aristophanes as a source is that Xenophon and Plato were some forty-five years younger than Socrates, so their acquaintance could only have been in Socrates's later years. One may reasonably doubt that the life and personality of Socrates was so consistent that Plato's characterization of a man in his fifties and sixties should utterly undo the lampooning account of the younger Socrates found in *Clouds* and other comic poets. More to the point, the years between *Clouds* and Socrates's trial were years of war and upheaval, so the Athenian intellectual freedom of which Pericles boasted at the beginning of the war (Thucydides 2.37–39) had been eroded completely by the end. Thus, what had seemed comical a quarter century earlier, Socrates hanging in a basket on-stage talking nonsense, was ominous in memory by then.

⁴ <http://www.philosophypages.com/ph/socr.htm>

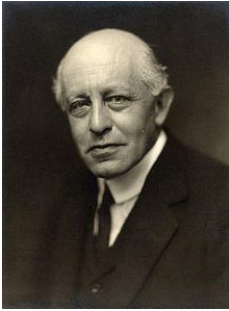
Comedy by its very nature is a tricky source for information about anyone. A good reason to believe that the representation of Socrates is not merely comic exaggeration but systematically misleading is that *Clouds* amalgamates in one character, Socrates, features now well known to be unique to other particular fifth-century intellectuals (Dover 1968, xxxii-lvii); perhaps Aristophanes chose Socrates to represent garden-variety intellectuals because Socrates's physiognomy was strange enough to be comic by itself. Aristophanes genuinely objected to what he saw as social instability brought on by the freedom Athenian youths enjoyed to study with professional rhetoricians, sophists (see §1), and natural philosophers, e.g., those who, like the presocratics, studied the cosmos or nature. That Socrates eschewed any earning potential in philosophy does not seem to have been significant to the comic playwright. Aristophanes's depiction is important because Plato's Socrates says at his trial (*Apology* 18a-b, 19c) that most of his jurors have grown up believing the falsehoods spread about him in the play. Socrates calls Aristophanes more dangerous than the three men who brought charges against him in 399 because Aristophanes had poisoned men's minds while they were young. Aristophanes did not stop accusing Socrates in 423 when *Clouds* placed third behind another play in which Socrates was mentioned as barefoot; rather, he soon began writing a revision, which he published but never produced. Aristophanes appears to have given up on reviving *Clouds* in about 416, but his attacks on Socrates continued. Again in 414 with *Birds*, and in 405 with *Frogs*, Aristophanes complained of Socrates's deleterious effect on the youths of the city, including Socrates's neglect of the poets.



CHAPTER 2

*Charles Samuel Myers*⁵

Read the text. Make a story about the scientist and his role in the development of psychology



CBE, FRS (13 March 1873 – 12 October 1946) was an English physician who worked as a psychologist. He wrote the first paper on *shell shock* in 1915, but did not invent the term. He was co-founder of the British Psychological Society and the National Institute of Industrial Psychology.

Biography

Family background

Myers was born in Kensington, London on 13 March 1873, the eldest son of Wolf Myers, a merchant, and his wife, Esther Eugenie Moses. In the 1881 census he is an 8-year-old scholar living at 27 Arundel Gardens, Kensington, London with his parents, 4 brothers and 4 servants.

In the 1891 census he is a scholar, aged 18 living at 49 Leinster Gardens, Paddington, London, with his parents, 4 brothers, a visitor, and 4 servants (cook, housemaid, parlourmaid, and ladies maid).

Education

He attended the City of London School where he studied sciences. Of this experience he wrote:

My science master at school knew little biology and less physiology, and in the private tuition which he gave me I used to find him

⁵ <http://www.answers.com/library/World+of+the+Mind-cid-25355765>

reading my textbook in physiology [Michael Foster's] so as to keep just ahead of me. I left school in 1890 and joined a year's course in elementary biology, chemistry, and physics at St. Bartholomew's Hospital. Thus, hurriedly and poorly equipped, I gained an entrance exhibition, and soon after a foundation scholarship at Caius.

He attended Gonville and Caius College, Cambridge University, where he took a first in each part of the Natural Sciences tripos (1893 and 1895). He was Arnold Gerstenberg student in 1896 (this fund was set up in 1892 for the promotion of the study of Moral Philosophy and Metaphysics among students of Natural Sciences), and received the degree Doctor in Medicine from Gonville and Caius in October 1901. He also trained at St Bartholomew's Hospital in London.

Travels and study of ethnic music

In 1898 he joined W. H. R. Rivers and William McDougall on the Cambridge anthropological expedition organised by Alfred Cort Haddon to the Torres Straits and Sarawak. Here he studied ethnic music, carrying out research on rhythm in Borneo.^[10]

Early career

Between 1901 and 1902 Myers was involved in the collection of anthropometric measurements of Egyptians

On his return to England he was appointed house physician at St Bartholomew's. In 1902 he returned to Cambridge to help Rivers teach the physiology of the special senses.

In 1904 Myers married Edith Babette, youngest daughter of Isaac Seligman, a merchant in London; they had three daughters and two sons. Myers remained in Cambridge to become, in succession, demonstrator, lecturer, and, in 1921, reader in experimental psychology. From 1906 to 1909 he was also professor in experimental psychology at London University.

In 1909, when W.H.R. Rivers resigned a part of his Lectureship, Myers became the first lecturer at Cambridge University whose whole duty was to teach experimental psychology. For this he received a stipend of £50 a year. He held this position until 1930.

From 1911 Myers co-edited the *British Journal of Psychology* with Rivers. In 1914 he took over as sole editor, continuing in this post until 1924.

In 1912, Myers used his enthusiasm and ability to raise funds to establish the first English laboratory especially designed for experimental psychology at Cambridge. He became the laboratory's first Director and held this position until 1930. (The Cambridge Laboratory of Experimental Psychology).

First World War

In 1915 Myers was given a commission in the Royal Army Medical Corps and in 1916 he was appointed consultant psychologist to the British armies in France with a staff of assistants at Le Touquet. In 1915 Myers was the first to use the term "[[shell shock]]" in an article in *The Lancet*, though he later acknowledged in 1940 that he did not invent the term.^[19] He tried to save shell-shocked soldiers from execution.

He became frustrated with opposition to his views during his time in the military, particularly the view that shell-shock was a treatable condition. His efforts have been called "a pioneering but frustrating struggle to get psychological evidence and applied psychology accepted" He was so upset by the rejection of his ideas by the military authorities that he refused to give evidence to the Southborough Committee on shell-shock because, as he wrote in 1940, "the recall of my past five years' work proved too painful for me."

In the last year of the war he devised tests and supervised their application for the selection of men suited to hydrophone work for detecting enemy submarines.

Postwar career

After the war, Myers returned to his Cambridge position. But here too he was deeply dissatisfied, wanting wider opportunities for the development of his more practical interests, and feeling that official and academic circles showed little genuine interest in psychology. From 1922 he did devote himself to the development of the National Institute of Industrial Psychology (NIIP) which he had founded

with Henry John Welch in 1921. He was also involved in what became the Industrial Health Research Board.



Later, when the advisory committee on personnel selection was set up by the War Office, he was appointed a member.

He delivered the Bradshaw Lecture at the Royal College of Physicians in 1933 on "A Psychological Regard for Medical Education".

He died at his home in Winsford, near Minehead, Somerset in 1946.

Myers and the British Psychological Society

Myers was one of the ten founding members of The Psychological Society in 1901 which would later become the British Psycholog-

ical Society in 1906. In January 1904, Myers became the first Secretary of the Society. In 1919 Myers suggested that membership should be opened up to "all those interested in various branches of psychology".

He was elected as the first president of the society, following its enlargement in 1920. He held this position between 1920 and 1923.

In 1920, Myers, represented the BPS on the board of management of a new journal, *Discovery*, which dealt with the recent advances in scientific knowledge.

Dr Myers was also the Society's representative on the committee formed to consider a memorial to the late Dr W.H.R. Rivers. A fund was raised for the furtherance of the sciences to which Dr Rivers had been interested, in particularly anthropology and psychology.

Published works

1. *Text-Book of Experimental Psychology* (1909) Read 1911 version online.
2. *Introduction to Experimental Psychology* (1911) went through several editions.
3. *Present-day applications of Psychology* (1919). Methuen. Read online
4. *Mind and work, the psychological factors in industry and commerce* (1920), University of London Press
5. *Mind and work* (1921) G.P. Putman's sons
6. *Industrial Psychology in Great Britain* (1926) J Cape Ltd.
7. *Industrial Psychology* (1929) T. Butterworth ltd.
8. *Psychological conceptions in other sciences* (1929) Clarendon Press.
9. *Ten Years of Industrial Psychology* (with H. J. Welch, 1932)
10. *The absurdity of any mind-body relation* (1932) Oxford University Press, H. Milford Series: L.T. Hobhouse memorial trust lectures, no. 2
11. *A Psychologist's Point of View* (1933)
12. *In the Realm of Mind* (1937). The University Press.

CHAPTER 3

*The problems of a language personality formation in Russia
(the analysis of language processes and pedagogical
technologies)⁶*

Read the article and tell him the plan:

- **A language personality;**
- **The technology of a language personality formation;**
- **The levels of a language personality formation;**
- **Psychological and methodological principles;**
- **The techniques of a language personality formation;**
- **And text features of speech.**

Modern scientists emphasize: “Participatory approaches to engaging in research with young children place a great deal of emphasis on children's rights to choose whether or not they wish to be involved. A number of recent studies have reported a range of strategies both to inform children of their research rights and to establish options for checking children's understanding of these rights throughout the research process” [Einarsdóttir, J., Perry, B., 2012].

It is known that two principles motivate the development of a language – the first is elemental: it is subordinated to internal laws of a language structure; the second is cultural and regulating based on the evaluation and selection of linguistic means, originating from the educated strata of a society and directed to the creating of the common-literary language.

Vladimir T. Kudryavtsev writes: “Children (particularly pre-school children) learn these cultural meanings through their contact with cultural objects, which has to be mediated by adults. This is where it is important that adults engage young children's creativity, because they need adult help to reconstruct the cultural meanings inherent in cultural objects. It is important that helping adults involve children in authentic communication around cultural objects, as this transformation of the self is an essential part of children's cultural

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development. Teaching children methods for problem solving runs the risk of depriving them of the opportunity for creative thinking. Examples of formal and informal education are provided that illustrate these principles” [2011].

Nikolay E. Veraksa writes: “Child development involves the process of mastering cultural tools, which modify relations with the world and provide the means to act on the self. A sign is a universal cultural tool, but these tools are not the same for all ages. The problem of specifying development becomes one of finding the tools that children use in their activity” [2011].

Lately, while discussing the problems of the common-literary language development and national culture, the problems of language communication, bilingualism, and a dialogue of cultures, their mutual interaction and influence appear anyhow. Effective language communication is of importance in realizing political, financial and economic, pedagogical and any other activity. Each nation, the language of which is little-known in the world, should have some wide-spread language to go out into the world. It is known that there is the closest connection between a personality and culture: a personality lives by culture, culture is provided by a personality. Besides conceit struggles against culture and asserts itself as an aim. Now no one argues that a personality is the center of culture and language interrelation, the dialectic of their development. For this reason one can speak about a personality only as a language personality, as a personality turned into a language.

In conditions of modern Russia a teacher should be aimed at a language personality formation of a new type – a personality having a complete command of several languages, a personality who is open for both – his (native) culture and cultures of nations who live near, a personality orientated towards leading achievements in the modern world culture.

Now no one brings the following fact in question – not a language causes knowledge and its results: a person in the course of social practice fixes results of his reality knowledge in a language. The differences in language phenomena are explained by the distinctions in social practice. Social practice has always been primary, but the differences between languages have been second in Phylogenesis (the

history of the human creation, his thinking, a language). Every new member of a society and every new generation beginning life learn knowledge about the world with the aid of a native language in Ontogeny (the structure of individual development of some person).

Problems of a native language mastering, the formation of bilingualism and multilingualism are closely connected with the problems of transfer (derived from Latin «inter» - between and «ferens» – carrying) and transposition (derived from Late Latin «transpositio» – transposition). Structural-typological, psycholinguistic conformities-disparities of the contacting languages (Russian and other national language) define the nature and quantity of possible transfer phenomena in conditions of specific forms of the national-Russian bilingualism. One observes transposition when there are:

- 1) figurative usage of categorical and grammatical forms;
- 2) conversion of a word or a form of a word into other part of speech (substantivization, adjectivization, adverbialization, pronominalization);
- 3) syntactic derivation (the formation of a word which semantically differs from a corresponding motivating word only by general meaning of a part of speech) [Gabdulchakov, V.F., 2011].

On a scientific plane, appealing to the interrelation problem of the concepts «Language» and «Culture», we proceed from its anthropological nature and define culture through a personality, a collective, human activity. As a language personality a human is the connecting link between a language and culture. A human is the basis of contact and interaction of these two phenomena – a language and culture.

In studies of bilingualism formation problems we proceed also from the principle that a school as a social institution forms not a human at all, but a human in the given society and for the given society. It is specialized in the production of socially significant characteristics of a personality. Bilingual environment in the remote district provinces of Tatarstan demands the training of functionally bilingual individuals from a school. Interrelation of the process of bilingualism development and functioning of the social institution of a school in multicultural conditions remains little-studied in the modern pedagogical science.

In modern philosophy of education two paradigms are distinguished in which the problem of bilingualism is studied at school: functional (the paradigm of «balance») and the paradigm of conflict. Within the framework of the paradigm of «balance», evolutionary, neoevolutionary and structural-functional theories are presented. According to these theories balance is achieved by means of harmonious relations of social components in a society. Education is an integral system here intended for keeping of stability and changing from simple or primitive forms to more complex modern forms in response to changes in other structures. Bilingual education is regarded as a balancing mechanism thanks to which particularly balance is kept in a society. Theoretical approaches to the study of bilingualism within the framework of the paradigm conflict are the theory of group conflict in which the following is emphasized: instability peculiar to social systems and conflicts of values, authorities which are their natural results.

In the paradigm of «balance» the following principles are more important: bilingual education – a balancing mechanism functioning for the purposes of keeping balance in a society, it (education) implies the contact of cultures, bilingualism of an individual is an instrument of activity in multicultural environment; the second language can be studied if it is used as a language of communication, instructions. From the paradigm of «conflict» we use principles that education is a part of ideological structure of a society, hence its dependence on the changes in ideology and politics follows (the formation of bilingual education is a specific case of such dependence); it is short-sighted and unpromising to study the development of bilingual education out of the connection with social factors and context.

Pedagogy of reflexive activity brings up inner world of a child to the foreground and demands other structure of a role behavior. This structure can be correlated with the structure of a language personality as a personality being realized on three levels:

The first level is verbal and semantic, the level of a simple human communication language. On a psychological plane, a teacher here should show itself as a personality and then as a subject teacher. In addition a teacher should achieve relations of empathy (compassion)

with a class, allowing opening canal for reflexive activity from two sides: from the side of a teacher and from the side of a pupil;

The second level is cognitive; through a word (a language of communication) it is connected with structure overlapping of a teacher personality's valuable orientations on the structure of orientations formed in a pupil's mind. These structures are distinguished essentially. Traditional (didactic) pedagogy doesn't give results here. Reflexive activity can be organized on the basis of the modeling and professional realization of «expectation situation of unexpected effect». Unexpected change of a lesson, unexpected discovery, unexpected cognitive effect and etc. allow forming one's own values, but not inquiring the price of other's values (whatever authority one didn't use);

The third level is motivational and pragmatic; it is connected with the determination of the real communication conditions (unlike the predominant pseudo-communication on many lessons) in a class. The consideration of trainee's real communicative requirements and modeling of «the situation of a communicative core» within the framework of revealed speech requirements come to the foreground, i.e. such situation when every participant of joint cognitive activity gets into conditions of the necessity to speak in one's own words, but not words of the other. Another result of educational activity falls into «the trap of memory» of a pupil becomes his own property.

In this regard we define the technology of coherent speech development as an algorithm of reflexive activity of two subjects of educational and cognitive process (a teacher and a pupil). This algorithm is directed to the improving of quality of pupil's knowledge, the development of their processual qualities and activation of creative self-dependence. The self-realization technology of a pupil's language personality or formation technology of individual way of verbal behavior. Write about the many scientists [Gabdulchakov, V.F., 2011].

The technology is built up on several psychological and methodical principles:

- 1) the unity of the conscious and unconscious in the mastering of educational field and procedures of its realization in everyday activity («it's interesting!»);

2) consistent formation of the communicative core through the system of incentives, stimulating to speech realization of individual and personal idea of what is discussed on a lesson («my opinion»);

3) the maintenance of high level of difficulty in the operations of algorithmic synthesizing of educational material («it is clear!»);

4) the creation of pedagogical communication of equality in which a teacher and pupils have equal functions of dialog interaction, allowing to translate pupils from the perspective of education object to the position of self-education subject («I did it myself!»);

5) the formation of the nature-aligned system of self-education in which every participant moves to his own (often fictional) pupil's type (ideal) («I can too, I'm talented too!»).

In the process of optimal forms finding of bilingual development we have distinguished the techniques resulting from the text features of a public performance spoken on the first and second language. We refer to such text features:

- coherence (integrity, completeness) of coherent statement which is formed by means of division techniques of a statement into the complex syntactic unity, the finding of micro topics for the purpose of subsequent modeling of a statement;

- delimitation (the determinancy of text units' borders) formed by means of the principles of statements' semantic forming;

- pragmatic set course (directive to influence) and integrity (internal organization) connected with the techniques of thematic-rhematic (the determinate order of words) and rhythmic (melodic) structure of statements' modeling;

- text cohesion (lexical and grammatical contact between sentences of a statement) formed by means of inter phrase contact analysis and synthesis;

- communicative completeness of a statement connected with the techniques of communicative core development in public performance;

- subject and semantic completeness formed by means of the techniques of text propositions and predicates' logical correlation;

- speech will of a speaker, typical compositional and genre form of completion connected with the techniques of coming performance's stylistic forming.

The development of bilingualism and multilingualism in Russian schools with the support of these characteristics contribute to the solution of task complex, provided with all humanities training, forms pupils' individual way of verbal behavior.

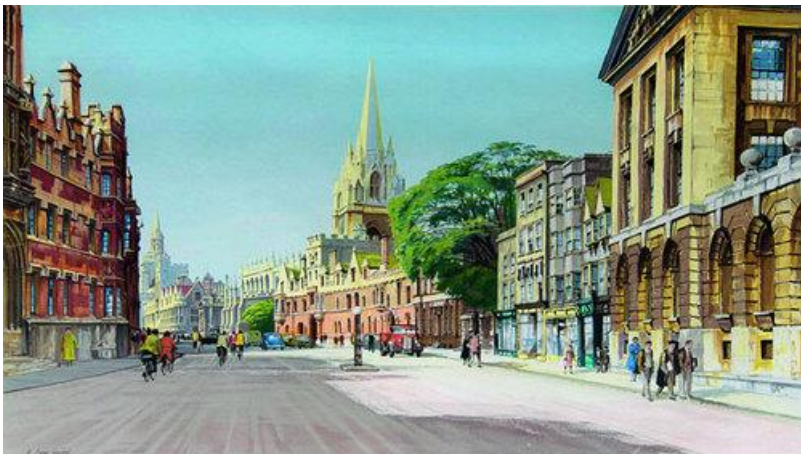
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Prove the main idea: The formation of a language personality in changing Russia acquires technological nature: the levels of a language personality formation are explained, psychological and

methodological principles of a language formation are developed, and the techniques of bi- and multilingualism formation on the basis of important text features are explained.



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CHAPTER 4

*Communication skills of the modern academic teacher on the example of the international research in Poland, Lithuania, Ukraine, Czech Republic, Slovakia and Russian Federation*⁷

Read the article and tell him the plan:

- **Social communication;**
- **Communicative activity;**
- **The system of education;**
- **Training of teachers.**

Contemporary universities pursuing educational goals, give order and meaning to life, help in the future of humanity and to discover their own potential. In other words, the objectives of education are the first point of reference, which you can try on different elements of the school day. Objectives should act as a coordination and organization of work in schools, because the task determine the direction and general activity, which should be given all kinds of educational activities in schools. The quest for educational purposes shall ensure the implementation of education considered as a basis. Quoted in literature teaching lesson objectives, learning objectives, goals, goals of education and others, have one common element – the subject of education [1].

Many authors suggests that the condition for achieving the objectives of education is the attitude of the university to support teaching and student development orientation (in the case of educational trends – future teachers), his independent thinking and innovative shaping the attitudes and creative. Educated teacher is one that is different than previously under the responsibility – in terms of total content of more than narrowly specialized, more open than closed, more creative than the reproductive, and for the role of the professional – contemporary teacher goes to the function of the relay and the executor of knowledge and moves to the role of guide and interpreter.

⁷ Valerian F. Gabdulhakov, Józef J. Podgórecki

The objectives of teacher education may not differ from the general trends in the education of the public appointed directly by the forecasts of social development – the country's economic and education proposals from highly developed countries – those with whom we come together after Polish accession to the European Union.

So far, investigations can be concluded that the objectives of education schools should appoint its organization (system and its components), training programs (standards of education, specialization, and specialization subjects), and also affect the high correlation between teleology and deontology. In other words, educational goals must be a reference point to which you must try on any aspect of school work. Deontology designating responsibilities and duties of the teacher, with a corresponding general pedagogy, didactics and pedeutology – put forward a series of demands on what should be the modern teacher. It is a commonplace to say that what shaped largely situational behavior of future teachers and is not – acquiring knowledge, but the style and behavior of teachers shaping the future of higher education teachers.

What features should have a modern academic teacher, what competencies and skills determine its effectiveness and efficiency in the educational process? Interesting observations on the so-called „good” teacher puts D. Fontana, which raises questions:

1. Does a „good” teacher is one who helps children develop cognitive?
2. Does „good” teacher is one who teaches them knowledge relating to the subject matter?
3. Does „good” teacher is one with which children seem to exams?

Responses can be simple – there is no clear universal system of assessing the qualifications of teachers and there is no single accurate selection of teachers. What then do to the modern school teacher could meet the challenges arising from the educational objectives?

At the meeting of the Committee for Educational Studies (PAN) on 13 November 1997, adopted a draft set of professional competence of teachers. The highlights included:

1. Competence praxiological – they express the effectiveness of the teacher in planning, organizing, monitoring and evaluation educational processes. They manifest themselves when the teacher can:

- develop a general idea of working with a group and individual student and working with parents;
- starting to recognize the state of the student and determine the factor organizing knowledge for new messages;
- operationalize the general objectives of education and training, and program content of education for their achievements;
- use the basic elements of teaching technique;
- determine the cause of school failure and determine the form of liquidation;
- recognize common forms of developmental disorders such as aggression, neuroses, etc., and organize and provide assistance to the student.

2. Communicative competence – demonstrated by the effectiveness of language behavior in educational situations. A teacher who has any, powers:

- is equipped with the knowledge of interpersonal communication (probably better to use the term social communication);
- able to listen (not hear) empathy;
- understand the intentions and the acts of expression;
- communicates with the dialogue and is able to teach this style of communication of their pupils;
- use appropriate techniques and discursive reasoning in education;
- well spoken and knows the importance of nonverbal communication;
- respects the principles of ethics in communication;
- adapts language to communicate to the level of development of the pupil.

3. Competence of interaction – they demonstrate their effectiveness in pro-social behavior and efficiency of integration teacher. Teacher manifested when they:

- understand the relationship between professional attitude and their own distinctive personality and his / her preferred style of interaction and social processes in the group (class);

- able to resolve conflict situations (direct conflict, negotiating, etc.);

- knows and applies – adequately to the needs of – the methods and techniques of shaping social attitudes;

4. Competence creative – there are an innovator in teaching and working outside the box, and Custom. Creative academic teacher knows and is able to:

- preferences justify actions to stimulate the student's developmental processes (development interests, skills, learning) of learning activities;

- behavioral trigger creativity and independence of thinking in educational processes;

- use the research techniques in the diagnosis of pedagogical phenomena and the creation of knowledge of the subject;

- think critically and can stimulate the development of this kind of thinking in students.

5. Computer skills – demonstrated by the efficient use of modern sources of information. A teacher who has it:

- know a foreign language and computer language and is able to use information technology to support their own and students' learning processes;

- create their own educational programs and make them available on the network;

- used in education and upbringing of modern tools to transfer information.

6. Moral competence – is characterized by a academic teacher who:

- has the ability to in-depth reflection on the moral assessment of any act ethically;

- knows its own ethical duty to objects interactions and wants to meet their requirements, in practice, and able to think and act for the benefit of students preference;

- raises questions about the legitimacy of the ethical boundaries of professional activities, the boundaries of moral responsibility for the development of ward boundaries and teaching activities.

Kazimierz Denek drew up a list of key competencies – those that will be relevant to the student's university – also provides guid-

ance for academic teachers, and not for who they are creators of these competencies in their wards. Studying, thinking, exploration, retraining, communication, action and cooperation are the manifestation of the areas of competence.

Final document of doctrine to define the key competencies for a teacher – is a graduate of the Minister of National Education and Sport of 23 September 2003 on standards for teacher education. These findings – whether instruction – enjoin all universities with a focus on prospective teachers to design and implement training programs, which will lead to the acquisition of competence in the following ranges:

1. teaching,
2. educational and social – associated with the ability to identify student needs and ability to work in a variety of human relationships;
3. creative – expressing a capacity for self-education, innovation and uniqueness of actions in conjunction with adaptive capacity, mobility and flexibility;
4. theory of smooth operation – expressing their effectiveness in planning, implementing, organizing, evaluation and control of educational processes;
5. communication – expressing their effectiveness and beyond the verbal behavior in educational situations, and knowledge of at least one foreign language at the advanced level;
6. information – media – which conveys the ability to use information and Careful examination of the documents governing the training of future teachers in graduate and undergraduate and post-graduate teaching eligibility leads to the observation that the majority of key competencies is reflected in the contents of the program of general education subjects, the basic codes and training teachers. Communicative competence is the exception, that alone does not have to reflect their significant role in training programs.

Unfortunately, communication is not subject to public education, or basic, or directional, or teaching. Communication, as science has long been operating in highly developed countries, but in our country's social communication was never even the possibility of a course of study, as well as specialties in that you can not win titles and degrees. Communication skills, as shown by specialists in many fields

of science, were and are some of the key to effectively and efficiently carry out the purposes of education in the contemporary world.

All powers not take the teacher out of nowhere. Program content and learning objects is not enough. Acquisition of competences and skills is a complex process, and also conditioned by a number of personal and situational factors. Undoubtedly one of the most important factors determining the training of competent teachers is competent university teacher.

What is the modern academic teacher? What is the level of social skills? What personality traits have a view pedeutology expectations? What is the level of emotional intelligence of teachers? Is today's academic teacher is able to create a community of communication in the classroom?

These problems can not remain unanswered. Diagnosis of the status quo seems to be necessary from the standpoint of effective and efficient execution of educational goals at the university.

Goal of research is to know the level of communication competence of academic teachers and its determinants: personality traits, social skills, emotional intelligence. These sources are considered to be those which condition the efficiency and effectiveness of academic teachers. Comparative analysis of test results will be achieved in schools in Poland, Lithuania and Russia. The practical result of ongoing research, follow-developed model of academic teacher communication competence, it will create centers of creation and Improving communication skills of academic teachers. One of the objectives is also the construction of model solutions for future teacher training programs – changes in the standards of teacher education.

The aim of the project is also necessary to describe systematic and synthesizing issues of competence and the shaping of contemporary academic teacher educating future generations.

The subject of research will be: personality, emotional intelligence and social competence of teachers and communication power – expressed in the form of a certain level of communication activity. In order to compare and verify the empirical data obtained during the diagnostic tests will be carried out surveys of students about their perceived personality traits and communication skills of teachers.

Research problems and variables:

Adopted general assumption that the level of emotional intelligence and social competence correlate with the number of academic teachers of the independent variables: age, education (kind of), years of service, level of job satisfaction and personality traits.

Main problem for the research contained in the question: What is the level of communication competence of academic teachers and what personality factors and subjective – that determine the level of situational?

Interest in the planned research will be analyzing the link between the independent variables, intermediate and dependent variables. Given the high degree of complexity of questions, not assumed in this study there is no cause – effect relationship, but merely inter-dependent.

Given the objectives of the research assumes: Teachers are teaching medium or high level of communication competence and social skills and emotional intelligence determined by a wide range of personality, as well as demographic and subjective-situational.

Independent variables:

1. gender;
2. age;
3. seniority in the profession of academic teacher;
4. position held;
5. degree – the academic title;
6. type of education;
7. family situation;
8. material situation.

Intermediate Variables:

1. level of acceptance of their profession;
2. level of acceptance of the situation in his own university (chair, plant);
3. level of satisfaction with financial situation;
4. feedback on students' personality traits and communication skills of teachers.

Dependent variables:

- personality characteristics and personality predispositions to act as teachers (the types of life according to MBTI);
- competence level of communication (communication activity);

- the level of social competence of teachers;
- the level of emotional intelligence of teachers;

Main assumptions of the studies:

The subject of the work is the communication competence of the university teacher.

The main research interests concentrate on varied – individual – features of the studied subjects and also around a broad spectrum of university teachers' opinions expressed with reference to the role and rank of social communication in preparation and performance of the role of an academic teacher of the major of Pedagogy.

The aim of the research is to recognize, exemplify and measure the correlation between individual features and other factors determining communication competence of the university teacher.

The theoretical-practical goal of the studies was constructing a model of communication competence of the academic, which is exposed in educational interactions, and diagnosing the most significant factors shaping the university teacher's communication skills, as well as making a description that systematizes and synthesizes relations of individual features and other variables with various dimensions of communication-oriented activity of the academic.

Generally, in the work the answer is sought to a series of research questions:

- Does the pragmatic and interactionist viewing of the university teacher's communication competence manifesting itself by a broad spectrum of communication acts in education-oriented interactions, make it possible for a model construction of communication skills within the perspective of context- and situation-based character of events to be formed?

- What factors moderate the communication activity of the academic in the perspective of the educational interaction with a group and in a group of students?

- How do academics evaluate their communication skills and which of the endogenous and exogenous factors correlate with their level of communication activity?

- What individual features (attitudes and individual functions) do the examined university teachers identify in their self-descriptions

and how do they describe their preferences towards the categories of behaviour in the course of the educational interaction?

Methodology

1. The paradigm and character of the conducted studies.

Contemporary pedagogical studies, categorized in many ways, especially with the use of the criterion of purpose, concentrate on descriptive, diagnostic, explanatory (verifying) and experimental types of research. Studies categorized in dependence on accepted cognitive or methodological assumptions make yet another classification, with empirical quantitative and qualitative research (often referred to as essential) being listed among them [2-7].

The problem area of communication competence of the academic can and should be perceived from the point of view of pragmatistic effects of scientific investigations. In other words, the traditional positivist model of quantitative empirical research ought to be balanced by a qualitative one. It is especially significant for penetration of problems of social communicating in education on the level of a college of higher education, with reference to the communication competence of the teacher that the paradigm of symbolic interactionism should be applied. Acceptance of this model results directly from the fact that the person conducting research does not stand 'outside' or 'above' the examined reality of various communication-related situations, in which the university teacher exposes his/her activity. A series of features of qualitative studies, also with reference to these applied in this research procedure, possess a tint of 'subjectivism' resulting directly from the fact of interpreting and comprehending, as well as providing meanings by the author of the dissertation. However, going beyond the frames of 'objective data' (quantitative ones) offers a chance of overcoming the error of inadequacy in the perceived social reality.

The above framework has both its advantages and disadvantages. T. Bauman is even of the opinion that the qualitative and quantitative approaches can be treated as complementary to each other. On the other hand, S. Palka distinguished, in his works, a few premises which testify to the need of qualitative-quantitative studies in pedagogy. The aspects of qualitative studies which lead undoubtedly to enrichment of not only theoretical knowledge, but also to enriching

educational practice, are particularly valuable. Without a doubt, the data collected from qualitative research in the area of communication competences, a construct of a broad spectrum of components and factors of the contextual character, can – in praxis – support the process of recruitment and selection for the teaching profession, creation of educational programmes and development of social and emotional competences, as well as others that influence the effectiveness and efficacy of educational interactions.

The procedure of connecting the positivist (quantitative) type of studies with the qualitative one, which is to be applied in this project, is based on the concept of D. Silverman. From the pragmatic viewpoint, carrying out qualitative research in pedagogy is characterized by an active participation of the researcher: entering others' psychic states (empathy) and subjective character of the studies. This kind of cognition of reality does not mean withdrawing from what is countable and turning to what is uncountable.

In the face of the broad spectrum of factors that affect the structure of communication competence, such as knowledge, skills, motivation and all kinds of contextual factors related to the person of a university teacher and the community, the research area has been narrowed and treated with more precision, concentrating on three aspects of the examined structure. The first aspect is the communication activity of the academic. It is constituted by the full communication activity of the subject who acts in communication interaction, focusing on verbal and non-verbal communication-oriented behaviours referring to commenting on and evaluating utterances, reception of messages, adapting to the interlocutor, empathy and a sense of communion with the interlocutor.

The university teacher's individual features are to be the second aspect in the research area. This is to be done on the basis of a description connected with MBTI test, in which there are differentiated 16 types of personality, along with their pairs of preferences for attitudes and psychological functions. Following this framework, it is assumed that Segmentation of MBTI assumes that people:

- have different preferences for concentrating their attention (the extrovert vs. the introvert),

- differ with their preferences in attaining information (the analytical approach vs. the intuitive one),
- have different preferences as regards taking up decisions (through an analysis or being directed by feelings),
- have also a differing outlook on the external world (continuous evaluation of the world or continuous observation of the world).

The third aspect to be analyzed will be academics preferences in the area of categorization of communication-related behaviours in interactions in an educational group, based on API by R. Bales. In an analysis of the process of interaction in a group, while categorizing behaviours, there are accepted categories of positive and negative behaviours referring to the socio-emotional sphere of communicating, as well as the sphere of realized tasks.

The operationalization of the theoretical construct – the model of communication competences of the university teacher consists in elaboration of the most significant parametres of the communication situation in the interaction: the teacher – the student, in the perspective of communication with a group and within a group, as well as various communication-related behaviours with reference to concepts of inter-human communication in the perspective of interaction and the current of pragmatism. Undertaking to describe the predictors (explanatory variables) of communication competence, we will take into account the results of the studies in the sphere of intelligence and its different dimensions, personality, temperament and social skills, especially with reference to their correlation with components of communication competence.

In the studies, an ethno-methodological view on the communication interactions between the teacher and the student is also taken into account. Considering this paradigm of social research, a series of survey examinations is planned to be conducted with reference to the opinions expressed by university teachers and students on communicating with each other in the educational interaction. The pilot research to be carried out will provide an opinion as to the reliability of the questionnaire. Purposive sampling and quota sampling should satisfy the criterion of representativeness with reference to variables of the socio-demographic whole of the examined population. It is expected to obtain a very high level of return of questionnaires.

2. Methods, techniques and research tools

– Quantitative methods: diagnostic survey together with a series of research techniques (analysis and synthesis, critique of the literature of the subject, questionnaire-based survey, etc. – empirical data collected in the course of the research will be subject to a qualitative analysis with the use of relevant statistical techniques – in dependence on the character of the research variables.;

– Qualitative methods: questionnaire-based interview with a multiplicity of open questions, examination through common experiencing and ethnographic studies of the educational and rearing systems in colleges of higher education.

Description of the research tools:

In the procedure, we will apply the following research tools:

– Scale of Communication Activity (SCA) (the 10-item/38-question version);

– MBIT (Myers – Briggs Type Indicator) – the non-standardized version – our own construction, upon adapting to the given culture and following the aptness procedure;

– Semantic differential – the self-evaluation sheet of preference for communication behaviours; our own construction;

– Interview questionnaire – our own construction.

3. Characteristics of the research procedure:

In the studies, we are going to apply one survey questionnaire consisting of the following:

1. The part including questions about socio-demographic data;
2. The part containing questions concerning opinions on aspects related to the object of social communicating (including subjects in which classes in the field of social communication were or are being realized);
3. A set of questions (18–21) dealing with the issue of recruitment and selection in the college of higher education;
4. A constructed questionnaire of preferences for behaviours in the situation of interaction within a group – semantic differential;
5. Scale of Communication Activity – a set of 38 statements;
6. An independently-constructed, upon being adapted to the relevant language and culture, questionnaire of self-evaluation of the type of personality on the basis of MBTI.

4. Selection of the sample and representativeness of the examined group.

In the empirical studies, we will apply purposive sampling and stratified sampling of respondents. A significant problem in the aspect of eventual generalization of results is representativeness of the sample. This means that all the distributions of variables vital to the subject of the studies are the same (or at least very similar) in the population and in the sample. The population in this case are all university teachers employed in units of academic centres. One can determine, in this population, the distribution of two variables: the gender and the title/degree, and then compare them with distributions of these variables in the examined sample.

Significance

The problem of social communication in different educational systems with articulating competences and derivatives which determine the silhouette of contemporary university teacher so far has not been the subject of studies constructed in such a correct way. Partial studies and contributive research done in various centres at home constitute the frame, on the basis of which we want to make not only a resume of the studies conducted up to now, but also – obtaining results of the research on the international scale – to establish a model silhouette of a modern academic.

The settlements, resulting from the conducted research, and implementation of the results in individual universities will determine not only requirements relating to the profession of a university teacher, but also a set of desired and necessary personality traits in one to play the respectable role of the academic – indirectly a creator and shaper of many students' personalities; the above-mentioned background to the intended research project and establishments resulting from it are only too evident.

Valerian F. Gabdulhakov, Józef J. Podgórecki

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Prove the main idea: Project of grant submitted to National Center of Science in Krakow. International studies will allow to find causal factors –factors of empathy and communication skills of the modern academic teacher in Europe.



CHAPTER 5

*Multicultural language development of preschool children in Russia*⁸

Read the article and tell him the plan:

- **Multicultural language development;**
- **Preschool children;**
- **Synchronization;**
- **Coordination;**
- **Transposition;**
- **Interference.**

1. Introduction

Nowadays people mostly everywhere: in Russia, Western Europe, United States and Canada – understand the necessity of cognitive development of individual as one of the most actual, social, psychological and educational problem of the time. N.E. Veraksa lays special emphasis on formation of a creative personality who puts himself a question about the world. The recognition of himself is impossible without the purposeful development of cognitive processes (attention, memory, thinking), which form the basis of human intelligence. Pre-school education should influence on the child's intellect, and – that is most important – should keep up the personality, who requires an individual approach and individual programs. A lot of urgent problems arise out of it. The main one among them is productivity in any professional activity [1].

2. Basic part

Vallon insists on inability of child's independence since his birth and tendency to socialization: first – with the mother, and then - with other people [3]. The child develops only due to interaction with other people. The basic role A.Vallon gives to affective responses and speech as well as to motor acts [2, 3, 4, 5, 6, 7]. The same position is shared by many Russian psychologists. For example, L.S.

⁸ **Valerian F. Gabdulhakov**

Vygotsky notes the important role of other people in the cognitive development of a child [8].

At different points of its evolution, multicultural language development of preschool children seems to take up different forms, group and individual works, or games, as the central object of attention, but always asking what does foreign language, taught in Russia, most typically is. The contemporary efforts have to tackle the previous methods in order to prove their effectiveness. A few years ago it seemed fairly clear that the prime object is teaching foreign language separately, without links with other languages, already known by children. Today, there are very strong signs that preschool teaching of foreign language, based on the knowledge of a native one, is becoming more effective.

Dynamically developing processes of intercultural language communication inside and outside Russia are associated with bilingualism: Russian-Tatar, Russian-Bashkir, Russian-Chuvash, Russian-Mari, and three-languages, when young people, their parents, the public itself realizes the need in fluent knowledge of foreign language. And that forces to include to usual educational process additional services, like bilingual or trilingual game practice. This approach is wide-spread abroad: in the United States, Belgium, Poland, Switzerland and Japan, where great attention is paid to language training of preschool children. Unfortunately, Russia doesn't follow their example. That's why well-known all over the world Swiss and Belgian preschools with an active use of several languages, like English, French, German, Italian, serve as the example to the Russian ones. The policy to multilingualism and multiculturalism, proclaimed in Austria, Canada, is a part of national and cultural diversity [9].

However, the process of multicultural education and early childhood development, despite diverse practical methods of teaching languages in kindergartens of Russia and even foreign countries, is studied only partly. Psycholinguistic and linguo-didactic multicultural aspects of language development of children in kindergartens are just promoting.

In Tatarstan (part of Russia), where live mainly the Tatars and the Russians, the number of people who consider themselves the

Russians, has decreased till 13 % over the last 20 years (1993-2013). There is a complete mess of strategies in teaching even native language. Moreover, they have already become the matter of state and non-state business in some educational institutions, including kindergartens. It has been forgotten, that the second language should be taught on the basis of the first language (mother language), rather than together with it. Unsynchronized and uncoordinated training often leads to weak knowledge of native language, to say nothing of foreign one. It reflects on intellect, mentality of children.

As it is shown in our previous researches, the amount of people who consider themselves the Tatars, increased for 27.5%. Still they speak and think in Russian. About 0.75% people, who consider themselves the Russians, speak Tatar. The amount of those who wish to learn English has increased from 12.5 % to 35.6 %. Therefore, the Tatar language is taught successfully, trained together with Russian and English.

Uncoordinated teaching to three languages affects the knowledge of all of them. It happens when learning Russian (organized even in a form of game), children learn the names of objects, then learning English, they deal with verbs of motion, and at last, learning native language (Tatar, Chuvash, Mari), they study the adjectives. Here transposition of linguistic phenomena and interference - negative impact of one language to another - is not taken into account. The educational technology has not been developed either. As a result, there is a mixture of languages meanings, so children can't speak properly at all. They fear to be mistaken.

Schematically the technology of formation of imaginations and concepts in different languages we have presented in this way (tab. 1).

Table 1

**Technology of formation of imaginations and concepts
in two-and the polylingual environment**

| | |
|-------------------------------------|--|
| Compon nts of Techno- logy | Subject component, informative, moral-ethical components, world outlook component, speech (two- and polylingual) |
|-------------------------------------|--|

| | |
|---------------------|---|
| The purpose | Formation of two- and polylingual person, who is able to understand concept in two-three languages and to use them it is correctly in training and playing activity; possessing the values connected with application of laws and rules of the Russian grammar with understanding of practical applicability of the theory, its informative importance, verification; with explanatory potential of knowledge; with reasons of simplicity, internal perfection of the organisation of knowledge; with the valuable moments in knowledge development; with objectivity and rationality |
| Didactic conditions | Motivation of new imaginations and concepts; semantization of the concepts which students don't have in a native language; differentiation non-translated and translated ways semantization of concepts (on the basis of methods of revealing of interphrase links); actualization in problem-communicative situations of special knowledge and values; use in speech work of receptions of formation of the communicative kernel stimulating creative, research activity of students; realization of receptions of intergration of the maintenance of the language and in detail directed character, and also the receptions, allowing to combine individual and group modes of study; semantization (explanation) of concepts; a support on the principles of personal-developing training considering the multilingual environment of dialogue |
| The content | The propaedeutic (psychological and language) training of students for formation of representations and concepts in different languages; level organisation of the content of language formation; integration of a speech material with the content classes; stage-by-stage complication of the content of training; diagnostics of level of possession of representations and concepts in different languages |
| Principles | The principle of the personally-focused training; the principle of authenticity connected with criterion of ethnocultural value and providing expansion of intercultural communications of students; a principle of bilinguism and polylinguism (supporting on the knowledge received in a native language); a principle speech thinking activity. |
| Methods | The traditional methods; methods of problem-developing training; methods of intensive training; research (design) methods |
| Work | The individual; a pair, a microgroup; a group; a frontal; a |

| | |
|--|---|
| forms | mass |
| Means of realisation | The combination of reproductive, reproductiv-ly-creative and creative kinds of activity; individually-research work of students |
| Criteria of the formation of mathematical concepts | The formation of: speech skills (to describe, tell, ask, answer); abilities to apply laws and rules of this or that language; abilities to explain practical applicability of the theory, its informative importance, verification; abilities to use in life explanatory potential of the language theory; abilities to result knowledge in system according to reasons of simplicity, internal perfection of the organisation of knowledge; abilities to use in life the valuable moments in knowledge development; abilities to correlate knowledge with objectivity and rationality requirements |

The researches, we have made in several regions of Russia: Tatarstan, Chuvash and Udmurt Republics, - reveal linguo-didactic particularities in trilingual approach, as well as the difficulties, typical for children [10]. In that number, if we mean teaching Russian, Tatar, English, there are conditions of synchronization and integration of common turns of speech, as well as typical speech errors. Among linguistic particularities of three languages should be mentioned the level of word order, the category of gender. Therefore special exercises should be suggested to overcome the negative influence of one language to another. They should be based on accounting principles of transposition for integrated mapping of linguistic phenomena.

3. Concluding

In the research we tried to link the multicultural language development of preschool children with the cognitive development of the child, their typical difficulties. For proper technology of multicultural children's language development it is effective to identify the structural and substantive components of the trilingual method, to develop a system of exercises and games, to synchronize teaching and game material [11].

4. Conclusions

The children with multi-linguistic training in kindergarten are more successful at school, more sociable, tolerant, cheerful, than

those, who haven't been trained. We are confirmed that the multicultural language skills are formed during the preschool years [12]. The basis for bilingualism, given there, is the base for positive influence on the formation of linguistic identity, the formation of personality with unique features. The study confirms that the main purpose of language development of children is to build their communicative competence, required for participation in a dialogue in a multicultural language area [12].

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Prove the main idea: Multicultural development assumes the acquirement knowledge of two-three languages. It is provided by synchronization and coordination of language content by means of transposition – positive transfer of native language knowledge to foreign, and interference on account of negative interaction of the second and the third languages to the native one.



CHAPTER 6

*Preparing to work with text in kindergarten*⁹

Read the article and tell him the plan:

- **Text, the structure of the text;**
- **Meaning part of the text, paragraphs;**
- **Complex syntax whole;**
- **A concentration of information;**
- **Syntactic complexity of the proposals;**
- **The conceptual complexity.**

The Preface

In the given article, we investigated the interrelation between the personification of speech work with students in the bilingual environment of University and the quality of their educational and creative work. The essence and the research objective consisted in the developing of the technology of personification of speech work on the basis of the use of methods of Ketensk psycholinguists (Germany).

Hypothetically we have assumed that the personification of speech work of students on conditions of bilingualism will be more productive if psycholinguistic procedures of Ketensk scientists are used training and analyzing coherent speech (Germany).

The novelty of research consists in the developing of technology of training to work with the text, in use of psycholinguistic procedures of Ketensk psycholinguists analyzing speech (Germany).

The research was made at the Kazan Law Institute of the Ministry of the Interior of Russia and the Kazan (Privolzhsky) Federal University in the course of teaching of humanitarian disciplines in the Russian, English, Tatar languages. 660 statements have been analysed: in control groups (325 students) and experimental groups (335 students).

Research methods:

- Methods Ketensk psycholinguists;

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- Psycholinguistic classifications of D.Hake;
- Class correlation of Charles Edward Spirmena;
- 16-factorial questionnaire of R.B.Kettella;
- Hierarchy of values by R.Rokicha's technique.

The basic concepts

Coherent speech - the statement constructed by rules of the text and consisting of several sentences, connected grammatically and according to the sense, revealing the concrete theme and the main thought.

Model of the personified training - the structure possessing the certain quantity of components, providing not only development, but also self-development, self-creation of the person. In our case, there are self-development and self-creation.

Technology of formation of representations and concepts in two- and multilingual environment - the structure possessing subject component, world outlook component, speech (two- and polylingual) component and also informative and moral-ethical ones.

From model to technologies

An ability to work with the text - an important indicator of efficiency of learning at the University. The educational, scientific, literary text defines sequence of thinking and logic of development of coherent speech. Therefore this ability promotes of the text and correct construction of speech.

Increasing the efficiency of work with the text we used the personified approach [4, 5, 6]. Our researches [1, 2, 3, 12] have shown that for the personified model the following features are distinctive:

1. It has structure as it is characterized by a certain quantity of the interconnected components;
2. The Given model has the links number of which can be different (communications between a teacher and the student, between students, between a student and a teacher, information links with the environment). These are the communications which create procedure base for the further development and model function;
3. The model has dynamism and functionality. They are shown that in a certain interval of time transition from the previous components of model to the subsequent is carried out. This surveyed time

interval represents possibility to define its dynamic process of functioning;

4. The Components forming model are hierarchical, as the level of mastering by students coherent Russian speech as a professional work component on each of components is distinguished and should be increased to the model top;

5. The Model of the personified process of training is governed, it consists of two blocks – governing and governed;

6. The Sequence of the personified process of training is obeyed to laws of pedagogical process.

We consider the model on a basis of the functional, the system-structural and personally oriented approaches.

On the final stage of designing of technology criteria of formation of imagination and concepts in different languages have been developed: speech skills (to describe, tell, ask, answer); abilities to use laws and rules of this or that language; to explain practical applicability of the language theory, its informative importance, verification; to use in life explanatory potential of the language theory; to systematize knowledge simply, internal perfection of the organisation of knowledge; to use in life the valuable moments in knowledge development; to correlate knowledge to objectivity and rationality requirements.

Experiment strategy

During the pedagogical experiment organised by us we have paid attention that the standard treatment of thinking as informative activity in the course of which the subject, co-operating with object, includes it in new links and owing to it reveals its new qualities, the properties, new knowledge, does not provide that the thinking is carried out with reference to concrete objects as by that.

And after all in the educational environment (especially to the bilingual environment) it has basic value [2]. If objects (for example, concepts) are not concretised, about what quality of their mastering there can be a speech?

Thus, the comprehension of a subject orientation of thinking acts as an actual problem for the bilingual pupil, as a necessary condition of its self-realisation in the second language. In this connection in a native language of students we built process of mastering of

grammatical concepts, addressing to different areas of knowledge. It is important to consider that in two- and the multilingual environment the thought subject is constituted and reproduced during informative practice not only on individual, but also at social level.

For successful training of students speech activity, it is necessary to generate, in our opinion, personally-significant motivation to acquisition of corresponding knowledge and abilities, and also the importance of speech as professional work component.

The first stage in the presented model of personification of training is the motivational stage. Its main objective contains the formation of personally-significant motivation on mastering by professional Russian speech. We believe that it includes the comprehension by each student of the objective importance of development of speech as a major component of professional activity, representation about possibility to reach certain success in the course of mastering by speech, aspiration to acquisition of corresponding knowledge and abilities, display of activity, purposefulness and independence in the course of perception, mastering and applications of forecast knowledge and abilities in practical activities, a formation of sagacity thoughtfulness, foresight.

Thus, creating the positive personally-significant motivation of students in the course of their training of Russian speech we adhered to the following general law: from situational - to steady interest on speech development. Such law underlay the means chosen by us necessary for occurrence of students of steady interest to acquisition of knowledge and abilities on professional Russian speech.

At a choice of means of this stage, we started with the assumption that development of personally-significant motivation of students is influenced to the greatest degree by various motivation-problem situations which arise or can arise in the professional activity.

Hence, the mechanism of formation of motivation will conclude that pedagogical influences in the conditions of pedagogical activity staticizes separate situational promptings which at regular activation are gradually lost and transfer in steadier motivational conditions and properties of the person. Proceeding from it, it is necessary so to organise activity of students on mastering by Russian speech that it

has been filled by the various real and simulated problem situations carrying a forecast character. Such situations will promote a motive birth, then to stimulate its repetition and carrying over to new conditions.

The problem situation - a mental condition of cogitative interaction of the subject with object of the knowledge, characterised by requirement and efforts of the student to find out, "open and acquire the new knowledge unknown still for it containing in a subject and necessary for decision of an educational problem.

We had been picked up such practical situations which decision is possible only at good knowledge of the theory of pedagogical designing and possession of necessary abilities. Solving the offered situation on a practical training, listeners independently come to a conclusion about necessity of replenishment of knowledge available for them and abilities for successful realisation of professional speech activity.

Except motivation-problem situations, formation of personal-significant motivation of students will be promoted by showing them the importance of an offered material on speech activity in the professional sphere, a statement of the impressing facts from experience of the given kind of activity, discussion of the real facts from listeners' life experience.

We used also other means of formation of positive motivation for listeners' development of skills of communication. The analysis of concrete situations with forecasting character, creation of elements of entertaining by means of drawing up the crossword puzzles and etc. are possible to carry to them. However, the basic means of achievement of the purpose of this stage is motivation-problem situations which promote in the development of listeners' speech mastering. The offered situations required from listeners forecasting of a course of educational process proceeding from the purposes of training and education, educational and developing possibilities of a teaching material, difficulties in training and other kinds of activity, results of application of various methods, ways, means of teaching and educational process, consequences of pedagogical decisions made by the teacher; to predict personal-business qualities of listeners, their will, behavior, possible deviations in development etc. The

revealed recourses promoted starting of a dialogue, discussions, keeping attention of listeners to a material stated by the teacher, an interest to reading of the special literature.

Experiment technique

The technique of realisation of offered model and technology was carried out on the same parametres, as well as diagnostics of initial level of possession of coherent speech (text). However during the check of efficiency of speech exercises, as a whole communication developing personified system the quantity of parametres has been expanded (at the expense of use of methodical procedures of Ketensk psycholinguists). As a result the data of experimental and control groups were compared according to the following parametres: conformity of the statement to Russian orthoepic norms; correct interphrase link of the statement; a correct word order in a sentence and in the text (topic or rheme structure of the statement); structure of complex syntactic whole (presence in it of a beginning, the basic part, an ending); concentration of the information in the statement (high or low); syntactic complexity of the statement; conceptual (terminological) complexity of the statement; logic interrelation of the sentences in the statement.

Let's explain features of definition of some parametres.

For example, correct **interphrase links** are found more often when there is a connecting adjoin by means of lexical repetitions or lexical replacements (repetitions of the same nouns, pronominal or synonymic replacements) between the text sentences: *on September, the 1st **students** should come to university. This day the academic year of **students** begins. The **future experts** will act the knowledge necessary for work on a specialty. **They** will study 5 years.* As we see, here the link and sense remain by means of repetition of a noun **students**, its synonymic replacement in another sentence the **future experts**, in the last sentence lexical repetition keeps a pronoun **they**.

Topic comment is a semantic division of the sentence which is divided on an initial part - *g i v e n* - and that is told about it, - *n e w* (*Apples - a great lot*). Topic comment can coincide with sentence division into a subject group and group of a predicate or in a subject and a predicate (for not widespread sentences): *Hunting / is*

forbidden; the New factory manager / has started moving at once. In this case one can speak about coincidence of actual and grammatical division. More often these divisions do not coincide: *New houses have grown in our district; He has bought this book by chance.* *Dividing the sentence* breaking of groups of subject phrases, a predicate and subordinated members is possible: *He has chosen a good wife.* The initial part of actual division is called a theme, the final (new) - rheme, or a kernel.

The sentences having no actual division, are called expletives. Usually they have the meaning of house-life activities, fact stating: It is snowing; It is possible to begin; There is no money. The same sentences can be transformed - with the same lexical-grammatical structure – to sentences with topic comment: It /snows ; It is possible /to begin; There is no/ money .

In a written speech division into a theme and rheme is not designated by punctuation marks more often, but sometimes the dash is not designated. In an oral speech the basic means of actual division - intonation: on a theme the voice rises; on rheme falls down. Usually the theme is placed in the phrase beginning, rheme - in the end. Changing this order shift of a phrase accent takes place and it, in the emphasized form, falls on rheme.

However, our experiments have shown that work on skills to build links between phrases, to follow a correct word order, to reveal a theme and the basic thought is insufficient for the personified approach: statements suffer from lack at information and concept, the weak syntactic and logic organization of the statement. As a result students can not fully realise their communicative plan.

According to researches of Ketensk psycholinguist [3] (Germany), concentration of the information can be defined through a parity of the basic information having sense (an information kernel) and the repeating, explaining information (development of the 1st and 2nd degrees). This dependence has been established mathematically: T_{K0} - level of concentration of the information; K - quantity of kernels of the information; A_1 - quantity of developments of the 1st degree; A_2 - quantity of developments of 2nd degree; KB - quantity of kinds of the basic information.

$$T_{KO} = \frac{K + A_1 + 2A_2}{KB}$$

Thus the quantity of types of information (KB) is almost equal to quantity of kernels of the information (K) as without a kernel the information does not exist.

For definition of the level of concentration of the information it was necessary to emphasize at first all the sentences concluding kernels of the information. Emphasizing these sentences we resulted in structural features of the paragraph having usually two parts (paragraph sentence and explaining part) and the microtext (difficult syntactic whole), having a beginning, the basic part and an ending.

On the next stage we defined a quantity of developments of 1st degree and quantity of development of 2nd degree, proceeding from features of structure of the paragraph and the complex syntactic whole.

The paragraph (german - *absatz*, the meaning – *fresh paragraph*) - 1) a space in an initial line of the printing or hand-written text; 2) the component of the coherent text consisting of one or several phrases (sentences) and characterised by unity and relative completeness of the content. In the meaning close to it, terms "period", «complex syntactic whole», «superphrase unity» also appear. A paragraph example:

Soon the fox managed to revenge to an eagle. Once in the field people sacrificed to gods a goat. The eagle flied to an altar and carried away from it burning internal organs. But at the moment he brought them to a nest when the strong wind blew. And thin old rods flashed as a bright flame. Eaglets fell down to the ground. The fox ran up and ate them.

Interphrase links are the display of unity of the content of the paragraph. In the given paragraph interphrase links are created, in particular: by connections at which one of given connected components in a phrase are absent (but, and); b) by identity of mentioned objects (to an eagle - an eagle, to a fox - a fox), expressed, for example, by substitute words (internal organs - their), and also by zero substitutes (compare the absence of a subject at a predicate informed in the 4th phrase); c) by semantic (sensitive) links of words (e.g.: to sacrifice - an altar, an eagle - eaglets); d) by correla-

tion of aspect tense forms of predicates (in all phrases, except the 2nd, a predicate - a verb of the perfect aspect of past tense; e) by actual division (word order) of the given phrase in a context of previous ones (so, in the seventh phrase the direct word order and absence of a phrase accent on a word a fox mean that the fox is a theme of this sentence, and in its order this is due to the fact that this fox mentioned earlier).

Some interphrase links (in particular, causal, explanatory, and also the links based on unity of time, a scene of action or identity of characters and subjects) cannot have obvious expression, and are restored in the text owing to its initially set connectivity (*interiors* - mean internal organs of a goat; *flew* - means not an spontaneous moment in the past, but the moment when people made a sacrifice). Connecting and adversative links are often expressed by lexicosyntactic parallelism of phrases. Interphrase links can include both separate phrases, and groups of phrases. So, the first phrase is connected by explanatory communication with all other phrases of the paragraph as with the whole.

Connections between paragraphs as a part of the text have the same nature, as links between phrases in the paragraph. Borders between paragraphs pass in points with the minimum number of interphrase links. In links between paragraphs usually the first phrases of paragraphs play the main role. So, in the first phrase a word *soon* (rising a question *after what?*) and a word *to revenge* (rising a question *for what?*) correlate the given paragraph to the previous ones.

The paragraph - is the unit of semantic and literary structure of the text. Let's examine only the sensitive... The knowledge of semantic structure of the text will help children to read not separate words and sentences, but the whole blocks.

At the beginning it is possible to comment on features of a structure of the paragraph. For this purpose at school it is possible to use such text:

“A lonely old man lived in the village. He was weak; he wove baskets and soled felt shoes, guarded a collective-farm garden from boys and thereby earned his bread.

He came to the village many years ago, from a far, but people understood at once that this person had much suffered from a grief. He was lame, precocious grey-haired. The curve, lacerated scar ran from his cheek through lips. And therefore, even when he smiled, his face seemed to be sad and severe". (*A. Gaydar.*)

Students should be shown that the correct paragraph usually has two parts: the paragraph sentence (an information kernel), containing the basic information of the text, and the explaining part (development of the 1st and 2nd degree) which comments on this information. For clearness, the text can be presented as follows:

The 1st paragraph

| | |
|------------------------|--|
| THE PARAGRAPH SENTENCE | <i>A lonely old man lived in the village.</i> |
| THE EXPLAINING PART | <i>He was weak; he wove baskets and soled felt shoes, guarded a collective-farm garden from boys and thereby earned his bread.</i> |

The 2nd paragraph

| | |
|------------------------|--|
| THE PARAGRAPH SENTENCE | <i>He came to the village long ago, from afar, but people understood at once that this person had much suffered from a grief.</i> |
| THE EXPLAINING PART | <i>He was lame, precocious grey-haired. The curve, lacerated scar ran from his cheek through lips. And therefore, even when he smiled, his face seemed to be sad and severe.</i> |

It is a visible famous independence of paragraph sentences is visible, if to read them separately, without explaining parts. As a result we will receive such statement:

A lonely **old man** lived in the village **He** came to the village long ago, from afar, but people have understood at once that this person had much suffered from a grief.

As we see, we have a short but coherent statement. This connection is underlined also by presence of pronominal replacement (*An old man - he*). Further it is possible to consider other features of paragraph [3].

Complex syntactic unit - is a combination of several closely interrelated in the meaning and syntactic sentences, representing a

more complete development of thought in comparison with separate sentence.

On a semantic part the complex syntactic unit is characterized by unity of thought, the statement, the theme, by the close semantic cohesion of sentences. On a syntactic part the complex syntactic unity is characterized: a) by specific syntactic means between sentences (chain, parallel, and conjunctive); b) by the unity of the subjective-modal colouring; c) by the unity of rhythm and intonation.

In the most general form the complex syntactic unit consists of a beginning (the beginning of microtheme - development of the 1st degree), of an average part (the microtheme development - an information kernel) and the ending (the microtheme completion - development of the 2nd degree).

Thus, the information richness of the text statement was analyzed on the bases of structural signs of the paragraph or the complex syntactic unit.

The logical structure of the statement

According to the classification of D. Hake between sentences may exist:

- strong logical link in which sentences are irreversible;
- weak logical link in which change of sequence of sentences is possible;
- absence of logical and linguistic link, that is combination of not correlated concepts in nearby standing sentences;
- false logical link.

Mathematically each of four types of the logical link is designated so: $BZ_1 = 2$ (strong logical link); $BZ_2 = 1$ (weak logical link); $BZ_3 = 0$ (absence of logical link); $BZ_4 = -1$ (false logical link). The degree of the logical link between sentences is expressed by the formula:

$$T_1 = \frac{2BZ_1 + BZ_2 - BZ_4}{V},$$

Where T_1 - the degree of the logical link, V – the number of sentences. We determined conceptual level of the sentence according to the formula made by K.Nestler. The formula has the following appearance:

$$T_{bn} = 100 \cdot \frac{B}{GWZ} \cdot \frac{B_1 + 2 B_2 + 3 B_3}{GWZ},$$

where T_{bn} – the conceptual level of sentences; GWZ – the total number of words in the sentence; B – the total number of concepts; B_1 – well-known concepts; B_2 – special concepts derived from common usage; B_3 – a little known special concepts of a foreign origin.

Syntactic complexity of speech was defined by the $f\Sigma\alpha$:

$$T_{sk} = \frac{1}{10} \cdot \frac{GWZ}{S} \cdot \frac{GWZ}{SA},$$

where T_{sk} – syntactic complexity; S – the sentence; SA – a part of a sentence, if it is complex; GWZ – quantity of words in the sentence.

Check of the efficiency

The check of the efficiency was constructed on comparison of significant characteristics of speech activity in control (325 students) and experimental (335 students) groups (tab. 1).

As a result of intensive influence (within 2-3 weeks) on speech activity of students quality of their coherent speech has essentially improved both pronunciation norms, and interphrase link, a word order, a semantic structure, a syntactic complexity, an informative saturation, etc.

Diagnostics of speech activity of the students, made by us in different years and on different conditions has confirmed legitimacy of the chosen pedagogical conditions of personification of development of speech activity of students.

The method of calculation of factor of class correlations of Spirmen [5, 6] was carried out under the formula.

$$\rho_{X,Y} = \frac{M[R_X R_Y] - M[R_X]M[R_Y]}{\sqrt{(M[R_X^2] - (M[R_X])^2)}\sqrt{(M[R_Y^2] - (M[R_Y])^2)}}$$

If elements of a variant class to place in an ascending order or a decreasing one an element class will be its number in this ordered cluster. This formula is also translated more often as the calculation formula of coefficient of Spirmen [10, 11].

Table 1

Results of the analysis of students' speech activity

| Significant characteristics of speech activity | Control groups (in %) | Experimental groups (in %) |
|--|------------------------------|-----------------------------------|
| Conformity to orthoepic norms of Russian speech | 50 | 75 |
| Correctness of interphrase link of the statement | 30 | 72 |
| Observance of a correct word order (a theme-rheme structure) | 45 | 78 |
| Sufficient level of concentration of the information | 46 | 48 |
| Correctness of structure of the syntactic complex | 37 | 52 |
| Syntactic complexity of the statement | 28 | 46 |
| Level of conceptual complexity of the statement | 23 | 70 |
| Logic link of statement sentences | 26 | 82 |

Thus, investigating correlation of class meanings it is possible to establish in what way dependence of two alternated is described by monotonous function as we investigate the efficiency of the personified technology, and we base on indicative signs of communication of quality. The sign of coefficient indicates on direction of link between alternate. If a sign is positive, the meaning Y tends to increase by increasing of meaning X, a sign is negative meaning Y tends to decrease by increasing of value X. If the coefficient is equal 0 there is no tendency. If the coefficient is equal 1 or -1 the dependence between X and Y looks like a monotonous function - that is Y also increases increasing X, or on the contrary, Y decreases increasing X. That is, unlike the correlation of Pirson which can reveal only linear dependence of one variable on another, the coefficient of correlation of Spirmen can reveal a monotonous dependence, where a direct linear link can not be revealed.

Under our conditions such link has been revealed: the received factor of correlation has coincided with a critical meaning for a significance level of 1 %. Hence, it is possible to state that significant

indicators of speech activity of students and total results are connected by positive correlation dependence - in other words, the higher level of speech activity of the student in communication, the higher level of its educational and creative activity. In terms of statistical hypotheses we should reject a zero hypothesis about similarity and accept alternative - about presence of distinctions which states that link (between indicators of speech activity and average results of educational and creative activity) is distinct from zero.

Received in our researches the correlation coefficient equal 1, testifies to presence of functional link. If the change of one factor does not have an influence on the size of another the link is absent, i.e. the given factors are neutral. Conclusions

Efficiency of the offered model and technology of the personified approach to the work on the text has been proved. However analyzing speech of students the use of psycholinguistic procedures of Ketensk psycholinguists shows that it is necessary to pay attention of teachers and students to linguistic methods of creation of the text (the interphrase organisation, a theme-rheme structure, information-semantic, syntactic, logic structure) in this work.

Methodical procedures of Ketensk psycholinguists (Germany), developed to evaluate the qualities of educational texts, are applicable in the adapted kind and for an estimation of coherent speech of students. These procedures allow to look at a technique of the personified speech work with students at university in a new form.

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Prove the main idea: Preparation of teachers to work with text in kindergarten should take into account the peculiarities of construction of the text. Understanding of the text of children associated with the ability of the teacher provide meaningful units of text, find the connection between them. This improves the understanding and comprehension of the text of the children.



CHAPTER 7

Pedagogical skills of the teacher and the degree of creative self-realization of a student in conditions of University educational space¹⁰

Read the text and tell him the plan:

- 1. The creative activities of students,**
- 2. The creative potential of a teacher,**
- 3. Communicative activity of the teacher,**
- 4. The quality of communication activities (personal, integrated, individual and other).**

Foreword

In this article we examined the relationship between teacher's pedagogical skills and a student's creative self-realization in the conditions of educational space of University - in curricular and extracurricular activities. This relationship is significant for the projecting of personalized education in the University.

The essence and purpose of the study was to identify the indicators of pedagogical skills of a teacher, that really correlate with certain indicators of creative self-realization of a student's personality.

Hypothetically we assumed that the degree of creative self-realization of a student is high if the level of teacher's pedagogical skills is high. For that matter we also tried to answer a question of whether there is any correlation between these two phenomena (the student's creative self-realization and the teacher's pedagogical skills).

The novelty of the research consists in defining the indicators of pedagogical skills of a teacher, which really improve the effects of creative self-realization of the student. The study was performed in Kazan (Volga Region) Federal University in the course of Humanities teaching in Russian and English. 354 curricular and 122 extracurricular classes were analyzed.

Methods of research:

- rank correlation by Charles Edward Spearman;

¹⁰ Valerian F. Gabdulchakov

- the Sixteen Personality Factor Questionnaire by R. B. Cattell;
- the Values scales based on the M. Rokeach method.

Key terms

Personification of education — arrangement of conditions for creative self-development, self-actualization of the student's personality.

Pedagogical skills of the teacher - a high degree of creative teacher's attitudes towards the organization of the communication with the student.

Creative self-realization of personality of a student is a high degree of creative attitude to education, self-esteem and success in educational activities.

Indicators of pedagogical skills are the main indicators of the pedagogical skills of a teacher which correlate with a high level of creative self-realization of a student.

Personification and developing education

In the conditions of personification, when it is necessary to create conditions not only for the individualization of learning but also for organization of the process of personal and professional self-actualization, the correlation between the level of pedagogical skills of the teacher and the degree of creative self-realization of the student is of special interest.

It is known that education should be developing. If education does not help a person to realize, if it does not develop the person, the question arises, is it really education? Development processes can be lost on the developing person without becoming the events in his(her) life [3]. “Subjectless” development and “subjective” education out of the educational system itself is a paradox, but it is a fact of history and numerous biographies.

Methodology of the research

The degree of creative self-realization of a student's personality was ranged in 3 levels: the 1st is low, the 2nd is medium, the 3rd is high.

As a result of approbation in 1998-2013 of different technological procedures of support and developing of students we have worked out and tested the indicators for assessing the quality of professional skill of a teacher [3].

For this, we used a methodology of rank correlation.

Rank correlation by Charles Edward Spearman is one of the easiest ways to establish a measure connection between the factors [4, 5, 6, 7, 8, 9, 10, 11, 12]. The very name of the method indicates that the relationship is defined between ranges, i.e. the sequence of the quantitative values, ranked in decreasing or increasing order. For the calculation of Spearman rank correlation it is necessary to have two sequences of values that can be ranked. Such series of values can be: 1) two characteristics measured in the same group of subjects; 2) two individual hierarchy of characteristics, identified in two people on the same set of features (e.g. personality profiles according to Cattell's 16 PF questionnaire, the Rokeach Values scales, the sequence of preference in the selection of alternatives and other); 3) two group hierarchies of characteristics; 4) individual and group hierarchies of characteristics. First, the indicators are ranked separately for each of the criteria. As a rule, less characteristic value has a less rank.

Practical calculation of Spearman's rank correlation index includes the following stages:

1) to match each of the characteristics with its order number (rank), ascending or descending.

2) to determine the ranks difference in each pair of matching values.

3) to square each difference and summarize the achieved results.

4) to calculate the correlation coefficient of ranks by the formula:

$$r = 1 - \frac{6 \sum d^2}{n(n^2 - 1)}$$

where $\sum d^2$ is the sum of squares of the ranks differences, and n is the number of paired observations.

When we use the rank correlation coefficient we conditionally evaluate the closeness of the connection between the characteristics, considering the value of the coefficient equal to 0.3 or less to be weak correlation of the closeness of the links; the value more than 0.4, but less than 0.7 to be moderate closeness of links and values of 0.7 or higher to be the indicators of high closeness of links.

Spearman rank-order correlation coefficient is determined by the formula:

$$\rho = 1 - \frac{6}{n(n-1)(n+1)} \sum_{i=1}^n (R_i - S_i)^2$$
, where R_i is the rank of observation of x_i in the order of x , S_i is the rank of observation of y_i in the order y .

The coefficient ρ assumes the values from the interval $[-1; 1]$. Equation $\rho=1$ shows strict direct linear relationship, $\rho=-1$ - the inverse one.

Mathematical correlation value is expressed by its coefficient from -1 (maximum negative correlation) to +1 (maximum positive correlation) by decimal fractions accurated to the second decimal place.

Quantitative measure of correlation is typically distinguished by several levels: weak relation – at correlation coefficient up to 0.30, medium relation – at correlation coefficient from 0.31 to 0.69, and strong relation – at correlation coefficient from 0.70 to 0.99.

Table 1

| Student's No | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
|---|---|----|----|----|---|----|----|---|----|----|----|
| Ranks of the indicators of involvement of students in the communication | 3 | 5 | 6 | 1 | 4 | 11 | 9 | 2 | 8 | 7 | 10 |
| Ranks of effectiveness of educational and creative activity | 2 | 7 | 8 | 3 | 4 | 6 | 11 | 1 | 10 | 5 | 9 |
| D | 1 | -2 | -2 | -2 | 0 | 5 | -2 | 1 | -2 | 2 | 1 |
| D² | 1 | 4 | 4 | 4 | 0 | 25 | 4 | 1 | 4 | 4 | 1 |

To solve this problem were first ranked the indicators of involvement of students in the communication, received in monitoring practice, and, secondly, the result indicators of effectiveness of educational and creative activity at the end of the year, for the same students on average. The results are presented in table 1.

Stthen we substitute the obtained data in the formula and do the calculations. The levels of significance in this table are found by the number n i.e., by the number of people under test.

And we make the appropriate “axis of significance”:

The resulting correlation coefficient coincides with the critical value for the level of significance at 1%. Therefore, we could claim that indicators of involvement of students in communication and the results are associated with positive correlation relationship, in other words, the higher is the involvement of the student in communication, the higher is the level of education and creative activities. In terms of statistical hypotheses we must reject the null hypothesis of convergence and accept an alternative one of differences, which suggests that the relationship between indicators of involvement in the communication and the average performance of educational and creative activity) is different from zero.

The correlation coefficient is equal to 1, obtained in our research suggests that there is a functional relationship. If changing one factor does not influence the size of the other, there is no connection, i.e. these factors are neutral.

Method of getting the results

We marked the following indicators of personification of the educational communication at the University.

1. Personal indicator (degree of self-realization of a student's personality). In accordance with the new - personal developing paradigm of education - this indicator focuses on the diagnosis of the degree of self-realization of the student's individuality. In terms of educational psychology the formal sign of fixing this indicator could be students' verbal intention whether they use phrases like "I think", "I believe" etc in communication with the teacher, i.e. whether the teacher permits the presence of a second «I» in his class, whether he lets this «I» to be the first but not the second (after the "I" of the teacher). The advanced level of such communication may be seen when the students have the role of not blind performers but real researchers in psychology, pedagogy, methodology etc). Consequently, creative teacher should be skillful in project, problem and other methods, which allow to organize such activities in the learning environment. The highest level of creative self-realisation of students is when they not only carry out the research (or any other creative) activities, but also have reasonable and interesting ideas and projects that can enrich the modern theory and practice of education. In accordance with these characteristics we can distinguish the following levels for for-

mal use: *the 1st level*. Whether the students use «I think», «I believe» and others in their responses? *The 2nd level*. Do the students have any plan of creative activity? *The 3rd level*. Do the students suggest their ideas or projects?

2. Empathic indicator (the teacher's ability to take the place of a student and see the world with his eyes). This indicator appeals to the teacher's personality, but not in terms of his personal self-realization, but in terms of the ability to establish personal (psychological) contact, dialogue with the trainees, i.e. whether a teacher can understand his values, see the world with his eyes and experience the feelings of his student. It is important, how he addresses his students: whether he calls them by name, it is important if a teacher says these names incereely, friendly, with irony, humor, admiration, etc), or he uses their surnames, or maybe, uses the impersonal form of communication («you»). Who the students see in the lecture: the personality of the teacher, the scientist's personality, personality of an honest and intelligent person, or perhaps they see a daydreamer, a deadbeat, a fool, an envious, unhappy person or someone else depends on this. It is important for us how the teacher (educator, scientist) realizes himself as a person (in terms of his human qualities). In accordance with this for a formal data handling we can use the following questions: the 1st level. Can teacher make confidential contacts due to his appearance and voice? The 2nd level. Does the teacher refer to the students by personal forms (does he use names)? The 3rd level. Does the teacher show up his personality in his lectures?

3. Reflexive indicator (emotions in classes, joy, wonder, admiration and happiness). One of the most problematic indicators, as the traditional stereotype of a Russian teacher, a scientist is a stereotype of a poor, humiliated and unhappy person. In addition, in people's minds there is an idea that it is inappropriate and impossible to be happy in Russia. This is connected with the traditional national ethno-cultural type, formed in Russian culture by works of Griboedov («Woe from wit»), Nekrasov («Who lives well in Russia?»), Lermontov («A Hero of our time»), Alexander Pushkin («Eugene Onegin»), and other - that is, the type of a miserable person. Therefore, the ability of the teacher to create comfortable

working conditions in the lesson, to create emotions of surprise, and even pleasure, joy, excitement, happiness is a serious indicator of professional skill. Full reflection in the psychological sense arises when a teacher reflects his own ego and a student (with the help and support of the teacher) his own ego. The contact of these egos creates a special reflexive field – warm climate, emotional enthusiasm, joy and happiness. In accordance with this mindset (the set for creating a reflexive field) we can distinguish the following levels of demonstration of reflexive factor: the 1-St level. Can the teacher create comfortable conditions for communication? The 2nd level. Does the communication create surprise and emotional rise? The 3rd level. Do the communicators (teacher and students) experience pleasure, joy, happiness during their communication?

Cognitive indicator (student's and teacher's values accounting). This indicator is also contrary to the established pedagogic traditions. The matter is that in pedagogy it is generally believed that if a teacher teaches Math, he loves Math and he plants this love for the subject to his students. The practice analysis shows, that the teacher may have different attitudes to the subject: he may love his subject, and he may know it, but not love, he can hate it, but still teach it for all his life, i.e. plant love for the subject in his students. At first glance, it seems that only a loving his subject teacher can plant love for the subject in his students. But practice shows that this argument does not always work: sometimes a scientist (a teacher) who loves Math plants hate for the subject in his students. And sometimes a teacher who is not very professional, and doesn't love it much can teach love and keen interest in his students. Why? In these cases the ability of the teacher to organize cognitive forms of activity, i.e. organize the lesson, intrigue, enter the pupils in a situation of «waiting effect of the unexpected» when once the result of joint educational-cognitive activity falls into a trap of memory» of a student and becomes its own domain becomes the most important. Here we face non-standard forms of organizing a lesson. Formally, this indicator may be expressed in the following levels: The 1st level. Does the teacher speak about their preferences in the subject (grammar, mathematics, physics etc)? The 2nd level. Is the purpose of communication to form positive values among students (in

unobtrusive fun way)? The 3rd level. Do the students show their commitment to positive values in the subject?

5. Interactive indicator (the unity of conscious and subconscious). Psychological experiments show that most of its behavior person controls subconsciously. The traditional school practice consciousness-oriented (based on didactic principle of consciousness training). Existing tutorials are focused on consciousness too. How can we use the inexhaustible possibilities of the subconscious, unconscious sphere of activity? Our experiments show that the unconscious (very efficient) training activities are possible when using interactive (non-standard forms of classes (teaching, role-playing, simulation or role plays, discussions, debates, conferences etc.). Special techniques are called relaxopedics techniques, the methods of stress relief relaxation and transformation of the educational process in an exciting and thrilling game.

The effectiveness of such interactive forms, methods of learning at first are really astonishing. One should remember however that relying only on a subconscious borders with suggestive forms of impact may lead to the depletion of mental resources of the personality. Therefore, you must use the correct (harmonious) balance of the two: the learner will cease to perceive the learning process as work if the teacher will not form General academic skills with the help of traditional (consciousness oriented) tasks: listen carefully, read, retell etc. Disbalance between conscious and a nonconscious sphere of activity can lead to degradation of not only teaching but also the personality of the pupil. To organize supervision over these phenomena the following questionnaire may be used: The 1-st level. Are the non-standard forms of training (communication) used in the lesson? The 2nd level. Are the relaxopedics techniques (activation of the subconscious sphere)used? The 3rd level. Do the students show active interest for the problem discussed in the lesson?

6. Core indicator (implementation of the communicative core in communication and learning and cognitive activity). If we consider the training activities in accordance with generally accepted scheme “motive - analysis - synthesis – interiorization”, the last phase – “internalization” (transformation of internal actions to external), or

speaking and voice control, is very problematic. The fact is that the traditional school and university practice does not consider the mechanism of speech control, though it has long been established that almost 80% of the students' errors should be qualified not as a traditional (actual or speech) errors, but as the errors of the speech control (errors arising from fear to be mistaken).

The paradox is that the teacher is the guardian of the speech control and does not understand that by doing so he unwittingly contributes to curtail not only speech production mechanisms, but also the mechanisms of productive thinking and intellectual activity. Here the thesis that the student is also a person, and he has the right to make mistakes, only those who do not do anything make no mistakes is actual. Therefore, the meaning of communicative core (as the central communication situation of the classes) is to neutralize the effect of the voice control. Experiments show that when properly implemented, communicative core (when a pupil can speak at any time, when no one prevents him from speaking, no one corrects or stops) is a powerful impetus to the development of intellect, thoughts, speech, morality formation and other personal qualities.

The formal parameters of this indicator can be the following levels: Level 1. Was there a problem situation in the lesson? Level 2. Did the problem mobilize students to find the correct answer? Level 3. Did the group (or individual students) offer their own solution to the problem?

7. Integrative indicator (integrative learning content). This indicator may be associated with traditional interdisciplinary links. However, not formal clues are as important here, but understanding that the cognitive process must be integrative, because the world around us is integrative in fact, the very person who is in this world (a pupil or a student) is an integrative entity. In other words, it is impossible to do only mathematics in mathematics lesson: mathematics should be a window to the outside world, it is impossible to talk about pedagogy, without being engaged in the practice of the educational process in all its aspects. Therefore, the integration of the educational process is not so much a question of the form or content of a lesson, but a matter of the quality of education. Integration is needed only to ensure that the content of the

material is more accessible, understandable, practice-oriented. Therefore, the issues to fix this phenomenon might be: Level 1. Are there interdisciplinary communication in class? Level 2. Are these relationships united by one theme? Level 3. Does the integration help to improve learning the educational material?

- Nature-aligned indicator (individual personality development rate). This indicator has always evoked interest among psychologists and educators. Development of different strategies for individualization of learning, technology of multi-level learning, student centered learning, etc. are connected with this indicator. But the main problem which has induced it all to develop is not solved yet. Typical programmes (whatever developing or competence-based they may be) still remain oriented to the average student: some students have time for this program, others keep up with the studies, others could deal faster, but the program constrains. So much depends on the teacher: how he works — for all or individually differentiated. The distribution of the levels can be: level 1. Are there individual forms of work in class? Level 2. Are the assignments differentiated depending on the level of educational opportunities of students? Level 3. Do the poor students work in class, not only good ones?

- Attractive indicator (attractiveness of content and form of the lesson) can be represented by the following levels: Level 1. Is the room attractive to the audience in terms of design and favorable conditions for communication? Level 2. Is the lesson interesting by the form? Level 3. Is the teacher's personality attractive (speech, manner of speaking, etc.)?

10. Resulting indicator (practical orientation of the content of classes) can be represented as follows: Level 1. Does the lesson have anything uncommon with the student's daily life? Level 2. Is there a focus on preparation for tests, exams, writing the final qualifying works? The third level. Is there a focus to professional, necessary for future academic work?

The use of these indicators allows to judge the teaching activity of the teacher as art. The distribution of the degree of manifestation of an indicator of the levels can execute specific diagnostic cards for each teacher. If you place these indicators on the radius of the circle

and connect the points of their display in class with a continuous line, we'll have a figure that reflects the developmental (creative) field of each teacher individually.

The reliability of the pattern configuration is ensured by the picture overlay and alignment obtained at least by 5-7-lessons conducted in one or two or three days. Map looks like a circle that is intersected by the radius-indicators.

Thus 354 studies were analyzed.

The first figure shows a general version of the field of developmental studies (field of pedagogical skills) - field which is oriented at creating an atmosphere of creativity, in the beginning of the experiment. The second figure shows the average data of the developing field of classes after the experiment. The area of the field increased, which means that training and developing potential increased, creative atmosphere necessary for the self-realization of creative personality of the student increased.

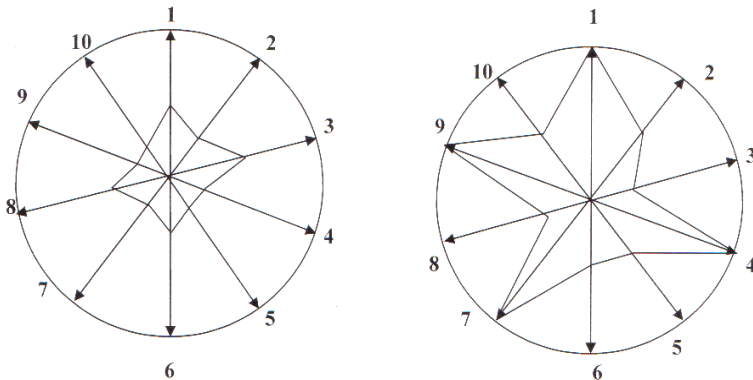


Figure. The initial sphere of the teacher's pedagogical skill (fig. 1) and the final sphere of the teacher's pedagogical skill (fig. 2)

Unexpected results showed the third indicator (reflective) and the 8th one (nature-aligned): in the second picture these indicators were less than in the first. The growth of 8 indicators resulted in a decline of 2, although the total area of developing field (the field of pedagogical skills) was more than 2 times larger than the first. Indicators related to each other, they reveal different aspects of the

same phenomenon - pedagogical skills of the teacher. As for these two, they are correlated with the creative self-realization of the student, the teacher's less attention to these indicators can improve the effectiveness of creative self-identity of the student.

Conclusion

Thus, we have found out that indicators of pedagogical skill of the teacher can be 10 indicators: they correlate with leveled hierarchy of creative self-identity of the student.

Consequently, the indicators of the personification of the educational communication at the university include: personal indicator (degree of self-identity of the student); empathic indicator (teacher's ability to take the student's place and see the world with his eyes); reflective indicator (emotional field of the studies, the field of joy, wonder, admiration and happiness); cognitive indicator (consideration of the individual student and the teacher's values); an interactive indicator (the unity of conscious and subconscious); core indicator (the implementation of the communicative core in communication and learning and cognitive activity); integrative indicator (integration of educational content); nature-align indicator (individual personality development rate); attractive indicator (attractiveness of content and form of classes); resulting indicator (practical orientation of the content of lessons).

Promising and controversial for research are also other indicators of pedagogical skills of the university teacher related to teaching techniques, technologies of training and education, technology of organizing tutoring of self-education and creative self-development of a student's personality. These indicators are not defined yet and have not received the status of indicators of pedagogical skills. Controversial for Russia remain reflective and nature-align indicators. Do we need to intensify them or not? Our study shows that we don't.

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10. Proof and measurement of association between two things: American Journal of Psychology, 1904; p. 22-45.
11. Demonstration of Formulae for True Measurement of Correlation: American Journal of Psychology, 1907; p. 21-67.
12. The nature of intelligence and the principles of cognition, 2 ed., L., 1930; p. 34-68.

Explain the main idea of the text: The article shows the dependence of the creative activity of the student from the creative potential of a teacher. Dependency analysis allowed determining the quality of a teacher required for successful communication activities in the classroom.



CHAPTER 8

Personification of multicultural education in the universities of Russia (analysis of training specialists for kindergartens)¹¹

Read the text, relate the plan:

- 1. Polycultural linguistic education,**
- 2. Personification, components: polyparadigmatic, noxologic, reflexive, strategic, spiritual-moral, personality-oriented, subjective, anticipative, competentive.**

Linguistic environment in Russian modern universities becomes more and more polycultural. E.g. in Tatarstan (subject of Russian Federation) with each year the number of students from CIS, neighbouring and foreign countries is increasing. Polycultural linguistic environment becomes an indispensable sign of modern university. The problem of polycultural language quality increase and on its base professional education disturbs many people, including students.

According to the data of our survey (2012-2013, 342 respondents) 59,5% foreign students experience nationalism and racism, 36,5% don't experience, 4% no answers (look at diagram1). To the question whether nationalism influences education quality, 87,3% answered, that it influences negatively also on language quality and professional education (experienced – 87,3%, not tested – 7,3%, no answer – 5,4%) (diagram 1, 2).

Approximately the same data you can find in other higher educational establishments of Russia.

Christine E. Sleeter, in this connection writes about the USA: “Multicultural education is a relatively new field that has faced a constant struggle for legitimacy, even though the issues it addresses regarding human difference, social justice, and the form education should take in a pluralistic society, are as old as the United States. Conservative educators criticize or dismiss multicultural education as radical and misdirected. Twenty years ago, Harry Broudy (1975) argued that the stress on cultural diversity is divisive and will lock out

¹¹ Valerian F. Gabdulchakov

minority groups from the system by failing to teach them “to participate not only in the culture of this country but also in the intellectual and artistic achievements of the human race” (p. 175).

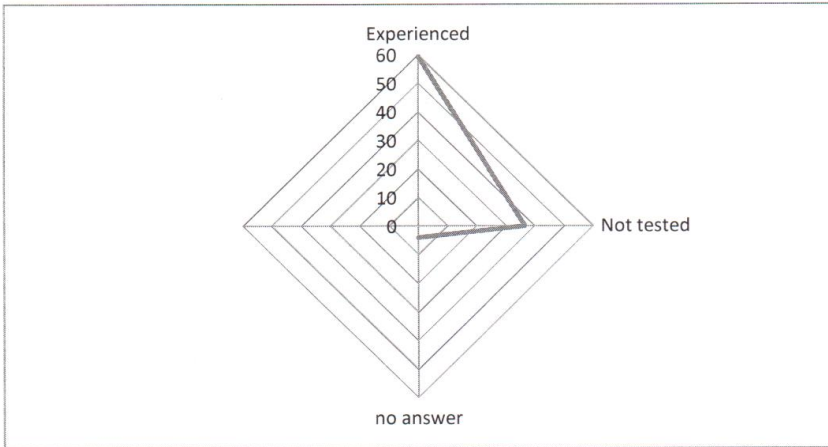


Diagram 1. Survey of foreign students

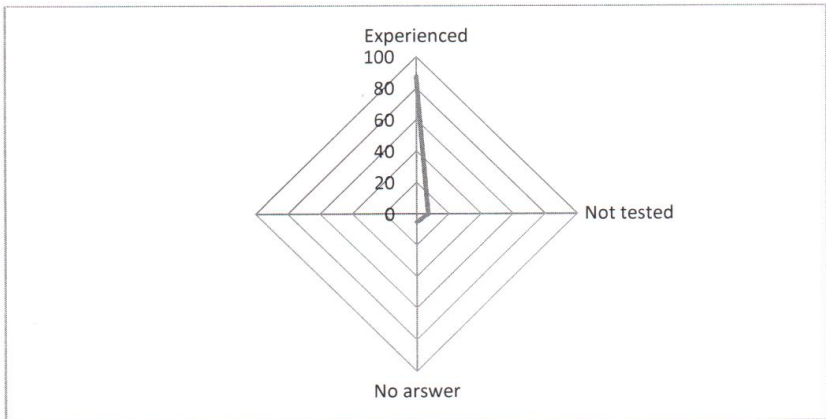


Diagram 2. Survey of foreign students

Recently conservative critics such as E. D. Hirsch (1990) have put forth the same objections, claiming that in their attempts to teach children about diverse groups, schools have produced culturally illiterate Americans who have little sense of a shared culture. Such criti-

cisms are hardly surprising: since multicultural education challenges conservative beliefs, one would not expect it to garner much conservative support” [Christine E. Sleeter, *Multicultural Education as Social Activism*: State University of New York Press; 1996, p. 1-12]. “Culturally illiterate Americans» about whom the author of the book tells are similar to culturally illiterate Russians, generation of which were grown up under reforms” of schools. Similarities of situations in various countries actualize problems, tackled in personology. Personology as a science, researches not only a pupil bit a teacher and also an environment where they interconnect. Personification on its own is perceived as a technology that can increase the quality both linguistic and professional education.

What components can be included into technology of education personification?

The term “personology” is firstly appeared in the works by Henry Murray, doctor, DPhil in the field of biochemistry, psychoanalyst, researcher of Mellvilles’ works, the head of Psychological clinic at Harvard University [Murray G. *Exploration in Personality*, N.Y.; 1938, p. 23-29]. The appearance of the term was caused by author’s aspiration to underline the necessity of goal-oriented complete study of an individuality, which firstly has not only social but also biologic nature and secondly, lives and develops in a definite environment and definite sociocultural context. Alongside with this, personology by G. Murray, in a larger degree, presents the theory of motivation than the theory of individuality. In pathopsychology he is a creator of thematic apperception test (TAT), which was widely used in clinic and afterwards, was adapted by American psychologist D. Mackleland and J. Atkinson to study main motives of a man on the largest degree (content analysis). Murray was the first who began considering motives as a stable individual disposition. But, together with this, in the article (“Toward a classification of interaction”, in: “Toward a general theory of action”, Cambridge, Mass., 1951), he made a conclusion that a goal-oriented behavior can be explained as a result of individual (demanding condition) and situational (“pressure”).

During analysis of educational practices at 3 universities we can point out personification detectors of educational intercourse in higher educational establishment, among which: personification detector

(the degree of self-realization of students' personality); empathic detector (teacher's ability to put a student on your own place) and look at the world with his eyes); reflexive detector (emotional field of study); field of joy, surprise, astonishment and happiness; cognitive detector (calculation of valuable installation of students and teachers personalities); interactive indicator (a unity of conscious, unconscious perception); nuclear indicator (realization of communicative core in intercourse and educational-cognitive activity); integrative indicator (integration of educative maintenance); nature indicator (calculation of individual rate in personality's development); attractive indicator (attractiveness of lesson's maintenance and form); effective indicator (practical direction of lesson's maintenance). These indicators appeared on the basis of correlative analysis by Spirman, determines dependence of creative (personified) self-realization mechanism in students from creativeness (pedagogic skills of a teacher) [Miller A. *Das Drama des begabten Kindes und die Suche nach dem wahren Selbst: Eine U.M. - u. FORTSCHREIBUNG*: Frankfurt am Main: Suhrkamp; 1997, p. 45-56], [Murray G. *Toward a classification of interaction*, in: "Toward a general theory of action", Cambridge, Mass.; 1951, p. 23-27], [Murray G. *Thematic Apperception Test: Manual*", Cambridge; 1943, p. 12-19], [Lemen fuer die Arbeitswelt: *Bildung und Wissenschaft*, 1995; N 4, p. 2-32], [Norton R., Domen, G. *Gifted Children: The Elementary School J.*, 1984; № 3, p. 298-300].

Identified indicators allow to prove that effectiveness and availability of personified education in Russia are determined by following components [Valerian F. *Gabdulchakov. Linguistic education in kindergartens: International Journal of Early Years Education; Volume 19, Issue 2, 2011, p. 185-186*], [232Valerian F. *Gabdulchakov. O warunkach podwyższenia statusu nauczyciela we współczesnej przestrzeni edukacyjnej. NAUCZYCIEL ZJEDNOCZONEJ EUROPY WOBEC WYZWAŃ EDUKACYJNYCH. Międzynarodowa Konferencja Naukowa Częstochowa; 1-2 października 2013 r., s. 23-29*], [Valerian F. *Gabdulchakov. Design of technology of personification / Venera T. Boltayeva, Valerian F. Gabdulhakov. Modern scientific achievements: materials of the in-*

ternational scientifically-practical conference. Dil 35 Pedagogika. Prague; 2013, p. 85-87]:

- **polyparadigmatic** if consider it as a research methodology, suggesting openness to different sights, prediction problem and design of a future higher school; argumentation of innovative strategy in higher educational development in a conceptual synthesis from a majority of existing educational paradigms; directions to a practical application result of creating strategies and innovative technologies to different kinds of pedagogical practices and various models of higher education; exposure of priorities in innovative strategies in formation a unique educational space in a global world.

- **noxologic**, which must be taken into consideration in building of personified education: this education must be not only safe but aimed at skills to take care of health, to the formation of health culture.

- **reflexive**: reflexive technology of organization in professional-personality self-development of a future teacher represents a special organization – pedagogical processing mechanism of realization of interrelated reflexive stages between each other in perfection of professional activity of a teacher: 1) reflexive-analytical (diagnostic stage); 2) constructive-structural (educative stage); 3) stabilization (criteria-evaluative stage); 4) system-defined reflexion (perspective-projecting stage);

- **strategic**: in living strategies of future teachers inner contradictions are revealed; between terminal and instrumental, between traditional and modern evaluate installations are appeared under influence of objective and subjective risk factors in combination with material conditions of vitality at different youth groups;

- **spiritual-moral**: support on culture demands a pedagogically-organized process: only here purport of personified ideals of culture occurs, conditions for spiritual-moral development and education of students are created;

- **personalised** this component allows to consider a training for a future teacher as a personality development, performing in a role of active subject of educational activity, aimed at education, self-development during all life.;

- **personality-oriented:** a subjective position of a future teacher includes motivated-valuable, cognitive and regulative aspects, which determine its levels and characteristics.

- **subjectival:** criteria of effectiveness in personality-oriented approach in development of student`s education, including into the structure of personalized education can be: consciensness of life, acknowledgement evaluations of growth and development; positive perception of yourself, others, chosen profession, consideration of possibility to realize own interests, inclinations and values; internus; creativeness; openness to life and able to constant study.

- **anticipatory:** anticipation strengthens personification of education, if to create conditions for realization first of all regulative components in anticipation, i.e. due to special organization of joint educational activity giving students a possibility to take part in targeting, planning of educational activity and its control; provide prediction to students about content, kinds, results of educational activity at all stages of lesson, taking into consideration interrelation of regulative, cognitive and communicative components of anticipation.

- **competentive:** this component suggests inclusion of professional-oriented educational tasks complex, providing realization of integrative links to disciplines; realization of contextual technology, detecting choice of forms, methods, training aids, aimed at formation motivation-evaluative orientations, subject knowledge, abilities, skills, students` personality; containing the base of cultural and professional competences of graduates; computer technology introduction into professional-oriented educative process, considering content and processing components; organizations of systematic monitoring of subjective educative results, meeting demands of the new Russian standards..

As a result we received: 9,5% foreign students experience nationalism and racism, 86,5% don`t experience, 5% no answers (look at diagram1). To the question whether nationalism influences education quality, 17,3% answered, that it influences negatively also on language quality and professional education (experienced – 17,3%, not tested – 77,3%, no arswer – 5,4%) (diagram 3, 4).

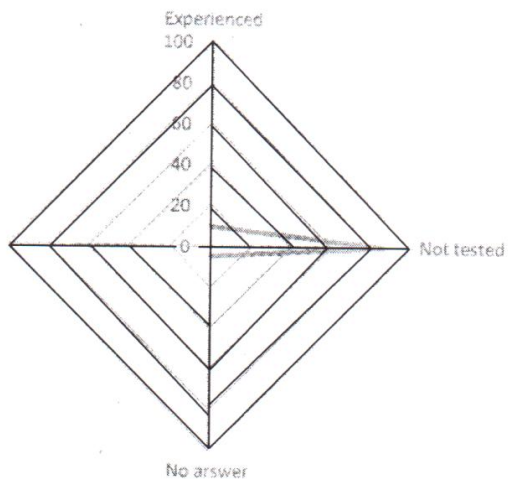


Diagram 3. Survey of foreign students

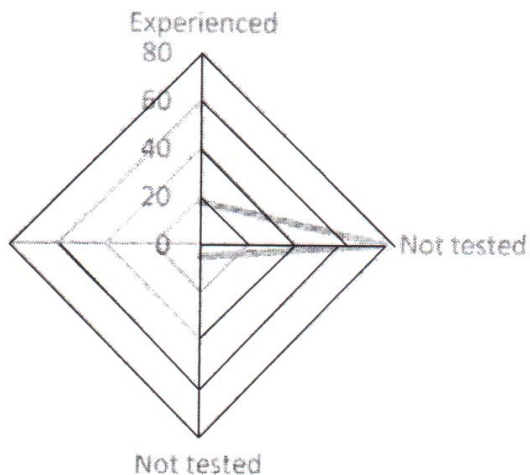


Diagram 3. Survey of foreign students

All this allows to consider personification as a trend of education to development and realization of potential of each student in solving living and professional problems; as organization of pedagogical interrelation, taking into account individual students' peculiarities, teachers

and tutors; as usage pedagogical support technology, activation of students` professional activity in the process of solving educative-professional tasks. Under the same conditions in realization of personified system, most likely, a special personification principal connected with realization not only personality-oriented approaches, but also individualizing, reflexive and other, but also approaches, oriented on self-creation of a student`s personality, on linguistic personality formation and development (a personality with individual way speech conduct) in a mixed linguistic environment.

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1. *Christine E. Sleeter*, Multicultural Education as Social Activism: State University of New York Press; 1996, p. 1-12.
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3. *Miller A.* Das Drama des begabten Kindes und die Suche nach dem wahren Selbst: Eine UM - u. FORTSCHREIBUNG: Frankfurt am Main: Suhrkamp; 1997, p. 45-56.
4. *Murray G.* Toward a classification of interaction, in: "Toward a general theory of action", Cambridge, Mass.; 1951, p. 23-27.
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9. *Valerian F. Gabdulchakov.* O warunkach podwyższenia statusu nauczyciela we współczesnej przestrzeni edukacyjnej. NAUCZYCIEL ZJEDNOCZONEJ EUROPY WOBEC WYZWAŃ EDUKACYJNYCH. Międzynarodowa Konferencja Naukowa Częstochowa; 1-2 października 2013 r., s. 23-29.
10. *Valerian F. Gabdulchakov.* Design of technology of personification / Venera T. Boltayeva, Valerian F. Gabdulchakov. Modern scientific achievements: materials of the international scientific-

ly-practical conference. Dil 35 Pedagogika. Prague; 2013, p. 85-87.

Explain the main idea of the text: The efficacy of polycultural linguistic education at university increases, if on the base of this education, lays a personification, including such components as polyparadigmatic, noxologic, reflexive, strategic, spiritual-moral, personality-oriented, subjective, anticipative, competentive.



CHAPTER 9

*Conscious and unconscious in the conditions of educational process*¹²

Read the text, relate the plan:

- 1. Conscious activity (CA);**
- 2. Unconscious activity (UCA);**
- 3. CA and UCA peculiarities at different age periods;**
- 4. Educational process dependence on CA and UCA peculiarities.**

Research work, that has been held for several years (2003-2013), shows that a child, as well as an adult, accomplishes his activity (playing, cognitive and communicative) in unity of two sides- conscious and unconscious.

Conscious activity (CA) is often carried out when a teacher appeals to consciousness: "Sit straight", "Go to the blackboard", "Open your workbook", "Look at the picture", "Retell the text" etc.

Unconscious activity (UCA) is made more active when a child is carried away by a game and forgets everything, when he listens to a story told by his tutor, teacher or interlocutor and this story attracts all his attention. Educational process with a support on unconscious (often playing) activity looks much more attractive: in a game the usual result of cognitive activity gets into «a trap» of the player's memory and becomes his own property.

However, the correlation of these two spheres- CA and UCA- in educational (or developing) process is expressed differently at different age periods. (table 1-2)

We studied separately the degree of UCA reveal at different age stages. Having received the data (table 1), we've compared them with the data on CA sphere. (table 2).

¹² Valerian F. Gabdulchakov

Table 1

Indices of unconscious activity (UCA) in educational process

| № | Man's age. | % |
|----------|-----------------------|----------|
| 1 | 1-3 years old | 100% |
| 2 | 4-5 years old | 90% |
| 3 | 6-7 years old | 70% |
| 4 | 8-9 years old | 60% |
| 5 | 10-11 years old | 50% |
| 6 | 12-13 years old | 30% |
| 7 | 14-15 years old | 20% |
| 8 | 16-17 years old | 10% |
| 9 | 18-23 years old | 10% |
| 10 | 24-30 years old | 50% |
| 11 | 31-40 years old | 80% |
| 12 | 41 years old and more | 90% |

Table 2

Indices of conscious activity (CA) in educational process

| № | Man's age. | % |
|----------|-----------------------|----------|
| 1 | 1-3 years old | 0% |
| 2 | 4-5 years old | 10% |
| 3 | 6-7 years old | 30% |
| 4 | 8-9 years old | 40% |
| 5 | 10-11 years old | 50% |
| 6 | 12-13 years old | 70% |
| 7 | 14-15 years old | 80% |
| 8 | 16-17 years old | 90% |
| 9 | 18-23 years old | 90% |
| 10 | 24-30 years old | 50% |
| 11 | 31-40 years old | 20% |
| 12 | 41 years old and more | 10% |

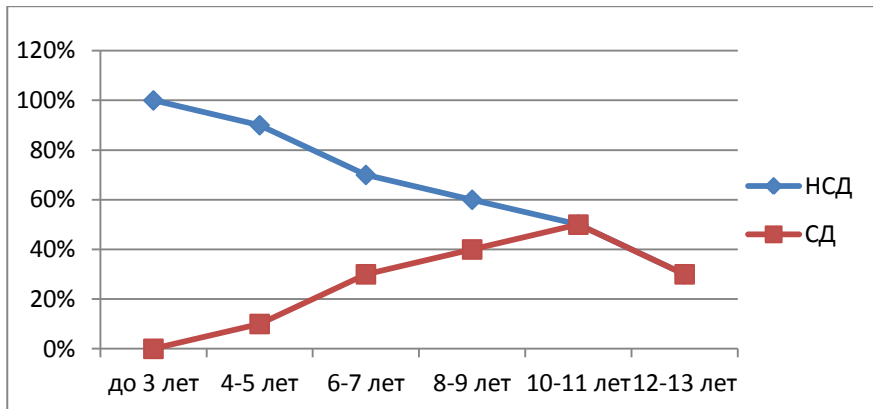


Diagram 1. Correlation of CA and UCA at the age from 3 to 13

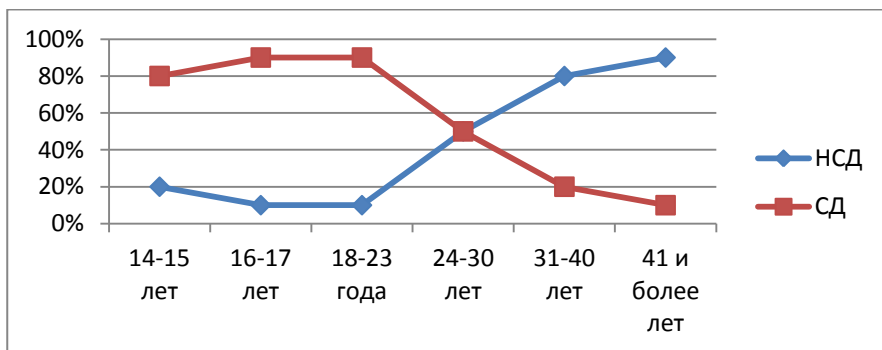


Diagram 2. Correlation of CA and UCA at the age from 14 till the end of life

It turned out that a child who is under 3 controls all his activity by his subconscious: if he doesn't like something, he cries out; if he is happy, he smiles and laughs. But at the age of 4 his consciousness «wakes up» and he is able to do some things consciously. For example: When his mother asks him to take a spoon or listen to a fairy-tale, he can do it.

In accordance with these data (tables 1-2, diagrams 1-2) we can make a conclusion that it is better to use active, play forms while you

are communicating with children under 3. When children are 4-5 years old, play work must also dominate (subconscious controls up to 90 % of activity). However, if you ignore 10 % of conscious activity, play work turns out to be not very resulting. It is becoming especially obvious at the age of 6-7 when, according to our data, conscious sphere starts controlling up to 30% of child's activity. Otherwise, a child feels necessity to be treated as a conscious subject. So, there shouldn't be too much play work in educational process. This activity should be natural and appropriate.

At primary school, conscious and unconscious spheres of activity in educational process take approximately identical parts (about 50%). That is why they also need play work (it is necessary to have a support on unconscious activity). However, 50% of conscious activity requires organizing of educational process with a support on both unconscious activity and the principle of conscious learning.

The principle of conscious education in the soviet didactic and methodology was extended on the whole process of education (from pre-school to school, from higher education institutions to postgraduate education).

Now we can say that there are great reserves beyond the influence of this principle (in the sphere of man's unconscious activity). By analogy with it, another principle could be formulated-the principle of unconscious education. However, in pedagogical practice the principle of unity of conscious and unconscious in education is more extended (according to G.Lozanov).

But teachers haven't learnt yet to manage and control the sphere of unconscious mastering the educational information. The utilization of suggestive methods is limited, because even the temporal support (15-20 times) on a game (on unconscious sphere of activity) can lead to exhaustion of person's psychical resources and then to degradation of the whole educational process (a pupil forgets even what he/she knew well, stops listening to a teacher etc).

In the course of research, it was revealed that the sphere of unconscious activity in the educational process has a tendency to lowering approximately by the age of 23 (by the time a man graduates from a higher education institution and starts his professional activity). And from the age of 24 (when a man starts working in conditions

of his professional activity and at the same time in conditions of self-education) the level of unconscious activity starts growing, but comes to 90% only (diagrams 1-2). It is connected not with a man's degradation and return to his childhood, but with the change of perception of the educational process. This perception becomes more systematic and conceptual, but child's perception remains mainly visual and imaginative. Certainly, an adult is more conscious than a child, but he/she perceives the information and the whole educational process quite differently.

Indeed, you can't play with an adult as with a child, because he/she can or can't accept the game, even if it is efficient and has a professional character. An adult man perceives everything in the light of his personal experience and perceives everything on system, foreseeing possible results. It means that the same figures (for a child and an adult) have qualitatively different characteristics (diagrams 1-2).

So, when organizing educational process, it is necessary to take into consideration child's innate nature (his ability to master information on conscious and unconscious levels) and depending on it to vary psychological and methodical means of influence and interaction.

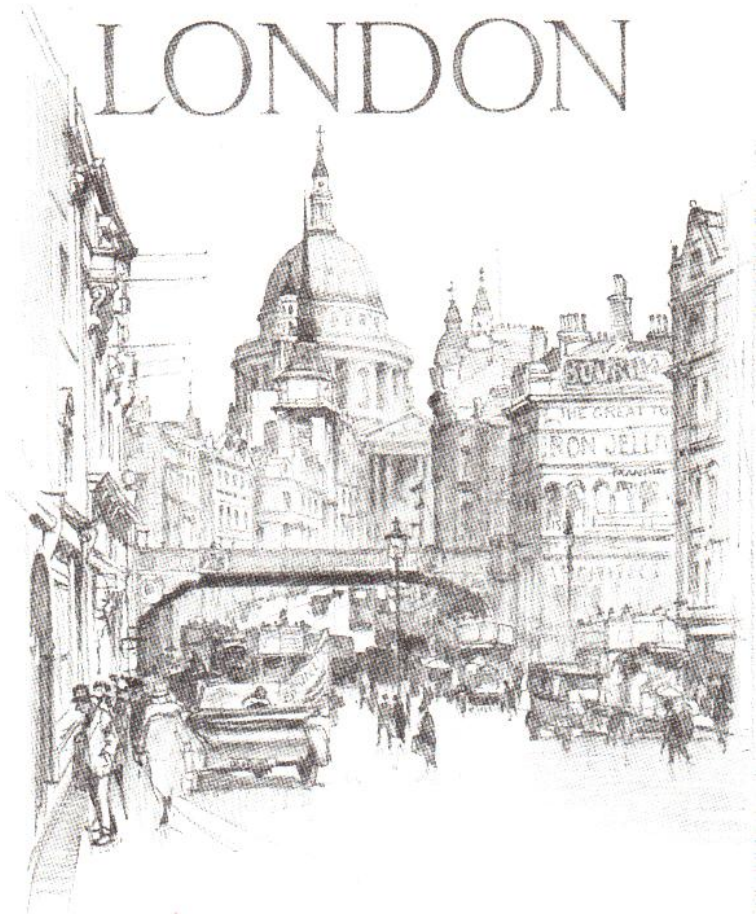
In the conditions of a nursery school (children under 7 get education there), it is better to make the unconscious sphere (90%) more active with the help of games and conscious sphere (10%) with the help of questions revealing the cognitive sense of the game.

In the conditions of lyceum (young people aged 16-17 get education there), unconscious sphere (10%) can be made more active by means of problem situations, subjecting to them the expounding of educational materials on the conscious level (90%).

The data, received by our research work, convince us of the rightfulness of educational standards and programs, directed toward a game as the leading type of activity at pre-school age, but these data need reconsidering of many traditional methodical directions and educational working outs.

Explain the main idea of the text: A child, as well as an adult, accomplishes his activity (playing, cognitive and communicative) using both sides-conscious and unconscious. When organizing

educational process it is necessary to take into consideration child's native individuality(his ability to master material on conscious and unconscious levels) and depending on it to vary psychological and methodical means of influence and interaction.



CHAPTER 10***Formation of Lingual Identity in Preschool Institutions of the Republic of Tatarstan***¹³

Read the text, relate the plan:

- 1. Lingual identity;**
- 2. Coordinated, polycultural, bilingual, trilingual education;**
- 3. Preschool level.**

Introduction

In the Republic of Tatarstan (Russian Federation) we meet with a certain discrepancy when deal with the problem of lingual identity formation. In Tatarstan it emerged, on the one hand, from the need to learn three languages rather than two, i.e. Tatar, Russian and English languages at an active speaking level. On the other hand, it is related with lack of courseware for coordinated trilingual education. Tatar and Russian languages are official languages in the Republic of Tatarstan, they are studied both by the Tatars and Russians. At the same time, due to the increased international activity of Tatarstan, there appeared a strong need in good command of one of European languages (English, French or German). In case if study of three languages is in-coordinated, during communication child absorbs a noun, for example, in Russian, a verb - in English, and the whole sentence - in Tatar language. This would have an adverse effect on the results of learning all three languages. The matter is that motivational aspects of child's lingual identity formation are not taken into account. (Valerian F. Gabdulchakov, 2011) Such important linguistic phenomena, such as positive transfer (transposition) and adverse effect (interference) of one language to another are also disregarded.

At the present moment, much attention is paid to polycultural education, since life in multinational society provides for communication and interaction of people who speak different languages and have special way of life. Recent research prove that cognition of bilingual children is better developed in the result of information pene-

¹³ Valerian F. Gabdulchakov, Alsu M. Gareeva

tration by means of two different languages (Hamers and Blanc, 1989). Polycultural education allows students to develop language skills, contributes for teambuilding and interpersonal relationships strengthening (Waldemar Martyniyk, 2011). Besides, the growing emigration level makes businessmen look for employees who can speak several languages (Hamilton-Wright, 2005). The government tries to give support to those who study languages at school (Skutnabb-Kangas, 2000).

Now practically in all countries much attention is paid to polycultural education development. But each region has its specific living conditions, certain ethnic composition, that's why aims of polycultural education are unique for each country, and consequently, the work in this direction shall be planned in different ways. In other words, there's no universal programme of polycultural education, which would suit for all countries or for all regions of a single country. Even if a certain programme meets requirements of several regions, nevertheless it would take a certain correction of its contents.

Thereat some requirements concerning polycultural education may be important for many regions. For example, success criteria of bilingual programmes in the USA, concerning which Calleron & Carreon state, that the minimal period of bilingual training should be from four to six years, academic contents shall not differ from other educational programmes, teaching and independent work of students shall held be in two languages, the learned language should be used for at least 50% and so on (Calleron, Carreon, 2000). Such requirements are general and may be used for polycultural education programme development by any educational institution, irrespective of the region's national, geographic or sociological factors. In 2003 Ovando, Collier and Combs undertook a study and came to a conclusion, that the more students know about other cultures and interact with them, the less prejudice they would have in future. Such outcomes are not place-specific, but have a universal character (Ovando, Collier, Combs).

Guided by Professor of Kazan Federal University Gabdulkhakov V.F., on the grounds of teachers' experience and research findings, methodical guidelines have been developed for game-based linguistic development of children in preschool institutions of the

Republic of Tatarstan. The peculiarity of educational system in the Republic of Tatarstan is the need for trilingual education: Russian, Tatar and English. (Gareeva, 2012)

It is well known, that game is the main activity of preschool children, that is why teaching languages, study of cultural values shall be carried out in the form of game.

Methodical guidelines are aimed at simultaneous teaching of Russian, Tatar and English languages to preschool children. On the grounds of the said aim, the following tasks have been defined:

- To develop trilingual speech;
- To develop memory;
- To acquaint children with the learned languages culture;
- To broaden their outlook;
- To help to recognize child's place in the world around.

Various didactic demonstrational and handout materials are used in the process of training and education for a better and faster understanding of information and vocabulary. There may be used most diverse teaching methods. Besides the main game, phonetic exercises, finger games, the P.T. breaks, recitation of poems and rhyming, talks, individual, group and frontal work may be applied.

Audio equipment and interactive boards are used as technical aids.

Work on teaching languages and learning cultural elements has a module structure. The material has been grouped in three language modules. The first module is Russian language, which is the state language of the Russian Federation, the second module is Tatar language, which is the second state language of the Republic of Tatarstan, and the third is English language as language of international communication. Each module has its representative, for a better communication the characters are given names: Топтышка Bear (Мишка-Топтыжка), Амина Squirrel (Тиен Әминә), Robert Hare. This allows to provide a clear demarcation of works and helps children to shift from one language to another, to lessen the confusion between languages.

The study of languages is coordinated and parallel, that means that material studied in one module is presented in another module in appropriate language. Such form of work helps to save time spent on

explanation of game rules, translation of vocabulary, because children get major information when they work with the first module of Russian language. The contents of the second and third modules is laid on the basis of the first module.

In the process of training and education, much attention is paid to interaction with parents, because of parents' direct and indirect effect on child's intellectual and social development (Desforges and Aboochaar, 2003), parental care is a complex, comprehensive and flexible mechanism that has different forms and is subject to changes (Philia Issari, 2013). That is why it is so necessary to explain to parents all benefits of polycultural education for achievement of better results.

Theoretical foundation of research

Psycholinguistic research methods in teaching languages got widespread application today. The main attention is paid to monitoring of language material learning. Methodology of the process of teaching languages to children has been developed (Sekerina, 2008), characteristic features of practical use of psycholinguistic methods have been described and main operating instruments have been offered (Jill Jederski, Bill VanPattern). Psycholinguistic directions have been considered, the role of sociolinguistic speech stereotypes have been studied (Brendon C. Loudermilk, 2013). The research showed that answering time and speech automation are very important factors in learning languages, that is why special attention should be paid to them in teaching spoken language (Alistar Van Moere, 2012).

A biggest and most developed group of methods, a so called behavioral, is distinguished among psycholinguistic methods, since such methods give most exact results in work with preschool level children. To study effectiveness of polycultural education, it is recommended to monitor several times the outcomes of language learning.

Methodology

To get the most full and exact picture of language material, a package of assignments in different spheres have been developed. The results are estimated on a 1-10 scale. During the research, it is necessary to pay attention to time and exactness of answers in each language.

In the first assignment, children are offered to listen dialogues in one of three languages. The task is to determine the language of the dialogue. Answer correctness and time should be taken into account.

Second, children are offered cards depicting objects on the learned topics. Children in turns perform a task. The child is asked to show a certain thing given in one of three languages.

The third assignment supposes logical games "Two is company, three is none", when children should name odd thing in a certain language in terms of some characteristic feature.

In the fourth assignment, game situations are given in one of languages, and children should dialogue on a certain topic. Knowledge of vocabulary, sentence making, understanding of communicator are estimated.

The fifth assignment offers children to play games in one of languages. Knowledge of rules, cadences, activity in game are estimated.

The performance of the experiment

15 children of preschool level took part in research. Research was held in several stages. First, knowledge was estimated in the very beginning of polycultural education (children aged 4-5 years), for the second time - after one year of education (children aged 5-6 years), for the third time - after two years of training (children aged 6-7 years). As supposed, children in the beginning of training had elementary knowledge, but the fulfilment of fourth and fifth assignments without preparatory training was inadvisable, that's why their results were excluded during finalizing of findings.

Due to extensive research material, age of children, the need in individual work with children to obtain more precise results, the experimentation took nearly two weeks. The work has been held frontally, individually and in groups. More active children required less time than even-tempered, inert ones.

At the first stage, cards depicting some things were laid on the table in front of children, so that they could pick them. At the second stage cards for the second assignment were put on the table, and for the third assignment - on the board, because children became older, they had a far more developed abstractive and logical thinking.

Research Findings

During the first research year, held in November, 2011, the following results have been obtained: the first task was accomplished by 7 children to 8-10 grades, which is 46.7%, 3 children - to 5-7 grades, which is 20%, 5 children got less than 5 grades, which makes 33.3%.

The second assignment revealed the following results:

3 children got 8-10 grades, 20 %.

6 children got 5-7 grades, 40%.

6 children got less than 5 grades, 40%.

The third assignment showed as follows:

2 children got 8-10 grades, 13,3%.

6 children got 5-7 grades, 40%.

7 children got less than 5 grades, 46.7%.

The second stage of research was held in May, 2012, at that time children during academic year had studied three languages parallel to each other. The results are as follows:

| | 1 assign- ment | 2 assign- ment | 3 assign- ment | 4 assign- ment | 5 assign- ment | Mean value |
|--------------------------|-------------------|-------------------|-------------------|-------------------|-------------------|---------------|
| 8-10 grades | 10 children | 6 children | 5 children | 4 children | 8 children | 40% |
| 5-7 grades | 2 children | 6 children | 4 children | 8 children | 4 children | 33.3% |
| Less than 5 grades | 3 children | 3 children | 6 children | 3 children | 3 children | 26.7% |

Table 1. Outcomes of the second stage of research May, 2012

The third stage of research was held in May, 2013. The results as follows:

| | 1 assign- ment | 2 assign- ment | 3 assign- ment | 4 assign- ment | 5 assign- ment | Mean value |
|--------------------------|-------------------|-------------------|-------------------|-------------------|-------------------|---------------|
| 8-10 grades | 14 children | 10 children | 11 children | 9 children | 12 children | 80% |
| 5-7 grades | 1 children | 3 children | 2 children | 4 children | 2 children | 13.3% |
| Less than 5 grades | 0 | 2 children | 2 children | 2 children | 1 child | 6.7% |

Table 2. Outcomes of the third stage of research. May, 2013

Outcomes of the second and third stages may be seen in a diagram.

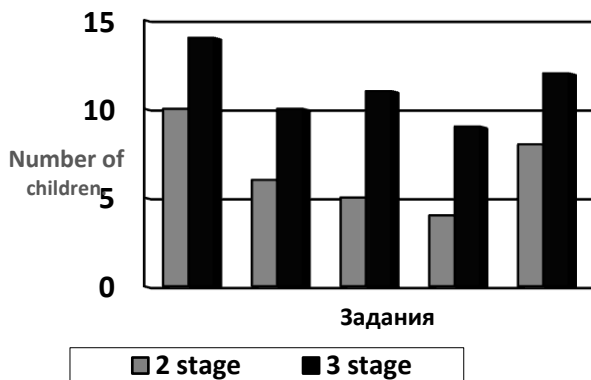


Diagram 1. Outcomes of the second and third stages

Summary

The research showed that children relatively easily and quickly remember the words, learn to use them in their speech, show their interest in differences between the languages. If in the course of the second stage of research 40% of children got high score, then during the third stage 80% revealed good knowledge, which makes the majority of the group. Children recognize familiar words, can name the things, try to make sentences in all three languages. It's quite natural, that not all children can master language material, but there's a tendency that answers of all children become more confident and precise to the third stage of research.

At the first stage, children did not understand the difference between the languages. At the second stage children confused languages, made mistakes in their answers, while at the third stage there were far less mistakes.

Monitoring is very important in teaching languages, since it allows to estimate the level of mastering language material, to define group of children who feel it difficult to learn languages in order to carry out additional work on subject revision.

Conclusion

Intensive work on teaching three languages to preschool children allows to better develop child's language abilities, enriches vocabulary, develops memory, allows to systematize knowledge, learn languages in comparison. All of the above creates conditions for a new type lingual identity formation - a communicative, polycultural identity, acquaint with universal human values.

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Explain the main idea of the text: In this article the problems of lingual identity formation in preschool institutions of the Republic of Tatarstan are depicted. The outcomes of coordinated (synchronous, simultaneous) teaching of Russian, Tatar and English languages to preschool level children have been analysed. Research outcomes may be used by teachers of preschool educational institutions.

CHAPTER 11

The realization of the regional model of children and teenagers' deviant behavior prevention and correction through the social and cultural activity¹⁴

Read the text, make a plan, retell the text.

There were several tasks set in the process of the theoretical and methodological backing of the educational system of children and teenagers' deviant behavior prevention through the social and cultural activity [1, 2, 3].

The first task was connected with defining the historical background for the appearance of the system against the non-normative (deviant) behavior as well as the stages and regularities of its formation in Russia.

The study of scientific sources and literature helped to come to the conclusion that the following features were historically involved in the work against the non-normative (deviant) behavior among children and teenagers: the educational activity from the side of the government as well as the political, social, economic, social-cultural factors initiated by the government, which at the same time led to the instability in the society; the interdependence of the deviant actions and the destructive social and political processes in the society during the different historical periods of the Russian state.

The research showed that this process was accompanied by the transformation of the method of diagnostics (including finding, localization of protest children and teenagers in special institutions, boarding-houses, etc.) into the technique of prevention of the deviant behavior in preschools, secondary and specialized schools, which realize a new set of integrative, diagnostic and prognostic functions. The results of the research helped to set the regularities of the formation and development of the educational system of the prevention of the deviant behavior among children and teenagers: 1) the transformation

¹⁴ Valerian F. Gabdulkhakov

of the administrative managerial system of finding and localizing the children characterized by the deviant behavior into humanistic educational system with the substitution of the dominant diagnostic activity (e.g. finding and localization) by the preventive one – prognostic; 2) the transformation of the method of diagnostics (including finding, localization of protest children and teenagers in special institutions, boarding-houses, etc.) into the technique of prevention of the deviant behavior in preschools, secondary and specialized schools, which realize a new set of integrative, diagnostic and prognostic functions; 3) the transformation of the technique of the prevention of the deviant behavior into humanistic, subject-oriented one aiming to the realization of the new means of social and cultural activity; 4) the determinacy of the technologies of the certain educational institutions (e.g. kindergartens, schools, centers, which earlier have not got the connections of continuity and coordination) by the functional regional model of the children and teenagers' deviant behavior prevention.

The second task was connected with the creation of the content and the system of the prevention of the deviant behavior among children and teenagers.

While analyzing the regulatory documents, the scientific literature and the examples of the preventive practice, it was found the appearance of the modern system of the prevention of the deviant behavior was the result of the activation of the socio-cultural, ethnocultural, multicultural, theoretical-technological factors: the 21st century initiated the necessity of control and correction of the processes of social and cultural interaction with the phases of their coordination, opposing, identification, etc. The social and cultural interaction loses its independent character but it is not ruined.

The analysis of the research works on education helped to establish the dominants of the standardized content of the preventive work: the attention of the adults involved into educational process to the state abandonment and the deviant behavior of teenagers and the necessity of the psychological, medical and social help and support; a high level of the development of the means of pedagogical (humanistic) influence on children and teenagers with the deviant behavior and the absence of proved and workable educational system of the prevention of the deviant behavior by the means of the humanistic

education and social and cultural activity, based on the law; the development of the utilitarian approaches which give the analysis of the numerous examples of the problem children and the insufficient attempts of the integrative and systematic view point to the issue; the development of the preventive background of dealing with the deviant behavior on the level of solving the methodological problems and limiting the attempts to study them on the level of psychological and educational regularities and principles; the development of the methods and ways of the educational diagnostics of the deviant behavior without a detailed study of their psychological mechanisms and not taking into account the ability of a child for self-correction; the shifting of the focus of studying to the development of the certain correction and rehabilitation, psychological and educational methods of dealing with the deviant behavior among teenagers and the necessity to find the integral educational models and systems which deal with the problems of the state abandonment and juvenile delinquency; the growth of the public needs in solving the problems of educational rehabilitation of the deviant behavior and underestimation of the necessity to prepare the teaching staff who will be able to work with such children on the basis of the modern achievements of the humanistic pedagogy and the experimental psychology.

At the same time the research revealed the fact that not every regional content of the preventive work in the constituent entities of the Russian Federation has the technological and operational form.

The analysis [1, 2, 3] showed that the content of the preventive and correction work should include the following:

1. Defining if the education institution (including the head, the teacher and the psychologist) is ready for fulfilling preventive and correction work;

2. Assessment of the quality of the preventive work, the diagnostics of the intermediate and final results and the measures taken to deal with the problems on prevention and correction of the deviant behavior among children and teenagers;

3. Realization of the means of the social and cultural activity: health-saving technologies (the sections in option – judo, karate, swimming, basketball, hockey, football), theatre, choosing among concert, art, construction, design activities, etc.

4. Defining the level of the result interdependence of the recent work and the changes, having occurred in the behavior of children and teenagers.

The specification of the content of the preventive work helped to start developing the important statements of the modern educational system of the prevention of the deviant behavior. Such system should be person-oriented, communication-developed, socio-cultural, technological one. The system should take into account the specific features of the socio-cultural national-regional environment. The environment in Tatarstan, Chuvashia, Bashkiria, Mari El is often characterized by bilingualism (the Russian language and national one). The separation from the native culture and language initiates the development of marginality and deviant behavior. All the mentioned above helps to conclude that in the 21st century the methods, techniques, models, systems, technologies of the preventive work get the form of scientifically-based programs, standards which are necessary for the systematic goal-oriented work of the social workers, teaching staff, psychologists, lawyers, and also for the specialists who are able to fulfill preventive activity efficiently.

The following components should be included into the educational system: 1) the psychological service of the preschool educational institution; 2) the psychological service of the comprehensive school (primary and secondary); 3) the psychological service of the special school (for children and teenagers with the deviant behavior); 4) the juvenile centre; 5) the research laboratory which coordinated the potential and experimental activity of the universities (law and pedagogical). It is necessary to put into practice the interconnection of the components of the system “The psychological service of the preschool educational institution – the psychological service of the comprehensive school – the psychological service of the special school – the juvenile centre – the research laboratory (at Law and Pedagogical Universities)” in order to fulfill the work on the prevention and correction of the deviant behavior, enriching and spreading the best practices.

The content, the system of the prevention and correction of the deviant behavior should include all levels of children and teenagers' education (starting from preschool and primary school to senior

school) and specify the aims, the means, the content of the socio-cultural influence and interaction, the criteria of assessing the efficiency of the preventive work.

The third task is connected with proving the technology of the prevention and correction of the deviant behavior of children and teenagers for the comprehensive and special (for deviant children) schools.

From the point of view of this technology the deviant behavior prevention is divided into primary, secondary and tertiary.

The primary prevention is the study of the mechanisms which help to form maternal and paternal behavior the type of the family and upbringing; the study and correction of the destruction of the relationships between a mother and a child, which become the reason of decreasing the emotional well-being of a child and the deviations in the optimal psychological development in infancy, tender and pre-school ages.

The second prevention is the early interference into the correction of the clinicobiological disorders the child has; the study of the genography of the family, the correction of the family relations, physical and emotional connections, the defining the borderlines between children and parents; the existence of the clear family roles.

The tertiary prevention is realized for the teenagers who committed some delinquency. The aim of this prevention is to correct the behavior of such teenager and his development, but not his crime. It is expected to create juvenile courts in the future which will assess the anthropocentric and socio-centric approach to the personality of a teenager, taking into account the social insecurity, negative social experience and low social perspectives.

Based on the results of the experiments, our research proved that the technology of the prevention and correction of the deviant behavior among children and teenagers, using the means of socio-cultural activity, should have three levels (verbal-semantic, cognitive, motivational and pragmatic): these levels help to set a personal contact in different forms of social culture (national culture, interactive culture, cultural diversity, including teenager's personal culture). The technology also should have a person-developing, subject-oriented character; it should be universal to both comprehensive and special

schools.

The experiments showed that a person-developing, subject-oriented technology should include: 1) the diagnostics, the monitoring of the children and teenagers' deviant behavior, defining the typical problems in their creative self-realization; 2) the creation socio-culturally directed situation at lessons and events, which are built on the overcoming of the dominant of the normative over subjective; 3) the use of the creative socio-cultural situations, which require the change of orientation from the choice of decision to problem-solving; 4) the discussion of the socio-cultural problems, which are connected with dealing with the dominant of analysis in regard to the synthesis of solutions; 5) the creation of the situations of communication which require dealing with the dominants of the 'subject-object' orientation in the communication with peers, teaching staff, psychologists and the formation of the dominant of 'subject-subject' orientation; 6) the final analysis of the level of the development of the creative skills the children and teenagers show, stating new aims; 7) the correction of the perspective strategies in the development of creative skills in the socio-cultural activity. Only having these components, the technology will provide the efficiency of its usage.

The realization of the technology of the deviant behavior prevention at special school (for deviant children) has its specific character: the scientific-methodological and study-methodological provision of the educational process; the use of different strategies of upbringing teenagers, starting with tolerance to socio-cultural activity, then – to forming cognitive features, i.e. valuable attitude towards socio-cultural activity.

The fourth task is connected with defining the educational conditions for realizing the content of the prevention and correction of the deviant behavior among children and teenagers.

The main factor at the young age which forms the personality of a child is his upbringing and education. Unpleasant micro-social environment, incorrect type of upbringing in the family and other social and psychological features has bad influence of the emotional development of preschool children. Due to the immaturity of a child in general and deviations of his emotional sphere, his high sympathism, unpleasant conditions of the environment, which have a long-lasting

effect, may result in the deviant behavior, which later may lead to the stable changes of the personality.

Numerous researches on social norms and the reason of their breaking [5, 6, 7, 8, 9] help to come to the conclusion that the problem of children and teenagers' deviant behavior prevention is still a key problem in the modern educational system. So the technology of the deviant behavior should pay attention to this aspect (not only considering the level of finding, but also taking into account the level of prevention, influence, correction and transference of the deviant teenager into the ordinary environment with normal teenagers).

The modern educational system of the deviant behavior prevention has a complex character: the subject of the prevention is the reasons of absolutely different origin: from the stresses of political character to inner pathologies at preschool and primary school ages.

Apart from the fact, what kind of deviation is the subject of the prevention impact (deviational proper, delinquent or criminal), each form has its own features, peculiarities which require adequate reacting system. So, the modern educational system of the deviant behavior prevention gets multifunctional character, besides the complex one.

The research on the cultural values of teenagers and the reasons of their appearance shows that there is an increasing importance towards the socio-cultural environment in the modern educational system: the environment may be positive or negative, initiating fears, phobias, marginality, aggression, etc.

The activation of the socio-cultural factor is explained, on the one hand, by the serious changes in the society (the search for national, cultural values), on the other hand, the reaction of the system to the demand – the activation of the socio-cultural means of influence on the teenagers of the deviant type. The socio-cultural factor turned into technological in the educational system: there are technologies of socio-cultural diagnostics and socio-cultural influence on the children of the deviant type.

The research proved that the last years showed the increasing activation of the factor of juvenile aggression which resulted in the strengthening of the countermeasures in the educational system of the deviant behavior prevention. However, the problem of dealing with

aggression (especially against parents) has not been solved yet.

We managed to solve the problems of the more detailed study of the child's personality in the technology of the deviant behavior prevention. The results give the background to work out the individual ways of the development of the students of the Republican special comprehensive school. Such ways will encourage the positive psychological and pedagogical support of the teenagers and initiate the health-saving projects for supporting the social and psychological balance of the personality.

The main requirements for realizing the technologies of the deviant behavior prevention at special school by the means of the socio-cultural activity are the requirement of the humanization of the life of the children, the school staff and interpersonal relationships; the democratization; nature-oriented and innovative activity; the education in living environment, uniqueness, self-estimation of each child; the self-development of the child, his successes in studying and development of the creative potential.

The organization of the educational process at special school (for deviant children), created in a special socio-cultural environment, is a specific person-developing technology, based on a principle of humanity – the principle of love to every teenager (he should be loved as he is). The technology has a distinctive feature because it includes the research work of the teachers and psychologists: the activity focused on finding the reasons of the deviation before entering the special school, during the study there and after it while going to ordinary school. That is why every step of psychological and educational impact has its feedback, and, if it is necessary, this step is corrected and used again until the positive result is shown.

As the result of the generalization of the experimental and practical experience of the prevention and correction work the following educational conditions were included: the existence of the theoretical developments, the regulatory base, managerial structuring of the monitor activity, the existence of the staff resource on every level of education (preschool, primary, secondary), the existence of IT resource and a common complex of criteria; the person-developing and subject-oriented technology; an individual educational and development way of children's movement in a new socio-cultural environ-

ment; the content and the system of the deviant behavior prevention of socio-cultural direction.

The fifth task of the research was connected with the development of the regional educational model of the children and teenagers' deviant behavior prevention.

Analyzing the experience of the preventive work at preschools, primary, secondary schools, special schools, professional schools, in the work of psychological centers and services of the Prosecutor's Office and the Ministry of Interior, at universities and research centers, we worked out the regional educational model of the children and teenagers' deviant behavior prevention (see pic.1). The concepts of the model are the following:

- the co-agreement and co-support of the coordinate vectors (components) which bring stability, balance, steadiness to the educational environment characterized by fluctuations which do not destroy the wholeness of this environment. This environment is used for the development of the subjects of education, the system of education itself which is adequate to the requirements of the society (socio-economic conditions);

- the mismatching of the components of the educational space destroys the recent stability, steadiness and balance, in its turn it leads to the appearance of strong fluctuations and formation of the moments of instability of the components (systems) – the bifurcation points. The destruction of the recent stability and dynamic balance leads to the appearance of the open education space and the critical points (moments) of the development. The further evolution of the unbalanced open educational space is defined by its ability of self-organization;

- the open character of the educational space defines selectiveness and opportunity of an instant 'infinite, unlimited' development of the subjects of education;

- the integral factor-vector of the interacted components of the educational space is an axiological direction which explains the set of opportunities to develop all three components of the space;

- the mechanisms of self-organization of the open, dynamic educational space are destabilization of the recent educational system, conversational interaction of the components, selectiveness, bifurcation

points;

- the open educational space is the condition (factor) of developing education and developing personality of students;
- the individual development of the subjects of education is accompanied and determined by overcoming outer and inner barriers and has its own limits.

Scheme 1

THE REGIONAL MODEL OF THE CHILDREN AND TEENAGERS' DEVIANT BEHAVIOR PREVENTION IN THE SOCIO-CULTURAL ACTIVITY

Functions: monitoring, conceptualization, coordination, integration, interaction of different departments (of education and culture, interior, healthcare, prosecutor's office, psychological service, etc.), forecasting, perspective goal-setting.

Aim: the increase of positive influence of the prevention work on children and teenagers on different levels of education (from preschool and primary education to senior school age).

Principles: permanence of the prevention system influence, multifunctional educational system of the deviant behavior prevention, positive impact of socio-cultural environment, neutralization of aggressive teenager reaction, technological effectiveness of educational system of prevention, national and cultural identification, subjectivity of educational system of teenagers' deviant behavior prevention, consideration of regional peculiarities.

Tasks: administrative stimulation of preventive activity in the system of education; defining the level of the work of teaching staff on prevention and correction of children and teenagers' deviant behavior; programming and methodological equipment of the preventive activity; information and methodological support of organizing prevention work; organization of psychological and educational, socio-educational support of a teenager in the process of realizing prevention activities; activation of the interaction of educational institutions in the innovative activity on the deviant behavior prevention; assessment of the results of innovations in education from the point of view of modern requirements to the quality of prevention work; help in realizing the aims and tasks of innovations in the components of the regional model; selection of successful educational institutions in the prevention work on the deviant behavior and generalization of their experi-

ence in order to spread it in mass practice.

Methods: monitoring, systematization, analysis and synthesis, analogy and modeling, observation, documents and statistics studies, visiting classes, conversation and interviewing, questionnaire survey, survey, written works, testing, expert assessment, scaling; all-rounded study of juveniles and those who tend to deviant behavior; organizing the work on explanatory work with all juveniles; creating the environment (socio-psychological climate) of security for a person, forming interpersonal and intergroup relationships of humanity and responsibility: revealing demonstrational heroism of those who try to find their place in criminal surrounding and strengthen their status; organizing a decisive struggle against “criminal traditions”, norms and “laws” which encourage such actions.

Content: defining if the education institution (including the head, the teacher and the psychologist) is ready for fulfilling preventive and correction work; assessment of the quality of the preventive work, the diagnostics of the intermediate and final results and the measures taken to deal with the problems on prevention and correction of the deviant behavior among children and teenagers; realization of the means of the social and cultural activity: health-saving technologies (the sections in option – judo, karate, swimming, basketball, hockey, football), theatre, choosing among concert, art, construction, design activities, etc. defining the level of the result interdependence of the recent work and the changes, having occurred in the behavior of children and teenagers.

Pedagogical conditions: the existence of the theoretical developments, the regulatory base, managerial structuring of the monitor activity, the existence of the staff resource on every level of education, the existence of IT resource and a common complex of criteria; the person-developing and subject-oriented technology; an individual educational and development way of children’s movement in a new socio-cultural environment; the content and the system of the deviant behavior prevention of socio-cultural direction.

Pedagogical technology: A person-developing, subject-oriented technology of the children and teenagers’ deviant behavior prevention, universal to comprehensive and special schools includes:

- 1) the diagnostics, the monitoring of the children and teenagers’ deviant behavior, defining the typical problems in their creative self-realization;
- 2) the creation socio-culturally directed situation at lessons and events, which are built on the overcoming of the dominant of the normative over subjective;
- 3) the use of the creative socio-cultural situations, which require the change of orientation from the choice of decision to problem-solving;

- 4) the discussion of the socio-cultural problems, which are connected with dealing with the dominant of analysis in regard to the synthesis of solutions;
- 5) the creation of the situations of communication which require dealing with the dominants of the 'subject-object' orientation in the communication with peers, teaching staff, psychologists and the formation of the dominant of 'subject-subject' orientation;
- 6) the final analysis of the level of the development of the creative skills the children and teenagers show, stating new aims;
- 7) the correction of the perspective strategies in the development of creative skills in the socio-cultural activity.

Criteria and common indicators of the efficiency of regional model:

1. The realization of the set aims and tasks of the prevention and correction work;
2. The activation of work on the deviant behavior prevention among children and teenagers on every level of education;
3. The strengthening of the interconnection of the components of the system "The psychological service of the preschool educational institution – the psychological service of the comprehensive school – the psychological service of the special school – the juvenile centre – the research laboratory (at Law and Pedagogical Universities)" in order to fulfill the work on the prevention and correction of the deviant behavior;
4. The increase of the quality of prevention and correction work at pre-school institutions, comprehensive and special schools.

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Explain the content of components model: Functions, Aim, Principles, Tasks, Methods, Content, Pedagogical conditions, Pedagogical technology, Criteria and common indicators of the efficiency of regional model.

CHAPTER 11

*Social communication and an effective teacher*¹⁵

Read the text, relate the plan:

- 1. Moral values;**
- 2. Heteronomous morality;**
- 3. Moral norms of society.**

Recently the link between generations has weakened. Disorientation in moral values occurred. The problem of morality and moral values acquired an international character [8, p. 185-188].

Since criterion of morality, the criterion of deciding, which action should be considered as good and which as evil, it should be the same for all people, it may seem that it should be sought in moral rules, that is in all external indications controlling our moral lives – state laws, customs, even moral rules revealed by God. On the ground of similar positions the difference between good and evil in our acts is derived from compliance with these acts and the external law, which not only is beyond us but also is established by virtue of someone else's will. These positions are numbered among systems of heteronomous morality – the criterion of morality is not within a man, but beyond him. However, as laws and customs are changing every day, there is no such system that could be able to justify stability and constancy of moral norms. On the other hand, we have systems of autonomous morality, which track the criterion of morality within the man, excluding more or less objective external norms. Some people understand this criterion as satisfaction caused by good deeds, others put emphasis on benefits, others pay attention to the moral sense present in every man, except that it is always the individual who decides what causes satisfaction or brings benefits. As heteronomous morality cannot justify stability and constancy of moral norms, the autonomous morality only undermines unity and universality of moral principles.

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The system of Christian ethics does not get to extremes of heteronomous and autonomous systems and dominates over them, and by its universality it makes the morality of every act dependent mainly on its subject, that is the purpose, and the purpose is to action like action is to ability [1, p. 55]. Purposefulness is the most characteristic feature of human behaviour, and the purpose itself can be defined as: “the result of giving the concrete process its directions, even before it has been realized” [2, p. 62]. In everyday life wherever we go we meet purposefulness – when we see a new subject and we want to know what this thing is, we ask questions how does it work and what is its purpose. Human being is the only one who is able to know the goal, he is trying to pursue and is able to control his actions so as to successfully reach this goal. Animals do not have this ability and they act under the influence of instincts, even if they are aiming at something, they are not able to understand that this something is actually their goal. Awareness of the distance between the emergence of an idea to its implementation and the ability to reflect on intentions and possible ways of realization of intended goals makes the man responsible for its own actions and behaviour. The aim comes first to our mind before we even start to act, however it is the last in the order of execution. Usually our aim can be any goods, things or properties that we want to acquire or make, or some positive state of (human) mind and spirit, which we want to evoke or a negative one which we need to erase. However at the same time, those goods we are aiming at and which activate us to action, give certain direction and value to these actions. That is why not formal factors of heteronomous systems, but concrete vivid purposeful factors are essential [2, p. 65]. Ideals and irrelevant models are something unattainable, far from realization, they act as guideposts, but are not action’s inducement itself. In the moral life, in the first place, there are always goals being the impulse to action, models appear later on, indicating general norms of behaviour and actions. What is more, the whole human behaviour is composed not only of single actions irrelevant one to another, but of whole chains, in which goal of a single action is essential means of attaining later superior goals. If any good is not directly available, then we use means which will enable gaining it – this way means become indirect goals for specified supreme purpose. The su-

preme goal is the state of constant pleasure, thus happiness, which being the inducement to activity becomes the main impulse of moral activity. Happiness defined in such a way does not consist in temporary and partial satisfaction of desire, but in such satisfaction that would make us feel happy in all respects, both sensorial and spiritual. As it is emphasized by Bocheński, the only thing that can bring us such happiness is the infinite good, thus God [3, p. 153].

When looking at man's moral life mostly strikes the fact, that people endowed with the same psychical powers, facing the same situations, act differently. That is because one human nature manifests itself in many distinct tempers, even people from similar environments in different ways accomplish similar actions, they are more or less skilled, are characterized by higher or lower efficiency of powers, from which these actions emerge. The human nature's feature, which decides on formation of our constant tempers is its potentiality, present in humans to a larger extent than it is in animals [4, p. 56]. Aptitudes of particular human powers, which he possesses at the beginning of his life are yet not developed enough to enable him act in a satisfying way and just over some period of time, by repeating certain actions he gains more experience with them. Such process, eventually, impresses an individual stamp on him, as he enhances its activities, he gains such characteristics, based on which he can be easily identified. Of course, as far as human beings are concerned, the development of potentiality of all his aptitudes can never utterly deplete it. We always develop in only one particular direction or a few directions neglecting others and when one person reaches a complete development of a particular skill, others develop the same skill only partially, whereas in others it appears only rudimentarily.

The subject-matter of improving life's functions in the field of morality appears already in Socrates' and Plato's, but especially in Aristotle's works, who first noticed and defined efficiency in independent activity and behaviour in harmony with the moral law. Saint Thomas Aquinas elaborated on Aristotle's teaching, by distinguishing *habitus entitativus*, that is constant temper and *habitus operatives* – efficiency. At the end of Middle Ages the term of *efficiency* falls into oblivion until XIX century when Maine de Biran mentions it again, however he concentrated his attention not on the term of effi-

ciency itself, but on a related term of habit [2, p. 332]. Efficiency and habit are very similar, thus easy to be confused, they arise by repeating the same actions, which consolidate the ability that enables performing similar activities but obstructs performing others [5, p. 94]. However, there is one significant difference between the efficiency and habits – habits appear mechanically and unwittingly that is why they act automatically and instinctively, whereas efficiency is the effect of a conscious effort and then they act consciously. In case of efficiency the moment of thinking is reduced to minimum, human brain using all the gained experience, makes instant decisions avoiding prolonged process of reasoning, however, because of acting consciously it can maintain moderation and tact, which unfortunately habits lack [2, p. 36]. Moreover, habit almost entirely gets particular power under its control to such an extent, that in certain circumstances it instinctively accomplishes always the same actions, while efficiency directs power towards some actions, but it always leaves freedom of accomplishing other actions, even the opposite ones. As opposed to habits, moral efficiency, such as virtues and faults, induce us to do something but they never force and the accompanying element of consciousness is a guarantee of our freedom of action. In spite of so many differences, habits and efficiency are closely related and constantly permeate with each other. Although habit emerges without creating efficiency, and many times even preventing it from emerging, efficiency's feature is that it always forms certain habits, which later on start acting instinctively (unassisted) [2, p. 336].

We distinguish four groups of efficiency: first concerns the fields of physiological life, then there is cognitive efficiency, which divides itself into two groups – theoretical, that is intellectual and practical, i.e. technical, the last group consists of moral efficiency – virtues and fault. Excepting the first one, the other three groups are connected with intellectual power. Among theoretical efficiency we could count out another three groups, namely efficiency of supreme principles, which easily and without much thinking enables us to investigate the truths that things cannot 'be' and 'not be' at the same time, that the whole is bigger than its parts, that we should avoid evil and act in a good moral way. As far as these principles are concerned, reason begins to wonder about itself, its activity and entity and that is how the

teaching of ‘improving the reason’s ability to recognize certain category of wonders’ starts [2, p. 339]. Above all those types of efficiency there is one supreme cognitive efficiency, which delivers knowledge of common factors of all being, i.e. metaphysics, which is commonly named wisdom. The reason’s practical activity is based on the will, participating in opinions’ and decisions’ formation on one hand and on the intellectual power on the other hand. When the intellectual power improves it creates a separate group of technical efficiency, which consists of crafts, fine arts and logic.

Intellectual and technical efficiencies are not subjected to the moral law and depending on their relation to this law, they are not divided into good and evil. They appear in us to various extent but they are still something good, as they facilitate accomplishment of our actions. They do not have to struggle with their contrasts as there are no virtues and faults here, there is lack of efficiency or its insufficient mastering. Whereas moral efficiency depending on complying with the moral law, divides into good – virtues and evil – faults. The good ones support actions accordant with requirements of our rational nature, the evil ones on the contrary, fulfill desires of particular power and in this way object to requirements of human nature. The characteristic feature of moral efficiency is also its dynamism, development and constant wrestling, which consists in a virtue or fault getting overall control over a particular power and determining it in its own way. The Power, which is not controlled by a virtue or is not virtuously active, gains opposite inclinations and becomes a fault, eventually. What is more, as far as intellectual efficiency is concerned, the progress of knowledge depends on specialization in one field, while moral efficiency is distinguished by internal solidarity, which excludes the possibility of specializing in only certain virtues and neglecting others. The lack of one virtue destroys solidarity, as it means filling in the gap with a fault and its destructive influence on the other virtues.

Plato was the first one who from among numerous moral virtues distinguished four cardinal virtues – prudence, justice, fortitude and temperance – which prevail over others and are the framework, by which other virtues are ordered. The basis of such distinction of four cardinal virtues is classification of psychical powers to reason, will

and emotions, while the latter divides also into lustful and impetuous spheres. Reason, which manages our practical life is paralleled with the virtue of prudence, the virtue of justice is connected with the will, temperance is in charge of lustful power, while virtue of fortitude equals to impetuous power. The other virtues are only components of a particular cardinal virtue, which are necessary for its proper functioning, or are other types of a cardinal virtue, finally, many virtues can be numbered among cardinal virtues based on general similarity. Their common purpose is to ascend man in his earthly perfection on a higher level, which is possible by the activity proceeded by reasoning and thought, i.e. the essence of humanity.

Above all virtues there is the virtue of prudence - ‘the supreme practical ability to control the whole life’, so called virtues’ driver [2, p. 340]. Its main task is to maintain proper moderation among all virtues and to unit them into one spiritual organization, called character. When there is a lack of this virtue, then others cannot function properly, as well as when there is a lack of any other virtue, because prudence itself is not able to influence on other virtues. It uses information of theoretical cognition concerning particular situations of moral life, proceeding our actions with a selection means which can ensure reaching the purpose. To avoid changing into greed and cunning, that is into a fault, the virtue of prudence has to have a virtue of integrity and should rest on the first principle of moral life, telling that it is necessary to avoid evil and do what is good and moral [6, p. 117].

Prudence is this virtue that we cannot learn from other people, we have to gain it on our own, putting a lot of effort into it – as unlike theoretical reason, it is not concentrated on permanent, invariable things, e.g. mathematical rules. In theoretical cognition the inner essence of our opinions is beyond will’s reach – will only decides whether we are interested in physics or biology, but once we choose the subject of our interests, it is the reason that should influence on formation of our opinions. In the practical cognition, on the contrary, the will acts as “the willing thinking” [2, p. 19] and from the inner it participates in decision and command making, which then control our actions and behaviour. As far as practical reasoning is concerned, knowing truth of a particular object is not essential but the decision

whether this object or activity meets our liking. Such decisions consist of features of certainty, but this certainty differs from the one in theoretical cognition, it is moral certainty and its source is “will’s constancy in liking the chosen goal” and not “the subject’s obviousness cognized by the reason” [2, p. 18].

Each activity is like a chain, in which all elements are the successive acts of will and reason [2, p. 20]. At first there is a thought of something that we like, which turns into intention and activates the will into gaining this thing and then the will induces the reason to start acting. The main task of the thought, which is paralleled with the virtue of consideration, is to consider all the means, by which we can reach the goal and whether and to what extent they are suitable for reaching it. Judicious person is someone who does not make use of any random measures, but tries to find more suitable ones, which do not come to mind as first. Then, from a few possible measures we choose one, the one which seems to be the best for attaining the goal – this is the intention, which is the equivalent of the virtue of sense and which together with the thought belongs to the first stage of practical activity, called the aim. The next reason’s activity – command, concerns the stage of realizing and controls it until the goal is reached. This is the time when prudence appears, which searches for possible “paths of realizing the whole intentional actions” [2, p. 25]. Consideration measures the value of each action separately, sense compares them with each other, while prudence controls the activity’s realization. Consideration and sense execute theoretical actions, analyze and take into pieces means and measures of each activity, then they compare them with each other and measure their value in the context of aim. Prudence as the reason’s activity is fully practical and rests on the outcomes of the work of consideration and sense. It does not analyze anything but thinks over “the next” actions, which the particular life’s conditions call for.

As long as the will in the stage of intention was engaged in preparing the future action, now together with prudence is working on actual realization of that action, becoming a kind of a motive power. Before searching the measures that will help us attain the goal, it is important to desire it in the first place – when the desire is too weak, then there is not enough effort put into finding the best measures,

whereas when the desire is too strong, then we want to reach the goal too fast by resorting to any random measures. The most important principle when considering the most suitable measures should be moderation, which guarantees the right choice of measures for pursuing the particular goal. What is more, as long as prudence is “the virtue of well educated conscience” [2, p. 27], then the will should be characterized by the mentioned integrity, thus should be directed towards real human goods, which are pointed by the theoretical reason. Therefore, the will’s integrity depends on its relation with the aim, which is given in the human nature and which is being cognized by the theoretical reason, whereas measures leading to this aim are not given in the nature but should always be chosen according to the principle telling to avoid evil and do what is good and moral. The will’s characteristic feature should also be diligence, which lies in putting as much effort as each activity requires.

When investigating prudence at the angle of watching over the practical activity, we cannot forget about its elements, the most important of which is memory that serves the purpose of restoring experiences from the past in order to control current actions by their means. But it is not about remembering principles of behaving, rather it is about remembering numerous situations, attitudes and behaviour form every day life, in order to be able in every moment in every circumstances reach for the ready pattern of behaviour. This process proceeds well, when the saved experiences are permanent and ordered, and the memory itself is being kept in the constant suspense (by the will) [2, p. 11]. Another component of prudence is so called “sense of reality”, thus intelligence. In all our actions we always should be guided not only by principles but also by various information among which and thanks to which we will be able to act. We should have in mind that those principles should be clear enough and the information should be understood plainly and distinctly, because imagination can sometimes transform sensory perception in such a way that in real life nothing equals to its creations.

The sense of reality constantly controls transformations of sensorial perception into images, and that is why we are able to distinguish reality from imagination [2, p. 33-34]. The third element of prudence is willingness to take a piece of advice or instruction from another

person, but there is no compulsion of complying with their requirements, they assume total voluntariness. No one can be forced to listen to somebody's advise, but we should take notice and memorize it, because, opposed to theoretical knowledge which we can gain on our own, practical knowledge can be derived only from other people's experience, due to limited nature of our own experience. Apart from another person's advise we should base on our own observation and draw our own conclusions of what is happening around us, what not always is obvious and clear. This element of prudence is called intuitiveness and at a higher "degree of initiation" it enables to see and understand apparently insignificant actions and perceive ulterior intents and behaviour. The last element of prudence is common sense, wittiness and it is connected with the stage of intention. General laws of logic underlie the common sense, which is responsible for reasoning and making wise choices. Practical reasoning, opposed to theoretical, dealing with constantly changing conditions of everyday life, cannot reach any objective certainty and thus cannot bring any essential conclusion – even if only one circumstance changes we have to change our opinion. As it is emphasized by Woroniecki, because of such problems, practical reasoning should also be characterized by flexibility, that is ability of adjusting to any occurred situation [2, p. 39].

The elements of prudence related to the stage of intention were about the past and the present, while those connected with the stage of realization are directed towards future and pay attention to carrying out resolution and to reaching the purpose. The first of them is the ability of predicting, that is so called foresight. To accomplish any action it has to be realized and preceded by the plan prepared in advance, which will be constantly present in mind and will be directing the aim at the right course. However, once the plan is ready and all steps arranged, we have to remember that it is always being realized in the whirl of everyday life – such plan's placing in concrete conditions, in which it will be realized, is called caution. The last element connected with the ability of predicting is forethought, which is about predicting possibilities that may stand in a way of realizing the plan and counteracting these adversities by means of appropriate measures. This virtue is so important, that not taking preventive

measures, too long delay and the lack of presence of mind are able to ruin the whole plan [2, p. 41].

As cardinal virtues are complex, instilling them is not the easiest task and, thus, it has to take various forms depending on temper, temperament and the age of practicing person. Education brings good results, when the pupil agrees on it, consciously accepts the passed contents and is willing to change his previous views, attitudes and manners. Thus, as it turns out the final aim of education is a self educative ability, which consists of both – discovering basic values and gaining awareness helpful with understanding the role and place of a man in the world on one hand, and of effort of developing our potentials on the other hand. It is not enough to improve eyesight or hearing, enrich memory and imagination, but it is also necessary to learn how to control them in a way that they will be useful in reaching purposes indicated by our reason. When finally we acquire proficiency in using these virtues, we will be able not only to do good, but also we will become more efficient and perfect, and the fulfilling virtuous deeds will bring us inexpressible joy and satisfaction.

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2. *J. Woroniecki*, Katolicka Etyka Wychowawcza, vol. 1, p. 62.
3. *Cf. K. Policki*, Filozofia człowieka we wczesnej twórczości I. M. Bocheńskiego, Wrocław 2005, p. 153.
4. *Cf. S. Galkowski*, Ku dobru, Rzeszów 1998, p. 56.
5. *Cf. P. Chojnacki*, Wybór pism, Warszawa 1987, p. 94.
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Explain the main idea of the article: The purpose of the research is to analyze the relationship between the moral values of different people. Heteronomous morality cannot justify the

stability and continuity of the moral standards of the existence of the Autonomous morality undermines the unity and universality of moral principles. This can be a bad influence on the formation of morality in the process of education.



CHAPTER 12

*Tutoring of pedagogical activity and new ideology of teacher training in the higher education institution*¹⁶

Read the text and retell his plan:

- 1. Tutoring;**
- 2. Ideology of teachers training;**
- 3. The regularities of tutoring students' creative activity.**

Introduction

The implementation of Federal educational standards, based on competency building approach, credit units, module technologies, presupposes the introduction of additional link to the process of specialist training, which is aligned with the times. According to European experience, a tutor (from Eng. *tutor* – a teacher, a home teacher, a coach, a guardian) can become such link.

The problem of creativity, especially the problem of support (tutoring) of personal creative development is a problem, connected with philosophy, psychology, pedagogics, culturology: the philosophy studies the essence of creativity, the psychology studies the psychological parameters and stages of creative process, the culturology studies the creativity as a value, the importance of which is different in different types and kinds of culture.

However, in Russia tutoring is mainly associated with the support and assistance of educational activity, but not the creative activity in the direct meaning of this word. At present, to support and assist the educational activity, special corrections were implemented to the regulatory and legal framework. In particular, the appearance of the post "tutor" among the posts of general, higher and supplementary education (the decrees of the Ministry of Healthcare and Social Development of the Russian Federation dated May 5, 2008, # 216 and 217, registered with the Justice Department on May 22, 2008, # 11 731 and 11 725) and approval of qualification profile for this post (A

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unified skills guide for positions of managers, specialists and non-manual workers, section " Qualification profile for posts of educators", approved by the decree of the Ministry of Healthcare and Social Development of the Russian Federation, dated August 14, 2009, # 593) assign the official status of tutoring in Russia.

1. Investigation

The functioning of tutoring centers in different large educational structures (for instance, a Center of Tutoring Assistance in the Academy of Advanced and Further Training of Educators in RF in Moscow, a Center of Tutoring Assistance of Educational Process in Moscow Institute of Open Education, Tutor Association in Tomsk, a Tutoring Center in Volgograd Academy of Advanced Training), the development and testing of professional development tutoring programs show the wide practical outspread of this phenomenon in Russia.

For the last decade, the experience of successful tutoring activity appeared in some educational institutions, and it was formed to some extent. Thus, the International Institute of Management LINK has a developed system for tutor training, their performance review and advanced training, what determines the success of tutors' activity. However, it is necessary to analyze this experience for its further updating and distribution.

1.1. The analysis of notion

A tutor is a special type teacher, who plays a role of consultant, coach, organizer of students' individual activity to acquire the course content and personal-professional development and self-development. As a rule, tutoring involves either the specialists of that activity, which is being acquired by the students (for instance, managers in industry, service sphere, medicine etc.), or the high school teachers. The first, as a rule, do not have special professional qualification for pedagogical activity, and, frequently, the experience of tutorage; the second have such experience, but frequently, it cannot be transferred into new educational form. Thus, a tutoring institute, which is being formed at present, is characterized by the fact, that its subjects are not ready to fulfill their functions due to lack of special qualification for tutoring activity. Insufficient professionalism of tutors is directly reflected both in the quality of their own labor, and in

the quality of educational results in whole.

The word *tutor* comes from the Latin *tutor* "defender, guardian", derived from the verb *tueri* "to look after, to observe, to guard". The Russian tutor (rarely tuter) is borrowed from English, and it is associated with the functions of mentor, tutor and coach. At that, mentoring is a tradition of American school, based on individual work with listeners, mainly with junior staff (postgraduates, assistants in the higher education institution). Tutoring, a tradition of British school, based on individual work with pupils, exists from the XII century. Tutoring admits the participation of graduates, who showed abilities in mentorship, together with the teachers. At that, it is necessary to take into account that a tutor is a special historically formed pedagogical position, which provides the development of individual educational programs for pupils and students, and accompanies the process of individual education in school, higher education institution, in the system of supplementary and continuous education.

That is why in Russia *tutoring* is frequently understood as the educational-project practical activity on individualization of education, aimed at revelation and development of analytical interests and abilities of students. Hence, the individualization of education is understood as the activity of the student (pupil, student, audience) and tutor on alignment of personal educational space and individual route. Open educational space is also rethought. It becomes a double-sided process, where, firstly, the academic program, single for all, is implemented, and, secondly, the behavior of the student is determined by the ability to bring the variety of educational suggestions into harmonic personal educational route.

1.2. Project development of the concept

The tutoring problem in Russia is being studied in many works. For instance, E.V. Belitskaya [1] determines and describes the main trends in usage of functioning experience of tutoring system in native pedagogics, which involve the following: the organization of clear structure of tutoring educational system, clear indication of official duties and directions of activities both for tutors and their students; the implementation of most effective and prospective types of tutoring (online, students'); the use of recommendations and pieces of advice for private tutors and their students; the creation of methodolog-

ical recommendations (instructions) for tutors by different educational institutions; the use of tutoring educational system at all levels of education etc.

That is not to say that there was no such work in Russia. It existed, developed, but it had a spontaneous, even illegal character. Let us assume that sociological interviews, held by us in the period from 200 to 2013, show that 80% of talent tutors carry out their activity in secrecy, hiding from the taxes and unkind relation of their colleagues. The successful tutors, providing high results in passing of the Unified State Examination or the win at Russian or International academic competitions and contests etc., admit, that they work with talented children, but these children are unable to learn that material in that tempo, dictated by the standard, program or teacher: for some children this tempo is too fast (80%), for the others it is too low or inconsistent, incomprehensible etc (20%).

At that, the majority of teachers (87%) does not want to be tutors at the lesson or in legal tutoring center (development center), as there are no conditions for it. Nobody of the teachers wants to tell about his procedure to work with children. The official pedagogical science does not know about such technologies, and, it seems, that does not want to know: declaration, compilations, stamps from foreign sources prevails in scientific literature.

It is interesting, that so-called tutors-illegal aliens (in Russia) maximally correspond to the indicators of high professional growth: the indicators of high professional self-fulfillment of their students are expressed at high level, as well as the demonstration of empathy towards the student, the indicators of reflexive (emotional, developing), cognitive (value-conscious), interactive (non-standard), core (per the type of communicative core), nature-aligned (personified), integrative (interrelated), attractive (eye catching), resultative (focused on final result) type [2]. The degree of manifestation of these indicators was established in that time, when these teachers worked at school (there are a lot of teachers of high qualification grade, Honoured Teachers of Russia and teachers with science or doctor's degrees). Many talented teachers left the school, torn by new requirements, and fulfill their tutoring activity at home, but, at that, they have a high rating and good material profit in illegal tutoring world.

Thus, a modern tutoring concept in Russia consists in the fact, that it (tutoring) is a special interaction technology of a tutor and a student, and it can be presented in many forms: individual and group, distant or face-to-face lesson, asynchronous and in real-time. The tutor's forms of work can involve the individual tutoring consultation (conversation); group tutoring consultation; tutorial (training tutoring seminar); training (tutoring); organization of large communicative event (presentation, round table, tutoriada).

1.3. The procedure of experiment

Experimental investigations in the form of practical events (conferences, contests, academic competitions etc) among the talented children during 20 years (1993-2013) in Tatarstan and other subjects of Volga federal district (covered more than 3 thousand people) show, that the individual work with children is executed as per practically all directions of pupil's subject training: in Physics and Chemistry, Biology and Physical training, Mathematics, Russian language, Russian literature, History and Social studies, English language, Culturology and Spiritual-Moral Culture, Geography and Economy, Information-Communicative technologies and even in Psychology and pedagogics (in classes of pedagogical orientation).

1.4. A technology of expert evaluation

Expert evaluation of pupils' creative work (1800 works), before and after "test procedures", was executed in accordance with special technology "Creativity - creative activity - creative self-activity". The essence of this technology lies in not stating the creative effect, but in determination of pupil's self-organization mechanism according to the types of creative self-activity. The matter is that the fullest revelation of human abilities (pupil's, student's, teacher's) is possible only in socially significant activity. At that, it is important that the fulfillment of this activity was determined not only from outside (school, family etc), but also by the inner demand of the personality. Personal activity in this case becomes the self-activity, and the fulfillment of abilities in this activity gets the character of self-fulfillment. The peculiarity of demand for self-fulfillment lies in the fact, that meeting its demands in singular acts of activity (for instance, writing of essay, research work), the personality never satisfies it fully. Meeting the basic demand in self-fulfillment in different types of activity, the per-

sonality pursues its life goals, finds its place in the system of social relations. That is why it is important to construct the single model of personal self-fulfillment: self-fulfillment does not exist "at all". Various people have different forms, ways, types of self-fulfillment. Rich human individuality is revealed and gets development in polyvalent demand for self-fulfillment. That is why, analyzing the works, the experts, jury members paid attention not only to the richness and variety of personal abilities, but (what is also important) to the richness and variety of demands, the satisfaction of which results in many-sided human self-fulfillment. That is why, the creative activity itself was not the main one; it was important for us to see the creative self-activity in it.

1.5. The results of expert evaluation

Unfortunately, that is not to say that children from special schools - for gifted - are the best. The best are those, who have a good tutor (coach, mentor). 89% of pupils - the winners in different academic competitions, contests, conferences - consider that the high result was provided by a good tutor.

Russian teachers, performing a function of tutor, can make from the child, who cannot enter the elite school as per his abilities, a quite successful and talented person, whilst everybody knows, that aptitude is an integrative manifestation of abilities for the purpose of specific activity, the talent is the intensity of aptitude expression, at that, there are no ungifted children [3]. That is why it is necessary to investigate the tutoring technology, as a generally accepted European (and American) model and a shadowy, but effective experience of individualization, personification of education in Russia; it is also necessary to study, how to design the tutoring technology, it shall be acquired in the pedagogical educational institute.

2. New ideology of teachers training

In the beginning of 2014, the Ministry of Education and Science of the Russian Federation developed and published a project of new pedagogical education in Russia [4]. According to the concept, much attention will be paid to practical orientation of education; the independent communities of professionals will test and certify the graduates. The concept authors suggest to refuse the "linear path of training" of the future teacher. They suggest opening the schools of psy-

chology, pedagogics and methods of teaching for students and bachelor degree graduates, for teachers and specialist of other professions.

In Russia, as is underlined in the concept, an old system for pedagogical staff training is used; it is effective only in conditions of regulated labor market. This system allowed implementing the obligatory distribution of graduates, strictly regulated the number of students and did not support the mobility of the trainable group. The results of the last monitoring, held by the Ministry in autumn of 2013, showed that 30 from 42 pedagogical higher education institutions (71,43%) and 29 from 37 of their branches (78,38%) were named as the ones, bearing the marks of inefficiency [5].

One of the concept authors, a rector of Moscow pedagogical State University, named after A.Semenov, underlines [6] that the main accent is made on the teacher training in applied Bachelor's program. It is necessary for the future teachers to spend more time at school, and for their knowledge to be connected with future activity.

The authors of the document admit the existence of "double negative selection, when not "the best" (in academic meaning) school leavers enter the pedagogical institutes, and not "the best" graduates become the teachers" [5, 6].

The concept of support of the pedagogical education development presupposes several key elements: applied Bachelor's program, implemented in networking cooperation of organizations of secondary vocational education and higher education institutions; the training of teachers at 3 and 4 courses after two courses of non-pedagogical Bachelor's program; wide Bachelor's program in pedagogical higher education institutions, implying the purposeful pedagogical training of the best students (intensification of development of practical competencies, based on new professional standard, including the long-term study placement in partner schools). Master's program for teachers-methodists and managers, providing an opportunity for people without pedagogical education to enter into the profession; qualification exam, based on new professional standard, simplifying the involvement into profession, and providing an opportunity to evaluate the quality of training.

A new ideology of teacher training is translated through three projects:

Project 1. Intensification of practical orientation of teacher training. Project tasks: 1. The development and testing of main educational pedagogical Bachelor's programs in comply with the new standard of the teacher's professional activity to increase the usability of future teacher training due to the mechanism of school-university partnership, organization of special study placement. 2. The development and testing of main educational pedagogical applied Bachelor's programs in comply with the new standard of teacher's professional activity to increase the usability of future teacher training due to network interaction of organizations of secondary technical and higher vocational education.

Project 2. A variative training of teachers. Project tasks: 1. The development and testing of wide Bachelor's programs in pedagogical higher education institutions, providing purposeful training for pedagogical activity of the best and motivated students and training of "the left" graduates of these programs for another professional activity. 2. The development and testing of the pedagogical training model for motivated students, who finished 2-3 courses of non-pedagogical Bachelor's program.

Project 3. The provision of educational system with the highly-qualified specialists. Project tasks: 1. The development and testing of research Master's programs for teachers-methodists training. 2. The development and testing of the applied Master's programs with inserted long-term study placement in educational organizations. 3. The development and testing of Master's educational management program.

Each of these projects is interesting in its own way, and, in point of fact, exists in life, but not in isolation, but in combination with the others. However, the tutoring problem is not put forward in no one of these projects. The implementation of tutoring does not require the discussions, but money, as it is the whole staff of people, who work on the quality of education. If in well-known European higher education institutions, the tutoring staff involves several thousands of people, then, in our country, if one or two names are called, no one can explain, what they do.

Furthermore, M.Tchoshanov writes: "following the development of innovative pedagogical technologies, the common apprehension of

pedagogy and didactics as “the art and science of teaching and instructional theory” evolves together with the development of learning theories. In the digital age, traditional learning theories – behaviorism, constructionism and cognitivism are supplemented by new approaches, for example, connectivism, which suggests learning in the process of communication and connection within a distributed network” [7]. Thus, *connectivism*, mentioned by the author, presupposes the education both in the communication process and in the distributed network.

3. The results of investigation

Pedagogical communication requires special pedagogical skills [8, 9].

In the course of testing the indicators, determining the quality of pedagogical skill of the teacher not in the frontal (for the whole group), but in the individual (for one student) regime, the specific regularities and principles of formation of the student's creative activity were revealed [10, 11, 12, 13, 14].

The first regularity is that the tutoring of development of the student's creative activity, as a form (technology) of not the group, but individual interaction, shall be executed against the background of the teacher's developing lessons, the quality of which is determined by the indicators of professional skills (personal, empathic, reflexive, cognitive, interactive, core, integrative, nature-aligned, attractive, resultative).

The second regularity is that the effectiveness of the creative activity is determined by the structuring ways of content, methods, forms and technologies of its organization and implementation; it is implemented through the following principles: the formation of creative activity on the basis of special types of training tasks; variability and integrity, dialogization.

The third regularity is that the process of formation of creative activity results in the building of individual path of student's development; it is implemented through the following principles: the reflexively developing interaction of subjects of mutual creative activity; personalization and self-fulfillment in the process of creative activity; the orientation of creative activity at subject development and self-development.

The fourth regularity is that the leading responsibilities of management functions are gradually transferred from the teacher to the student in the process of creative activity formation; it conditions the following principles: the compliance of external management of creative activity to the internal potential of the subject, its constituents; the unity and integrity of organization and self-organization in the process of creative activity formation, the development of the student's creative potential.

The fifth regularity is that the effectiveness of creative activity formation depends on the degree of concordance and interaction of inner personal potential and external conditions, where it takes place; it is implemented through the following principles: system determination of creative activity formation; continuity of creative activity in the process of its formation; complementarity of environment (both external and internal).

Conclusions

Thus, tutoring of development of the student's creative activity shall differ significant from the tutoring of ordinary educational activity. At that, the tutor here shall be the bearer of creative idea, the creative person himself. Such person, in our opinion, shall be in the center of new ideology of teacher training in the higher education institution.

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Comment on the main idea of the article: The research aimed at determining the place of tutoring in new ideology of teacher training. Thus the object of the research was experience of carrying out tutoring in Russia and abroad. The experiment was conducted in Kazan University. In the role of mentors were the teachers themselves. Separately participants discussed the questions of support of the educational activities. Were studied the

issues of support of creative activity. The study established regularities of tutoring students' creative activity. These patterns can be taken into account when building a new ideology for teacher training.



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