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# Innovative Model Of Education As A Basis For National Intellectual Potential Development

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## Abstract

The relevance of the study is conditioned by the necessity of forming a new structure of universities' educational activities that will be focused on preparing achievement-oriented graduates whose competencies meet the requirements of the new techno-economic paradigm and post-industrial society.

The aim of the study is to analyze and summarize theoretical approaches and practices of educational activities applied in modern universities and to identify possible ways of modernizing educational process through the competency-based approach to assessing its results.

The research uses the system approach, structure and function analysis, formalization and abstraction methods.

The main results of the research. The study is focused on the preconditions for the change of educational paradigm in Russian university education. We identify the competencies formed in the traditional educational process based on the "supportive teaching" concept and the competencies acquired through the "innovative education" approach. A correlation is found between the information competency of university teachers and the increase of innovative capacity of education system. As a result, we propose ways of creating information and methodological support system to maintain the training environment of educational process using the Internet resource potential.

We describe four aspects of modernizing educational process which combine the basic innovative educational tools in university. In addition, we identify the basic conditions for introducing the proposed innovations into university practice.

The methods of teaching in an innovative university should be aimed at developing innovative thinking in students. The basic principle is uniting learning, research and project activity of students realized both individually and in a team with teacher support.

The main goal of all teaching techniques is to actively engage students in the educational process, to make them independent in intensive acquisition of knowledge, to develop research skills.

This paper is of practical value to administrative staff of universities as well as to teaching staff and post-graduate students.

**Keywords:** higher education, intellectual potential, innovative educational technologies, creativity, competency approach, project-based learning

## Introduction

The modern labor market requires creative competencies from potential employees. The ability and willingness to learn becomes essential. To gain a competitive advantage in the post-industrial world, companies look for people who can quickly adapt to rapid changes, who can search for, evaluate and implement innovations.

Training innovations-oriented personnel for the Russian economy is only possible through establishing a close link between education, science and industry.

Education and innovations are inseparable, they stimulate each other. Therefore, the main objective and the main priority of educational process nowadays is intensification of innovative activity among teachers and students. Education is focused on specific innovation tasks with emphasis on strengthening the practical component of training.

The concept of Russian education development for the period up to 2020 supposes that the modern requirements to university education cannot be met without understanding the basic characteristics of innovative economy and information-driven civilization:

- maximum flexibility and nonlinearity of organizational forms of industry and social sphere;
- inclusion of knowledge acquisition and renovation processes into all industrial and social processes;
- emphasis on talent, creativity and initiative as the most important resources for economic and social development;
- multiple and in most cases unpredictable changes in technologies (including the social ones) within short time intervals;
- change of social positioning foundations: from physical capital and once mastered profession to social capital and adaptability;
- presence of two innovative circuits: the first one relates to production and promotion of innovations, the second one relates to their selection and development (Volkov et al., 2008).

All this creates the need to develop new approaches to the organization and management of educational activities in the national higher education system.

This task implies not only control over the quality of educational results. It requires the improvement of educational management technology, continuous methodological support improvement, application of modern information and innovative technologies in the educational process, and continuous development of support resources (primarily the intellectual ones).

Using the best international practices, it is necessary to form an innovative university system oriented to the sixth technological revolution and the global needs of the 21st century economy.

In this regard, the search for ways of formation of an innovative model of the Russian education is becoming extremely important.

#### Problem statement

In the new post-industrial era, intellectual capital, i. e. systematized and unique knowledge becomes the main source of wealth. The ability to actively build up, generate and apply knowledge is the main source of economic benefits for companies in the market. In the 21st century, competitive advantages of companies are created by means of merging information technology potential with human resource power.

A distinctive feature of the post-industrial technological economy is the predominance of intellectual labor over industrial labor (Glazyev & Fetisov, 2014).

As economics and education management experts noted at the international conference "Universities in the Globalized World" in 2012, "the changing role of human capital and the need for mass reproduction and preparation of the new type of professionals entail a radical change in the education system. The goals, values and mechanisms of transfer and reproduction of knowledge used in the classical system of education, in the so-called supportive training, do not meet the requirements of the economy in the post-industrial society. The alternative is innovative education, in which the development of creative, constructive and innovative potential of students has top priority" (Isaeva & Selyanskaya, 2012, страница).

The major transformations are required to take place in higher education, which ensures the production of new knowledge. An ordinary high-school graduate needs subject-sectoral competencies, a highly

skilled graduate combines subject-sectoral and innovation competences, and an innovation-oriented specialist needs all the competences – the subject-sectoral, managerial, communicative and innovative ones.

The learning theory developed by A. A. Verbitsky highlights the need to establish connection between learning and research activities of students and their future work in the acquired profession. He argues that the only thing we need to do is “to model professional activity in the forms of educational activity with account for knowledge aspect (subject context) and social aspect (social context)” (Verbitsky, 2004, страница).

Higher education, as well as economy, has passed through two global stages in its historical development: spiritual (religious) and scientific. Both of them refer to the so-called “supportive education”. They are based on fixed specimens of activity designated to solve recognizable routine problems.

In the framework of the innovative education paradigm, the value of scientific knowledge is determined by the changes that occur in the society as a result of their implementation in practice; the methods and participants of scientific cognition affect its results.

The change of educational paradigm implies the change in outlook, way of thinking, perception and understanding of the world, new approaches, methods and models, new dimensions of educational and research interactions. The new educational system requires new relations and processes in organization, self-organization and management, emphasis on self-organization and constant innovations, soft resonance management, continuous learning and improvement (Isaeva & Selyanskaya, 2012).

### **Methods**

The study uses the system approach, structure and function analysis, formalization and abstraction methods.

#### Analysis of recent research and publications

The current tasks and issues of the Russian higher education system are considered in the works of Belyakov and Klyachko (2013), Grakhov, Mokhnachev, Kislyakova, and Anisimova (2014), Efimov (2012), Zapesotsky (2007), Zernov (2007), Ivanov and Malinetsky (2016), Lapteva, Dadasheva, Efimov, and Rumyantsev (2012), Latukha and Pushkaryov (2012), Podlesnykh (2014), Ryapisov (2007) and others.

The aim of the study is to analyze and summarize theoretical approaches and practices of education applied in modern higher education institutions and to identify possible ways to modernize educational process using competency approach to the assessment of educational results.

### **Key findings**

According to some researchers, at present narrow specialization becomes less valuable and gets replaced by competence – possession of a wide range of knowledge, experience and the necessary personal qualities, allowing transition from one area of professional activity to another within a minimum period of time at minimum expense on retraining.

This process is a reflection of another wave of professionalization – paraprofessionalization, i. e., “transformation of professional standards into daily life and activities through distribution of standard and universal technologies” (Malinovskiy, 2007, страница).

Today we observe further development of the global change associated with the formation of professionals of the fourth wave – transprofessionals. They are focused on creating innovative products and technologies through the development of key innovative competencies.

P. Malinovskiy (2007) asserts that “the basic transprofessional competencies imply a narrow specialization in a certain profession, interprofessional communication skills, transdisciplinary synthesis of knowledge, focus on combining fundamental research with practical problem solving, team work, continuous self-development and self-improvement, real and virtual entry into what is called “community of practice” (professional communities)” (страница).

The following competencies are developed in the “traditional” educational process (Selyanskaya, 2010; 2011):

- reproductive – the skill to solve a problem using standard methods, established and prescribed procedures;
- innovative and reproductive – the skill to find non-standard problem solution methods, selecting the most effective procedures.

Today these competencies are not sufficient, as modern employers expect university graduates to possess completely different, higher level thinking abilities. Therefore, in the modern educational process all graduates need to develop such organizational and procedural competencies as:

- innovative – the skill to set personal goals and objectives, to direct the work of subordinates and the organization on the whole, to develop innovative methods and procedures for achieving the goals;
- innovative and creative – the skill to develop the conceptual grounds of one’s own activity, the activity of subordinates and the organization on the whole based on multilevel evaluation of the internal and external environment (Selyanskaya, 2011).

The concept of “innovative education” is relevant now, at the time of post-industrial society formation, when innovative companies demand professional human capital, and the task of developing creative potential, innovative abilities and critical (analytical) thinking in university teachers and students becomes essential.

The innovativeness of higher school can be increased through strengthening the information competency of teachers, which is determined by such components of professional activities of a teacher as:

- the skills to work with modern information and communication technologies for searching and publish information in the Internet;
- the skills to plan and hold lectures, seminars and other activities using information and communication technologies, taking into account the specifics of a particular discipline;
- the skills to organize students’ self-study work using modern information and communication technologies and efficient control and assessment resources.

In order to improve the quality of teaching in universities, it is necessary to create innovative informational and methodological training and support system using the network information technologies. Such system includes the following modules:

- information and methodological service;
- methodological Internet forum;
- virtual consultancy.

The methods of teaching in an innovative university should be aimed at developing innovative thinking in students. The basic principle is uniting learning, research and project activity of students realized both individually and in a team with teacher support.

All the basic tools for implementing these tasks can be grouped into four modules of educational process modernization. A brief explanation of each of the modules is given below:

Module 1. Virtual trainings in professional sphere:

- interactive textbooks – developing the skills of independent work and improving the ways of learning a discipline;
- electronic training systems – developing special skills; the opportunity to simultaneously use a complex of training systems depending on the type of problems; monitoring market changes in multi-level economic space;
- electronic business games – developing teamwork skills in the context of information environment and international integration.

Module 2. Mental and action trainings (problem setting, reflection, communication and self-assessment) and educational technologies that simulate synthetic thinking; used as part of professional seminars and major-specific disciplines. Intragroup communication practiced in the trainings helps to make innovative thinking more effective.

Module 3. Interdisciplinary trainings:

- practical skills training of as part of individual disciplines;
- analytical understanding of the economic processes which determine a company's marketing strategy;
- taking complex managerial decisions.

Module 4. Research activities. We propose modernization of the traditional four-semester system by adding the fifth research semester lasting from May to the end of June.

The main goal of all teaching techniques is to actively engage students in the educational process, to make them independent in intensive acquisition of knowledge, to develop research skills. These are the prerequisites for the formation of creative thinking and innovative approach which can later be applied in any professional sphere.

The development of innovative educational technologies with the use of the most advanced electronic educational resources allows addressing the following tasks:

- transfer of the non-interactive elements of training to the category of self-study work;
- drastic increase of the importance of self-education and self-preparation on the basis of the activity approach;
- increase of the time of active communication with students, transition from traditional monological lectures to discussions, collective analysis and joint research;
- transition of students, teachers and administrators to a new level of communication with the use of modern information technologies.

This, in turn, results in transition from traditional technologies based on the reproductive learning model to the innovative, creative, student-centered model based on innovative technologies of active knowledge acquisition.

New educational tools based on the use of modern information and communication technologies in educational process make it possible to create a unique learning environment conducive to students' creative potential realization.

The expansion of research and project components of educational process is another challenge which universities face in their work. It is necessary to create project, research and educational laboratories, to develop joint programs with the members of business communities.

The involvement of teachers who have the experience of managing Russian and foreign companies can ensure the quality of managerial training in terms of research projects, decision making and hands-on practice.

#### Discussion

A quick transition to the innovative paradigm of education can be realized through implementing the following innovations:

- accumulation of innovative experience of universities in science and technology;
- creation of technology parks and innovative technology centers within universities;
- formation of business environment around major universities;
- implementation of cross-sectoral research and development agreements;
- development of local information networks within universities and university communities.

It is obvious that the implementation of the above tasks requires the following strategic changes in university policies:

- raising awareness of the new challenges among universities' top management, administrative, research and teaching staff;
- dynamic and flexible external and internal policy;
- active external relations and cooperation with various partners including the business sector.

In view of the above, the following conditions are necessary to ensure active involvement of Russian universities into the common European educational space:

- formation of innovative university corporate culture and internal marketing system;
- formation of innovative human capital in companies;
- use of innovative teaching technologies;
- diversification of funding sources and active fundraising;
- development of infrastructure for the interaction of university with the external environment.

#### Conclusion

A country's transition to a new technological paradigm involves new requirements to manpower training at various levels of education system, especially in higher educational institutions.

As the education paradigm is evolving, the goals of universities and the goals of their graduate and postgraduate students are changing.



Universities should actively introduce modern teaching technologies aimed at enhancing independent cognitive activity of students, apply project methods of teaching and use all the capabilities of modern information and communication technologies in order to organize the education process most effectively.

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Сейчас журналы и сборники, как правило, печатают аннотации, названия статей и, соответственно, фамилии авторов на английском языке. Желательно уточнить эти данные, чтобы не было разночтений – у меня, к сожалению, нет возможности проверить все источники.

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## Mental Spatial Images In Literary Text

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### Abstract

The term “mental space” is now widely used in cognitive linguistics and psychology, but in literature study, it did not find a proper theoretical justification, despite the fact that forms and means to reflect not only really existing physical space, indicating the place of events, but also the subjective inner world of the author and the characters created by him (the world of consciousness, feelings, imagination, emotions) have been studied fruitfully for a long time. The metaphors “memory space”, “space of senses”, “space of soul” used in science significantly expand the boundaries of philological research by means of the active involvement of the data from other humanities – philosophy, semiotics and psychology. Interdisciplinary approach to studying literary space opens up opportunities for new productive areas of analysis. One of them, aimed at the system description of methods for modeling mental spatial images generated from vocabulary with spatial value in the literary text, is proposed in this paper. The scientific novelty of the research consists in the fact that it is the first in literary to consider sensory images, imagination, reveries, dreams, associations, memories as space-like intellectual and spiritual world of characters, it also provides the classification of mental space as a subjective space for reality reflection, revealing specifics of a writer’s individual world view, and the characteristic features of national mentality in general. The material of the study is a novel by L. N. Andreyev “The Red Laugh” and the lyrics by B. L. Pasternak where the literary space is one of the principal means for dialectic mentality disclosure. The main analysis methods are historical-literary, structural-semiotic and comparative-typological. The proposed classification, on the one hand, will make it possible to identify the features of the spatial picture of the world of an author, and on the other, could serve as the basis for further innovations in the study of literary space and mentality.

Keywords: mental space, inner world, spatial images, literary space, L. N. Andreyev, B. L. Pasternak.

### Introduction

During the study of the types of space, reflected in literary texts (11; 12) it was noticed that apart from the reproduction of real scene characteristics, authors describe thoughts, feelings, and emotional stress etc. of a character as a certain locus using for this vocabulary with spatial meaning, for example: The brain is more than the sky, / For, put them side by side, / The one the other will include / With ease, and you beside. // The brain is deeper than the sea, / For, hold them, blue to blue, / The one the other will absorb, / As sponges, buckets do (Emily Dickinson). This inner space modeling method will be called *mental space*, which implies space not only in the physical sense, but also in psychological.

Unlike researches of some linguists-cognitologists who associate mental space with the process of constructing new meanings (8-9; 13-17; 19), and consequently, who use the word “space” mainly in figurative meaning (it is referred to metaphorical, metonymical, paradoxical and the like increments of meanings to the previously existing ones in the language), this research is focused on linkages between outer (real) and inner space, which is described by the same linguistic means, characterized by such physical parameters as depth, width, top, bottom, light sides and localizing in the specific “points” of a literary text: brain, heart, soul, eyes, etc.

The study of mental space as a subjective space of reality reflection is, in our opinion, very relevant, because it allows researchers to pay attention not only to the specifics of a writer’s individual world view, but also to identify the characteristic features of national mentality, which is textually realized in specific spatial images and models.

Based on the foregoing, the main purpose of the work is to identify the main spatial images that reflect the individual consciousness and the spiritual and moral narratives of both fiction authors and characters, and to build on this material the classification of mental loci.

### Methods

The research used a systematic approach to the analysis of the material, which allows describing the relationship between split-level literary images and thereby linking inner and outer space.

The texts are analyzed with the help of the research methods the most appropriate for our aspect: historical-literary, structural-semiotic and comparative-typological.

### Results

In literature study mental space as a special kind of literary space yet has no proper theoretical description, so the research is based on the works from the field of psychology and cognitive linguistics, using a multidisciplinary approach.

Psychologists consider mental space as a dynamic form of mental experience which actualized in cognitive interaction of a subject with the world (20, p. 96).

It should be noted that mental experience structure include thinking, perception as well as speech and emotions; both are considered as spatial (4).

According to an academician V. D. Shadrikov, all mental processes in general are spatially similar provided that they unfold in the inner world at two levels – conscious and unconscious – simultaneously (21, 20.).

The conscious level of literary reality reflection may be related the following types of mental space:

- intellectual space (the space of human mind, in which ideas, views, images are formed and live);
- spiritual space (the inner psychic world of a person: his experiences, moods, feelings, etc.);
- sensory images (visual, auditory, tactile);
- imagination space (creation of images, notions, ideas and manipulation with them).

Besides, literature very often describes also the world of the unconscious, it is represented by:

- dreams space (the dream gives an insight into some other, inaccessible within a day experience, types of space, the comprehension of which constitutes one of the important features of a character's psychological life);
- reveries space (somnia, dream, imagination creation);
- associations space (it is referred to associative spatial relationships emerging subconsciously, for example, when it is described that a character sees an object, his subconsciousness analyzes it while his imagination synthesizes something of the like seen before, or in a similar situation).
- memories space (images and stories of the past, often recurred in addition to the conscious intentions of a person).

The classification of mental spatial images is shown schematically in Figure 1. Of course, the proposed classification is very conditional, as well as the division into the conscious and unconscious in psychology (e. g., a recollection can be caused by strenuous mental activity and can come up in addition to the conscious intentions of a person).

It should be noted that the named types of mental space cannot be represented all together and in full in a particular fiction. Each individual text is unique; the world created by an author is stipulated for his intentions and attitudes, his creative idea, ideology, conceptual framework of the fiction, values and other landmarks.

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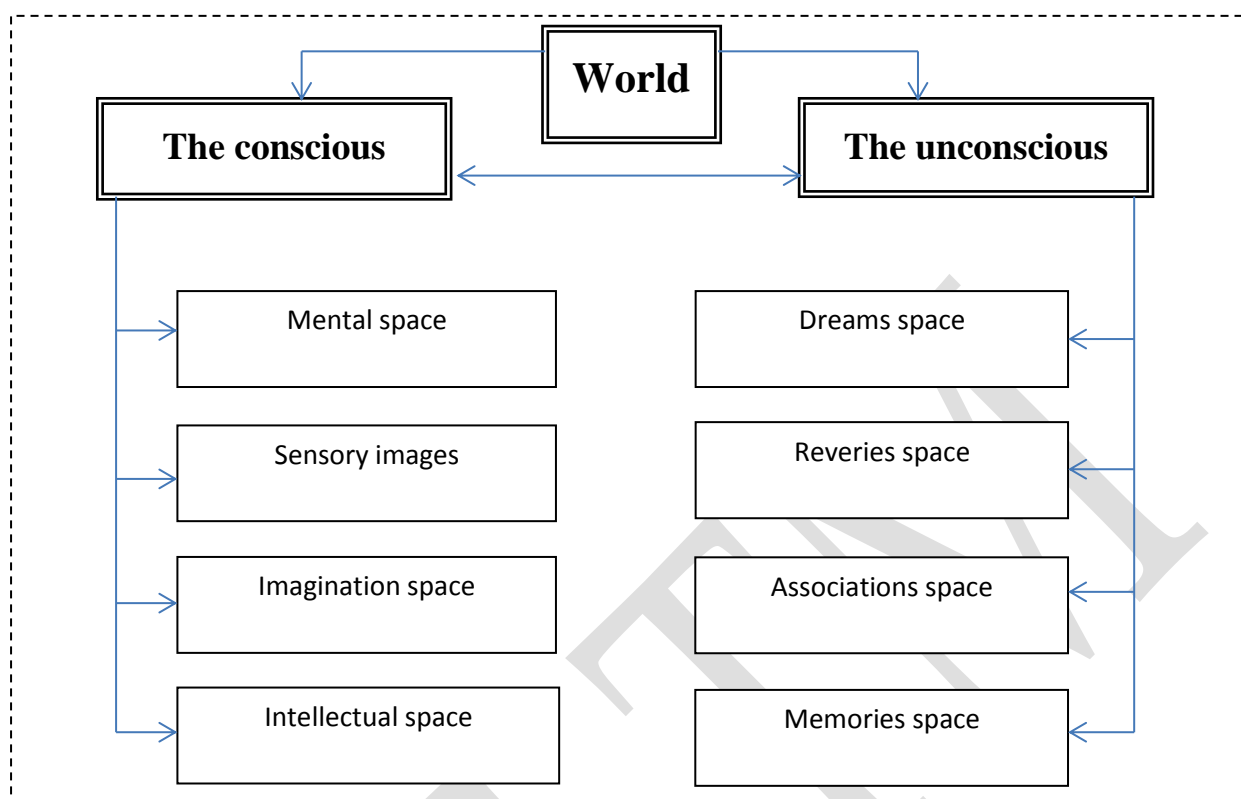


Figure 1 - Classification of mental spatial images

Let us consider the features of mental space modeling in the literature in a specific contexts: in the novel of L. N. Andreyev "The Red Laugh" as in an epic text and in the poetry of B. L. Pasternak as in lyrics.

The spatial level in the story "The Red Laugh" is one of the dominant, of deep symbolic value and closely related to L. N. Andreyev's solution of fundamental existence problems.

At first glance, the author's model of literary space of the story is quite traditional: the spaces of war and house are represented as an opposition. In the first part of the work the narrator, a veteran, himself describes the space of war and it seems quite real, *"And at once in the whole vast space where the rain dripped from the dismal clouds, came the extraordinary silence. Suddenly, the shrapnel shrieked and burst, and it became quiet, so quiet that it was heard a thick fireworksman wheezing and droplets of rain tapping on the stone and guns. And this quiet and fractional tapping, reminiscent of autumn, and the smell of soaked ground, and silence suddenly interrupted this bloody and feral nightmare..."* (1, p. 26-27).

The house space appears as a vision in the already almost sick consciousness of the officer, *"The image stood still, and I was long and very relaxed, very carefully looking at the fire playing in the crystal of the decanter, looking at pictures and thought, why my son did not sleep: it was already night and it was time for him to sleep. Then again he was looking at the wallpaper, all these curls, silvery flowers, some grids and pipes, - I never thought I knew my room so well"* (ibid, c. 26).

The narrator feels physically the border between these two spaces, as soon as he closes his eyes, appears a *"familiar and unusual image - a piece of blue wallpaper and untouched dusty decanter"* on his table - and when he opens them, he finds himself in the war reality once again, *"Sometimes I opened my eyes and saw black sky"*

*with some pretty fiery stripes, and then closed them, and again looked at the wallpaper, brilliant decanter, and I thought, why my son did not sleep: it was already night and it was time for him to sleep” (ibid, p. 26).*

The plot of “The Red Laugh” is organized as the character's desire to escape from the hostile space of war to the safe space of the house. The narrator is craving to get home.

Having returned crippled from the war the character enjoys the homeyness and does not lose hope for the future. In his own home, next to his nearest, in the “returned paradise” he could do what he liked even without legs, *“I felt so good sitting in the bath, as I used to do, and listening to a familiar voice, without thinking over the words, and seeing all the familiar, simple and ordinary: copper, slightly greened tap, walls with the familiar pattern, accessories for the photography orderly laid out on the shelves ..” (ibid, p. 49).*

However the spatial opposition “war = danger, madness, “The Red Laugh” – home = safety, comfort, quiet” prevails in the story before the death of the first narrator only. The second part of the work gives us a fundamentally different spatial model: outer space strives to break the border, destroying the isolation and security of the inner space, *“Now I'm afraid to come to my empty house. When I just put the key in the lock and look at the dumb, flat door, I already feel all its dark empty rooms, through which a man in a hat is about to walk” (ibid, p. 59).*

In the last passage the situation becomes desperate: inner and outer space becomes hostile, which leads the character to a tragic denouement. The hostile space of “The Red Laugh” captures the house, *“Even fiery-red sky without clouds, stars and sun stretched from the very walls of the house to the eaves and went beyond the horizon. And underneath there was the similar even dark red field covered with corpses. <...> And soon, regular rows of pale pink dead bodies filled all the rooms” (ibid, c. 72).*

The analysis of spatial relations language in the story allows concluding that the structure of the literary space of “The Red Laugh” is quite clear: the spatial opposition of the first part of the work is removed and transferred to the second part, in accordance with the primary intent of the writer – to show the war as a madness which spread their destructive impact not only on those who fought, but also on their loved ones, who saw its consequences.

At the same time, in our opinion, it cannot be said that the space in this work of L. Andreyev is a mere “continuum in which the characters are placed and the action is set” (5, p. 258). According to the fair comment of E. Mikheicheva, “The Red Laugh” is constructed as a literally configured chaos of the consciousness of insane or close to insanity person, the events are removed from the real time and space, they are so consciously schematized, symbolized and summarized by the author that they can be assigned to any war...” (6, p. 302).

Retaining its physical features (it may seem to the reader that the description is reduced to a simple reproduction of the various local characteristics of the real landscape) the space in the story reflects only those fragments of reality, which arise in the minds of his characters. In other words, the literary space here is subject to psychological laws that differ significantly from physical ones. It is not events themselves that are described by L. N. Andreyev but the interpretation of these events, which depends on the system of the characters-narrators’ – the veteran and his brother – ideas, as a result the image of the world acquires their individual features. Recreating the entire flow of “conscious and unconscious impulses”, the author describes “a kind of literary raw”, “documentarily” authentic process of thoughts and feelings of a person experiencing inner crisis” (7, p. 119), that is why the spatial characteristics in the story are extremely subjective and determined.

Namely this space model is called mental. The main element in the structure of mental space in “The Red Laugh” is, in our view, the world of sensory images, namely, sensory (auditory, visual, tactile) and physiological sensations of characters.

Let us start the analysis with the characteristics of the narrators' sensations in "The Red Laugh". It was noted that throughout the narration L. N. Andreyev describes how the characters perceive the sounds surrounding them. Rattle, crash, crackle, rustle, etc. are hostile to both narrators, make them feel afraid and anxiety, "A gun crashed, another one behind him, a bloody dense fog clouded his exhausted brains again"; "He was afraid of empty rooms, in which he constantly heard some noises and cracks creating this horror..." (1, p. 55).

However, the absence of sound, silence becomes even more pernicious, "People were running and shouting "Hurray!" so loudly that they almost muffled the shots - and suddenly the shots stopped - and suddenly "Hurray!" stopped - and suddenly the death silence fell: they reached us, a bayonet began. And his mind could not resist this silence" (ibid, c. 63).

The everyday war made the sounds of music sound insane, deprived of their beauty and harmony, "Suddenly, quite close to us, he heard music probably from a regimental commander... <...> jerky and broken sound rushed, and jumped, and ran somewhere away from the others - lonely, trembling with fear, mad. It seemed like the other sounds looked back at him; so awkwardly stumbling, falling and rising, running in a torn crowd, too loud, too merry, too close to the black gills, where forgotten and lost among the stones people were still dying. Who knows..." (ibid, p. 32-33).

Visual sensations that also convey the state of limit psychological stress and thereby distort reality occupy an important place in the mental space of characters, "I myself stumbled and fell several times, and then opened my eyes unintentionally - and what I saw seemed an odd fiction, severe delirium of the distraught ground. Huge, close, scary sun on each gun barrel, on each metal badge lit up thousands of little dazzling suns, and they were everywhere, fiery white, sharp as the ends of the incandescent bayonets they stroke the eyes from around and below", (ibid, p. 22-23.); "the sky itself seemed to be red, and one would have thought that some accident occurred in the universe, some strange change and disappearance of colors: blue, green and other familiar and subdued colors disappeared, and the sun lit up with the red sparkler" (ibid, p. 29).

The catastrophic openness of outer space transforms its real dimensions in the story, "It was a red laugh. It was in the sky, it was in the sun, and soon it will spread throughout the earth, the red laugh!" (ibid, p. 28); "Big and black rectangle of doors began turning pink, red - somewhere beyond the hills huge silent glow was seen, as if the sun rose in the night. <...> I looked around: in different places of the horizon were still the same glow standing in a silent chain as if dozens of suns were rising at the same time" (ibid, p. 35); "Silently, going faint from horror, we were standing around the hot samovar, and a huge shapeless shadow that rose above the world looked at us intently and silently from the sky" (ibid, p. 32); "We went to the window. Even fiery-red sky without clouds, stars and sun stretched from the very walls of the house to the eaves and went beyond the horizon. And underneath there was a similar even dark red field covered with corpses" (ibid, p. 72).

The people are also visually perceived by the narrator as a special space having some corresponding physical attributes (depth, width, etc.). The outer limits of space seem to dissolve in the space, closed in the subject, "and I could not help raising from the rock and staggering I looked in his eyes - and I saw the abyss of horror and madness in them. All of them had their pupils constricted - and his were blurred across the eye; what a huge sea of fire must he see through these huge black windows! Perhaps, I thought, there was only death in his eyes, - but no, I am not mistaken: in those black, bottomless pupils outlined by the narrow orange circle, so that it looked like an eye of a bird, there was something more than death, more than death horror" ( ibid, p. 24).

Among the tactile sensations described in spatial terms, the most profound are heat and cold, "Searing, scorching heat penetrates into the depth of body, bone, brain, and it seemed at times that it was not the head that were wagging on the shoulders, but some strange and unusual ball, heavy and light, strange and terrible" (ibid, p. 23); "And something terrible, intolerable, like the fall of thousands of buildings, flashed through my



*mind, and, growing cold with terror, I whispered, "Red Laugh" (ibid, p. 41); "Try my head, it's very hot. It's fired. Sometimes it gets cold, it all freezes, stiffens, turned into terrible deadened ice" (ibid, p. 49).*

Thus, L. Andreyev describes certain illusory reality through the sensory feelings of narrators. Meanwhile this reality is characterized by the spatial coordinates; it is the product of altered consciousness operating with internal sensory impulses.

As it has been noted, a structural element of the mental space is the physiological sensations of characters: anxiety, dizziness, weakness, pain, nausea, feeling of heaviness.

Insistently repeated descriptions of the pain that penetrates into the brain, "But a groan did not cease. It was spreading along the ground, thin, despairing, like crying of a child or shrieking of thousands of abandoned and freezing puppies. *It entered the brain and slowly moved back and forth, back and forth like a sharp, endless and ice-cold needle...*" (ibid, p. 39); "- I want to go home! - I was screaming, stopping up my ears. And, *horrible new words were pecking my exhausted brain as if through cotton wool, dully and ghostly*" (ibid, p. 43); "I loved him, and I was responsible for his death, it lay on me like a stone, and *crushed my brain with its senselessness*" (ibid, p. 53); "...this intolerable *pain of hunting thoughts...* My heart got numb, it died, without any chance to revive, but my mind was still alive, still fighting, once strong as Samson, now defenseless and poor as a child - I felt sorry for it, my poor idea. From time to time, I *ceased to bear the torture of the iron hoops, compressing my brain*; I wanted to run out uncontrollably into the street, on the square, crowded with people, and shout, "Stop the war, now, or..." (ibid, p. 53).

The degree of the story characters' fear is also revealed through spatial category, "*the abyss of horror and madness*". Fear comes suddenly from the outside, "Everybody began laughing and terribly screaming - and silence fell again, yielding to obscurity. And here I was not alone, but all of us, it didn't matter how many of us there were, felt it. It went to us *from these dark, mysterious and alien fields*; it rose *from the deaf black gills*, where forgotten and lost among the stones people were still dying. Who knows... it was pouring *with this alien, unseen sky*. Silently, *fainting from fear*, we were standing around the hot samovar, and a *huge shapeless shadow that rose above the world looked at us intently and silently from the sky*" (ibid, p. 32).

The only way to get protected against fear is insanity. And the meaning of the word "insanity" in the story takes on added the author's individual meaning increment. The basic meaning of "insanity" is incremented with such semantic component as madness - "inevitable consequence of the war", "inevitable disease of war" and "means of salvation", "the way out". The feeling of approaching insanity, expressed in terms of the inadequate perception of milieu is also conveyed by means of the spatial characteristics, "...this absurd nightmare. *As if my brain was removed a bone tire*, and, defenseless and naked, he humbly and eagerly sucks in all the horrors of the bloody and crazy days of war. I lay there, huddled, and my body occupies *two arshines only*, and *my thought embraces all the world*" (ibid, p. 60); "This morning I read, that this battle were going on, and again *horrible anxiety and a feeling of something falling in the brain* seized me. *It is coming, it is close - it is already on the threshold of empty and bright rooms*" (ibid, p. 65); "You are young, your lives are still ahead, save yourself and future generations from this *terror*, from this *madness*. We can't bear it anymore, *blood fills up our eyes. The sky falls on our heads, the ground is giving in under our feet*" (ibid, p. 68); "And for a *mad, extremely happy moment it became clear to me that all of this was a lie, not a war. < ...> I sleep on my back, and I have a nightmare, as if I'm a child: and these silent terrible rooms, devastated by death and fear, and I myself with some strange letter in my hands*" (ibid, p. 67-68).

The examples of voluminous quotations from the text was intentionally provided in the analysis of mental space model in the novel by L. N. Andreyev, as they prove that throughout the narration the author uses the principle of an all-embracing subjective interpretation of reality. The characters get more and more immersed in the darkness of insanity, losing all the landmarks. Describing sensory and

physiological feelings of his characters, L. N. Andreyev explores mental processes experienced by human in the existential situation: at the boundary between despair and hope, life and death, loneliness and unity, freedom and responsibility, absurdity and sense. In a similar borderline situation the inability of the characters to objectively evaluate the surrounding reality deprives the characters-narrators of the sense of integrity, and it preconditions the use of "broken composition" (fragments of facts, thoughts, feelings) and such techniques as abstractedness, fantastic grotesque and emotionality.

Thus, the analysis of the literary space in "The Red Laugh" shows that L. N. Andreyev does not limit himself to a simple description of the scene. The spatial models created by the author – the model built on the opposition to war space / home space, and mental space model – are superimposed on each other, acquiring a deep symbolic meaning and actualizing the philosophical and existential problems of the work.

The specifics of modeling the mental space in the lyrics will be showed in the context of the most representative poetic texts of B. L. Pasternak.

As it was mentioned above, the structural components of the world of the conscious is a spiritual and intellectual space. The expression "spiritual space" in the Russian language is used mainly in two meanings, firstly as a "special immaterial immortal power that dwells in the human body", and secondly, as a "person's inner world, the world of his feelings, emotions, moods, and etc." (3). In the lyrics of B. L. Pasternak secondary meaning is the most frequent figure. For example, in the poem "Rabid, rabid anguish..." (1915) the image of a living creature, a beast represents the soul of the persona, overwhelmed with a feeling of anguish, "*Rabid, rabid anguish / Anguish in two or three jumps / Reaches the window-sill, curtained / by groundsel castoffs. // Anguish knocks out the glass / and runs out like a wet marten <...> Through thistle thickets, scalded, / anguish steals from the back <...> ruffled furtively / Anguish in two or three jumps / reaches, black, hurriedly / like a bough thrust into zenith* (10, pp. 507-508).

Soul space is portrayed as a home, from the windows of which the anguishes dashes into the wild, "into the night", "to the stars", the character perceives namely this outcome as a deliverance from spiritual sufferings. It is noteworthy that the author transforms the figurative folk expression "thorn in the soul (heart)" into the literal one by means of so-called metaphor: *One stamp of anguish on a bough, / Full moon won't be able to bear the stigma / And the marten's paw is raised with stigma / Saluting the Full Moon// Anguish passing its hand on the air / Leaned forward with might and main / To the night, to the stars, and prays from the last bough / To remove the thorn from the foot* (ibid, pp. 508-509). Reaching the peak of its anguish in the beginning of the poem, the ravenous marten turns into a weak beast with a pain in the leg, pleading for help. Deep emotional wound is associated with a "loophole", and at the same time the lyrical character expresses the hope for salvation, linking it with the love of the woman, *I hope it will be removed. Then, come to the hole / Loopholes - glazier - insert it, / my soul, with a feminine secular name / Acidly corroded photo* (ibid, 509).

Anguish is the main theme of another B. L. Pasternak's poem "How soporific is life!" (1917), in which a strong mental anguish, anxiety and boredom are conveyed by sensory images – visual, auditory, tactile one, *"My grade", kefir, maenads. / I'm whining / Even flies in the window can make me weep / To the edge, that of the editors / I felt the smell of tobacco / The heat was falling prone. // Crossbills were chattering / from the ring in the chancelleries / and clouds in cucumbers / were shooting desperately // So that the afternoon could feel / In its sleep: in the afternoon they were shaking / By ringing of quisisanas / tables in empty presences* (ibid, 143). For the metaphorical expression of mental state B. L. Pasternak uses the realities of the world, so the inner space of the lyrical character becomes full with subjects. Asking himself "whether *he can smash his anguish on the bridge caissons?*" (ibid, p. 141), the poet is trying to distract himself by the impressions from the outside, by the memories, *"Where a signal drove the night away from the iron saved by a drop / and it fluctuates the sobs of stars / In apocalypse a bridge / Hardcover, chain collapse / beams, ribs, rail and sleepers...* (ibid, p. 141).

However, this attempt is futile, *Why should we make anguish more stubborn / Going over trifles? / Our memories play us false, / And the switchman drives off the rails* (ibid, p. 144).

In a number of his poems B. L. Pasternak represented soul as a receptacle locus. This is an explicit representation of the soul image in the form of an enclosed space: *My mournful soul, you, sorrowing / For all my friends around, / You have become the burial vault / Of all those hounded down* ("Soul", 1956) (ibid, p. 59.); *When reeds are flooded / Excitement after storm, / Gone to the bottom of his soul / Her traits and forms* ("Separation", 1953) (ibid, p. 441). But more often, according to our observations, the image of the soul in the form of a closed space is represented implicitly. In the poem "Soul" (1915), the inner state of the lyrical character is similar of the one of Princess Tarakanova depicted in the painting of K. Flavitsky who writhes in anticipation of imminent death in a cell of Peter-Paul Fortress: *You writhes, you writhed, Princess Tarakanova, / When ravelin was flooded with February* (ibid, p. 83).

Imaginary "materiality" of the inner world of the soul is conveyed by the soul-leaf fluttering in the chest, *O my quivering goldfinch, my leaf! / Why do you flutter against my shy silk?* ("Determination of the soul", 1917) (ibid, p. 127). The soul space reflects the outer world, as in a mirror, since the lyrical character is suffering through the tragedy of his country as if it is his personal tragedy, *The storm burned our country. / Fledgling, will you know your nest?* (ibid). The associative chain soul-leaf-song shows the only right decision born in the throes - the soul of the poet cannot live and work outside the homeland, *Do not fear my single clinging song! / What should we strive for? / O, invisible trembling - you don't get / the deadly phrase "stay out"* (ibid) (Translation of M. Rudman and B. Boychuk).

Some lyrics of B. L. Pasternak are characterized by the spacialization of intellectual world, which is portrayed as a space of thoughts, ideas and knowledge. Sometimes the mental processes occurring in the mind of a persona are described using subject comparisons, *I'm lying in the thought of myself / Like in a plaster mask. / And this is death- to be hardened in fate / In the fate of a bandage moulder. // Here is the mould. I'm bitterly absolved / By this thought about the life. / Thought of myself which as a hood / Blackens when capricious spring comes* ("I'm living in the thought of myself...", 1910) (ibid, 491); Sometimes the mental world is modeled on the pattern of the real space, for example, in the poem "Storm, momentary, forever" (1919) external impressions caused by the autumn storm, are objectified, imprinted in the consciousness of the persona, ... and, like charcoal onto a sketch / the rain crashed down on the fence // consciousness started to flash / here, it seems, flooding in play / even the corners of mind, / where it's always bright as day (ibid, p. 148-149). It should be noted that in this case B. L. Pasternak did not deviate from reality conceptualization laws since "The Russian language models the messages about microcosm by type of the messages about microcosm. The construction of existential statements involves the objectification of all the components of the world, about which is a message, including <...> its inner component" (2, p. 770).

The process of creating a poetic masterpiece is embodied in the variation of the poem "Stars were racing; waves were washing headlands" (1918). Imagining the night in which Pushkin's "The Prophet" was born, B. Pasternak expands intellectual space, including the fragments of geographical space, growing to the scale of the universe therein. The abundance of the verbs of motion conveys a rapid flow of the ideas of the poet writing the poem, *Stars were racing; waves were washing headlands. / Salt went blind, and tears were slowly drying. / Darkened were the bedrooms; thoughts were racing, / And the Sphinx was listening to the desert. <...> Candles swam. It seemed that the Colossus' / Blood grew cold; upon his lips was spreading / The blue shadow smile of the Sahara.<...> Candles swam; the rough draft of 'The Prophet' / Slowly dried, and dawn broke on the Ganges.* (30, p. 165). That is how Pasternak himself is inspired when the endless stream of thoughts during the night hours is perfectly lined, *And the clouds / in the expanse of my night brain / Float till / They'll be called out from the ground by a stranger <...> Though today / this brain is a tarred keg, / without sails! / Foam is everywhere. / But now, / But now let me gather my wits / Slowly / Let me go! Slowly* ("Why", 1915) (ibid, p. 512).

Intellectual space therefore has no spatial boundaries, it transfers us to other worlds, draws unusual images, erases the boundaries between reality and unreality, *"When poets stare at / lira maze / to the left they'll see Indus / to the right - Euphrates. // And in the middle / with a sorely simple / will be legendary Eden / whirling up its barrelled line* (*"When poets stare..."*, 1913, 1928) (ibid, pp. 66-67).

The main character of the unconscious world, reflected in the lyrics of B. L. Pasternak, is a space of memories. Stored in the depths, "I" images may suddenly rise to the surface. So, the sounds of familiar melodies give rise to scenic pictures from the past in the memory, *"Sometime at a concert hall, in recollection, / A Brahms intermezzo will wound me-I'll start, Remember that summer, the flowerbed garden, <...> They'll play me some Brahms-I will shudder, surrender / And in retrospection the sounds will evoke / That faraway summer, the hoard of provisions, / My son and my brother, the garden, the oak. <...> They'll play me some Brahms-I'll surrender, remember / The stubborn dry brushwood, the entrance, the roof, / Her smile and appearance, the mouth and the eyebrows, / The darkened verandah, the steps and the rooms. // And suddenly, as in a fairytale sequence, / The family, neighbors and friends will appear, / And-memories crowding-I'll drown in my weeping / Before I have time to have shed all my tears. // And, circling around in a swift intermezzo- / Embracing the song like a tree-trunk at noon, / Four families' shadows will turn on the meadow / To Brahms's compelling and childhood-clear tune* (*"Sometimes at a concert hall, in recollection..."*, 1931) (ibid, 357). It is noteworthy that the Intermezzo by Brahms heard by the poet played by a magnificent pianist G. Neuhaus, with whose family he rested in a holiday village Irpen near Kiev in 1930, makes his memory reproduce the whole chain of real visual images: terrace, bathroom, balcony, bushes, flower bed, - which is associated with youth, happiness, friendship, love ...

In the literary world of B. L. Pasternak the memories are characterized by their own being, energy, capability of reproducing the real-life world. The connection of the everyday details flashed out by the memory with a depth of the persona's experience adds idyllic, even sacred features to the space of memories, *"When in my memories, / I'll go to Chistopole, / I will remember the town of geraniums / And a house with boats in the garden. // I will remember the shallows of the bay, / And the flames, and the fire tower / And in the autumn before the rivers get frozen / I'll want to fly to you. <...> I remember a long table and hall, / Where on the soft chairs at the end / Talents of brothers / Were ceased by the smart father's grin* (*"When in my memories..."*, 1942) (ibid, p. 353).

Thus, the past becomes a harmonious topos, where the soul of B. L. Pasternak's persona thrusts from time to time, *"As a child, as I even remember / I used to lean out of the window / the lane looked like a quarry / Under the midday shadow of the trees // pavement, cellars / a church to the left, its domes / Shade of double poplars covered us / From the beginning of the wall and to the corner* (*"Women in childhood"*, 1958) (ibid, pp. 484-485). Images of yesterday, expanding the spatial and temporal boundaries are opposites today, adding extraordinary literary and psychological persuasiveness to Pasternak's poetry, *"Do you remember your life? Do you remember a flock of doves / The flakes were flying against your breast, against the hum. <...> Do you remember the movement? Do you remember the time? Tradeswomen? / Tents? Throng? For money change / cold, resonant, - Do you remember, remember the holiday drone of ancient bells? // Alas, love! Yes, it is necessary to express! / With what can I replace you?* (*"In the twilight... my boarder"*, 1918 - 1919) (ibid, pp. 172-173).

Perhaps, the world of dreams and reveries created by Pasternak is even more ontological - "royal road" to the cognition of the unconscious (18). The poet describes the images he just dreamed about, at the same time he doesn't distinguish between reality and unreality, *"I dreamt of autumn in the window's twilight, / And you, a tipsy jesters' throng amidst. ' / And like a falcon, having stooped to slaughter, / My heart returned to settle on your wrist. <...> But time grew old and deaf. And you, the loud one, / Quite suddenly were still. This broke a spell. The dreaming ceased at once, as though in answer / To an abruptly silenced bell. // And I awakened. Dismal as the autumn / The dawn was dark. A stronger wind arose / To chase the racing birch-trees on*

the skyline, / As from a running cart the streams of straws. ("I dreamt of autumn...", 1913) (ibid, p. 67). The frontier between the actual and the unconscious is accompanied by half-light and echo. The picture he saw in the window after waking appears to him as the continuation of his dream, "I dreamt of autumn... Dismal as the autumn". Here, as in the previously analyzed texts, the basic techniques are comparison and metaphor through which the inner world of the persona becomes objectively full.

Mental space may be characterized by even more complex organization, such as in the poem "Bad Dream", written by B. L. Pasternak in 1914 during the First World War. The picture of a snowless blizzard painted at the beginning of the poem creates a feeling of swift flight in the space expanded to the limits of the universe. The sound and lexical repetitions - *Through the air, through the snow, in the echo of wind, / Through the pines, through the holes of the nailless fences, / Through the board, through the gums of noseless slums* (ibid, 75) - perform suggestive function: the reader is immersed in sleep together with the character of the poem, heavenly faster. In the second and third stanzas he describes a dream, "He sees his teeth coming out of the jaw, / And locks mumbling, estates whispering, / everything is kicked out, not a single remained intact, / And the faster feels sick of bones knock. / From pilots' teeth, from naval tridents, / From red notches of Carpathian teeth. <...> And he sees. The dung of the gardener, / All the ground is leveled to the ground on Stokhod" (ibid, pp. 75-76). The alternating images of natural and military disasters cause emotional distress, amplifying by the semantic repeats in the text, "blizzard strained through the gums", "holes in the nailless fences", "gums of noseless slums", "the teeth came out of the jaw", "mumbling locks", - all these images are not random, according to popular belief, a dream about teeth coming out means loss, malaise and death.

In the poem, the image of the Most High (heavenly faster!), who looks down from heaven on the distraught earth and clanked to break out of a bad dream, "He wants to move, he cannot wake up, / hasped in a dream" (ibid, p.76) merges with the image of a wounded soldier whose mind paints real images, the ones he saw from the window of the ambulance train, they mingle with the images of sleepy delirium, reflecting what he has recently experienced in the war, "He was hampered and zapped up by a battle / From a slope he rolled into the ditch like a ball" (ibid). The images of "artillery slipping across", "bandages in the yolk of xeroform", "words of carriages" expand the space of dreams, in which the humming of the wind and the rhythmical creaking of the moving train become more and more tightened.

*Chained to the sky by the sleep, the Most High is powerless to change anything in the war-ridden world as the wounded soldier is powerless to deal with painful visions.*

Our analysis leads to the conclusion that the mental space holds a structure-forming position in the literary world of B. L. Pasternak. In the lyrics analyzed the major components of this type of space is the spiritual and intellectual space, memories and dreams, reflecting conscious and unconscious levels of the poet's mentality. The markers of the three-dimensional model are: modeling of reports about microcosm by type of the messages about microcosm by means of certain spatial characteristics; spacialization of all mental processes: memory, perception, thinking, imagination, etc.; co-existence of the world of the conscious and the unconscious.

### Discussion

The model of mental space images analysis proposed was developed on the material of Russian literature and it can certainly be corrected and complement, as each national literature, and each individual author are characterized by special language to describe the inner world, transformed subjective consciousness. Only extensive empirical basis will make it possible to speak of national space representation identity in the literature, of those features, which are dictated by culture, time, creation method, type and genre, as well as of those essential properties of space which are common for any literary text.

### Conclusion

The artists' opening of "inner universe" words group required special means for description of characters, one of which is the spatialization of all mental processes: conscious and unconscious.

The structure of the mental space in the texts analyzed is presented in Figure 2.

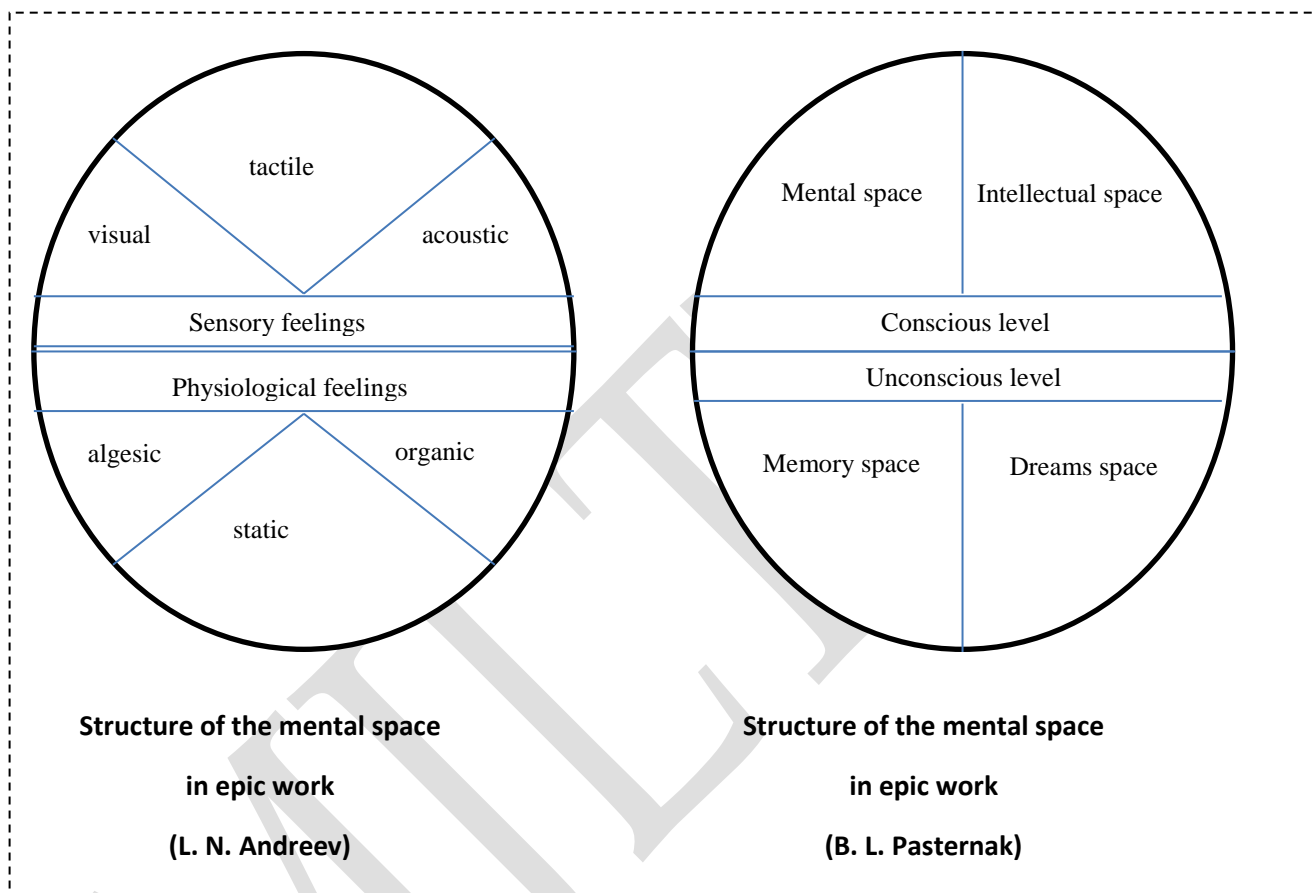


Figure 2 - The mental model of space

As is seen, the core of mental space model in the epics are sensory – visual, auditory and tactile as well as physiological sensations – pain, static (e. g., dizziness) and organic (e. g., feelings of nausea, weight, thirst), which seemed to dissolve in the space, enclosed in a subject.

Lyric mental space has a different structure, its main elements are soul, mind, memory, dreams etc. The image of persona is subjected not only to the same laws under which other spatial images are constructed, but also to the specific methods of space "refraction", reflecting the subjective characteristics of the personality of the poet.

Credits

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# The Use Of Computer Testing To Assess The Development Of Competencies Of Students

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## Abstract

In the article, questions of application of computer testing for an estimation of students' competences formation are considered. To carry out this research, the authors of the article used methods of comparative, systemic, factorial and structural analysis, methods of systematization and generalization that allow considering this problem in a comprehensive manner, taking into account a variety of factors affecting the organization of computer testing to assess the formation of competencies of students. The novelty of the results of the research is to generalize the international experience of using computer testing to assess the formation of the competencies of students. The article substantiates the two most common methods for assessing the formation of competences: direct and indirect evaluation, and describes the main problems of creating competence-oriented control and measurement materials. The evolution of the application of testing in the educational process as a diagnostic tool for assessing the formation of competencies of students is investigated. The advantages and disadvantages of computer testing in modern education are described. The materials of the article are of a practical value for educational organizations and centers of corporate training.

**Keywords:** training, competence, computer testing, education, score-rating system

## Introduction

Competence-based approach in preparation and assessment of knowledge of students sets a task of evaluating productive, creative level of knowledge utilization, skills in professional activity of students and university graduates. It is important to note that the essence of competencies makes it possible to verify at the training stage only the results of the process of forming competences, while the availability of the acquired competency can be assessed only after graduation from the university and the beginning of professional activity.

The realities of the modern Russian educational system are closely linked to the transition to federal state educational standards of a new generation, based on the "competence approach" (Olkhovaya et al, 2016). High interest in this issue on the part of many researchers explains the significant development of the theoretical basis of the "competence approach" in the educational process. R.B. Karaseva (2015), relying on the semantic context of definitions, gives this definition to the notion of "competence" - this is the ability to apply knowledge, skills and personal qualities for successful activities in various problematic professional and life situations "; and "competence" is the level of possession of a set of competences that reflects the degree of the graduate's readiness to apply knowledge, skills and competencies formed on their basis for successful activity in a certain field"

According to A. M. Zamyatin (2012), the system of assessing the competencies of students and graduates of universities should ensure the monitoring of knowledge, skills and habits; monitoring of evaluation of competences, objectivity of its results; comparability of acquired competencies and methods of monitoring the future professional activity of graduates, summarizing the results of the assessment.

Its consistency in the process of creating competency-oriented test and measurement materials for assessing competences is demonstrated by innovative methods and assessment tools that are oriented

towards a comprehensive assessment of competences formed and borrowed from foreign practice (Laušević et al, 2017).

One of the most common forms of computer application for assessing the knowledge and skills of students studying in universities is testing, which serves as a means of objectively assessing the knowledge of students and graduates of higher education institutions, as well as a measure of the quality of their competences (Gusyatnikov, 2013).

That is why in this study the possibilities of using computer testing to evaluate the formation of competencies of students were studied.

## Results

### Evaluation of the competence of students and graduates of universities.

A number of authors (Gitman, Danilov & Stolbov, 2014) believe, that the structure of competence is a systemic triad of components: know, be able, posses (Fig. 1), and the ideological basis of the competence approach is the integrity of education, meaning the mastery of knowledge through a systemic triad.

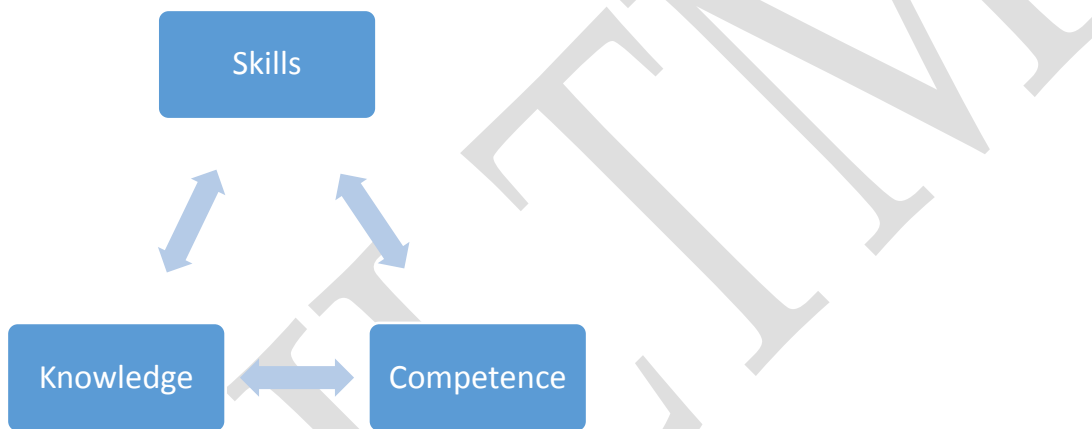


Fig. 1. Systemic triad of competence

Competence approach has a significant difference from the previously accepted classical (qualification) structure of education, based on a set of KSC (knowledge, skills, and competences). Competences appear as skills brought to the automatism, and therefore their practical implementation is difficult in the context of the emergence of non-standard situations and the need for a creative approach to solving them, which are characteristic features of the modern development of the economy and society. Thus, the competence approach extends the boundaries of the assessment of the individual, includes not only an assessment of knowledge, skills and competences, but also additional integrated characteristics and qualities of the individual. At the same time, the complexity of the internal structure of competence causes the problems of assessing the formation of competences of students and graduates of universities, which confirms the relevance of this study.

Referring to the international recommendations on the assessment of competencies (Gibbs et al, 2012, Fraser et al, 2010), the authors of the article identified two most common assessment methods:

- direct evaluation, conducted throughout the entire educational process;
- indirect assessment (interviewing employers, questioning of employers and other interested parties, researching curricula, indicators of employment of graduates, etc.).

When organizing the process of assessing the formation of competencies, the fundamental role is played by the correctness and completeness of the development of competence-oriented assignments for evaluation.

In the opinion of the authors of the article, the problem of creating competence-oriented control and measuring materials involves a number of difficulties:

- competences - are multifunctional and super-objective, which requires complex measurements, including various assessment tools, the possibility of integrating attestation scores on various quantitative and qualitative scales.
- the level of development of competences largely dominant abilities of the trainees, which leads to the need of the use of individual diagnostic techniques in the appraisal process not provided for in our country normative documents.
- qualification of the formation of competences should reflect the ability of graduates to apply the acquired knowledge, skills, and competences in practice.

The importance of the adaptation of foreign complexes of evaluation tools for wide application in Russian university practice should be noted. For example, in international studies of PISA, TIMSS, an approach that makes it possible to assess the formation of competencies among students and university graduates in a wide range through multi-level test assignments is proposed (Andryukhina, 2015). The first level of tasks is designed to test the student's knowledge. To solve the problems of the following levels, the student needs not only knowledge, but also the ability to use them. The tasks of the last levels are represented by cases and situational tasks, the implementation of which involves the use of system knowledge and complex skills, as well as the independent design of the solution.

If the standardized tests with creative assignments, the point-rating system of continuous monitoring of mastering the educational material and increasing the objectivity of assessing the quality of the teaching work of students by teachers have already firmly entered the system of assessing the competence of students and graduates of Russian universities, then "brainstorming" (Delphi method), Situational tasks (case studies), project method (individual and group projects of a scientific, educational and production nature) (Gosling, 2013), business game (reproduction of the real ), the portfolio (evaluation of own achievements) is only being actively developed and implemented in the educational process of universities.

The need for a multidimensional measurement leads to an increase in the share of open assignments that will allow us to assess not only the correctness of the answer, but also the methods of solution, the logic of presentation, the validity of judgments and the practical skills of students and graduates. Situational tasks allow evaluating a specific production situation, within the framework of which the student conducts a comprehension of the problem, an understanding of the essence of the problem and must suggest several ways of solving, choosing the best. The portfolio is an element of the student-centered approach, which shifts the focus of evaluation to the purpose of monitoring towards evaluation as an indicator of development, which significantly affects the motivation for learning.

### **The role and importance of computer testing of students and graduates**

Testing has been used for a long time, but the foundations of methodological approaches began to be formed from the beginning of the 20th century. About 30 years have gone into the development associated with the tests of intelligence, psychological tests, as well as subsequent tests on the basic subjects of school programs. Since the 1930s. the stage of active formation of the system of testing, development and introduction of new methods, means and tools for testing and analysis of the results

obtained has begun. In Russia, on the contrary, in 1936 the system of testing not only psychological, but also ordinary testing of progress was actually banned, which led to a significant lag in Russian education from world practice in this matter (Podlasyy, 2016).

Testing in the educational process is most widely used as a diagnostic tool. However, there is still no unambiguous answer to the question of the comparative effectiveness of the oral form of testing knowledge and written in the form of testing. It is believed that the main problem of the oral form is biased evaluation, although it contributes to the development of speech skills, the development of a good response to sudden questions, the development of logic. Written control allows you to think more deeply about the problem posed, to respond more closely (Kornilov & Yatskanich, 2015).

With regard to the evaluation of learning outcomes, written testing provides much more possible variations. In the Russian education, traditionally there was a four-point assessment system, which actually was transformed into a three-point system (satisfactory-good-excellent, unsatisfactory assessment is not welcomed by the leadership of universities). Modern attempts to bring the evaluation system to world trends have so far been expressed in the introduction of scores that are transformed according to a certain algorithm into a traditional scale. In addition, the universities do not have the opportunity to put the so-called. Intermediate estimates (with plus and minus signs). Such a system is a significant limitation in the teaching of students (Timofeev & Samochadin, 2015), since there is a significant difference in the scores between the traditional variants of scores, and in addition, the scores for basic and secondary subjects do not differ and are not taken into account when assessing the overall level of education, Despite the existing trend of individualization of education and the introduction of educational trajectories.

The increase in testing in modern education leads to the emergence of an acute need for the transition to computer testing technology. The main advantage of computer testing is the speed of organization of testing, and, most importantly, the speed and objectivity of evaluating its results. At the stage of creating tests, computerization allows you to quickly set up each question in the test, change the parameters of all testing, create high-quality text and multimedia support for the test. At the stage of testing, the discipline of the test subjects increases, because it becomes impossible for the student to "waste time", to choose several answers for the only correct one, etc.; increases the degree of control over the process itself (issuing tasks, monitoring the process of their implementation). At the stage of checking the results, computerization makes it possible to implement it almost instantly, in addition, there is no failure of verification errors, the correct placement of scores for different scales of questions, the formation of summary statements for each test, groups, etc. Finally, without computer testing, distance learning is simply impossible (Kozlov, 2017).

Computer testing meets basic testing requirements in general, and in some aspects surpasses paper testing. Thus, computer testing significantly reduces the time spent on its preparation, related to the update of the test material, its verification, the correction of evaluation scales, and so on. The brevity, conciseness of the test is the most inherent in computer testing due to the features of creating computer test tasks. The informational character of the results of the computer test is increased in comparison with the traditional paper form, because already at the stage of creating the test, a rating scale is being developed. The convenience of a computer test is associated with a huge difference in the time of statistical processing of the results obtained and their output on some resulting medium (or in a document). Finally, the computer test is maximally standardized, i.e. the simplicity of expanding the contingent of the tested is boundless; the replication of the testing module, especially the stand-alone module, depends only on the operating system of the user computers, and it is possible to create cross-platform products, to run test modules on emulators or virtual machines.

Computer testing also has drawbacks. As in the case of the traditional paper test, computer development is a long and time-consuming process, especially in the absence of skills in working with specialized software products, as well as in the need to constantly update test tasks; it is impossible to assess the creative component of the answer; the possibility of random choice of the answer, and the weight of such a question can be great; the need to ensure restrictions in the use of foreign material in testing, since modern operating environments are characterized by multitasking; finally, efforts are required to protect the test material from unauthorized access or even modification (Yamada, 2014).

Now, the issue of comparing the effectiveness of testing in computer and paper form has not been resolved. A number of studies have been devoted to this problem, but unambiguous results can not be achieved. If the comparison of the oral questionnaire with the testing is already unambiguously determined (when testing the results are known to be worse due to the objectivity of the assessment), there is no such exact statistics within the testing itself (Sarkodie & Adom, 2015). Thus, computer testing should initially provide equal opportunities for test subjects; there is the possibility of discrimination the simplest example of which is the computer technology used in testing. Educational institutions with a small budget can not provide high speed access to servers, which slows down the response and reduces the student's time to think about the answer (Bennett, 2003). A study conducted by the same scientist showed that the computer test was more complicated than paper, and it was possible to predict the results of a computer test after carrying out a paper version based on the assumption of the degree of ownership of the computer technologies being tested in general (Bennett et al., 2008). The same conclusions were reached by the National Center for Education Statistics (US), having conducted in 2014 a study of more than 50 thousand students. The main conclusion of this study was that the more the student spent time using the computer, the more teachers demanded the use of computer technologies both in the educational institution and outside it, the higher the result of testing. In 2015, the same organization found out that the effectiveness of tests depends on the level of preparedness of the test person. So students with high rates have written a computer test better than paper, and underachievers are worse. Thus, it was concluded that computer testing could even increase the gap in test results (Wells & Faulkner Bond, 2016).

### **Discussions**

Earlier, the authors of the article have already explored some aspects of the competence approach, improving the quality of training in the service sector (Rudenko, Zaitseva et al, 2015), as well as the use of computer technologies to assess competencies (Kozlov, 2017).

This article does not focus on the specific features of certain activities (services, hotel business, etc.), but reflects the results of a study of general approaches to the use of computer testing to assess the formation of competencies of students.

In general, this study confirms the conclusions presented in the article A.N. Maloletko et al (2016) on changing approaches to assessing knowledge and skills in a "digital" society. At the same time, the authors of the article are sure that despite the obvious consequences of globalization (Vinogradova et al, 2016), when developing control and evaluation tools used in computer testing, it is necessary to take into account not only national but also regional peculiarities of the type of professional activity (business) and the requirements of employers to graduates of universities.

### **Conclusion**

Thus, based on the results of the study, it can be concluded that the role of computer testing in the preparation of students is constantly growing, but it is necessary to clearly understand its merits, shortcomings and application features in different situations.

Thus, these methods of evaluation contribute to motivation for active thinking and are designed not so much for the qualification of the level of knowledge as for assessing the maturity of professional thinking. Continuous improvement and adaptation of methods for assessing the competence of students and graduates of universities, the development of a new generation of test materials reflecting not only the level of complexity of the tasks performed, but also the degree of their non-standardization is currently a paramount task and the basis for the successful development of the modern educational system.

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## Original And Translation In The Context Of The National Literary Tradition (H. Heine And M.Yu. Lermontov)

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### Abstract

The authors focus on M. Lermontov's translation of the poem „Sie liebten sich beide, doch keiner...“ wrote by Heine. Motives of meanings deviations from the original have been an often object for literary criticism. But there is still no clear answer to this question. The authors consider that both Heine's poem and its translation made by Lermontov are constructed on the basis of “the unjustified reader's expectations”. It is exactly what creates the inner tension of the Russian and German texts. Still, the nature of 'expectation' as it is given in the Russian religious and cultural context differs from that one, which was meant by Heine.

Comparing 'eternal life' ideas in the texts of Heine and Lermontov's foregoers, like Goethe and Karamzin, proves that Lermontov didn't change the meaning of the original incidentally. Considerable differences of the Russian translation and Heine's original are caused by the deeply rooted mentality traits. .

**Keywords:** Russian literature, German literature, comparative literature studies, Lermontov, Heine, Karamzin, Goethe, mentality, character.

### Introduction

Contemporary humanities pay enough attention to the problem of poetic translation evolution [12; 13; 10 etc.]. In this context, it seems to be interesting to compare one famous poem of the German poet Heinrich Heine with the versions of its translations performed by M. Yu. Lermontov.

Currently, the creative tandem 'H. Heine and M.Yu. Lermontov' is not popular among researchers. However, domestic and foreign philologists consider the heritage of each author separately. Thus, analyzing the legacy of Heine, scientists insist on the need for its revision and revaluation [5]. The issues of comparative study of Heine and other European writers and philosophers' works are analyzed in the books of L. Bauer [2], Y. Al-Taie [1], in the articles of L. Devine [3], R. Schwarz [11] et al.

European countries are separated from each other by geographical and cultural boundaries. In many ways, it makes the countries think over their history and identity. This gap is particularly noticeable in the cultural dialogue between Germany and Russia. It plays an important role in the formation of both German and Russian identity. This article partially studies the influence of German culture on Russian literature in the early 19th century.

### Methods

For the achievement of the research purpose the fundamental factor defining the crisis manifestations in the history of literature was identified with the help of comparative typological analysis of the features and patterns of the Russian and Western European literature development. This factor is the global process of culture secularization.

Results and discussion



Lermontov's translations of H. Heine's works still represent one of the most mysterious pages of Lermontov's biography. First of all, the motives for such an outspoken transformation of the original texts by the Russian author are not clear. And, despite the huge amount of comments to these works, accumulated for more than 170 years since they were written, the simple question why M. Yu. Lermontov made these semantic deviations from the German original, remains virtually unanswered. At the same time, the analyses of manuscripts clearly indicate that the Russian poet made more and more of such deviations (divergences from the original) as he worked on the text.

The argument that the first original lines of the Heine's work, quoted as the epigraph of the Lermontov's text "There love was so gentle...", were to exclude the possibility of an autobiographical perusal of the poem" [7, p. 244] do not stand up to criticism. It is quite obvious that the Russian poet (it is also noted by literature theorists) has a different attitude toward comparing the text of the original and the translation, insistently indicating their significant discrepancy.

Particular emphasis is placed on the mismatch between the original and the translation in the last lines. The characters of Heine die never noticing this circumstance. The characters of M. Yu. Lermontov meet each other after their death, but in a new world they did not recognize each other.

Literally Heine wrote the following:

H. Heine

Sie liebten sich beide, doch keiner  
Wollt' es dem andern gestehn;  
Sie sahen sich an so feindlich,  
Und wollten vor Liebe vergehn.

Sie trennten sich endlich und sah'n sich  
Nur noch zuweilen im Traum;  
Sie waren längst gestorben,  
Und wußten es selber kaum.

[6]

M. Yu. Lermontov

Они любили друг друга так долго и  
нежно,

С тоской глубокой и страстью безумно-  
мятежной!

Но, как враги, избегали признанья и  
встречи.

И были пусты и хладны их краткие речи.

Они расстались в безмолвном и гордом

line-by-line translation

They loved each other, but still

They didn't want to confess it;

They looked at each other hostilely,

They wanted to drive the love away.

Finally they parted and met

Again, only while in a dream;

They were dead since a long time,

And they hardly knew about it themselves.

Translated by Yevgeny Bonver, June, 1998

Their love was so gentle, so long, and  
surprising,

With pining, so deep, and zeal, like a crazy  
uprising!

But, much like foes, they shunned their  
meetings, confessions...

And were cold and empty their short  
conversations.

|  |   |
|--|---|
| страданье,   | They left each other in suffering, wordless<br>and proud,               |
| И мильтй образ во сне лишь порою<br>видали.              | And only in dreams, saw the image beloved,<br>farther.                  |
| И смерть пришла: наступило за гробом<br>свиданье...      | Death had come and commenced their date<br>in the world, that is out... |
| Но в мире новом друг друга они не<br>узнали [8, p. 118]. | But they didn't discern in this new world<br>each other.                |

Undoubtedly, in the final lines of their poems the both authors tend to emphasize the tragic meaninglessness of the characters' former life, for whom death did not bring any expected changes. The breathless expectation of a happy outcome of life in the Russian and German versions creates a nerve node, a source of high emotional stress in each work. In this sense, they are completely identical. Lermontov as a translator tried to convey this breathless expectation atmosphere and the fatal disappointment that followed. But in their content the expectations of the characters, of course, vary, and the reasons for this should be sought in the Russian and German literary tradition.

Half a century before the above-mentioned work of H. Heine, the literary life of Germany (as well as of the whole Europe) was very deeply shaken by the publication of "The Sorrows of Young Werther" by Goethe, whose sentimental character commits suicide. The direct motive for Werther's volunteer leaving for the next world is unrequited love. Almost two decades later (in 1792), the Russian author N. M. Karamzin published his famous story "Poor Liza". The fate of the heroine was to be perceived by Russian readership as a lofty revelation.

It is not surprising that there are some similarities between the motives of the two suicides. Unrequited love is a completely legitimate object of literary regard of the authors who lived in the sentimentalism epoch, regardless of their nationality. But against this background, some considerable differences in the interpretation of the motives of the Russian and German characters sentimentalists are particularly significant.

It is interesting to note that Goethe's work contains a kind of shortened plot which is the basis for N. M. Karamzin's story. This is an episode from Werther's epistolary notes dated August 12 and containing his dialogue with Albert. The character remembers the story of a girl who "was recently dragged dead from the water" and retells it. Here are some excerpts from this retelling, "A likely young creature, who grew up in a close circle of domestic duties, everyday works <...> but suddenly secret desires arouse in her ardent soul, and the flattery of men only encourages them... Finally, she meets a man, towards whom she feels uncontrollable inclination; <...> she forgets the world around her, does not hear, see, feel anything except for him, she longs only for him. <...> at last she opens her arms to meet him. <...> She sees neither the God's world around, nor those who can replace her loss, she feels alone, abandoned by the whole world and, panting in a terrible heartache she rushes headlong downwards to sink her sufferings in the death she is locked in" [4, p. 51-52].

This is practically the story of Liza, a Russian girl disappointed in her expectations. The only difference is that Albert (an interlocutor of Werther) immediately assesses her German predecessor as a "stupid girl" with a "parishional outlook". It seems that telling her story Werther expects this reaction.

As for Karamzin's Liza, only a complete cynic would call her a "stupid girl", and, perhaps, no one at all would say that her outlook is "parishional". She is "made" (represented) in a fundamentally different way from the girl of Werther's story. The immediate motive that prompted her to commit suicide is fundamentally different. In the phase of the rapid development of her relationship with Erast, she, like the heroine of Werther's story, was entirely focused on her lover, detached from the world. "Oh! I'd rather forget my soul, than my dear friend!" [9, p. 692], she admits to herself at this time. But at the moment of suicide, she is driven not by despair, but by the blindness of loss. More precisely, when she says, "I cannot live... I wish the sky would fall on me! Poor me!", she passes through the phase of despair [9, p. 698]. But not this state becomes the immediate cause of her death. All this is followed by a pause ("... a few minutes later she was lost in some reverie..." [9, p. 695]), then she manifests sober discretion in her conversation with Anyuta ("Take this money to my mother, it is not stolen..."). All this testifies to the fact that Liza's suicide is not a step of momentary despair, but rather a meaningful, internally rational action. This is a deeply creative, world-transforming act, and therefore the author does not express his conviction. She does not escape from the world, but, on the contrary, joins the harmony of the cultural and historical landscape, with the description of which N. M. Karamzin began, and, in fact, concluded his tale, "... I thoughtfully sit, leaning on the repository of Lyza's ashes; a pond flows in my eyes; foliage rustles" [9, p. 695]. The changed Erast, who himself told this story to the author a year before his death, is another result of Liza's voluntary death. And, finally, the final phrase of the story - "Now, maybe they have already reconciled!" [9, p. 695] - hints at a happy ending in the other world, where the lovers will meet each other, already free from prejudices and errors of their mortal lives. The possibility of such a posthumous meeting is perceived as a reward for mortal sufferings adding some optimism to the story.

Goethe's characters (Werther and Lotte) also sometimes talk about their meeting in otherness, but somewhat differently, more dubiously. In her notes dated 10 September Lotte writes, "We will not disappear. <...> But will we see each other again, Werther? Will we recognize each other? What do you foresee, what will you say?" [4, p. 59]. And then (in September) and later, before his death, (in December), Werther will give an affirmative answer, "We will not disappear! We'll see each other! We'll see your mother! I will see, I will recognize her, and in front of her, in front of your mother, your double, I will open my soul" [4, p. 115]. Let us note, that Werther has never seen Lotte's mother. That is, he had to recognize someone who he literally could not recognize.

The both characters of Goethe do not doubt the truth of the postulate about eternal life ("We will not disappear!"). The doubts concern only the meeting in other world (we will meet / not meet, we will recognize each other / we won't recognize each other). Even Karamzin did not imply such doubts. For him, apparently, both the meeting and the recognition were unconditional. The question of reconciliation in other world is not completely unambiguous, but it is more positively resolved in the Karamzin's version. The transition to a different life does not concern, in his understanding, the fundamental reason connecting the characters of the story. After death, they get freed from all the accidental, conditioned by their existence in the social world.

The posthumous transformation of Goethe's characters is deeper, more substantial. The very nature of the personality changes, and, consequently, interpersonal relations. Therefore, they are posed a danger not to meet and not to know each other.

Werther's presentiment of otherness is accompanied by his personal dissolution in the divine substance, "communion <...> with the bliss of the one who creates everything in himself and of himself" [4, p. 54]. But if "everything is in himself and of himself, then there can't be any meeting with otherness (with Lotte) beyond the life. What Werther dreams about is not a personal meeting, but something else, for example, an adunation "in the face of the eternal" [4, p. 115], when the spatial and temporal boundaries get effaced and the beloved and her mother appear to be doubles, that is, the same.

Therefore a significant part of Werther's text is not about the anticipation of the meeting, but the sentimental farewell of the character to Lotte, farewell forever. This is what Karamzin's story, emotionally focused on the anticipation of an inevitable, pre-established meeting, beyond the line of death, lacks.

Very interesting observations make it possible to make the so-called "Russian Wertherian". This is a rather large collection of Russian poetic texts of the late 18<sup>th</sup> - early 19<sup>th</sup> century, initially discovered by V. M. Zhirmunsky [14, p. 41-49]. They give some idea of the perception of the image of Werther from Goethe's novel in the Russian literary community. They repeat the same elegiac situation: Lotte at the grave of Werther. It is prompted by Werther's death letter from Goethe's novel, "When in a clear summer night you climb a mountain, remember me then, remember how often I raised up the valley, and then look at my grave at the cemetery, where the wind in the rays of the sunset sways tall grass..." [4, p. 104].

Russian poetic texts always interpret Werther's plea for memories as the physically palpable presence of the character's shadow in familiar places and the desire to unite with him in his tomb.

In 1792 one such poem, the author of which had a signature in the form of the letter S., appeared in Karamzin's "Moscow Journal":

|  |  |
|--|--|
| О, ты вокруг сих мест плачевных          | Oh, you, around this place of sorrow       |
| Носящаяся тень, постой!                  | A shadow floating, wait!                   |
| Зри тьму страданий бесконечных –         | See the darkness of the infinite suffering |
| Моею тронься ты тоской!                  | Let my sorrow touch you!                   |
| Смотри, о, Вертер! Как кончает           | Look, oh, Werther! Do you see              |
| Стеня Шарлота жизнь свою;                | Charlotte dying;                           |
| К тебе как дух свой испускает,           | Drawing her last breath to you,            |
| В гробницу нисходя твою!... [14, p. 44]. | Descending in your tomb! ...               |

By a fluke, these poems were printed in VI part of the 1792 "Moscow Journal" edition together with "Poor Liza". But they are united not only by the cover of the journal, but, above all, by the mood and ideological and semantic dominants. It is easy to draw a parallel with Liza's "moaning" heard in a deserted hut and at her grave, which is visited by the repentant and unhappy Erast, apparently wanting for reunion with his beloved. In the text of Goethe's novel there was not and could not be in principle anything of the kind. Charlotte's ascent of the mountain described by Werther, her memories, her look (from the mountain), cast at the cemetery, at Werther's tomb, does not coincide either with the spatial descriptions of Russian texts, or, most crucially, with their semantic meanings.

Russian interpretations of the posthumous "communication", the mutual tendency of Werther and Charlotte are created in the images of their audible, tangible, almost physical contact. Lotte finds her beloved in a special way present, dissolved in the objective, natural world, craves for reunion with him in the tomb. This makes poetry more similar to philosophical views of Karamzin's Poor Liza than to Goethe's Werther.

Werther's letter is a form of his sentimental farewell to his beloved. Russian poetic texts tend to present (depict) the posthumous meeting of characters. And this is a very important difference.

But let us return to our main "Lermontov-Heine" matter. Each of the works issued from the pen to these two authors - Heine's original and Lermontov's translation - are based on the effect of anticipation for the resolution of the collision in the sense set by the literary tradition. Heine tended to sharply, dramatically change all the fundamental components of the world order beyond the death. At some point of the highest emotional tension, Goethe's Werther says, "Let Albert be your husband! What the use of it for me? He is a husband in this world only, and it means that this world is naughty in the way that I love you and crave to wrest you from his embrace and cuddle" [4, p. 115]. In the context of these arguments, for Werther to die and not to notice his own death means that even there, after death, Albert retains his rights to Lotte, whereas the sin in its carnal measurement remains the sin even after death. This would ultimately make his suicide senseless, double the tragedy of his existence in the dungeon world, from which there is no way out even by death. This super-tragedy and meaninglessness of existence are what Heine seeks to convey in his work, speaking of hopelessly loving people who never noticed that they died.

The meeting of Karamzin's Liza with her Erast, on which she would not recognize him, would be a tragedy for her commensurable to the one described above. After all what she did, her suicide was aimed at the bringing them together in the circumstances not constrained by the social framework. All her moral efforts are justified only by this meeting, it would be the most undesirable, tragic outcome if she didn't recognize him. It is this human tragedy that Lermontov's poem is dedicated to.

Unfulfilled expectations and hopes constitute the main content of Heine and Lermontov's works. But the Russian and German authors draw up this subject, taking into account the literary context, which seems to them the most relevant.

Lermontov's translation of the poem by Heinrich Heine should be reckoned as highly accurate, but not on formal grounds. It's brilliant translation into another, inherently mental language.

## Conclusion

So, the article presents the results of the comparative analysis of Heinrich Heine and M. Yu. Lermontov's works. The text of the German poet was a kind of source for Lermontov's work. The article is focused on the difference between the two writers' ideas of the mortal and the eternal. The authors presented a new approach to developing this theme. The difference between the interpretations of similar situations in the works is due to religious and ethical concepts formed in Russian and European cultural traditions.

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## Ecological responsibility development in pupils in extracurricular geography activity: methodology and educational practices

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### Abstract

The paper is devoted to a relevant issue of ecological responsibility development in the pupils during their extracurricular geography activities determined by the XXI century education system focus on the development of the personal qualities helping in solving the global issues and the society's transition to sustainable development. The analysis of school practices revealed the fragmentary nature of the solutions of the methodological issue in geography education, lack of pedagogical model to develop the ecological responsibility in the extracurricular geography activities, as well as programs and methodological guidelines giving the comprehensive development of the ecological responsibility in educational practices in geography.

The main method of the research is the simulation method showing the structure of the comprehensive process of ecological responsibility development in the pupils in extracurricular geography activities.

The paper considers theoretical methodological basics represented by a pedagogical model of ecological responsibility development in pupils in extracurricular geography activities. This model is grounded on the cultural ecological, axiological, environment and personality activity approaches and includes a set of target, content, process, technology, reflex evaluation components, that provide the integrity of the ecological responsibility development. The paper also describes the conditions to implement the designed pedagogical model in school education practices represented by a program of children geoecological association "Being ecologically responsible for my native land is my target". The program presupposes the pupils' "dive" into the socio-nature environment and life issues of the native land and is compiled in accordance with the environmental ideas - education about environment, education for environment and education through environment, the content is implemented through a system of responsible deeds developed by us. The paper gives the results of the experiments in approbation and introduction of a pedagogical model of ecological responsibility development in the school educational practices in the extracurricular geography activities, that reveals its efficiency.

The materials of the paper are valuable for the teachers of geography and ecology, methodologists, teachers of additional education, students of the pedagogical universities.

**Keywords:** ecological responsibility, geography education, children geocological association, extracurricular geography activity, pedagogical model, system of responsible deeds, sustainable development.

### **Introduction**

In the context of the global ecological challenge the modern civilization is facing today the development of the personality's moral ecologically important qualities helping to overcome the global problems, and humanity survival becomes strategically important. The education system playing a forward role in society transition to sustainable development has key value in this process, which is noted in a number of the most crucial international documents: Rio Declaration on Environment and Development (1992), Johannesburg Declaration on Sustainable Development (2002), UNECE Strategy for Sustainability Report (2005), Road map to implement Global Performance Program in Education in the interests of sustainable development (UNESCO) (2014), etc.

The transition to the sustainable development is, first of all, connected with the moral maturity of a person, changes of his/her personal qualities on the basis of the humanistic values and ideals (Mamedov, 2015; Vinokurova, etc., 2016). Ecological responsibility is one of these important qualities helping to develop the society-nature harmony.

Ecological responsibility is a multi-faceted moral personal quality which is expressed in the form of accepting the systems of responsible dependence of a person and nature, being the highest stage of responsible attitude manifestation to the requirements of the ecological ethics and law and presupposing the internal action of a personality, matured self-consciousness (Suravegina, 1984). Structurally it is a unity of motivation, cognition, value and praxeology components.

Education in geography has significant moral and ecological potential in the ecological responsibility development in pupils. This type of education is developed in the context of the world view paradigm of the ecological tourism and focuses on the strategic purposes of the geography education in developing the ecologically important qualities of a personality. Extracurricular activity with wide possibilities to develop ecological responsibility in pupils occupies a special place in the education in geography. Extracurricular activity in geography is initially concentrated on the interests and needs of the pupils, on the pupils' "dive" in the real society-nature environment and life problems of the native land, thus making an individual aware of the necessary to be responsible to the environment, active personal search for the living in the society-nature environment meeting the requirements of the ecological ethics and law (Zverev, Suravegina, 1988).

The conducted analysis of the school educational practices determines the ecological responsibility development as well. The pupils were found to become less interested in geography due to the underevaluation of the possibilities to apply its content to their life, while they become more interested in participating in extracurricular activities. The teachers emphasize the importance and necessity of the ecological responsibility development in pupils in geography education, while at the same time they point out the rigid limits of the school curriculum which does not permit to implement this activity to its full extent.

### **Materials and methods**

#### *Methods of research*

The following methods were used in the research: analysis and review of the issue-related literature, simulation, design, pedagogical observation and experiment, design, questionnaire, test papers,



diagnostic methods, interviews with teachers and pupils, analysis of activity products, forecasting, systematization and summary of the facts and theories, table interpretation of data.

*Experimental database of research*

Experiment was conducted in the Russian secondary general schools №№ 32, 26 in Dzerzhinsk city, № 9 in Balakhny city, №25 in Dzerzhinsk city, Babino settlement.

*Stages of research*

There were three stages in the research:

- The first stage (preliminary one) was connected with the analysis of the research problem in pedagogical theory and practices. The purpose, object, subject, tasks of the research were found, the working hypothesis was articulated. The teachers filled in the questionnaires to find whether they were interested and ready to develop the ecological responsibility in pupils in the extracurricular geography activities. We defined the methodology of ascertaining experiment, which was conducted in the Russian secondary general schools №№ 32, 26 in Dzerzhinsk city, №25 in Dzerzhinsk city, Babino settlement, № 9 Balakhny city.
- The second stage (the main one) systematized the theoretical and empirical materials with the base being used to develop and to introduce the pedagogical model of ecological responsibility development in pupils in extracurricular geography activities with the methodological condition for them to be implemented being the program of children geoeological association "Being ecologically responsible for my native land is my target". Teaching experiment to check the efficiency of the developed model was carried out.
- The third stage (final stage) was about the conceptualization and theoretical summary of the results of the pedagogical experiment: the conclusions and perspectives for further problem development were articulated and specified, the systematization and reporting the research results were done.

Let us note that this paper is prepared by the authors within the scientific-research project №868 "Research of the theoretical methodological grounds to develop culture, management of natural resources through the means of the project module education" done within the State task №2014/362.

## **Results**

*Scientific novelty, theoretical and practical importance of the research*

The research has its scientific novelty and theoretical importance in justification and implementation of pedagogical model to develop the ecological responsibility in pupils in extracurricular geography activities with two levels: theoretical methodological and methodical which provides the hierarchy in the problem solution. The methodology of teaching geography became richer in new environment ideas connected with "education about environment", "education for environment", "education through environment". Development, justification and identification of five types of the responsible deeds correspond to the development stages of ecological responsibility and contribute into the development of personality-related technologies in geography education. Practical importance is connected with the creation of the program of children geoeological association "Being ecologically responsible for the native land is my target".

*Theoretical methodological basics of ecological responsibility development in extracurricular geography activities*

The development of the pedagogical model to develop the ecological responsibility in pupils in extracurricular geography activities tests in the works in the sphere of ecological ethics (Fritsch A.J., 1980; Rolston H. III, 1988; Jonas H., 1984), sustainable development (N.M. Mamedov, 2015), theoretical provisions about the responsibility as a psychological category (Bierhoff, H. W., 2001), provisions about the essence and structure of the ecological responsibility as a quality of personality (I.D. Zverea, I.T. Suravegina, 1988), mechanism to develop the criteria for the ecological responsibility (G.N Karopa, 2000), provisions on the moral obligation (V.N. Myasishchev, 1998), provisions on the initiative and responsibility connection (K.A. Abulkhanova-Slavskaya, 1985), about the moral deed as a way to show your self-consciousness (M.M. Bakhtin, 1994), focus of control theory (J. B. Rotter, 1966), technology of collective creative deeds (I.P Ivanov, 1989), leading provisions of the cultural ecological (N.F. Vinokurova, 2004), personality activity (I.A. Zimnyaya, 1997), axiological (N. E. Shchurkova, 2000) and environment approaches (V.I. Panov, 2004).

Pedagogical model of ecological responsibility development in pupils in geography education by means of the extracurricular activities was developed and tested at two levels: theoretical methodological and methodical.

Theoretical methodological level is represented by a set of approaches: a) cultural ecological approach being the methodological ground for the geography education ecologization in terms of the sustainable development culture focusing on perceiving nature as an inherent value, as well as providing the selection and structurizing of the content; b) axiological approach focusing on the personality-perceived system of ethical norms and values in attitudes towards nature; c) environment approach transforming the environment into an educational space and means to develop a child's personality; covering the interdisciplinary term "environment" and related environment ideas; d) personality activity approach considering the active role of the pupils in making the decisions for the educational tasks, giving them a freedom of choice, decisions and actions.

Methodological level developed with regard to the given approaches is a unity of the comprehensive, content, process, technology and result-evaluative components.

Purpose component is represented by a purpose - to develop the ecological responsibility in pupils in extracurricular activity in geography.

Content component presupposes the application of the content, value-conscious and activity potential of the environment. Here the content is represented by three lines: "education about environment", "education for environment" and "education through environment" grounded on the works of G.N. Karopa (2000).

- The first content line "Education about environment" is focused on the information and cognition. It developed the geoeological content of the basic courses in geography. It impact the emotional sphere of personality, helps in understanding and becoming aware of the importance of ecological responsibility as a personality quality and its role in supporting the sustainable development.
- The second content line "Education for environment" is concentrated on the communication and value standards. The content considers the questions of the ecological and responsibility ethics. It is represented by the ideas of sustainable development, coevolutional values and standards of the ecological ethics being the most important components of the ecological responsibility. It reveals the meanings of the ecological responsibility (for what and in the name of what the subject is

responsible for), thus contributing into the awareness of the inherent value of nature, into the development of the value-conscious relations among the pupils.

- The third content line "Education through environment" is more about the practical creation and creativity. It involves the pupils into the practical responsible activities in solving the ecological problems of the native land.

The process component includes the stages of ecological responsibility development with the basis being the stage of ecological responsibility development in pupils of G.N. Karopa, showing the objective logics of social norms and requirements interiorization into the component of the inner structure of personality (Karopa, 2000):

I. Motivation speculative stage develops the socially important ecological motives for personality attitude to nature through making pupils understand the necessity to nurture the ecological responsibility, an important role of this quality in solving modern ecological problems and in achieving the co-evolution of a human and nature. Personal experience of the pupils is addressed here.

II. Intellectual value-conscious stage is connected with becoming aware and conscious about the law and ethical content of ecological responsibility, norms of the ecological imperative, inherent value of nature, importance of relationships harmonization between a person, society and nature. The pupils learn about the geoecological terms, acquire ecological values, develop the believes in the need of ecologically responsible behavior.

III. The purpose of activity action stage is to implement the knowledge, value-conscious relations and ways to solve the ecological problems in practical activity based on free choice, independent search and decision making, forecasting the consequences of the pupils' actions and activities, voluntary observation of the morale law norms towards nature. The pupils should be independent in planning, implementing and evaluating their own activities.

IV. Reflexive transformation stage presupposes that the pupils are ready to carry the responsible for the result, to forecast and to simulate their activities in social natural environment, developed self-evaluation and self-control.

Technology component includes a system of responsible actions developed by us on the basis of I.P.Ivanov team creative deed technology with a multi-way care about each other, about your team, people and nature surrounding you through mutual search for the solutions of different problems, development, planning and organization of different actions, reflection of their own performance (Ivanov, 1989). Therefore, the responsible actions are done in micro-groups, which helps to identify the subject, object and sources of responsibility. The key principle in responsible action system is the principle of "free choice" which presupposes a voluntary and independent choice (made by the pupils) of the most interesting responsible action for the pupils.

The responsible actions are implemented in several stages grounded on the works of I.P. Ivanov (1989).

*1<sup>st</sup> stage* - "Choice". The participants of the micro-groups choose the most interesting responsible action (from the list offered by a teacher).

*2<sup>nd</sup> stage* - "Creative search". The micro-groups discuss and listen to different ideas and offers on how to do the chosen action. At the end of the discussion the final decision is arrived at.

*3<sup>rd</sup> stage* - "Development of action and delegating the tasks". The chosen way to implement the responsible action is developed. The responsible tasks are distributed among the members of the micro-group.

4<sup>th</sup> stage - "Implementation". The responsible action is implemented.

5<sup>th</sup> stage - "Reflection". The completed action, its advantages and drawbacks are discussed by the participants of the micro-group. The ideas for the future are given.

The structure and the sequence of ecological responsibility development identify five types of responsible actions:

- motivation dependent responsible actions help the pupils to "dive" into the world of ecological responsibility, to develop the feelings, to develop the understanding about the ecological responsibility, its importance in solving the ecological problems in the native land and country on the whole.
- ecological educative responsible actions are aimed to promote the ecologically responsible behavior among the pupils of the school and the inhabitants of the district.
- value-conscious responsible actions focus on the pupils becoming aware of the importance of the ecological responsibility, moral law norms of the responsible attitude towards nature.
- practical creation actions are about the practical activities aimed at solving the ecological problems of the native land.
- reflection value actions focus on the self-evaluation and self-analysis of the pupils' own activities and actions in environment, ways to do it, advantages and drawbacks in terms of ecological responsibility.

Result evaluated component identifies the efficiency of the developed model of ecological responsibility development in extracurricular geography activities in accordance with the development criteria of social and individual important ecological motives, depths, summary and awareness of the geoeological knowledge, dominance of the ecological values, levels of voluntary performance of the responsible deeds, internality-externality, levels of ecological responsibility development.

Educational practice of ecological responsibility development in extracurricular geography activities.

The pedagogical model for ecological responsibility development in pupils in extracurricular geography activity was implemented in school educational practice in a children geoeological association "Being ecologically responsible for native land is my target".

It was found the the children association is the most efficient form of organizing the extracurricular form to organize the extracurricular activity in developing the ecological responsibility in pupils. With the roots in the principles of self-activity, voluntary participation, self-governance it helps the pupils to show themselves in different ecologically dependent activities, when they become the members of the community where they have both the rights, and the duties, and the possibility to be initiative, independent, thus responsible for the socially importance actions (Alieva, 2007).

Here the program of children geoeological association "being ecological responsible for the native land is my target" focuses on the pupils' "dive" into the sociological natural environment and life problems of the native land, on studying the integral system of "natural environment-society-person" with the interactions and controversies, understanding of the nature inherent value, creating the conditions for the social activities of the pupils. The program is aimed at the 14-16 year old pupils.

The content of the program of children geoeological association is developed in accordance with the content lines of "education about environment", "education for environment" and "education through

environment" and is connected with the stages of ecological responsibility development and a system of the responsible actions (Table 1).

Table 1. Correlation of the content of children geoeological association program with the stages of ecological responsibility development and system of responsible actions

| №<br>π | Stages<br>(after G.N. Karopa)      | Program content  | System of responsible actions<br>(based on KTD of I.P.Ivanov)   |
|--------|------------------------------------|--|---|
| 1      | Motivation-dependent stage         | <p><i>Content line</i></p> <p>"Education about environment"</p> <p>Section "Feeling, comprehending, diving into the ecological responsibility world"</p> | <p>Motivation-dependent responsible actions</p> <ul style="list-style-type: none"> <li>✓ Internet-project "Search" on the topics: "Ecological responsibility and irresponsibility in our life", "Popular aphorisms about ecological responsibility said by famous people".</li> <li>✓ Project "Young orator" on the topics: "Future of nature is in our hands", "Ecological responsibility: to be or not to be?"</li> <li>✓ Story-baton "Our understanding of ecological responsibility".</li> </ul>  |
| 2      | Intellectual value-conscious stage | <p>Section "Studying, communicating and becoming aware of the ecological responsibility"</p>   | <p>Ecological educative responsible actions</p> <ul style="list-style-type: none"> <li>✓ Project "Advertising". Pupils are asked to create a slogan, verse or a video-clip advertising ecologically responsible behavior in natural environment;</li> <li>✓ Project "Booklet" on the topics: '10 fundamental rules of ecologically responsible citizen';</li> <li>✓ Internet-project "I am a sociologist" on the topic "Ecological problems of our land";</li> <li>✓ Project "Small book" in creating a fairy-tale about the consequences of the ecological irresponsibility;</li> <li>✓ Photo and picture exhibition on the topic "My choice: ecological responsibility", "Ecological irresponsibility: on the verge of chaos";</li> <li>✓ Tournament-quiz on the topics: "Friends of nature", "Behavior rules in nature", "Ecological problems of he native land".</li> <li>✓ Project "Game is a serious thing".</li> </ul> |

|   |                                |   |  |
|---|--------------------------------|---|--|
|   |                                | <p><i>Content line</i></p> <p>'Education for environment'"</p> <p>Section "Appreciating, observing and becoming aware of the ecological responsibility"</p> | <p>Value-conscious responsible actions</p> <ul style="list-style-type: none"> <li>✓ Project "Becoming aware" on the topics: "Law and ethical aspects of the ecological responsibility", "Ecological responsibility is a guarantee for the sustainable development of the native land";</li> <li>✓ Internet-project "Find and evaluate" on the topics: "Ecological irresponsibility in photo- and videomaterials", "Mass Media about ecological problems of our land".</li> <li>✓ Project "Multimedia presentation" on the topic "What we value in the nature of our land";</li> <li>✓ Project "Photoreport" on the topic "In harmony with nature";</li> <li>✓ Relay "Do it together" in developing the rules of ecologically responsible behavior in an urban environment".</li> </ul> |
| 3 | Activity action stage          | <p><i>Content line</i></p> <p>'Education through environment"</p> <p>Section "Act ecologically responsibly, evaluate and analyse"</p>                       | <p>Practical creation responsible actions</p> <ul style="list-style-type: none"> <li>✓ Ecological campaign on the topics: "Say No to Garbage!", "Let's protect early flowers";</li> <li>✓ Ecological internet-campaigns on the topics: "Let's solve the problem together";</li> <li>✓ Social and ecological projects on the topics: "Impact of the chemical pollution on the city inhabitants' health", "My address if a micro-district "Health", "For passengers about ecological responsibility";</li> <li>✓ Labour attack "Plant a tree - make our life better", "Let's decorate the school with flowers";</li> </ul>   |
| 4 | Reflexive transformation stage |   | <p>Reflexive evaluative responsible actions</p> <ul style="list-style-type: none"> <li>✓ Project "Dive into yourself"</li> <li>✓ Project "Self-evaluation".</li> <li>✓ "Relay of achievements";</li> <li>✓ Project "Speculation and evaluation" on the topic "My route to ecological responsibility".</li> </ul>   |

1. Content line - "Education about environment" refers to motivation-dependent and intellectual value-conscious stages in developing the ecological responsibility. It includes the following sections:

Section "Feeling, comprehending, diving into the ecological responsibility world" contains the information inspiring the ecological feelings in pupils, emotional feelings, developing the believes about the ecological responsibility as a personality quality and its role in solving the ecological problems of the native land. The content turns into personally important one through the motivation-dependent responsible actions.

The section "Studying, communication and becoming aware of the ecological responsibility" contains the system of knowledge about the unity and connections of a person with the environment, ecological responsible behavior and relations, the ecological problems of the native land and ways to solve them. In their studies the pupils are delegated ecologically educative responsible tasks;

2. Content line - "Education for environment" is implemented at the intellectual value-conscious stage. It includes the section "Appreciating, observing and becoming aware of the ecological responsibility" which explains the ecological responsibility, helps the pupils to master a set of ethical, ecohumanistic, co-evolutional values and norms. It presupposes that the pupils are involved into the value-meaningful responsible actions;

3. Content line "Education through environment" is implemented at the activity action and reflexive transformation stages in ecological responsibility development. It includes the section "Act ecologically responsibly, evaluate and analyze" which involves the pupils into the practical responsible and reflective activities. This section includes the practical creation and reflection action responsible actions.

Personal growth of the pupils traces the development levels of ecological responsibility (Table 2). The development levels are grounded on the provisions of V.N. Myasishchev about the moral obligation which is determined by the accepted and externally adopted social requirements turning into the internal requirements of personality to oneself and to the surroundings with the responsibility formation (Myasishchev, 1998). And the same goes for the provisions of K.A. Abulkhanova-Slavskaya about the fact that the alignment of necessity with the desires and needs of personality is the criterion for taking complete responsibility of a personality, that is formation of the initiative, going outside the required limits (Abulkhanova-Slavskaya, 1985).

Table 2. Development levels of ecological responsibility

(based on the research of K.A. Abulkhanova-Slavskaya, V.N. Myasishcheva)

| №                                       | Levels                                 | Characteristics of levels   |
|---|--|---|
| <i>External level of responsibility</i> |  |   |
| 1                                       | 1 <sup>st</sup> stage - "participant". | low indicators of ecological responsibility, dominance of personal needs and interests, behavior is determined by I-want-principle. A pupil participated in the ecologically responsible activity under the influence of the external norms and requirements. The activity is unstable in nature, a pupil may not master the responsible task delegated to him/her. |
| 2                                       |  | "I-can" and "I-want" principles are divided, personal needs and public objective requirements are identified. Ecologically responsible activity of a  |

|   |  |  |
|---|--|--|
|   | 2 <sup>nd</sup> stage - "executor".                      | pupil is un-initiative in nature and determined by the control from outside. A pupil is not able to forecast the consequences of these actions in nature, external circumstances are blamed for the negative result.   |
| 3                                       | 3 <sup>rd</sup> stage - "responsible executor".          | Meaningful statements appropriate to this level can be defined by the "I-must-want" principle. The external requirements and norms are internalized into the internal structures of personality. A pupil understands the ecological responsibility in everyday life, worries about the responsible action delegated to him/her. Reflection is of situational nature. This stage is characterized by a high level of discipline and efficiency. |
| <i>Internal level of responsibility</i> |  |  |
| 4                                       | 4 <sup>th</sup> stage - "responsible initiator-creator". | Here the initiative and responsibility are mixed together. A person experiences moral meaningful feelings in the forms of commitment, conscience. A pupil voluntarily follows the norms and requirements of the ecological ethics and is initiative and independent. Pupils are characterized by high level of self-consciousness, constant interest and efficiency in all ecologically responsible actions.                                   |
| 5                                       | 5 <sup>th</sup> stage - "responsible leader".            | It is the highest level of understanding the internal necessity of ecological responsibility. A pupil is a leader, points out the future trends and consequences of the future activities, organized the work of the friends in implementing the ecologically responsible actions. He/she realizes the responsibility for his/her performance and deeds and for the team on the whole.   |

*Stages of model implementation*

The developed pedagogical model is implemented in the following sages of experimental work:

1<sup>st</sup> stage - experiment planning - includes the identification and justification of the efficiency criteria for the pedagogical model to develop the ecological responsibility in pupils, as well as the development of the tools for pedagogical diagnostics (Table 3).

Table 3. Tools for pedagogical diagnostics of ecological responsibility development in pupils

| <i>N<sub>o</sub></i><br><i>n</i> | <i>Components of the ecological responsibility</i> | <i>Criteria of development</i>                       | <i>Diagnostic methodology</i>  |
|----------------------------------|--|--|--|
| 1                                | Motivation component                               | Social and individually important motives ecological | Testing diagnostic tasks based on the methodology of R. V. Ovcharova (2003). |
| 2                                | Educative component                                | Depth, awareness, generality, of the                 | Methodology to evaluate the knowledge  |



|   |                         |  |   |
|---|-------------------------|--|---|
|   |                         | geoecological knowledge  | quality<br>(I. Ya. Lerner, 1978).   |
| 3 | Value component         | Dominance of ecological values   | Express-methodology "Dominanta"<br>(V.A. Yasvin, 2000).   |
| 4 | Praxiological component | Levels of voluntary performance of the responsible actions                       | Testing diagnostic tasks based on the methodologies of M.V. Matyukhina (1984).  |
| 5 | Personal component      | Internality - externality<br><br>Development levels of ecological responsibility | Testing diagnostic tasks based on the methodologies of J. Potter (1966).<br><br>Based on the research of<br>K.A. Abulkhanova-Slavskaya (1985), V.N. Myasishchev (1998). |

2<sup>nd</sup> stage - ascertaining (testing) experiment - is used to identify the pupils' initial level of social and individual importance ecological motives, geoecological knowledge, dominance of ecological values, levels of voluntary execution of the responsible deeds, as well as the levels of the ecological responsibility.

Finally, the ascertaining experiment identifies the initial data for further pedagogical research.

3<sup>rd</sup> stage - forming experiment - implements the developed pedagogical model for ecological responsibility development in pupils in extracurricular geography activity through the introduction of the children geoecological association "Being ecologically responsible for the native land is my target" in the educational process.

4<sup>th</sup> stage - summarizing the pedagogical experiment - collects and processes the data obtained in the tests in experimental and control classes, evaluates the final results and identifies the efficiency of the pedagogical model for ecological responsibility development in pupils in extracurricular geography activity.

*Ascertaining stage of experiment*

Ascertaining stage of experiment was connected with testing the initial development level of motivation, cognition, value, praxeology and personality components of the ecological responsibility in pupils.

Testing the development level of the motivation component in ecological responsibility leads us to conclude that 21% of the pupils are likely to have socially important ecological motives. Internal individually important ecological motives are more typical for 15% of pupils.

Testing the cognition component shows the insufficient development level for geoecological knowledge in pupils in all three criteria (depth, generality, awareness).

Testing the value component leads us to conclude that nearly a half of the pupils have low level for dominance of ecological values. Average and high levels are typical for only 36% and 15% of pupils.

The analysis of praxeology component development in ecological responsibility shows the prevalence of low and average levels of voluntary execution of the responsible deeds at 38% and 43% of pupils.

The results of the testing in criterion "internality - externality" state that 68% of pupils have external character of ecological responsibility. Internal character of the responsibility determined by high level of self-control and responsibility-consciousness for the consequences of the deeds is typical for 32% of pupils.

On the whole, summarizing the obtained data helps to identify the development levels for ecological responsibility. It is found that 34% and 27% of pupils have "participant" and "executor" levels. The level of "responsible initiator-creator" is typical for only 18% of pupils.

The results of the testing make us conclude about quite low indicators of ecological responsibility development level in pupils.

#### *Forming stage of experiment*

Forming experiment with 175 participants implements the developed pedagogical model for ecological responsibility development in pupils in extracurricular geography activity through the introduction of the children geoecological association "Being ecologically responsible for the native land is my target" in the educational process.

To identify the efficiency for the development of the ecological responsibility in pupils the control and experimental groups are supposed to do testing tasks (tests) aimed to see the development level of ecological responsibility components.

Testing the development level of motivation component shows that the experimental group has nearly twice as more pupils with internal socially important and individually important ecological motives as in the control group.

The analysis of mastering the cognition component in depth criterion shows positive dynamics in 81% of pupils of the experimental group. To compare, this indicator is 62% in the control group. The pupils in the experimental group also have high level for generality (65% against 41% in the control group) and awareness (64% against 37%) of geoecological knowledge.

Testing value component reveals that the pupils in the experimental group have dominating average and high levels of dominance (37% and 51%), which is significantly higher than the indicators in the control group.

The analysis of the praxeology component development shows that 68% of pupils in the experimental group have high level of voluntary execution of responsible actions delegated to them. To compare, this indicator is 25% in the control group.

The results of studying the personality component maturity reveal that more than a half of the pupils in the experimental group have internal nature of ecological responsibility (69%), they are aware and ready to take on the responsibility for the consequences of their actions in social natural environment. In the control group only 38% of pupils are characterized by the internal nature of responsibility.

Testing the maturity levels of ecological responsibility illustrates that the experimental group has twice as more pupils with the level "responsible initiator-creator" as the control group has. 15% of pupils from the experimental group achieve the higher level of ecological responsibility - "responsible leader", in the control group no one can match this level.

The results obtained during this research support the efficiency and efficacy of the pedagogical model for ecological responsibility development in pupils in extracurricular geography activities.

Let us note that the ideas presented in this paper are fulfilled in the textbooks published in the mainstream publishing houses of the Russian Federation (Vinokurova, Trushin, 1998; Vinokurova, etc., 2007; Vinokurova, Kochurov, etc., 2010).

### **Discussion**

In the Russian education the problem of ecological responsibility development in pupils was addressed at for the first time in 80s of XX century in the works of A.N. Zakhlebnyi (1984), I.D. Zverev (1988), I.T. Suravegina (1988). These scientists made a great contribution into the development of the theoretical and methodological provisions about the essence, structure, mechanism of developing and indicators of ecological responsibility.

The papers of G.N. Karopa (2000), a Belorussia scientist, paid special attention to the solution of ecological responsibility development. Here the ecological responsibility is looked at as an integral moral ecological quality of a person, its structure, stages, evaluation criteria and development methods are described in details.

The analysis of the literature in theory and methodology of geography teaching reveals a number of works devoted to the development of the moral qualities of personality and co-evolutional values (N.F. Vinokurova (2015), N.N. Demidova (2011), A.V. Khakhina (2006), O.G. Isaikov (2010), V.V. Nikolina (2011), O.A. Shilina (2010), T.V. Kucher (1990). We continued the research in this sphere, at the same time the problem of ecological responsibility development in pupils in extracurricular geography activity has not been studied yet. The present paper attempts to conceptualize and find solution to this problem, which corresponds to the spiritual moral modernization of the geography education, ecohumanism ideas and education in the interests of sustainable development.

### **Conclusion**

It is found that the ecological responsibility development in pupils in geography education is determined by modern education aimed at developing the personality qualities, providing the survival and sustainable development of human civilization, as well as by the trends in school geography development within the world view paradigm of ecological humanism.

Theoretical methodological basics represented by a pedagogical model of ecological responsibility development in pupils in extracurricular geography activities is justified. This model is grounded on the cultural ecological, axiological, environment and personality activity approaches and includes a set of target, content, process, technology, reflexive evaluation components. The paper also describes the conditions to implement the designed pedagogical model in school education practices represented by a program of children geoeological association "Being ecologically responsible for my native land is my target". The paper gives positive results of the experimental work in approbation and introduction of a pedagogical model of ecological responsibility development in the school educational practices in the extracurricular geography activities. The obtained results support the conclusion about the efficiency of the developed pedagogical model.

Summarizing the methodology of geography teaching with the environment ideas connected with "education about environment", "education for environment", "education through environment" is an important theoretical importance and novelty of the research; development and justification of five types of responsible actions with the appropriate stages for ecological responsibility development are described.

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# Theoretical And Methodological Problems Of Developing Educational Innovations

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**Abstract.** This article focuses on the main points of the innovation theory. Along with that the methodological problems related to innovative processes in education are examined. Based on the results of our analysis the most important problems have been identified; some approaches to address the identified problems are proposed; these are connected to the integration of the Russian education and to the formation of the lifelong education system which would meet the requirements of the innovative economy. The formation of postindustrial society is impossible without essential educational innovations which would enable new generations of people to adapt to the fundamentally new conditions of life and work; without developing the system of lifelong and distance education; without drawing on creative pedagogy and modern information technologies; without balancing different types and levels of education. Any country unable to provide its population with quality education and technological skills would be isolated from the global economic progress which would inevitably lead to the declining quality of life and the loss of autonomy with eventual disappearance. That is why the sustainable development of education is inconceivable without active and purposeful innovative development based on the solid foundation of new knowledge.

**Key words:** innovative process, professional education problems, integration, diversification, training and retraining of staff.

## Introduction

This article explores some of the key themes concerning innovative development of professional education in the Tatarstan Republic and the wider Russia (Khuziakhmetov et al, 2016). The article begins with a discussion of the possibilities and the necessity of the educational system

modernization in Russia. This will be followed by a brief outline of the ideas of innovative process, the innovation sphere and innovative activities. The article will progress with a detailed examination of the educational innovations classification by a degree of intensity of an innovative change or by the level of innovation. The articles will then argue that for the purpose of the quality assessment system development, employers, professional associations and the organizations of professional community's representatives should be involved in the process of future competitive specialists' training. The article will conclude with a detailed overview of the scientific-methodical support in realization of innovative development of professional education in Russia.

## Methodological Framework

Transformations which are happening in Russia now affect various fields of activities of a personality, including higher school educational space. Education reforms are carried out in many countries of the world as it is conventional that in the technological and information society of the XXI century, the level of the state development, its status and rating in the world will depend on education of the nation, on ability to create and realize progressive technologies. The history of education convincingly testifies that

any country can't achieve the worthy status in the world without continuous development of the educational sphere (Becker & Zhuravchik, 2009; King, Joy, Foss, Sinclair & Sitthiworachart, 2015; Semenova & Semenov, 2013; Tregubova, Dautov & Katz, 2017).

In the modern conditions of social and economic changes in the society, and the Russian transition to a market economy, modernization of the contents, structure, and technologies of professional education is necessary. For the first time during the last 25 years of the Russian history of higher education development, the need and the importance of psychological and pedagogical support of these processes have been declared at the state level (4).

The idea of modernization and upgrading of the educational system is reflected in many documents, and, first of all, in the Law of the Russian Federation "About Education", in the National doctrine of education, in "The concept of modernization of Russian education for the period till 2010", etc. At the conceptual and methodological levels, it is expressed in a problem solution of the choice between the specialist, owning a narrow area of knowledge, and the specialist of a wide general scientific and common cultural profile who will improve the professional training after the graduation from higher education institution.

At a methodical-practical level, there is a search for forms of training material structuring, for development of training programs, grants and projects, the managements, and also for effective forms of the organization of students' training and the process of pedagogical interaction in specific modern conditions.

### **Results and Discussions**

The effective economy of countries with the developed market economy of the modern world is, in many ways, a consequence of the attention that is being paid to the problem of the innovative development of professional education, which is a result of science achievement implementation into the market economy. No doubt, professional education is the most important resource of

development of the modern society, and its value is increasing in a high tempo (Brown & Lippincott, 2003; Maslennikova, 2016).

The system of professional education is aimed to prepare highly qualified specialists for a modern economy. The activities of the Russian system of professional education in the modern socio-economical conditions is oriented towards the tendencies and features which were formulated in the existing scientific and educational area:

- fast obsolescence of the acquired knowledge puts a task of shifting the emphasis from the "pure" professional training on instilling the "culture of self-development" and on the development of instruments for life-long learning education;
- the establishment of unique global labor market determines the necessity of content standardization of educational programmes in the process of qualified specialists' training;
- the speeding of scientific and technological progress stimulates the development of educational structures in the way to prepare specialists on the basis of the latest technologies, demands the close interconnection with the powerful governmental structures who determine the developmental strategy, as well as with the scientific - research institutions and modern advanced enterprises;
- in the sphere of mass higher education there is a process of dynamic diversification in the institutional forms at all levels and in the education content;
- the tendency of education internationalization is gaining its strength;



- the use of computers and telecommunications, introduction of a flexible time-schedule of educating process, as well as module distribution of educational courses allow to receive a certain educational modification, without distinct boundaries of the education, that are inherent in the distance learning, such as: flexibility, modularity, parallelism, wide participation, profitability, and internationalism which are based on the modern pedagogical approaches and the usage of information and telecommunication technologies (Aynutdinova, 2017; Oblinger, 2006).

Organizational characteristics of professional education are the following: it has to satisfy the needs of the personality in his intellectual, cultural and moral development; to satisfy the social and economic demands of the civic society, and scientific-technical and social progress of which is impossible without preparing and training of comprehensively educated and professionally qualified, competitive specialists at all levels (11).

The most important role in such system of professional education development is assigned to the innovative process which is a complex, interdependent, and mutually enriching one in its content.

The growing interest to the innovation sphere and innovative activity was caused by the acceptance of the fact that education is a key factor of economic growth, and a spiritual and moral renaissance of any nation, and investing into the educational sphere is considered to be the best form of investments. In the sphere of innovations, it is meant an economic and cultural prosperity of any society, and of the people living in it.

Therefore the concepts "innovations", "innovative processes", "innovative abilities", "innovative activity" are considered to be the central points in a new philosophical paradigm of education. Consequently, the innovative education is the change of a paradigm; it is New Pedagogics and new educational technologies that are focused on the development of a personality creativity in the sphere of educational interrelations.

Today it is evident to talk about the appearance of a new branch of pedagogical knowledge – the pedagogical innovatics, the subject of which is the innovative development of education, the creation of new contents, and technologies of teaching and learning (Yusufbekova, 2001).

The basic distinction needs to be carried out between the concepts "novation" and "innovation". Specific forms, a content and a scale of converting activity are to form the basis for such distinction. So, if it is a short-time activity and it possesses no complete and systematic character, as well as puts forward the task of upgrading (changing) only some individual elements of a certain system, so in this case we deal with a novation. If any activity is carried out on the basis of a conceptual approach, and the result of this activity is the development of the whole system or its basic transformation, so we deal with an innovation. In the scientific-research work and special literature, there occur both forms, and one can meet different explanations of these terms as well as different criteria for their definitions and distinctions.

By the concept "pedagogical innovation" we mean the implementation (introduction) of something new in the education sphere, i.e. implementation of activities for creation, development, use and distribution of something new in the educational area. Some of the researchers assume that only activities for creating something new may be regarded as innovative; the activity for development, use and distribution are considered to be a part of another process.

We adhere to the explanation of "an innovation", which is well-accepted in the field of professional communication, as the "implemented innovation", irrespectively of a scope of application. It is important to understand "innovation" not only as a new method, new tool, or the new technology, that is aimed on realization of changes, having improvements in the teaching and educational process, but also as an existing new thing which has become an integral part of the teaching-learning process.

The innovation, (i.e. scientific and technical development and the invention), becomes an innovation, as a rule, when it acquires the form of "a product" - a service, a method or technology. Therefore, the innovative cycle is preceded by research, experimental, or project works, by applied methods and technologies. Their results allow to create the reserve, on the basis of which the innovative activity, that promotes the innovative development of professional education, begins.

The idea can be innovative or, more precisely, potentially innovative when there is a strong confidence in the fact that, having passed through all stages of an innovative cycle, it turns into innovation, i.e. into "a product". Thus it isn't excluded that, in some cases, the idea itself has already become an innovation. It is important to mention, that by the analogy with the concept of "organization", the innovation means also the process of its realization. Broadly speaking, an innovation is "a synonym" of successful development in social, economic, educational, administrative, and other spheres on the basis of various innovations.

The analysis of special scientific literature King, E., Joy, M., Foss, J., Sinclair, J. & Sitthiworachart, J. (2015), Mironenko Yu.D. (2015) allowed to reveal, that all educational innovations can be classified by a degree of intensity of an innovative change or by the level of innovation. According to it, it is obviously possible to define eight ranks or levels of innovations.

Innovations of a zero degree are practically reactivation of initial properties of a system (reproduction of a traditional educational system or its elements). Innovations of the first degree are characterized by quantitative changes in an educational system while its content remains the same. Innovations of the second degree represent a regrouping of educational system's elements and its organizational changes (for example, a new combination of already existing pedagogical technologies, change of sequence, rules of their use, etc.). Innovations of the third degree is an adaptation changes of educational system in the new conditions without the exit out of limits of traditional model of education. Innovations of the fourth degree contain a new version of the decision-making process; very often they are elementary high-quality changes in individual components of educational system, providing some expansion of its functions. Innovations of the fifth degree initiate the creation of educational systems of "a new generation" (changes of all or of the majority of initial properties of a system). As a result of realization of innovations of the sixth degree, educational systems of "a new generation" with high-quality change of functional properties are created, while the backbone functional principle is preserved. And, finally, innovations of the seventh degree are manifested themselves in the radical, basic change of educational systems according to which the basic functional principle of an educational system also changes. So there appears "a new type" of educational systems.

In the strategy of innovative development of the Russian Federation for the period until 2020 year, it is stated that during this period, the educational system and its state and public management, as well as the financial and economic independence, an assessment of quality and efficiency of the activity of educational institutions will continue to be developed, providing the further development of a spirit of initiatives and business, as well as the developing in a modern innovative way (13). The adequate qualification of educational managers and leaders of educational establishments through the systems of qualification requirements, preparation and professional development, will be guaranteed.

For this purpose, in higher education institutions and other educational organizations (first of all in those who provide the service of professional education and professional training) the system of credits and the modular technologies of the educational process organization will be implemented.

In the leading higher education institutions, the mechanism of teachers' assessment by means of the international scientific community and with the focus on criteria of the international publication activity (publications in SCOPUS, Web of Science, etc.) has just become a norm, and also the mechanisms of the contract cancellation with the university teachers who do not conduct research work at a globally competitive level, and also with the school leaders (top-managers) who do not create conditions for such

innovative activity as well as cooperation with the business and production sector. The necessary conditions for the engaging international specialists for a permanent or temporary job into Russian higher education institutions will be provided, and also international experts will receive an access to those sectors of continuing education where the programs of the Russian educational institutions are presented in a little amount or are not presented at all (Mazova, 2012).

For the purpose of the system of quality assessment development of university graduates' training, the practice of carrying out their professional examinations will be developed which will be fulfilled by professional associations and the organizations of professional community representatives. The successful passing of these exams will be a necessary condition for the qualification award and the admission to a profession within the number of qualifications.

The wide dissemination of the international standards in the sphere of education, sciences, technology, and management, as well as the effective stimulation of the international and domestic academic mobility of students and teachers will be guaranteed. The development of the international academic mobility will be regarded as a criteria for the educational institutions ratings. The mobility of students, university teachers, and administrative staff within Russia, and the practice of changing the places of study and teaching in other higher education institutions will be encouraged as well. Moreover, the working experience in other higher education institutions, including teaching abroad, has to become one of the most effective criteria when certification and determination of the professors' salary level will be defined.

These special measures will be taken within the Federal regulation of the activities of the Russian Ministry of Education and Science, and also due to the support of the regional complex projects of education modernization within the Federal Target Programme of Education Development for 2011-2020.

Special value of education is determined by its place in the public life of people, the importance in social and economic, scientific progress in general, and in the opening of intellectual opportunities of a person. Every historical epoch of any society is interconnected and defines the characteristics of educational process. And today, due to the rapid changes in all spheres of Russian life, special attention should be paid to the questions of reformation of the content and quality of education.

The innovative development of education shows structural and institutional reorganization of professional training of specialists and the production of innovative things. This is the modelling of the educational environment, formation of a complete new system of life-long learning education, focused on the personality formation as a subject of culture, the formation of his (her) creative ability, and ability to re-educate. Thus, priorities of modern civic society lie in the development of human being.

The key problem of an innovative development of Russian education is the creation of conditions for competences' formation for an innovative activity; in other words, the competences of "an innovative person" as a subject of all innovative transformations. "The innovative person" is a wide category that means: each citizen has to become adaptive to continuous changes: in his (her) private life, in the sphere of economic development, in the development of science and technologies, to become an active initiator and the actor of these changes including continuous development as an integral part of the vital principles. Besides, each citizen will play his (her) own role in the general innovative community based on his (her) ability, interests, and potential.

Key competences of an "innovative person" have to become the following: ability and readiness for life-long learning education, continuous self-improvement, re-training and self-education, professional mobility, a desire to learn new things; ability for critical thinking; ability and readiness for reasonable risk, creativity and initiative, ability to work independently and availability to work in a team, availability for a productive work in the highly competitive environment; deep foreign language skills as

communication instruments of an effective participation in globalization processes, including an ability for free communication on general, business and professional topics in English.

Characterizing the transformations, which have taken place in the recent years in professional education institutions, some managers state that the present innovative transformations have influenced upon methods, receptions, forms of the organization of educational process, on the purposes and the content of professional education, on tutorials, etc. At the same time, mass character of grassroots initiatives are characterized by spontaneity, accident, unsystematic character of innovations. The vast majority of innovations has had a purely organizational, not intrinsic, substantial character. Mentioned above the spontaneous character of such innovations emphasizes the necessity of its thoughtful analysis for the purpose of highlighting the positive and negative sides of this process, and the necessity of the systematic and complete studying of these changes, taking into account all the factors concerning innovations and their socio-cultural environment (Sweeney, 2014; Gavrilov & Yaw, 2013).

On the whole, by the criterion of innovation, the Russian system of professional education can be characterized as being at a stage of formation of innovative units (separate innovations and innovations). The analysis of some special literature and applying experience of activity of professional educational institutions testifies to insufficient intensity of pedagogical innovations implementations in the practice of their work.

It is possible to define at least two reasons of an implementational failure of pedagogical innovations. The first reason is that an innovation, as a rule, doesn't pass an obligatory professional examination and approbation; the second reason is that the introduction of pedagogical innovations is previously not prepared by either organizationally, or technically, but the most important thing is that it is not prepared at personal and psychological levels.

The distinct idea of the contents and criteria of pedagogical innovations, knowledge of a technique of their implementation allows both university teachers and leaders of professional educational institutions to estimate and predict their introduction objectively.

As a result, the role of system of scientific and methodical support of innovative development of professional education has been created significantly which is understood as the purposeful system of university staff activity that helps to solve analytically-reflexive, constructive and predictive, organizational questions about the activity and the corresponding regulating tasks of management of achievement of results within individual professional innovative and pedagogical activity. Management of innovative education development has caused the appearance of new functions which are connected with the creation of organizational and methodical support of innovative processes.

In other words, the scientific and methodical support of innovative development of professional education system is the result of scientific and methodical activity, oriented towards the providing the professional education system with the methodological, didactic and methodical development, meeting the modern requirements of international pedagogical sciences and practice.

The specification of concepts allows to point out the main directions of scientific and methodical support, such as research, skill and experimental, informative and methodical, educational and methodical, organizational and educational. All together they define the whole structure and characterize the scientific and methodical activity of a teacher, with regards to the peculiarities of its educational organization from the point of view of innovative development of professional education, and develop the content of scientific and methodical support in each particular case.

## **Conclusion**

Summing up, we have come to the main conclusion that the scientific - methodical support in realization of innovative development of professional education has to contain the following blocks:

- pedagogical, interpreted needs of a society for the specialists of a certain quality and high level of preparation;
- philosophy of a new professional education, reflecting modern paradigms and the principles of innovative development of professional education as a system;
- teleologic (target) block created according to the qualitative parameters and containing ability for technological transposition of targets in the educational process;
- procedural and technological block, providing transition from the knowledge-centered educational models to activity-operational ones (transition from classical educational activity to quasi-professional (non-professional) and from it to professional activity);
- diagnostics-estimated block, piercing the whole structure of professional education and training, and providing a qualitative management of the process of professional formation, leading to the programmed result of preparation.

The above mentioned phenomena can submit the complete concept of scientific and methodical support of innovative development of Russian professional education which purpose is the identification and justification of theoretical bases, conditions and mechanisms of supplying expeditious and mass implementation of backbone innovations in professional education practice.

According to the target goals, the tasks determining its realization are the following: to reveal and prove the methodological approaches and the principles of the organization of scientific and methodical support of innovative development of professional education; to reveal and prove organizational and pedagogical conditions of efficiency of scientific and methodical support of innovative development of professional education; to define the main mechanisms of scientific and methodological support of innovative development of professional education; to reveal diagnostic tools of determination of efficiency level of scientific and methodological support of innovative development of professional education; to define the extent of resource supplying scientific and methodological ensuring of innovative development of professional education.

Our experimental work at the Kazan Federal University, Kazan Academy of Social Education and other Tatarstan educational establishments shows that the efficiency of implementation of the concept of scientific and methodical support of innovative development of professional education could be achieved by the creation and realization of the following pedagogical conditions: modeling and creation of the educational innovative environment; development of system of life- long learning education, the creation of effective system of incentives and conditions (infrastructure) for continuous retraining and professional development of teachers for development of their innovative culture, etc. Besides we would mention also such an important principle as the realization of a certain production cycle in the course of scientific and methodical support on the basis of a new methodological iterative approach (diagnostics, estimation, (measurement), forecasting, modeling, design, programming, realization of feedback).

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## Advantages And Disadvantages Of Distance Education For University Students In Russia

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**Abstract.** The need for the study is determined by the expanding global processes of integration, informatization and technologization that influence all spheres of our life including education. The rapid growth in telecommunications, availability of the broadband Internet and ubiquitous access to a variety of quick and user-friendly gadgets and electronics have definitely changed our living and learning styles. The new cohort of university students known as Generation Z cause their teachers to entirely alter their concepts, attitudes and methods of teaching so as to meet the requirements and needs of the new digitizing world with its innovative global economy, competitive markets and multicultural diversity. The public request to reform higher education (HE) in order to improve its quality is extremely important in this regard. The appropriate organization of distance education (DE) for university students seems to be the key answer to most of the emerging challenges. The purpose of this article is to clarify the conceptual apparatus and analyze whether DE may support different learning needs and styles of modern students, change university learning environment for the better, enable learners and teachers to create distance education platforms, massive open online courses (MOOCs) and virtual worlds to share ideas, links or materials. The methodological framework of this research rests on the comparative approach allowing to accumulate best practices and experiences of distance education at major universities worldwide. A comprehensive analysis of the technical, pedagogical and managerial issues of distance education as of efficient technology for learning and teaching of university students has also been provided as an integral part of the research. On the basis of the empirical approach testing, evaluation and control of usability, accessibility, availability and safety of some major distance learning tools and resources have been performed. An experimental study has also been conducted in order to obtain and compare certain relevant data concerning the learning outcomes of students in a traditional versus distance learning environment, possible advantages and disadvantages of DE. The main result of the study is the design of an efficient model of distance education that enhances the quality of university education in general and foreign language training in particular. The data driven analysis proved that most of the distance learning tools and resources used at university could be regarded as both sustaining and disruptive technologies determined though equally by innovative educational drivers and start-ups on the basis of student-centered paradigm. As a disruptive technology DE still lacks its complete realization, often has performance problems, seems to be known to a limited group of educators or students and might not yet have a proven practical application in Russia. Conversely, the appropriate use of DE technology enhances learning opportunities, improves learning outcomes and facilitates networking and collaboration.

**Key words:** distance education (DE), technology, generation Z, driver, start-up.

### Introduction

In today's dynamic world, the teaching and learning process is becoming more experiential, interactive, tech-based and personalized. The current trends in teaching and learning reflect recent advances in science and technology, best results of research studies and experimental practices in this field, as well as all the changes and implications, which ICTs (information and communication technologies) are bringing into our life. We have to admit in this context that ICTs have harmoniously become a regular and habitual fixture in many homes around the world, and their influence have permeated into all facets of



our lives, including educational settings. Moreover, ICTs are known to serve as the main drivers of knowledge and information being the strategic tools and transforming resources of the ICT-mediated society in which its residents live, work and learn. Generally speaking, ICTs represent a diverse set of technological tools and resources such as the hardware, software, networks, and media used to collect, store, process, transmit, share and present information in the form of voice, data, text, or images (Ainoutdinova, 2015). ICTs are often categorized into two broad types of product: the traditional computer-based technologies, including things you can typically do on a personal computer or using computers to learn, work or recreate; and the more recent fast-growing range of digital or Web-based technologies, which allow people to create, retrieve, store, disseminate, share and manage information for purposes of quality education, better and easier communication, "just-in-time" information awareness, etc. Both high tech and low tech needs are accompanied here with a variety of both synchronous and asynchronous ICT-based tools and resources including the broadband Internet and its applications, CD-ROMs, audio/ video technology, various computer attachments and software programs (Warschauer, 2007).

The analysis of the literature (Moore, 2012; Jansen & Van der Merwe, 2015; Harshbarger, 2016; Tregubova, 2016) on the topic allowed us to assume that most of the common trends of the 21<sup>st</sup> century teaching and learning involve various ICT-based technologies, tools and methods, including e-Learning, Web-based learning (WBL), mLearning (mobile learning), distance learning, distributed learning and other forms of online education – being considered by most educational institutions as clue solutions for continued educational success in a digital era (Warschauer, 2007). Given the growing momentum of these trends, the education community faces a question of what ICTs do mean for students, teachers and universities at large? The data driven analysis has shown that ICT can lead to improved student learning outcomes and better teaching methods in terms of their efficacy and efficiency. Prof. Kumiko Aoki from the Open University of Japan, Tokyo (OUJ) with reference to the widely recognized 2009 report made by the National Institute of Multimedia Education (NIME), proved that an increase in students' exposure to educational ICTs through a tech-based curriculum integration has a significant and positive impact on students' achievements, especially in terms of their "knowledge – comprehension", "practical" and "presentation" skills in such subject areas as mathematics, science, foreign languages and social studies (Aoki, 2010). In this context, we must pay special attention to the emerging demographic phenomenon of our gradually digitizing world, commonly known as a newly evolving Generation Z (aka Gen Z, iGen or Centennials). According to the research provided by generational experts from the Center for Generational Kinetics based in Austin (Texas, USA), most of the current students are members of the so-called Generation Z or Gen Z community (Villa & Dorsey, 2017). One key aspect of this generation is the widespread usage of computers and the Internet from a very young age. Members of Generation Z are typically thought of as being comfortable with various digital technologies, and interacting with friends, peers and family on social media websites for a significant portion of their socializing. Moreover, Gen Z is the first generation to be raised in the era of smartphones and tablets that have strongly influenced them in terms of communication and education. As Gen Z gets more digital freedom, they appear to prefer more peer-to-peer social media sites and really fast messaging apps, such as Snapchat, Vine, Instagram, etc. (Jones & Hosein, 2010). The reason here is that they tend to access, retrieve, share, exchange and store different types of information regularly but in a quite fast, affordable, more accessible and easier way. As a matter of fact, iGen's "digital" lifestyle and experience could hardly fail to influence their learning styles too.

Here comes a contradiction between an individual and group approaches in education. On the one hand, Gen Z students prefer intrapersonal, autonomous, and independent learning styles to group work. Being adepts of web-based research and activities, they often feel they could easily self-educate with online sources such as YouTube or Pinterest (Kennedy et al, 2009). Indeed, the storage, retrieval, manipulation, transmission or receipt of digital data could be conducted individually. On the other hand, it is not the case with data sharing and exchange. Any interaction, be it virtual or face-to-face, calls for

communicative behavior which could only be realized in a group or team. Besides, when studying these students like to do their solo work alongside others in a social manner. They also like their learning to be practical and hands-on and want their professors, tutors or instructors, as well as their peers to help them engage with and apply the content rather than simply share what they could otherwise find on their own online (Kennedy et al, 2009). Thus, university teachers face numerous challenges today while developing curriculum and instruction programs for Gen Z students. They should take into account all benefits and drawbacks of a digitizing world as well as the most defining characteristics of the Gen Z generation. Most of the commentators admit that Gen Z representatives are increasingly self-aware, self-reliant, pragmatic, innovative, and goal-oriented (Jones & Shao, 2011). Teachers should find a compromise to eliminate the existing contradiction between an individual and group approaches; and bridge the divide between the prevailing conventional teaching methods and techniques, and "digital" expectations and needs of Gen Z students. Most importantly, teachers should also seek such methods of training that may help their students to work together thus adjusting them to a team work, which is more the norm in any work environment, be it digital or not. Integration of distance education for university students seems to be the key answer to most of the emerging challenges.

Various methods and technologies can be combined in this respect to create both a blend of technologies and a blend of multiple learning modalities ("face-to-face", "distance", or "hybrid") all under the rubric of "distance education". ICT-based modes of education delivery, i.e. synchronous and asynchronous, are also applicable here. Different techniques can be used in distance education, namely, interactive audio instruction (IAI), online virtual worlds, digital games, webinars, webcasts, etc. Face-to-face instruction, complemented by online interaction, creates a hybrid model of university learning environment that many scholars support today (Reid, 2002; Anderson et al, 2012). Experimentation and innovation are proliferating. Some universities in Russia already demonstrate smooth transition to hybrid learning environments and hybrid classes. They actively employ online and offline instruction via learning/knowledge management systems (LMS, KMS) along with other online learning components and just occasional in-person meetings. This allows to enhance learning/ teaching practices, and focus on each individual student path while maintaining engagement and interaction at a social level. Some universities channel their efforts into advanced teleconferencing and open distance education platforms with streaming video and asynchronous discussion boards to heighten engagement online (Anderson et al, 2012), enrich learning opportunities of their students and demonstrate the potential of teachers and tutors in terms of their technology and methodology proficiency. These approaches are certainly quite different from what was once known as "tuition by correspondence." Distance education in a new sense provides a sort of a combined or hybrid learning with integration of more off-site activities with immediate feedback. The process involves inter alia delivery of all training materials in electronic format; promotes access to remote resources while maintaining focus on individual achievements; provides unlimited interaction with teachers (tutors or peers) that helps to aggregate responses and perceptions from a large group of students in order to direct toward specific learning goals; enables to organize group or team work via telecommunications; allows to minimize or abandon in-person, on-campus attendance of seminars and lectures, thus saving time, money and efforts. There are still those who argue that the core concept and standardized knowledge-transmission model of university education should not radically change (Khuziakhmetov et al, 2016). They worry whether teachers may become redundant as a consequence of overall use of ICT in education and feel skeptical about any benefits they may bring. In fact, ICT-based methods do not curb the need for teachers but they call for a redefinition of their roles from that of instructors to that of constructors, facilitators, coaches, and creators of new content.

### **Methodological Framework**

The methodological framework of this research work rests on the comparative approach that allowed to discover and accumulate best practices and experiences of distance education employment at universities for their further dissemination worldwide. A comprehensive analysis of the technical, pedagogical and

managerial issues of distance education as of efficient mode and technology of teaching university students has also been provided as an integral part of the research. We examined and study the broad international experience on distance education as a source of innovation with the exact aim to improve the system of university education in Russia. Our study has been supported by deep analysis and synthesis of the best scientific findings on the topic presented by prominent western and asian scholars (Aoki, Keegan, King, Ragan, Warschauer, Wedemeyer, etc.). We also examined and analyzed the latest trends in the field of teaching and learning of university students in the ICT-based learning environment (Hurst, 2001; Reid, 2002; Fleming & Hiple, 2004; Warschauer, 2007; Jones & Hosein, 2010; Snart, 2010; Anderson et al, 2012; Ainoutdinova, 2015; Bonk et al, 2015; Jansen & Van der Merwe, 2015; Harshbarger, 2016; Maloy, 2016; Tregubova, 2016; Hsu, 2017); thematically significant historical facts (Leedham et al, 2009; MacDonald Czarnota, 2009; Moore, 2012; Diehl, 2012; Black, 2013); singled out some unique characteristics, elements and principles of distance education applicable for university students in Russia (Keegan, 1996; King, 2001; Sampson, 2003; Aoki, 2012; Moore, 2012; Ragan, 2012); examined major tools, drivers and start-ups for efficient operation of relevant distance education platforms, massive open online courses (MOOCs) and virtual worlds to gather ideas and then publish and disseminate them for public opinion (Meyer. & Kezar, 2002; Reid, 2002; Sampson, 2003; O'Donoghue et al, 2004; Warschauer, 2007; Kennedy et al, 2009; Snart, 2010; Jones. & Shao, 2011; Anderson et al, 2012; Moore, 2012; Ragan, 2012; Bonk et al, 2015; Maloy, 2016; Hsu, 2017; Sharipova et al, 2017). We also made an attempt to clarify the conceptual apparatus since there was an evident lack of a precise vocabulary in the domain of distance learning and distance education, which only limited the ability of researchers and practitioners within that field of knowledge to communicate clearly and succinctly with each other (Keegan, 1990, 1996; King, 2001; Meyer & Kezar, 2002; Sampson, 2003; Fleming & Hiple, 2004; Hannay & Newvine, 2006; Snart, 2010; Moore, 2012; Ragan, 2012).

Based on the empirical approach testing, evaluation and control of usability, accessibility, availability and safety of some major ICT-based distance education methods, techniques, tools and resources have been performed (Moore,1993; Sampson, 2003; Fleming & Hiple, 2004; O'Donoghue et al, 2004; Hannay & Newvine, 2006; Warschauer, 2007; Kennedy et al, 2009; Snart, 2010; Jones et al, 2010, 2011; Harshbarger, 2016; Maloy, 2016; Hsu, 2017). An experimental study has also been conducted in order to obtain and compare certain relevant data concerning the learning outcomes of university students in a traditional versus ICT-mediated learning environment. The process involved 35 teachers and more than 370 students who were temporarily placed into separate learning environments, i.e. conventional or traditional (face-to-face) and ICT-based (at a distance). We took into account the latest US national research statistics and findings on Generation Z published recently by the Center for Generational Kinetics based in Austin (Texas, USA) (Villa & Dorsey, 2017). First, we analyzed the general and most defining characteristics of the Gen Z students; and then their preferred learning styles and modes. In the end we examined with due diligence the applicable teaching and learning methods and techniques, which will simultaneously address academic and social skills of Gen Z students as well as support their "digital" learning expectations and needs.

To sum up the research we identified and enumerated most of advantages and disadvantages of distance education operating within an ICT-based university environment from the point of view of both teachers and students. The provided analysis and study allowed us to systematize the theory and practice of the process of employment of distance education at universities. We revealed the common nature of any distance education initiatives in education including their core elements and characteristics, found appropriate ICT-based open authoring tools to proceed in our experiments to create, implement and test the effectiveness of author's electronic online resources and materials.

## Results

The main result of the study is the design of the model of an efficient ICT-based student-centered learning environment that involves distance education programs and enhances the quality of university education. In our vision, university environment should be a multilingual educational space based on inclusion of the native language and one or more foreign languages being taught to students (usu. English, German, French, or Spanish). Such a space functions in the interconnection and complementarity of all its components that are traditionally integrated into educational process of university. The learning environment should also be organized in accordance with the changing learning needs and styles of modern students, usually referred to as the "digital generation Z", their preferences and capabilities (Warschauer, 2007). The learning environment should thus be organized with a due ICT-based support where educational tools and resources might function as adaptive, familiar and comfortable instrumental facilitators and drivers of the learning process. The ICT-mediated environment of university, supported by direct quick access to computers and the broadband Internet, should include the well-structured university's website, educational portal for electronic and distance learning offering inter alia access to massive open online courses (MOOCs), information-sharing crowdsourcing communities and virtual networking platforms, digital libraries, etc. Classrooms and lecture rooms should be equipped with all sorts of digital devices and multimedia equipment, adapted for work with both external, remote and internal ICT-based and other free and easily accessible educational resources (Brown & Lippincott, 2003). Moreover, universities shall not fear to integrate their institutions with the communities in which they exist and operate. Culture of sharing ideas for enhancements in educational context is receiving the increasing support today. The reason is obvious: distance education initiatives give universities better chances to hear from students, faculties and community members about their current advances and drawbacks. Distance education ideas help universities remain competitive, build their reputation, and enroll more new students. As a matter of fact, being receptive to ideas and change makes universities much more attractive to prospective students (Sampson, 2003).

To clarify the conceptual apparatus and eliminate the evident lack of a precise vocabulary in the field, we analyzed various viewpoints and came to conclusion that the terms "distance learning" and "distance education" are completely concurrent and may be used interchangeably. Thus, distance education is a mode of teaching and learning characterized by separation of teacher and learner in time and/or place for most part of training, mediated by ICT for delivery of learning content and further knowledge acquisition with possibility of two-way face-to-face interaction (learner-teacher/learner-learner) as a basis of meaningful communication for better learning outcomes.

The data driven analysis proved that most of the students showed better learning outcomes in the ICT-mediated environment strengthened by various distance learning initiatives (58% against 42%). Students can benefit greatly from distance or online education in different ways. Based on research provided by Chris Evans and Jing Ping Fan (Evans & Fan, 2002), we admit that there are at least 3 major advantages of distance or online learning, namely, learner-determined location for learning – whereby students are able to choose their own place of study; learner-determined time of learning – students are able to organize their own individual learning schedule, rather than having to study on a specific day at a specific time; and finally, learner-determined pace of study – students are able to set their own individual pace of study without being held up by slower students or vice-versa (Evans & Fan, 2002). Moreover, distance education sends an important and very deep social message: it affords educational opportunities to individuals unable to attend conventional classroom settings no matter what the reason is. Not only those students with disabilities will benefit from distance education but also those who are shy, inhibited or reserved. In a conventional classroom environment the latter rarely ask questions or voice their opinions. However, the communication methods of the online environment (e.g., student chat-rooms or forums) can provide these students with increased confidence and wider opportunities to be heard. The well-organized ICT-based distance education offers a greater variety of opportunities to proceed in knowledge acquisition for many people, and perhaps also grants a chance of performance improvement to some individuals.

## Discussions

### The history of distance education

The history of distance learning may date back to the early 18th century when the earliest distance education courses were publicly announced in the Boston Gazette advertisement in 1728 for "Caleb Phillips, Teacher of the new method of Short Hand," who sought students "who wanted to learn through weekly mailed lessons" (Leedham et al, 2009). The pioneers of distance education used the best technology of their day, the postal system, to open educational opportunities to people who wanted to learn but were not able to attend conventional schools. People who most benefited from such correspondence education included those with physical disabilities, women who were not allowed to enroll in educational institutions open only to men, people who had jobs during normal school hours, and those who lived in remote regions where schools did not exist. An Englishman, Isaac Pitman, is credited as a person who was the first to provide distance education course in the modern sense. In the 1840s Sir Isaac Pitman taught a system of shorthand by correspondence in Bath, England. Students were instructed to copy short passages of the Bible, transcribed into shorthand on postcards, and return them for correction and grading (the element of modern student feedback - a crucial innovation of Pitman's system) via the new penny post system. This early beginning proved extremely successful, and the Phonographic Correspondence Society was founded three years later to establish these courses on a more formal basis. The society paved the way for the later formation of Sir Isaac Pitman Colleges across the country (Leedham et al, 2009).

The University of London was the first university in Europe to offer distance learning degrees, establishing its "External Programme" in 1858. The background to this innovation lay in the fact that the institution (later known as University College London, UCL <https://www.ucl.ac.uk/>) was non-denominational and, given the intense religious rivalries at the time, there was an outcry against the "godless" university. American university level distance education began in 1874 at Illinois Wesleyan University (<https://www.iwu.edu/>) where bachelor and graduate degrees could be obtained in absentia. The Chautauqua movement originated in America in the late 1800s and gave the popular push to correspondence education in about 1882. The teaching of academic and vocational courses by correspondence became quite popular by 1900 and problems of quality and ethical practice came with the popularity. The Distance Education and Training Council (DETC) was established in 1926 as the National Home Study Council (NHSC) in part to address these issues (MacDonald Czarnota, 2009). Today the DETC (<http://www.deac.org/>) is a non-profit educational accrediting agency located in Washington, D.C. that specializes in distance education accreditation. It also promotes high educational standards and ethical practices for correspondence schools all over in the United States. The invention of educational radio in the 1920s and the advent of television in the 1940s created important new forms of communication for use in distance education. Educators used these new technologies to broadcast educational programs to millions of learners, thus extending learning opportunities beyond the walls of conventional teaching institutions (Aoki, 2012). In 1969 the Open University, OU (<http://www.open.ac.uk/>) - a distance learning and research university - was founded by Royal Charter in the United Kingdom. The University revolutionized the scope of the correspondence programs and helped to create a respectable learning alternative to the traditional form of education. It has been at the forefront of developing new technologies to improve the distance learning service and is still the largest such institution in the world. Its success helped to hasten the establishment of similar institutions elsewhere, including the United States and Japan (Aoki, 2012).

The development of reliable long-distance telephone systems in the early 1900s also increased the capacity of distance educators to reach new student populations. But telephone systems never played a prominent role in education until the introduction of new teleconferencing technologies in the 1980s and 1990s. Teleconferencing systems made it possible for teachers to talk, hear, and see their students in real

time with no delays in the transmissions even if they were located across the country or around the world. Distance education increasingly uses combinations of different communications technologies to enhance the abilities of teachers and students to communicate with each other. With the spread of computer-network communications in the 1980s and 1990s, large numbers of people gained access to computers linked to telephone lines, allowing teachers and students to communicate in conferences via computers. Distance education also makes use of computer conferencing on the World Wide Web, where teachers and students present texts, pictures, audio, and video. File sharing and communications tools like email, chats and audio and video conferencing are integral to the Internet model of education (Khuziakmetov et al, 2017).

### **Conceptual apparatus: distance education or distance learning?**

Most academic and scientific fields should operate within a common yet distinct vocabulary. Such precise vocabulary makes it possible for researchers and practitioners within that domain to communicate clearly and succinctly with each other. For many years there was an evident lack of such a precise vocabulary in the domain of distance learning and distance education (King et al, 2001). As a result, multiple notions such as "distance education", "distance learning", "dlearning", or "D-Learning" have been widely used by many authors interchangeably, though in practice they could have meant quite different things. In many cases two terms - "distance learning" and "distance education" - are generally used to describe a mode of delivering education and providing instruction, often on an individual basis, to students who are not physically present in a traditional setting such as a classroom. Despite this common approach, the need to clarify the conceptual apparatus is still urgent due to the avalanche of multiple notions in this field of knowledge.

Distance education has been defined differently at different points in its history. Traditional or conservative definitions of distance education refer only to a separation between teacher and learner and their use of some means of communication. Such broadly based definitions are of limited utility in the Information Age since they could apply equally to a correspondence course conducted by post in the 1920s or to a workshop conducted via synchronous Web-based videoconferencing in 2002 (Fleming & Hiple, 2004). As communications technology has evolved from paper and pencil through radio, television, and the Internet, the definition of distance education has changed accordingly, so that newer definitions have come to include additional criteria and more finely drawn distinctions. Differences between the second and third editions of an authoritative text on distance education, *Foundations of Distance Education* by Desmond Keegan, show an important shift in the definition and scope of distance education (Keegan, 1990, 1996).

In the second edition, Keegan (Keegan, 1990) argues that distance education has the following characteristics: separation of a teacher and learner throughout the learning process; separation of the learner or learners from other learners or learning groups; provision of means for two-way communication so that the learner(s) can benefit from or initiate dialogue; and utilization of electrical means of communication to carry the content of the course. In this definition Keegan has articulated two important features that have come to distinguish distance education in the Information Age: first, in addition to the separation between teacher and learner, communication must be electronically based; and second, communication must be bidirectional (Fleming & Hiple, 2004). Not only do students receive communication from the teacher, but they also direct communication to the teacher and to other students. In his third edition, Keegan further distinguishes between distance education and virtual education (Keegan, 1996). He argues that virtual education, that is, education in which the interaction of face-to-face education has been recreated electronically (Keegan, 1996), such as interactive television classrooms linked by satellite or other transmission technologies, is really an extension of conventional education. Distance education, in contrast, is characterized by the separation of teacher and learner and of the learner from the learning group, with the interpersonal face-to-face communication of conventional

education being replaced by an apersonal mode of communication mediated by technology (Keegan, 1996). Keegan's implication is that some forms of what is usually called distance education are more "distant" than others. By his definition, for instance, a language course carried over a two-way full-motion video network would qualify as virtual education since this mode of communication recreates the visual and aural presence of the participants to one another. In contrast, a television-based class in which one-way television transmission to students was supplemented by telephone communication and email would be distance education, as would a class conducted in a Web-based course environment where students and teacher exchanged information in online postings (Fleming & Hiple, 2004). In Keegan's view, the modes of two-way communication in these two examples are "impersonal" since neither telephone nor online posting recreates both the visual and aural presence of other participants (Keegan, 1996).

In his 1996 doctoral dissertation Keegan established the foundations of distance education as a distinct and separate area of practice and study from the main stream education. He stated: "Distance education is coherent and distinct field of educational endeavor: it embraces programmes at a distance at primary and secondary, technical and further, college and university levels in both public and private sectors. It has existed for a hundred years and is to be found today in most countries" (Keegan, 1996). In addition, Keegan posed some of the foundational issues that are still outstanding and are subject of research, discuss, and controversy, and will remain so as long as distance education is an area of professional practice. These included: (1) The role of "time synchronous technology" in virtual education as compared to time asynchronous technologies. At the time he posed this issue, distance education was primarily practiced as correspondence education, and therefore, it was an asynchronous endeavor. However, Keegan realized the emergence of electronic communication and the issues in research and practice that real time communication may bring to fore in the field. (2) Access, equity and social impact of distance education as envisioned by another leading theorist of the field, Charles Wedemeyer, who conceptualized distance education as learning "any time, any where" (Diehl, 2012; Black, 2013). Wedemeyer championed the cause of the independent learner and established several theoretical constructs that have constituted the core of the contemporary theory of distance education. Among these constructs are autonomy or the learner's need for independence to participate in deciding his/her learning objectives, select the strategy and the means to achieve such objectives, and demonstrate his/her mastery of the chosen objectives (Diehl, 2012; Black, 2013). In subsequent theoretical work, Dr. Michael G. Moore, incorporated the idea of learner autonomy in the theory of transactional distance. In Moore's theory, distance in education is determined by learner's autonomy as manifested in the control he/she requires in the process of learning, and structure as manifested by instructor control of the teaching process. Moore postulated that more instructor control (structure) leads to increased distance, and more autonomy leads to decreased distance between the instructor and the learner (Moore, 2012). (3) Didactics or the skills learners and teachers required to use electronic technology for teaching and learning (Keegan, 1996). (4) Market request or the willingness of students to partake in "electronic classrooms" or use videoconferencing to engage in distance learning (Keegan, 1996). These issues led Keegan to believe that "distance education is a form of education fraught with problems for administrators, teachers, and students. It is characterized by the fragility of the non-traditional in education. These difficulties concern the quality, quantity and status of education at a distance. Good practice in distance education seeks to provide solutions for these inherent difficulties" (Keegan, 1996).

### **Conceptual apparatus: modern approach**

More than two decades have passed since Keegan posited his foundational issues in distance education. Research in the field has grown tremendously since then, and scholars have found tentative answers to some of his questions. However, as Keegan thought, more studies are needed to explore the phenomenon of distance education in support of the practitioners in the field and their students. The authors of California Distance Learning Project, CDLP (<http://www.cdllponline.org/>) support Keegan's vision of

distance education in general. They do not draw distinction between the terms "distance education" and "distance learning" and give the following definition to this mode of learning: "Distance Learning (DL) – is an instructional delivery system that connects learners with educational resources; provides educational access to learners not enrolled in educational institutions and can augment the learning opportunities of current students. The implementation of DL is a process that uses available resources and will evolve to incorporate emerging technologies." They also highlight several key features characteristic of distance learning, namely: separation of teacher and learner during at least a major part of each instructional process; separation of teacher and learner in space and/or time; provision of two-way communication between teacher, tutor, or educational agency and learner; use of educational media to unite teacher and learner and carry course content; process of control of the learning pace by the student rather than by the distance instructor (Ainoutdinova, 2017). These features may apply equally to both high tech and low tech approaches to distance education. In any case, we could not eliminate the importance of the teacher – learner communication as well as the so called technology responsibly. Learners will not achieve the desired level of communicative competence by just using a computer, thus many variables should be taken into account, such as: students' interests, their individual styles and strategies of learning, students' needs and wants, as well as the major aims and goals of teaching and learning, the applicable safe content, tools and resources (Hsu, 2017). Likewise, the roles of both teachers and students will change into "teaching how to learn" (coach) and "learning how to learn" (autonomous learners) (Maloy, 2016). Thus, we may assume that three elements are of paramount importance to any successful distance education program: high quality instructional design, safe and applicable technology, and constant well-structured support (Tregubova, 2016).

In 2001 Frederick B. King and his colleagues from the University of Connecticut, Neag School of Education, made an attempt to draw distinction between the terms "distance learning" and "distance education" for the purposes of common, yet distinct and precise vocabulary essential for communication within specific domains for instructors, students and, particularly, researchers (King et al, 2001). The authors planned to start the movement toward a common vocabulary by offering precise definitions of distance learning and distance education, and their interrelationship. This step had been accomplished by first proposing a single definition of learning and then breaking down the concept of learning into three subcategories: instruction, exploration and serendipity. Each of these, in turn, were defined and the concepts of distance learning and distance education were derived and categorized. Prof. King and his team began their examination of the term "distance learning" with the second word, "learning" and crafted the following definition: "Learning – is a set of improved capabilities in knowledge and/or behavior as a result of mediated experiences that are constrained by interactions with the situation" (King et al, 2001). The provided study brought the following broadened definition of the term "distance learning": "Distance learning – is a set of improved capabilities in knowledge and/or behaviors as a result of mediated experiences that are constrained by time and/or distance such that the learner does not share the same situation with what is being learned" (King et al, 2001). From this definition of "distance learning" flows definition of "distance education" as of "a formalized instructional learning where the time/geographic situation constrains learning by not affording in-person contact between student and instructor, while the "in person education" – is a formalized instructional learning where the time/geographic situation constrains learning by requiring synchronous person-to-person interaction" (King et al, 2001).

Prof. King and his colleagues in order to further clarify the issue provided a thorough research of the concept of learning. Recognizing that learning is a constant process that takes place wherever and whenever the individual is receptive, there must be accommodation made for the different purposes for learning or different learning intentions. According to Mariana Sanderson from SafetyNet Integrated Project: "Learning is any reasonably permanent change in behavior as a result of past experience where behavior may also be affected by maturation, physical damage and even disease" (Hsu, 2017). But with these definitions of "learning" the scholars were only half-way to their goal of defining "distance



learning". Prof. King and his colleagues considered that there were more than one purpose for learning and tried to distinguish the separate stages of learning. They showed that learning of cognitive, manual and complex skills can be developed in three, broad phases, namely: the "knowledge" stage – in which the learner is inducted in, absorbs and understands the basic facts, principles and practices of a particular domain so that these become unconscious and automatic, that is, the learner acquires declarative knowledge; the "rule" stage – in which the learner develops the ability to apply, mainly consciously, the acquired declarative knowledge to a wide range of different situations, that is, the learner develops a set of operational rules and procedures or personal heuristics; and the "skill" stage – in which the objective is to have the trainees achieve fluid and automatic performance. Trainees learn to accomplish the "know-how" gained during the former levels, so as to achieve skills, practical and realistic "hands on" experience or practice through simulator training. Besides, the authors singled out formal learning in a separate category as being normally achieved through training and education. According to this approach, training is often considered as bringing the performance of a group of people up to a specific level appropriate to achieve a desired performance on a work task. That is, training has a specific objective and aims to minimize the differences between learners' behavior or performance. Education, on the other hand, has traditionally been seen to have broader objectives which maximize the differences between learners. Its aim is to instruct and encourage learners to maximize their individual potential and cognitive skills for future life. After all, the scholars came to conclusion that learning situations may be formal (contrived) or self-directed in everyday settings (naturalistic). Learning thus may occur by design, or by chance. Therefore, with these possibilities in mind, the authors proposed three major subcategories of learning: instruction: objectives-driven learning; exploration: without objectives; and serendipity: unintended learning (King et al, 2001). Despite all the constraints present in each type of learning, it is obvious that traditional learning and distance learning become co-equal, each having its benefits and each having its drawbacks though.

At the same time we have to admit that the concept of "distance education" or "distance learning" is slowly losing its ground since it no longer adequately describes the range of educational options and delivery methods offered today. The evident change in the conceptual apparatus is mostly determined by the advances in science and technology, which in their turn influence the way people can learn and communicate with others in different countries in real-time or synchronously using technologies such as instant messaging, voice over IP (VoIP) or video-conferencing. People can also learn and communicate globally via asynchronous electronically mediated communication meaning that the participants do not communicate concurrently. Examples include email, chats, forums and bulletin board systems, where participants send or post messages at different times. Social networking websites, like Facebook, Twitter, Skype, etc. allow users from all over the world to remain in contact and communicate on a regular basis. Modern information and communication technologies have even created a "global village," in which people can communicate with others across the world as if they were living next door (Warschauer, 2007). In the era when ICTs have provided the world population with a vast array of new communication capabilities we more often use other terms such as "distributed", "hybrid", "blended", "online" education, etc. to describe distance courses that meet the requirements and needs of our rapidly digitizing world. Today, operation of most universities seems to some experts as susceptible to tech disruption as other information-centric industries such as the news media, magazines and journals, encyclopedias, music, motion pictures, or television. The technical affordances of cloud-based computing, digital textbooks, mobile connectivity, high-quality streaming video, and "just-in-time" information gathering have pushed vast amounts of knowledge to the "placeless" Web. This has sparked a robust re-examination of the modern university's mission and its role within a networked society. The transmission of knowledge need no longer be tethered to a college campus only (Anderson et al, 2012). According to Hurst, distance education is shifting from a peripheral activity on college campuses, to the center of many higher education institutions (Hurst, 2001). One major driver of the debate about the future of university centers on the increasing role of higher education in society in general and the diploma's ultimate value as an employment credential in particular. Besides, students and parents, stretched by rising tuition costs, are

increasingly challenging the affordability of a college degree as well. Experts likewise expect more-efficient collaborative environments and new grading schemes to appear; they predict though that various ICT-based start-ups and initiatives such as massive open online courses (MOOCs), other forms of open educational resources (OERs), hybrid and distance learning spaces, virtual learning and crowdsourcing platforms, cyber schools and even virtual universities will shift students away from on-campus life (Evans & Fan, 2002).

### Conclusion and Recommendations

Most educators and practitioners do recognize though the potential of distance education. It helps to overcome obstacles of distance, time, human and material resources that limit access to learning opportunities. However, if the purpose of a distance program is to teach, then the program must provide instruction that fosters creative interaction both among and between students and with their professional tutors. Briefly, when universities or teachers choose distance learning programs for any of many valid reasons, they should be very attentive in selection of didactic materials, teaching tools, resources, methods and technologies designed to meet the goals of quality education in the ICT-based university learning environment. To help online instructors establish best distance practices and achieve performance expectations of Generation Z students, the core principles of effective online teaching have been developed at Penn State's World Campus, contained later in the Special Report (<http://www.worldcampus.psu.edu/>) presented by Faculty Focus (Ragan, 2012). This document is based on the concurrence of concepts of "distance education" and "online education". In the online classroom, an entirely new set of variables enters the equation. Variables that, if not managed properly, can lead to frustration and an overall bad experience for teacher and learner. The principles of effective online teaching for instructors include: (1) Show Up and Teach! – serves as a reminder not to believe that the online class "teaches itself" and just navigates the learning system due to the fact that most courses are already authored and designed for online delivery. (2) Practice Proactive Course Management Strategies! – advises to actively participate in course management strategies. (3) Establish Patterns of Course Activities! – recommends always to establish and communicate a course pace and pattern. (4) Plan for the Unplanned! – gives advice to inform students of any occasional or unexpected changes in course agenda. (5) Response Requested and Expected! – expects to timely respond to student inquiries (feedback). (6) Think Before You Write! – recommends to be exact and clear in messages to students to avoid misunderstanding. (7) Help Maintain Forward Progress! – advises to maintain positive forward progress in students' studies. (8) Safe and Secure! – expects the university learning management system to provide adequate degree of security and confidentiality. (9) Quality Counts! – reminds of the need to establish strategies for addressing the quality of the online learning experience, including content resources, instructional design strategies, and systems performance. (10) (Double) Click a Mile on My Connection! – expects the technological infrastructure of the online classroom to meet the needs and expectations of both Generation Z students and instructors (Meyer & Kezar, 2002; Ragan, 2012).

We assume that distance education is a modality today. It is a broad, mixed category of methods to deliver quality learning. The development of materials and components for distance learning and selection of delivery methods go hand in hand and must meet the following requirements: (1) the identifiable end-user's needs and wants; (2) perceptible content and purpose of learning requirements; (3) reasonable technical and technological constraints; (4) availability and accessibility of delivery components; (5) need for changes as a result of evaluation, modification of content, alteration of user requirements or future technological developments. In distance education, communication occurs through various types of interaction, which can affect the design as well as the selection of delivery method and technology. Interaction may occur between: (1) the learner and content – this is often called one-way communication; it may be enhanced by different multi-media, e.g. print, sound, graphics, or video; (2) the learner and provider who may be either a teacher, instructor, tutor, visiting professor or specialist, panel of experts, on-site demonstrator, learner support staff, or an administrative staff; (3) the learner and another learner

- this eliminates risks of isolation and gives opportunity to develop, discuss and share ideas, knowledge and skills; (4) the learner and course group - enables work on group projects and development of group skills; (5) the group of learners and provider - allows group instruction, communication, etc. (Snart, 2010).

Numerous studies have found distance learning courses as effective comparing to traditional classroom training or even better. Most of academic leaders and educators admit that online education outcomes are superior to those in traditional learning environments. However, there are challenges for anyone who opts to learn through distance learning. Although distance education offers more people an opportunity to attain higher education, it is not all advantages and benefits. Distance education has costs, requires compromises and self-motivation is essential for success. Like any kind of educational program, distance education comes with a host of its pros and cons.

The supporters of distance education emphasize that this mode of learning provides a lot of flexibility to learners (at any place, time, or pace); better accessibility for those separated from mainstream education due to some relevant reasons (distance, time, disabilities, etc.); numerous choices and opportunities for selection of schools, subjects or programs not available in the near-by area; more choices of learning styles and self-paced scheduling; individualized instruction (the teacher is able to tailor the curriculum to each student's instructional needs and preferences); appropriate feedback to all actions of students on equal basis; ICT-based networking opportunities (enable students who enroll in classes with online education to make connections and communicate with a diverse range of people), etc. (O'Donoghue et al, 2004; Hannay & Newvine, 2006).

The opponents of distance education on the contrary oppose this format of learning stating inter alia that in the absence of teachers "standing behind" learners might need too much of self- motivation. Lack of social interaction or participation, in their view, may cause a feeling of isolation, while absence of social atmosphere may minimize motivation and interaction and worsen discipline. Limited direct access to the instructor on demand to ask questions may cause to miss some important information, while absence of immediate feedback on performance may cause to miss some necessary and critical advice. Technical requirement may be difficult to meet for those students who do not have a constant, reliable access to technology or who is still not completely computer literate (O'Donoghue et al, 2004; Hannay & Newvine, 2006). Some teachers, who use ICT to interact on a global basis, expand resources, enhance local content, or customize material, think that problems include the need for extra training, information overload, pace of technological change, student plagiarism, business involvement, teachers' time, etc. (O'Donoghue et al, 2004).

Taking both sides into account, we think though that based on its long history and current trends, distance education should continue to remain an important and viable educational option for university students. The current trends in teaching and learning are taking on an absolutely new shape as university teachers leverage modern ICT-based technologies and strategies to creatively deliver content in various ways to their students. Ongoing developments related to both technology and pedagogy have pushed governments and universities to grapple with issues of accreditation, credentialing, quality standards, innovative assessment, and learner motivation and attrition, among other areas of concern. If we look at the map of notions applicable to distance education we will get an impressive list of terms and trace the evolution of terminology (again thanks to ICTs) from its early stages till now. The 1<sup>st</sup> and 2<sup>nd</sup> generation distance education was often referred to as: correspondence courses, extension courses or extended studies; home study, continuing education or external studies; self-paced studies, independent studies or distance learning. Ironically, terms used to describe 3<sup>rd</sup> and 4<sup>th</sup> generation distance education include ICT-based terms: cyber education, online education, virtual education; technology-supported education, hybrid education, distributed learning; e-learning, and web-based education. Along with that, university learning environment is constantly evolving and changing thus creating among other things new

etiquette of learning and teaching, shifting the locus of control from the teacher to the learner and, according to International Society for Technology in Education (ISTE), bringing the world to the classroom (Moore, 1993). No doubt, using ICTs and other technologies to digitize education across Russia will lead to further innovation, high quality of knowledge, social inclusion, job creation and national competitiveness.

The outcomes of our research may contribute to better understanding of the current trends in higher education sector with emphasis on teaching and learning at university; enhance the existing instruction and delivery methods in ICT-based learning environments so as the students feel more relaxed and independent, truly engaged and motivated. Our general recommendations could be of interest for those who tend to build distance education platforms, open online communities, create MOOCs, virtual networking platforms and all other digital forms of formal and informal learning. We believe, that distance education techniques will bridge learners and teachers, universities and communities, set ideas of "collective intelligence" based on knowledge and wisdom of Generation Z.

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## Formation Of Competences Of Students' Self-Organization Educational And Professional Activity In The Context Of Implementation Fses Of He 3+

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**Abstract.** The relevance of the presented problems due to the fact of the formation and evaluation of competences of students' self-organization educational and professional activity are an essential component of the quality assurance system of education in the context of implementation Federal State Educational Standards of Higher Education 3+ (FSES of HE 3+). Situational significance of the problem of self-organization is determined by the state of the Russian educational system which is undergoing a difficult phase of change. The purpose of this article is to develop the innovative system of formation and evaluation of competences of students' self-organization educational and professional activity in the context of implementation Federal State Educational Standards of Higher Education 3+ (FSES of HE 3+), as well as in the design of innovative psychological and pedagogical technologies of formation of self-organization competences. The leading research method of this problem is psychological-pedagogical observation, questionnaire survey and psychological testing to identify and study the experience of formation and evaluation of competences of students' self-organization educational and professional activity in the context of implementation of Federal State Educational Standards of Higher Education 3+ (FSES of HE 3+). The article presents the conceptual principles for programming and evaluation competences of students' self-organization educational and professional activity in the context of implementation of Federal State Educational Standards of Higher Education 3+ (FSES of HE 3+). Goals, objectives, functions, principles and stages of formation and evaluation of self-organization of students' educational-professional activity are defined, interactive technology formation and evaluation of students' self-organization educational-professional activity are identified. The materials of the article are of practical value for psychologists, psychologists of the education system, teachers who are ready to implement the system of formation and evaluation of competences of students' self-organization educational and professional activity in the context of implementation of Federal State Educational Standards of Higher Education 3+ (FSES of HE 3+).

**Key words:** competences of self-organization, formation and evaluation of self-organization competences, self-organization, self-organization educational and professional activities, training and professional activity of student.

### Introduction

At present the educational process in Russian universities is undergoing considerable changes under the influence of a number of objective factors. There is a radical change of social, economic, political orientations and reassessment of values in Russian society. The present situation requires improvement

in the content of higher educational process, optimization of forms and methods of educational work, changes the programs for future specialists' preparation.

Requirements' transformation to the level of professional training of students in higher educational organizations, objectives, educational content brought the problem of educational quality to the first place. The educational process of modern university actualizes the change in the position of student: from the object of study to the active and conscious subject of educational professional activity. It is quite difficult to implement at the level of the traditional scientific-methodical support of bachelors, therefore, interactive forms and methods of training, education, monitoring become relevant. It is necessary to master the competencies of self-organization educational and professional activities for their adequacy of functioning (Anisimov, 2014; Solodova, 2014; Yarkova, 2015; Dyakov, 2016).

### **Methodological Framework**

The relevance of the issue of changes in the Federal educational standards of higher education (FSES 3+) due to the requirements of the state policy for the quality to programs of higher education the introduction of new regulation of the educational process: namely, the adoption of the Federal law dated 29.12.12 № 237-FL "On education in Russian Federation" and Order of the organization of educational activity according to the programs of bachelors, magistracy and specialist degrees, the order of MES №1367 of 19.11.2013.

In modern conditions increases the value of the formation and evaluation of competencies of self-organization of educational and professional activities (Verbitsky, 2012; Medvedev, 2012; Ignatova, 2013; Davydova, Dorozhkin, Polyanskova & Nuykina, 2016; Davydova, Dorozhkin & Fedorov, 2016). The analysis of psychological, pedagogical and methodological studies shows that self-organization occupies a significant place in the structure of educational and professional activity of students and is one of the main parts of the system itself. Formation of competences of students' self-organization of educational-professional activity will allow the future specialist successfully analyze the conditions and objectives of training, efficiently plan and organize, adequately evaluate, revise and improve the process and the results of their teaching and professional activities, in other words, to manage it. From the formation of these competencies in students to a great extent depends on their activity in teaching, quality of training, as well as the efficiency and effectiveness of their educational and professional activity.

Relevance of a research of a problem of formation and evaluation of students' competences of self-organization of educational professional activity is defined by two components, one of which is permanent, and the second one is situational. Permanent relevance of the problem stems from the fact that self-organization is the most important part of the system of the educational process, which, in turn, is one of the essential components of a quality assurance system. Situational relevance of the problem of self-organization is based by the state of the Russian educational system is undergoing a difficult phase of changes.

The concept of modernization of Russian education for the period up to 2020 identified the main tasks of vocational and higher education: "preparing highly qualified employee of the appropriate level and profile, competitive on a labor market, competent, responsible, fluent in his or her profession in related fields of activity, capable to effective work at the level of world standards, ready to constant professional growth, social and professional mobility; addressing the needs of the individual in obtaining appropriate education" (Kotova & Shahmatova, 2007; Garanina, 2017).

Independent work requires experience in its organization, as well as the techniques and technology of self-organizing in their own activities (Davydova & Dorozhkin, 2016). To transfer a considerable part of work of the training material directly to the students demands new methods of teaching, involving the development of students' competences of self-organization, the tools of their diagnostic and assessment.



In psychological-pedagogical literature there is no single, established definition of self-organization, despite the broad representation of this phenomenon in numerous governmental studies. Self-organization is considered in connection with various aspects of educational and professional activities: the formation of competence of rational management of educational and professional activities; the organization of students' independent work; formation and improvement of self-educational activity; implementation of self-education; self-realization in the activities.

Dontsov, V.Ya. (1997) represents self-organization as a type of organ-izational activity aimed at himself and carried out alone. Khramova, G.M. (1992) considers self-organization as a conscious person to work on themselves in order to improve the intellectual, emotional, moral and strong-willed character traits in efforts to resolve social and personal significant problems. Graf, V. (1999) under the self-organization of the human ability understands it quickly, consistently, and creatively learn from the experience of previous generations in the field of rational organization of mental work. Yanovskaya, T.E. (2013) defines self-organization as a type of educational activity, in which the structure stands self-control (predictive, step by step, final) and self-esteem. Several authors under the self-organization of the students' ability, understand their own individual style to produce optimal learning activities. From a position of activity approach, Ishkov, A.D. (2004) points out, that self-organization is the process of conscious and purposeful design of the personality, on the basis of the available standard views, and the results of self-evaluation. The process of self-organization is characterized by the ways that a person chooses in order to achieve his development goals.

In this paper, we adhere to the following definitions: educational and professional activities of students is a process of deliberate, purposeful, students' self-managed activities to solve the educational and cognitive tasks, including mastery of the necessary knowledge and skills, processes of actions; self-organization of educational and professional activities is the activity of the student, which is impelled and guided by self-management and self-improvement goals of their educational work carried out by the system of intelligent action aimed at the solution of the problems of self-organization and the rational organization of their academic work.

To understand the roles of self-organizing of students' educational and professional activities were identified their main functions: educational, developing, managing, regulating, organizing function of educational actions. There are several stages of self-implemented educational and professional activity: roughly-target, diagnostic, design, technological, assessment and reflective, correction. This division is conditional, since the steps are interrelated, interdependent and interpenetrating. His relevance of the issue results from the need to improve the management of institutions of higher education on the basis of the project approach. Ensuring a proper quality of innovation project management requires the development of theoretical bases and techniques for this activity. Both the invariant characteristics of innovation project management and the variant ones, determined by the subject area of the projects, should be taken into account.

### **Materials and Methods**

The study methods were used observation, interview, analysis of products and activities, content analysis of essays, self-report and diagnostic techniques were used during the research:

1) questionnaire "Diagnostics of peculiarities of self-organization-39" (DOS 39), by Ishkova A.D. (2004) allows you to identify the individual characteristics of self-organization is a single integral scale "Level of self-organization" and six private scales characterizing the level of development of one personal component of self-organization (volitional effort) and the five functional components: goal setting, situation analysis, planning, Self-control, correction;

- 2) questionnaire "Self-regulation of teaching and professional activities" by Ishkova A.D. (2004) aims to identify the peculiarities of the functional structure of self-regulation in the process of learning activities, consists of 50 claims covering the seven scales, allocated in accordance with the basic regulatory processes (planning, fashion-regulation, programming, evaluation, adjustment) and regulator-personality properties (flexibility and independence);
- 3) questionnaire "Self-assessment of abilities to self-government" allows you to evaluate the ability of the individual to self-government, in the process of the authorities involved are the following: self-knowledge, self-determination, self-organization, self-realization, initiative, self-control, self-esteem, self-inspiration, self-development;
- 4) reflexivity questionnaire;
- 5) the questionnaire of learning styles LSQ (adapted by Ishkov, A.D. & Miloradova, N.G., 1996) allows you to identify your preferred style of learning activities: pragmatist, theorist, reflexive, activist;
- 6) questionnaire "Semantic default settings" (SBU) (adaptation by Ishkov A.D. (2004) allows to identify underlying semantic setup, questionnaire SBU considers seven basic semantic units, which in the case of their inadequacy can significantly complicate the life of the person diagnosed with the installation, using the corresponding scales of the questionnaire, allowing to identify three types of dependencies : verbal, emotional and dependence of the achievements; two kinds of demands - to yourself and to the others; two kinds of responsibility - for others and for ourselves.

### **Experimental base of the research**

The Institute of psychological-pedagogical education of the Russian state vocational pedagogical University (RSVPU) during the period of 2014-2016 was conducted the research, which determines the level of formation of competences of students' self-organization educational and professional activity in the context of implementation of the FSES HE 3+.

Teachers and students of the Russian state vocational pedagogic University (RSVPU) and the Urals state mining University (USMU), Yekaterinburg became the object of the research.

620 respondents were interviewed during the research, the first-year students were 32%, the second - year students were 25%, the third - 21%, the fourth-year students were 22% and professors were 7%.

### **Results and Discussions**

The analysis of scientific literature and our own research on this topic poses following conclusions: self-organization is an important component of the educational and professional activities, Maturity of self-organizing competencies in students plays a significant role on the effectiveness of their educational and professional activity, the higher the level of self-organization of the students, the more successful are their education activities, and the greater the possibility of self- realization and creative expression in the work, therefore, these competencies students need to purposefully and systematically generate, from the first year of their studies at the university.

On the basis of the analysis of researches of domestic and foreign scientists, in accordance with the selected phases of self-organization defines a set of competencies self-organization of educational-professional activity of students and its content, including:

- competences of definition and formulation of goals and tasks of teaching and professional activities are awareness the purpose and features of the educational process in high school; concretization of the ultimate goal of teaching, its decomposition into a series of interim target, awareness and

formulation the goals and objectives of self-organization educational and professional activities; forecasting the direction of development and results of the self-organized training and occupational activities;

– competences of planning and design process of training and professional work are analysis of the content of teaching and professional activities and the allocation of its structural components; selection of the content of self-organization (determination the most effective and efficient methods of self-organization for a speedy, successful achievement of goals); planning self-organization and professional activities and the construction of relevant processes; planning and design of the phased implementation of educational and professional activities on the basis of the analysis of its structure and characteristics; planning time for the future, taking into account the objectives of educational and professional activities, their comprehensive development;

– competences of analysis and diagnosis of the condition of educational and professional activity are fixation and estimation of the initial condition and the results of educational-professional activity on the basis of their comparison with the data samples or the planned objectives; the selection of the features of the process of educational and professional activities: state, material properties, advantages and disadvantages; analysis and adequate estimation in the conditions of realization of educational-professional activity; the diagnosis of the problem of educational and professional activity (difficulties, mistakes, negative results, etc.); theoretical analysis of deviations' causes of the achieved results of educational-professional desired activity, for regulatory data requirements, as well as the reasons for success; establishing based on the results of educational-professional activity, from the organization of its process;

– competences of organization of educational and professional activity, according to the plan are implementation of educational and professional activity on the plan; deliberate and purposeful self-observation; based on their cognitive, organizational and regulatory actions; the rational organization of their educational work: the use of rational and effective methods, forms and techniques of mental work; finding the best ways of checking the correctness of educational and professional activities and correct mistakes with their own forces; rational and economical use of your own time; the rational organization of the workplace; the valuation of their work in accordance with the capabilities and features of the body;

– competences of evaluation of educational and professional activities and their results, involving the formation and development of reflexive position - independent assessment of the possibilities and prospects; selection and evaluation criteria for evaluating the success of their educational and professional activity, the rationality of its organization; analysis of the results and the quality of their academic work, their knowledge, capabilities, methods of obtaining and learning, methods of organization and control of educational and professional activities; estimation of prospects of correcting their educational and professional activity, perfection of forms, techniques, methods of their academic work, its organization;

– competence of correction and improvement of organization and implementation of educational and professional activities - the analysis of errors and their causes; correcting their teaching and professional activities in accordance with the specific situation and their own capabilities; awareness of the positive aspects of their educational and professional activity's organization; awareness of weaknesses in the organization of their educational and professional activity and their systematic elimination; definition of prospects of further work on the improvement of their educational and professional activity.

About the formation of competencies of self-organization of educational and professional activity of students can be judged by the level of development of all self-organization components in the complex. High level of knowledge of the competencies of self-organization of educational and professional

activities can provide students a creative approach to the implementation of not only teaching and professional activity, but also self-education, and professional activity in the future.

Having determined the theoretical and methodological bases of research, highlighting the structure and content of the self-organization competences of training and professional activity, we have developed a special pedagogical system of formation of these competencies among university students. Based on the definitions of the structural and functional components of the educational system (Kopeina, 1984; Kotova & Shahmatova, 2007; Hasanova & Kotova, 2014; Hasanova, Kotova, & Kandrashina, 2016), the formation of self-organizing of educational and professional activities of university students' competences can be seen as a pedagogical system, the main structural components of which are the goal of education subjects (teacher and students), the content and the result (Figure 1).

The goal is the formation of self-competence training and professional activities of university students. The result of the operation of this system is a definite shift in the development of students, expressed in increasing the level of formation of the subjects self-learning competency training and professional activities.

There were allocated six blocks in the content of system of forming competences of students' self-organization educational professional activity: approximate and target, diagnostic, design, technological, estimative and reflexive, corrective. Blocks are understood as the parts of a substantial and organizational component of system differing in substantial and structural specificity, relative autonomy and functional interactivity. The functional components of system of forming competences of self-organization of educational professional activity characterizing the main types of communication between its structural components are: target, communicative, substantial and organizational, analytic-productive.

The system is dynamic, able to develop and improve in the course of operation. In its development, the system goes through three levels: imitating-reproductive, combine-productive and creative - reformative, which are co-related with the level of formation of the research competences at students of higher education institutions: low, average and high.

As the criteria that characterize the level of formation of competences of self-organization educational and professional students' activities, the following:

- 1) theoretical knowledge of self-organization, their presence;
- 2) level of practical knowledge of self-organization's competencies that ensure overall success of the process of self-organization educational and professional activities;
- 3) awareness, appropriateness and regularity of the implementation self-organization of educational and professional activities.

Conditions providing efficiency of functioning and development of this system are: formation and development of students' reflexive positions; including students and co-teacher organization, control and self-control of its professionally important academic work; integrated application of active forms, methods of training and specially designed tasks and assignments aimed at formation of competences of self-organization of students' educational-professional activity.

Analysis of the results of diagnostics of formation of competences of students self-organization educational-professional activity showed that 82,7 % of the students who took part in the research, recognize the educational and professional value of competence of self-organization educational and professional activities. However, the results of the diagnostics are in need of knowledge and skills of self-organization educational and professional activities only 46.8% of students, among them 8% are the first

year students, 12,5 % are the second year students, 12,3 % are the third year students and 14,0 % are the fourth-year students.

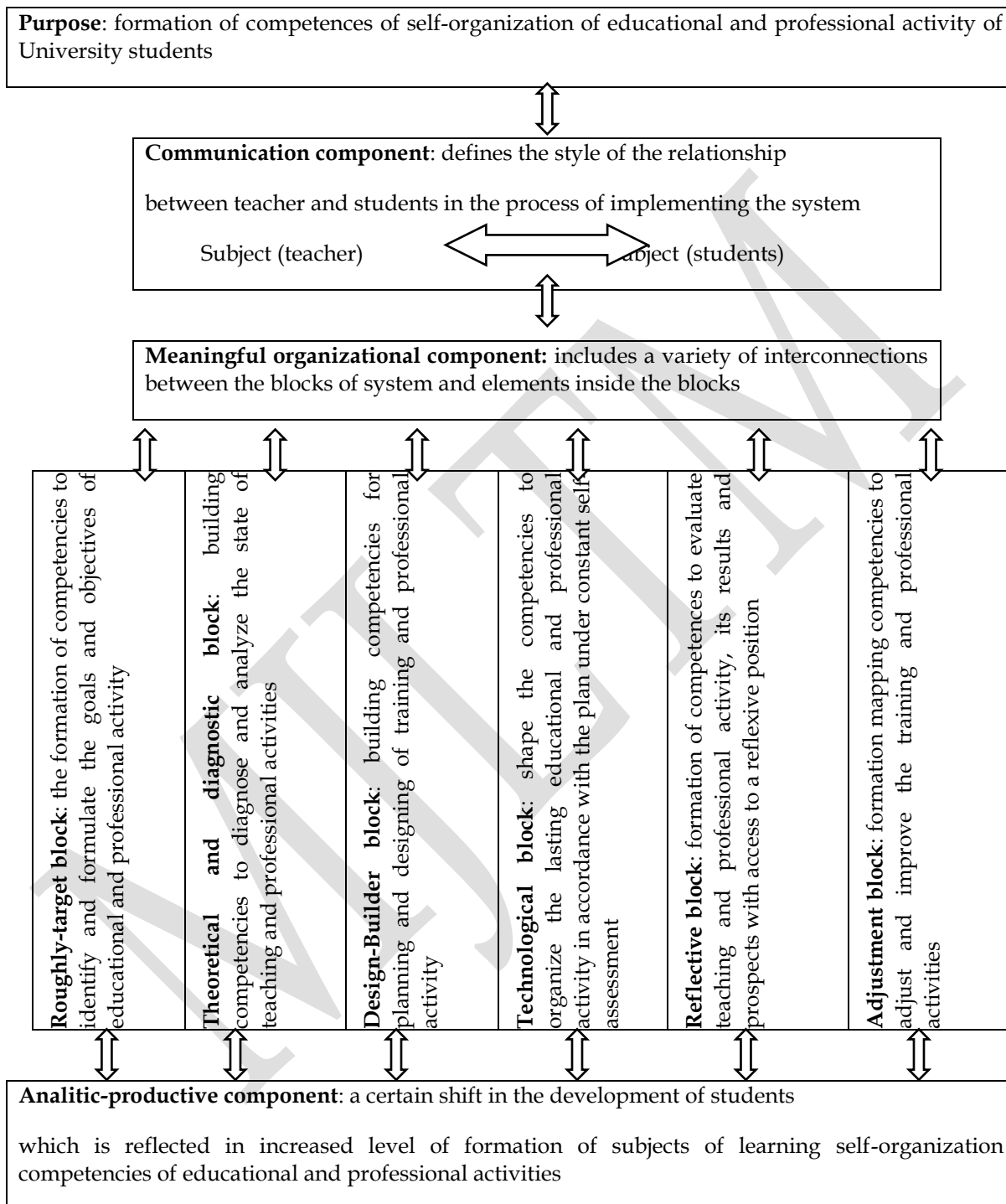
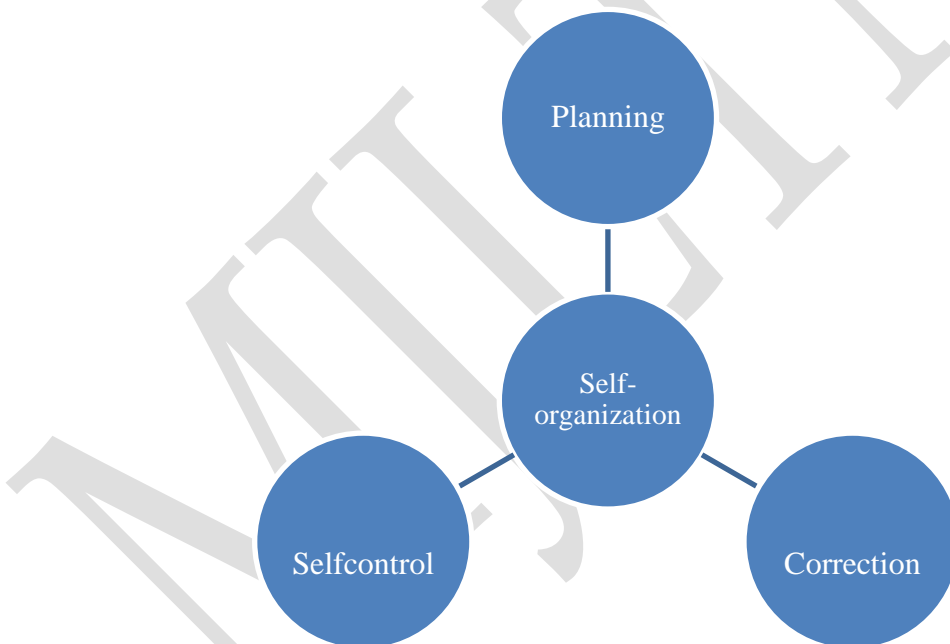


Figure 1. The structure of the system of formation of self-organization competences

In practice, 2,3 % and 3,4 % are the first and the second course students, 4,2 % and 4,6 % are the third and the fourth-year students steadily and consciously carry out self-organization educational and professional activities. This small number of respondents confirmed the necessity of formation of competences of students' self-organization educational-professional activity. 21,0 % and 29,4 % are the first and the second course students, 15,0 % and 13,6 % are the third and the fourth course students practically apply these skills in their studies or do it rarely. One can clearly see the difference in the indicators of the level of expression competences of self-organization educational and professional activities (their decrease) depending on the course of students' study.

The results 'processing was carried out by the methods of mathematical statistics with the help of the computer program "Statistical package for social Sciences" (SPSS 16.0), which was calculated descriptive statistics, nonparametric comparison of two independent samples of U-Mann-Whitney, nonparametric criterion of two dependent samples' comparison of T-Wilcoxon, correlation and factor analysis.

To determine the relationship between the level of formation of students' competences of self-organization of the educational-professional activity and scales of the above methods, we have performed statistical analysis with the help of rank correlation coefficient (r-coefficient) by Speerman. Correlations 'analysis (see Figure 2, 3) allowed to reveal the significant correlations between the overall level of self-organization and scales "Planning", "Self-control", "Willpower", "Self-development".

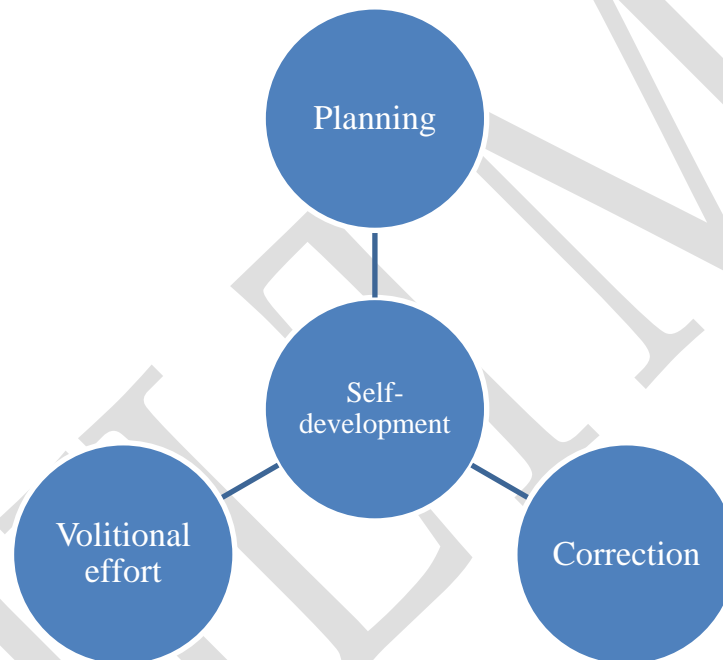


**Figure 2.** Correlations of indicators of level of competencies' formation of educational-professional activity of students' self-organization.

A significant direct correlation relationship is identified between planning (a level of skills development planning the student's own activities) and the level of self-organization (reflecting the overall level of the development of the students' organization skills in the process of their own activities: the higher indicators, the higher level of self-organization has this person) ( $r = 0,415$ ,  $p < 0,01$ ); between self-control (level of skills development monitoring and evaluation of the student's own actions, mental processes and states) and level of self-organization ( $r = 0,355$ ,  $p < 0,05$ ); between planning and self-control ( $r = 0,407$ ,  $p < 0,01$ ); between self-development and determined efforts (level of skills of the student's development regulation own actions, mental processes and states, demonstrate the development of volitional qualities,

the ability to overcome obstacles on the way to the goal that characterize the subject's ability to mobilize their physical and mental strength, concentrate in a given direction, which provides the necessary motivation for initiating and supporting activities during the implementation of the plan) ( $r = 0,326$ ,  $p < 0,05$ ); and between self-development and correction (the level of skills development is corrected by the student his goals, methods and focus of the analysis of essential circumstances, the action the plan, evaluation criteria, forms of self-control, volitional regulation and behavior in general) ( $r = 0,347$ ,  $p < 0,01$ ).

The results of the study showed that 31,6 % of respondents have a low level of intensity of formation of competences of students' self-organization educational and professional activities, 34,8 % of students have level below average, and only 7,4 % of students demonstrated a high level of self-organization's competences.



**Figure 3.** Correlations of indicators of level of competencies' formation of educational-professional activity of students' self-organization.

The methodological basis of research consists of philosophical, pedagogical and psychological concepts, revealing the nature of personality; psychological mechanisms and stages of personality's development; psychological peculiarities of purposeful development of human personality's professionally important substructures.

Theoretical and methodological basis of research are: systematic approach (Babanskiy, 1981; Daniyarov & Degtyarev, 1985; Dontsov, 1977, etc.), in which, under pedagogical system understands integrity of all factors; the activity approach to the formation and training of the individual and the theory of mental actions' gradual formation (Graf, 1999; Ilyasov, 1986; Kopeina, 1984; Vygotsky, 1996, etc.); psychological theory of personality (Khramova, 1992; Rizhenkov, 1990; Ishkov, 2004, etc.); the theory of developmental education (Graf, 1999; Ilyasov, 1986; Kopeina, 1984, etc.); competence approach in education (Berd, 2001; Zeer, 2009; Kotova & Shahmatova, 2007; Lebedeva, Shchipanova, Konovalova & Kutysin, 2016, etc.); theory and principles of self-organization in cybernetics and synergetics (Berd, 2001; Kotova & Shahmatova, 2007; Kotova, 2008; Zeer, 2009; Ignatova, 2013; Solodova, 2014; Davydova, Dorozhkin, Polyanskova & Nuykina, 2016; Davydova, Dorozhkin & Fedorov, 2016, etc.); development about the problems of self-education, self-organization in educational and professional activities, self-independent

work of students (Kotova & Shahmatova, 2007; Kotova, 2008; Davydova & Dorozhkin, 2016; Evtyugina, Hasanova, Kotova & Svetkina, 2016; Zeer & Zhurlova, 2017).

Analysis of research devoted to various aspects of self-organization study shows that, on the one hand, this phenomenon is subjected to a comprehensive consideration, and, on the other hand, there is a contradiction of views, especially concerning the composition and structure of self-organization.

In the framework of the activity approach to the study of self-organization, one can distinguish substrate-functional and structural-functional directions. Babanskiy, U.K. (1981), Daniyarov, S.B. & Degtyarev, B.N. (1985), Dontsov, V.Ya. (1977), Dorozhkin, E.M., Zaitseva, E.V. & Tatarskikh, B.Y. (2016), Gnedykh, D.S. (2015) and etc., mainly focused on the study of individual components in the process of self-organization.

In the structural- functional direction to which the researches by Golovin, A.A. (2016), Grafa, V. (1999), Ilyasova, I.I. (1986), Kotova, S.S. (2008), Kopeina, N.S. (1984), Nizamova, G.A. (2015), Smetanina, M.D. (2015), Yakisheva, M.R. (2013), etc. are related. The main focus is on the study of interrelations between the functional components of self-organization processes that requires a systemic view of the problem and simply justify the selection of each component. However, even in the structural- functional direction (where there is a real opportunity to reconcile the different views of researchers), there is no unified view on the composition and structure of functional components of self-organization's process and, accordingly, there are no generally accepted methods of diagnosis features of self-organization process till present time.

In personal approach, researchers highlight the diverse and divergent set of components that constitute or determine a mental quality as a discipline (especially self-organization): intellectual abilities; self-evaluation and installation; the motives, emotional and volitional processes; values and orientation of interests, social attitudes, psychological, socio-psychological and moral characteristics, etc.

### **Conclusion**

Based on the results of the research, we can draw the following conclusion that the primary task of higher school is the process of competencies formation of students' self-organization educational-professional activity from the beginning of study at the University.

Formation and evaluation of competences of students' self-organization educational and professional activity involves three interrelated stages: preparatory (diagnostic), basic (formative) and final (creative).

The preparatory stage coincides with the first-year study at the University. The goal of this stage is: to define the available level of formation of competences of students' self-organization educational-professional activity, to lay their theoretical foundations of the students' formation (study of psycho-pedagogical cycle's disciplines "Introduction to the psychological-pedagogical activity", "Basic training activities", etc.).

The main stage starts in parallel with the preparatory one and covers the second and the third courses of education at the University. The goal of this stage is: to develop the students' competences of self-organization educational and professional activities, enabling them to self-activities and self-organization of educational work.

The final stage covers the fourth-year study at the University. The main goal of this stage: holistic inclusion of students into the process of mastering the competencies of self-organization educational and professional activities. The active role belongs to the students themselves during the creative stage, they have formed the need for further self-development and self-improvement of competences of self-organization.



Formation of mechanisms of reflection and developing reflexive position gives learning a personal meaning. Training using interactive methods and forms aimed at forming students' competences of self-organization will ensure the inclusion of students in joint activities, organization of educational work and will provide the basis for a smooth transition to the co-organization and self-organization educational and professional activities. The displacement of the external control to internal control and self-control puts students in the position of active subjects of learning.

Currently we have developed and tested the students of the Russian state vocational pedagogical University. We have developed the program of psycho-pedagogical support of students' educational professional activity for their cooperation, which aimed at the formation and evaluation of competences of students' self-organization educational-professional activity. Work in this direction showed positive development in increasing the level of formation of competences of students' self-organization educational-professional activity.

Significance of the research lies in the fact that the obtained results allow you:

- to clarify the essence of the concepts "self-organization of educational and professional activity", "competence of self-organization educational and professional activities";
- to substantiate and develop a system of competences formation of the organization of students' educational-professional activity, identify its purpose, membership, structure, content;
- to identify, theoretically justify and test a set of necessary pedagogical conditions for the functioning and development the system of formation of competences of students' self-organization educational-professional activity, which is a advisable-organized combination of these conditions, including the formation and development of students' reflexive positions; the inclusion of students and co-teacher organization, control and self-monitoring their teaching and professional activities; integrated application of active forms, methods of training and specially designed tasks and assignments aimed at formation of competences of students' self-organization educational-professional activity;
- to define and justify the criteria of formation and self-assessment of competencies of teaching and professional activity of students is the promotion from low level (imitating-reproductive) to the middle (combine-productive), and from medium to high level (creative - transformative) of these competencies formation;
- to undertake a comprehensive analysis of methods, innovative technologies and expert process for evaluating the formation of competences of students' self-organization educational and professional activity;
- to observe and comply the requirements and expectations of consumers in the educational process to improve the process of competences' formation of self-organization.

The materials of this article may be useful for teachers, practical psychologists, psychologists of the educational system adapts to the new conditions of the professional-educational activities in the field of higher education.

There are new questions and issues that need their decision in the research process. It is necessary to continue research on the formation and evaluation of competences of students' self-organization of educational and professional activity of in the context of implementation of the Federal State Educational Standards in Higher Education 3+ (FSES in HE 3+).

The information obtained is the basis for science-based judgments about the quality not only of the academic, educational process and educational environment of the University as a whole, that allows to

identify reference points for determining the competencies of self-organization with the aim of further improving the students' educational and professional activity at different levels and stages of professional training.

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# Theoretical And Methodological Approaches To Assessing The Level Of Experience Of Terrorist Threat Of University Students

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**Abstract.** The relevance of the investigated problem is due to rapid increase of terrorist activity in the world today, the large number of victims of terrorists and enormous material and psychological damage caused by terrorist acts. The aim of the article is to examine the theoretical and methodological approaches and features of the psychological assessment of the level of experience of terrorist threat of higher school students of different directions of training. The leading method to the study of this problem is psychological and pedagogical observation, questionnaires and psychological tests that help to identify and explore theoretical and methodological approaches to the assessment of the level of experience of the terrorist threat of higher school students. The article presents conceptual provisions and theoretical and methodological approaches to assessing the level of experience of the terrorist threat of university students; goals, objectives, functions, principles and stages of assessment of the level of experience of terrorist threat of university students of various directions of training are defined. The materials of the article are of practical value to psychologists, psychologists of the educational system, teachers ready for studying and implementing corrective and preventive program, aimed at reducing the level of experience of terrorist threat, preventing stress conditions of higher school students.

**Key words:** terrorism, terrorist threat, the level of experience, educational environment, protective mechanisms of behavior.

## Introduction

Modern scale of terrorist activity and the character of its manifestations indicate a high degree of urgency of the threat of terrorism. Today psychology of terrorism is one of the most scientifically and practically important areas of psychological science. This area of psychology involves the study of psychology of terrorists themselves, the analysis of the experience of the terrorist threat of the society, the study of post-traumatic stress disorders in the direct and indirect victims of terrorist acts, mass media role analysis in the formation of the enemy image with respect to the members of terrorist organizations, considering terrorism as a way of communicating (in the form of psychological abuse), aimed at intimidation, i.e. actualization of fear in the population and authorities (Vasiliev, 1995; Yenikolopov, 2010; Znakov, 2010; Kotova, 2015; Reshetnikov, 2004; Hoffman, 2003; Yastrebtsov, 2004; Janoff-Bulman, 2006).

## Methodological Framework

The object of most of the research dedicated to psychological and psychiatric consequences of terrorist acts is direct victims of acts of terrorism and their families. But in modern literature the data are presented that the stressor contributing to the development of post-traumatic stress is not only direct terrorist attacks, but also the idea about the terrorist threat formed in the population after a series of

terrorist attacks in recent years. Unfortunately, terrorist threat is the subject of consideration of only a very small amount of works. Particularly little attention in the literature is given to the specific characteristics of the perception of the threat of terrorism of indirect victims of terrorist attacks (observers).

The relevance of this study is due to the rapid increase in terrorist activity in the world today, a great number of terrorist victims and enormous material and psychological damage inflicted by terrorist acts. The purpose of the research is the study of the specific features of psychological assessment of the level of experience of terrorist threat of students of different directions of training.

To achieve this, goal the following tasks were solved:

1. The theoretical analysis of the literature on the problem of terrorism and attitudes towards it of indirect victims.
2. Selection of techniques and research methods in the context of experience of terrorist threat.
3. Organizing and conducting empirical research of the real level of experience of terrorist threat among students.
4. Interpretation of the obtained results.
5. Development of corrective and preventive program, aimed at reducing the level of experience of terrorist threat of students in the context of the educational environment.

Given the level of theoretical and methodological elaboration of the problem and its practical significance the object and subject of research were determined.

The research object of this work is the experience of the terrorist threat. The subject of the research is psychological assessment of the terrorist threat experience by the students of different directions of training.

We hypothesized that there are significant differences of expression the level of terrorist threat experience between girls and boys. We have generated a number of subsidiary hypotheses as well:

1. The intensity of the experience of the terrorist threat differs among students of humanitarian and technical areas of training.
2. There are significant relationships between components of terrorist threat experience with channels of empathy and protective mechanisms of personality in students, and patterns of these relationships are different in groups of boys and girls and also in groups of students of technical and humanitarian directions of training.
3. Students with high levels of personal anxiety experience the terrorist threat to a greater extent than students with low levels of anxiety.

Psychological structure of understanding and experiencing terrorist threat, according to Bykhovets, Y.V. (2008), consists of three components - cognitive, emotional and behavioral. The cognitive component involves the anticipation and representation of the perceived level of reality of the threat, its probability and possible consequences. The emotional component can be both conscious and not conscious; it is manifested in the appearance of the psychological state that involves the feeling of loss of control over the

circumstances that are relevant to the life of the subject. The behavioral component is manifested, for example, in the increased consumption of drugs, alcohol and cigarettes after the terrorist acts.

The present paper discusses only one aspect of the entire multi-faceted and complex problem of terrorism, namely understanding and experiencing terrorist threat by the people in the city, which has not been subjected to the direct impact of terrorist acts for the past 20 years already (Ekaterinburg).

Under understanding and experience of the terrorist threat we will have in mind the subjective assessment of the risk of becoming a victim of a terrorist act (in accordance with the definition formulated by Bykhovets, Y.V. (2010), Tarabina, N.V. (2010).

### Materials and Methods

The study methods used in the research were observation, interview, analysis of products of activities, content analysis of essays, self-report, and diagnostic techniques:

1) The questionnaire "Estimation of terrorist threat experience" (OPTU-21), Bykhovets, Y.V. & Tarabina, N.V. (2010). The questionnaire consists of 21 questions, to which the examinee is required to express the degree of his agreement on a four-point scale from "absolutely right" to "absolutely wrong." The questionnaire is aimed to identify how deeply people experience the threat of a terrorist act. The obtained data are interpreted according to three scales: symptoms of post-traumatic stress, resistance, and anticipation.

2) The method of measuring the level of anxiety (Personality scale of manifestations of anxiety of G. Taylor, adaptation of Nemchinov, T.A. (2002). Personality scale of manifestations of anxiety is designed to measure manifestations of anxiety. This scale consists of 50 statements, to which respondents must answer "Yes" or "No". The total score on this scale provides an estimate of the general level of anxiety.

3) The technique of diagnosing the level of empathic abilities by Boyko, V.V. (2001). This technique is designed to assess the ability to empathize and understand the thoughts and feelings of another person. Empathy involves a meaningful representation of the internal world of the communication partner. In this technique, in the structure of empathy there are six different trends (scales): the rational channel of empathy, the emotional channel of empathy, the intuitive channel of empathy, setups, promoting or inhibiting empathy, penetrating ability in empathy, identification. Scale assessments perform an auxiliary role in the interpretation of the main indicator - the overall level of empathy.

4) The technique "Lifestyle Index" (Plutchik, R. & Kellerman, H. (2005)). The questionnaire is designed for the diagnosis of psychological defense mechanisms "I" and includes 97 statements of the type "true-false". Eight types of defense mechanisms are measured: displacement, negation, substitution, compensation, reaction formation, projection, intellectualization (rationalization) and regression. The technique is recognized as the most successful diagnostic tool allowing to diagnose the whole system of psychological defense mechanisms, to identify both leading, basic mechanisms, and to assess the degree of tension of each.

5) The diagnosis of empathy by Megrabian, A. (1984). This technique allows to analyze general empathic tendencies of the subject. The questionnaire consists of 25 closed-type judgments - both direct and reverse. The subject must estimate the degree of his agreement/disagreement with each of them. The scale of responses provides an opportunity to express shades of relationship to each situation of communication.

Institute of psychological-pedagogical education of the Russian State Vocational Pedagogical University (RSVPU) in the period from 2015 to 2017 conducted a research to study and identify the peculiarities of

the psychological assessment of the level of terrorist threat experience of students of different directions of training.

The objects of the study were the students of the Russian State Vocational Pedagogical University (RSVPU) and the Ural State Mining University (USMU), Yekaterinburg.

The study surveyed 520 full-time students, from them first-year students – 32%, second-year – 25%, third-year – 21% and fourth-year – 22%, aged 17 to 23 years old (average age 19.7 years). In accordance to the hypotheses, the sample was divided into the following subsamples: technical directions (engineering, construction, etc.) – 246 people, including boys 139, girls – 107; the Humanities (psychology, linguistics, pedagogy, etc.) – 274 persons, from them boys – 100, girls – 174.

### Results and Discussions

The analysis of scientific literature, own researches on the problem under investigation and empirical research allow to make the following conclusions: the whole sample is characterized by an average level of expressiveness of components of the terrorist threat experience. Modern students are not indifferent to the problem of terrorism and terrorist threat, but practically no one thinks about it seriously.

According to the study, the degree of expressiveness of the signs of post-traumatic stress is much higher among girls than in boys. This suggests that girls are most susceptible to current events, therefore they often require a longer time to experience some stress. The degree of expressiveness of indicator of anticipation, i.e. the ability to look ahead, to anticipate certain events, is significantly higher in girls than in boys. The highest level with the girls is also taken by the indicators of the level of expressiveness of terrorist threat experience. All these data are confirmed in the studies conducted by Buzykina, Y.S. & Konstantinov, V.V. (2013) in the city of Saransk.

As for subsamples of technical and humanitarian directions of training, the study showed somewhat different results. Significant differences by the method of OPTU-21 could be traced only in one scale – the scale of anticipation, herewith the degree of expressiveness of this indicator in the sub-sample of students of humanitarian directions is much higher than in the sub-sample of students of technical directions.

For the comparative statistical data analysis between samples U-criterion of Mann-Whitney was chosen, because this paper presents independent samples, indicators in which do not correspond to the normal law of distribution, as indicators of asymmetry and excess in the module are greater than their standard errors.

The data of comparison of the two samples revealed significant differences between groups on some scales, which are presented in Table 1.

Thus, as a result of comparative analysis significant differences in the following characteristics were found. In the subsample of girls, the level of expressiveness of the signs of posttraumatic stress are much higher than that of boys ( $U=486$ ,  $p=0,000$ ). This suggests that girls are most susceptible to current events, therefore they need longer time to experience a certain stressful situation.

The level of expressiveness of anticipation index in the subsample of girls is significantly higher than in the subsample of boys ( $U=560,5$ ;  $p=0,000$ ). This means that the ability to anticipate, to predict a certain event (in the context of terrorist threat) in girls is manifested to a greater degree than in boys. Indicators of expressiveness of the level of experience of terrorist threat in the subsample of girls is significantly higher than in the sub-sample of boys ( $U=719,5$ ;  $p=0,028$ ). This serves as evidence that girls are most receptive to the experience of terrorist attacks and terrorist threats (even as indirect observers).

**Table 1.** Results of comparative statistics of the studied parameters in sub-groups of boys and girls



| Indicator                            | U-criterion | Level of significance | of Average rank |       |
|--------------------------------------|-------------|-----------------------|-----------------|-------|
|                                      |             |                       | Boys            | Girls |
| Posttraumatic stress signs           | 486         | 0,000                 | 34,34           | 56,93 |
| Anticipation                         | 560,5       | 0,000                 | 35,93           | 55,15 |
| Level of terrorist threat experience | 719,5       | 0,028                 | 39,31           | 51,37 |
| Level of anxiety                     | 480         | 0,000                 | 34,21           | 57,07 |
| Emotional channel of empathy         | 639,5       | 0,003                 | 52,39           | 36,73 |
| Penetrating ability to empathy       | 322         | 0,000                 | 30,85           | 60,83 |
| Suppression                          | 528         | 0,000                 | 54,77           | 34,07 |
| Regression                           | 435         | 0,000                 | 33,26           | 58,14 |
| Level of empathy                     | 428         | 0,000                 | 33,11           | 58,31 |

In the subsample of girls' indicators of the level of anxiety are significantly higher than in the subsample of boys ( $U=480$ ;  $p=0,000$ ). This figure suggests that girls are more prone than boys, to display anxiety for relatively small reasons. The emotional component of empathy in the subsample of boys showed higher results than in the subsample of girls ( $U=639,5$ ;  $p=0.003$ ). This suggests that boys more often manifest the ability to enter into emotional resonance with others – to empathize, to participate. Emotional responsiveness in this case is a means of "entry" in the energy field of the partner. However, the indicators of the penetrating ability to empathy in the subsample of girls is significantly higher than in the subsample of boys ( $U=322$ ;  $p=0,000$ ). Such result shows us that girls are most likely to create the atmosphere of openness, trust and intimacy when interacting with a partner that helps his disclosure and, as a consequence, empathic understanding.

Boys more often than girls, tend to use the defense mechanism of suppression ( $U=528$ ;  $p=0,000$ ). The result shows that with boys there most often occurs motivated forgetting or ignoring certain events, because this mechanism supposes active, motivated elimination of something from consciousness.

In the subsample of girls, the indicator of a defense mechanism of regression is much higher than in the subsample of boys ( $U=435$ ,  $p=0,000$ ). So, girls most often unconsciously resort to earlier, less mature and less adequate patterns of behavior that seem to them to guarantee protection and safety. At the highest level in the subsample of girls is the general level of empathy ( $U=428$ ,  $p=0,000$ ). Most often girls than boys, consciously empathize with the current emotional state of another person, without losing the feeling of the external origin of this experience.

The results of the comparative analysis (table 2) show significant differences and are not random.

Thus, the comparative analysis found significant differences in the following characteristics. The degree of expressiveness of the indicator of signs of anticipation in the subsample of students of humanitarian specialities is significantly higher than in the subsample of technical students ( $U=472$ ,  $p=0,000$ ). This

suggests that students of humanitarian specialities are more likely to anticipate/predict certain events, to imagine their origin.

**Table 2.** Results of the comparative statistics of the studied parameters in subgroups of technical and humanitarian directions of training

| Indicator                      | U-criterion | Level of significance | Average rank           |                           |
|--------------------------------|-------------|-----------------------|------------------------|---------------------------|
|                                |             |                       | technical specialities | humanitarian specialities |
| Anticipation                   | 472         | 0,000                 | 33,76                  | 57,02                     |
| Level of anxiety               | 348         | 0,000                 | 31,07                  | 59,91                     |
| Emotional channel of empathy   | 427,5       | 0,000                 | 57,21                  | 31,94                     |
| Intuitive channel of empathy   | 729,5       | 0,029                 | 39,36                  | 51,03                     |
| Penetrating ability to empathy | 324         | 0,000                 | 30,54                  | 60,47                     |
| Identification in empathy      | 508,5       | 0,000                 | 34,55                  | 56,17                     |
| General level of empathy       | 675,5       | 0,010                 | 38,18                  | 52,29                     |
| Suppression                    | 680,5       | 0,010                 | 51,71                  | 37,83                     |
| Regression                     | 285         | 0,000                 | 29,70                  | 61,37                     |
| Level of empathy               | 346,5       | 0,000                 | 31,03                  | 59,94                     |

In the subsample of representatives of humanitarian specialities the degree of expressiveness of anxiety level is much higher than in the sub-sample of technical students ( $U=348$ ,  $p=0,000$ ). This suggests that the students of humanitarian specialities most often, unlike representatives of technical specialities, feel anxiety in certain situations, and this anxiety is not always reasonable.

The sign of the emotional component of empathy in the subsample of students of technical specialities is much higher than in the subsample of students of humanitarian specialities ( $U=427,5$ ,  $p=0,000$ ). Thus, for students of technical specialities most important is emotional contact with a partner for the most delicate sympathy and empathy to him. The sign of the intuitive channel of empathy is much more inherent in representatives of the humanitarian specialities ( $U=729,5$ ,  $p=0,029$ ). The students of humanitarian specialities display the greatest ability to see the behavior of the partners, to act in the conditions of deficiency of other information about them relying on intuition. At the level of intuition, the variety of information about partners is concentrated and summarized. Also at the highest-level students of the humanitarian specialities rather than technical students express the penetrating ability to empathy ( $U=324$ ,  $p=0,000$ ). Thus, the students of humanitarian specialities are most likely to build a trusting and open atmosphere, where relaxation of a partner contributes to the greatest empathic contact. The students of humanitarian specialities, unlike the students of technical specialities, have the highest level of the indicator of identification in empathy ( $U=508,5$ ,  $p=0,000$ ). This suggests that the representatives of

humanitarian specialties often display the ability to understand a partner on the basis of empathy and to place oneself in the position of the partner.

The basis of identification is the ease and flexibility of emotions, the ability to imitate. The indicator of expressiveness of the general level of empathy in the subsample of students of humanitarian specialties is significantly higher than in the subsample of technical students ( $U=675,5$ ,  $p=0,010$ ). The students of humanitarian specialties are most prone to empathy, complicity to the partner's feelings and to putting oneself in the place of another person for most subtle understanding.

Representatives of technical specialties are most likely to use the psychological mechanism of suppression, rather than representatives of the humanitarian specialties ( $U=680,5$ ,  $p=0,010$ ). This suggests that the representatives of technical specialties are most likely to motivatedly forget or ignore certain current events, because this defense mechanism means active, motivated elimination of something from consciousness.

In the subsample of students of humanitarian specialties much higher is the indicator of the defense mechanism of regression, than in the sub-sample of technical students ( $U=285$ ,  $p=0,000$ ). The students of humanitarian specialties are most likely to use the earliest, least mature and appropriate patterns of behavior; it is this behavior that seems to them to guarantee protection and safety.

The indicator of the general level of empathy in the subsample of students of humanitarian specialties is significantly higher than in the sub-sample of technical students ( $U=345,5$ ,  $p=0,000$ ). The students of humanitarian specialties are most often ready to sympathize with the current emotional state of the partner, without losing the feeling of the external origin of this experience.

Correlation analysis showed the following results. Both with girls and boys, with the increase of the level of terrorist threat experience, the effect of defense mechanism of suppression decreases, which suggests that negative emotions associated with the experience of the terrorist threat, are not displaced into the unconscious, but are understood by students. In young men, most of correlational relationships revealed that with an increase in anticipational abilities and the level of experience of terrorist threat, the action of most defense mechanisms is minimized. This suggests that young men are able to perceive and comprehend information, which is often a stressogenic factor. A different picture of the relationships is presented with girls: an increase in the level of terrorist threat experience, on the contrary, leads to the updating the mechanism of regression, and with the increase in stability such indicators as the level of anxiety and level of empathy increase.

Correlation analysis in the subsamples of technical and humanitarian directions allowed us to draw the following conclusions. The higher the level of experience of the terrorist threat in the subsample of students of technical directions, the lower the general level of empathy. However, the opposite pattern can be traced in the sub-sample of students of humanitarian directions: the higher the level of terrorist threat experience, the higher the General level of empathy. This might be due to the fact that students of the humanitarian directions, as a rule, tend to be more drawn to people, they choose professions related to communication with people, they are most open to the society than the students of technical specialties.

Currently, the problem of terrorism and terrorist threats is studied from different angles. However, if abroad research on the psychology of terrorism is carried out intensively enough, in Russia it is just starting to attract modern psychologists. Psychological approaches to the study of the phenomenon of terrorism and experience of terrorist threat are being developed in the framework of social, legal, moral, ecological psychology, psychology of personality, psychopathology (Vasiliev, 1995; Reshetnikov, 2004; Landau, 2004).

Psychological mechanisms of implementation, the structure of terrorist activities, personality characteristics of the terrorists themselves, post-traumatic personality changes in civilians who has survived a threat to life, former hostages, the role of mass media in the framework of the problem of modern international terrorism, and possible ways of dealing with terror are widely represented in the works of domestic authors (Enikolopov, 1990; Zadorozhnyuk, 1995; Sosnin, 1995; Znakov, 2010; Kukanova, 2013; Kashnik & Bryzgalina, 2013; Maksina, 2003; Selivanova, 2013; Selivanova, 2012; Evtyugina, Hasanova, Kotova, Sokolova & Svetkina, 2016; Hasanova, Kotova & Kandrashina, 2016; etc.).

In modern Russian psychology, the study of the problem of terrorism and of terrorist threat experience is carried out by such authors as Bykhovets, Y.V. (2008), Znakov, V.V. (2010), Kotova, S.S. (2015), Polyakova, O.O. (2011), Selivanova, O.A. (2012), Sosnin, V.A. (1995), Tarabrina, N.V. (2010), Churkov, B.G. (2003) and others.

The studies of the problem of terrorism and experience the terrorist threat by the society are among the most topical for social, political and economic sciences, but in the national psychology theoretical and practical developments in this field are extremely fragmented and they are comparatively few.

### **Conclusion**

Based on the results of the study we can conclude the following about the peculiarities of comprehension and experience of terrorist threat by the students of the Russian State Vocational Pedagogical University.

According to the study, the whole sample is characterized by the average level of expressiveness of the components of the assessment of terrorist threat experience. The students of today are not indifferent to the problem of terrorism and terrorist threat, however almost no one thinks seriously about it. But let us turn to the results of the comparative analysis.

According to the study, the level of expressiveness of signs of post-traumatic stress of girls is much higher than that of boys. This suggests that girls are most susceptible to current events, therefore they often require a longer time to experience some stressful situation. The degree of expression of anticipation indicator, i.e. the ability to predict, to anticipate certain events, is significantly higher in girls than in boys. The highest level with the girls is taken by the indicators of the level of expression of terrorist threat experience.

As for subsamples of technical and humanitarian specialities, the study found somewhat different results. Significant differences by the method of OPTU-21 could be traced only on one scale – the scale of anticipation, where the level of expressiveness of this indicator in the subsample of students of humanitarian specialities is significantly higher than in the subsample of students of technical specialities.

Correlation analysis showed the following results. Both in girls and in boys, with increasing the level of terrorist threat experience, the effect of defense mechanism of suppression decreases, which suggests that negative emotions associated with the experience of terrorist threat, are not displaced into the unconscious, but are understood by students. In young men, most of correlational relationships revealed that with the increase in anticipational abilities and the level of experience of the terrorist threat, the action of most defense mechanisms is minimized. This suggests that young men are able to perceive and comprehend information, which is often a stressogenic factor. A different picture of the relationships is presented with girls: an increase in the level of terrorist threat experience, on the contrary, leads to the actualization of the mechanism of regression, and with the increase in stability such indicators as level of anxiety and level of empathy increase.

Correlation analysis in the subsamples of technical and humanitarian specialities allowed us to draw the following conclusions. The higher the level of experience of terrorist threat in the subsample of technical

students, the lower the general level of empathy. However, the opposite pattern can be traced in the subsample of students of the humanitarian specialities: the higher the level of terrorist threat experience, the higher the general level of empathy. This might be due to the fact that the students of humanitarian specialities, as a rule, are more oriented towards people who choose professions related to communication with people, they are more open to society than the students of technical specialities.

Currently we have developed and tested on the students of the Russian State Vocational Pedagogical University correctional and preventive program aimed at reducing the level of terrorist threat experience by university students in the context of the educational environment. Work in this direction showed positive changes in reducing the level of terrorist threat experience by the students of the university.

The significance of this study is that the obtained results allow:

- to clarify the essence of the concepts "experience of terrorist threat", "assessment of the level of terrorist threat experience";
- to scientifically substantiate and develop correctional and preventive program aimed at reducing the level of terrorist threat experience with students in the context of the educational environment;
- to identify, theoretically justify, and test a complex of necessary pedagogical conditions of functioning and development of correctional and preventive program aimed at reducing the level of terrorist threat experience with students in the context of the educational environment;
- to define and justify criteria for the evaluation of the level of terrorist threat experience of university students;
- to identify the mental status, signs of anxiety and stress among the participants of the program;
- to undertake a comprehensive analysis of methods, innovative technologies and expert procedures assessment of the level of terrorist threat experience of university students.

The materials of this article may be useful for teachers, practical psychologists, psychologists of the education system who are adapting to the new conditions of professional and educational activities in the field of higher education.

In the process of research there appeared new issues and problems that need decision. It is necessary to continue studies to determine the assessment of the level of terrorist threat experience by university students.

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## Psychological Readiness Of Teachers Of Professional Education To The Activities In The Conditions Of Inclusion

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**Abstract.** The relevance of the investigated problem is caused by the need of psychological and pedagogical science in resolving the contradiction between the necessity of formation of psychological readiness of professional education teachers to work in terms of inclusion and weak elaboration of this problem at the stage of professional education. The purpose of the article is to develop a model of psychological readiness of a teacher, to determine the nature of the phenomenon and its structure and to test it in the empirical pilot study. The leading methods of investigation of this problem are the modeling techniques and questionnaires (questionnaire, peer review), allowing to identify the degree of importance and self-assessment of the formation of the components of readiness of teachers for inclusion. The results of empirical studies have shown that the majority of teachers report a high degree of importance of specific professional competencies for teachers of inclusive education, but their level of readiness is assessed as insufficient for teaching persons with disabilities and persons with special needs. Readiness is considered in the article as an integrative psychological education, a hypothetical two-dimensional model of readiness is developed, combining the traditional components of readiness as mental state and competences of the teacher of inclusive professional education. The obtained results constitute the informational basis of a system of psychological and pedagogical support of inclusive professional education. The materials of the article may be useful for teachers, psychologists, heads of professional educational organizations, working in conditions of inclusion.

**Key words:** inclusion, psychological readiness, students with special needs, teacher of professional education.

### Introduction

The Convention on the Rights of Persons with Disabilities, adopted by UN General Assembly Resolution of December 13, 2006 consolidated the international requirements for people with disabilities to lead an independent way of life, to participate fully in all aspects of life by providing them on an equal basis with others access to the physical environment, to transportation, to information and communications, including information and communications technologies and systems, and to other facilities and services open or provided to the public. The Convention also enshrined the right of people with special needs (special health abilities) to inclusive education at all levels, people with disabilities must have a possibility equally with healthy people during the whole life to get both general and professional education or vocational training. Today, inclusive education in the Russian Federation is regulated primarily by the Federal Law "On Education in the Russian Federation", which introduces such key concepts as "student with special needs" - an individual with deficiencies in physical and (or) psychological development, preventing him from obtaining education without creating special



conditions, and "inclusive education" – ensuring equal access to education for all students, given the diversity of special educational needs and individual possibilities.

In fact, the Federal Law "On Education in the Russian Federation" and a number of other regulations state the duty of the educational organization to create conditions for inclusive education. In the federal documents regulating the activities of educational institutions, the need for implementation of the principle of social orientation of activities related to the provision of access of children with disabilities to general, professional and further education is clearly stated. In addition, it is noted that at the level of secondary vocational and higher education currently there are no explicit mechanisms supporting and providing equal educational opportunities for people with special educational needs. As a result, the need to create conditions for getting secondary vocational and higher education by people with special needs - the need to implement the principles of inclusion is stated.

The urgency of addressing the problem of readiness of teachers of professional educational institutions to work in the conditions of inclusive education is also due to such factors: firstly, this increase in the number of children with disabilities (for the last five years the number of children newly recognized as disabled increased by 40%, herewith up to 70% of school leavers - disabled people - are potential applicants for educational institutions of professional education system); secondly, in the Professional standard "Teachers of vocational training, professional education and further professional education" there are no special requirements to the qualifications of a teacher, working in the conditions of inclusion; and, finally, thirdly, the majority of teachers of professional educational institutions have a sketchy idea of the purposes of education and do not have systematic knowledge about the psychological characteristics of students with special needs, as a result one can assume generally low readiness to work in the conditions of inclusion.

As noted by many researchers, including in professional educational process of students with special educational needs requires from the professional education system significant changes of the methodological, technological and social character (Chotchaeva, 2016; Dorozhkin, Zeer & Shevchenko, 2017; Gerasimov, 2016; Lindsay, 2003; Martynova & Romanenkova, 2013; Mikhalchi, 2014; Sergeeva, 2015; Suleymanov, 2015). But if the question of logistic and methodological support is relatively solvable, the question of readiness of subjects themselves of professional educational environment (primarily teachers) to interact with persons with special needs is quite acute. The analysis of current research on the organization and support of vocational educational process problems shows that the focus in them is given to the question of readiness of healthy students to interact with students with special needs (Husnutdinova, 2017; Sadovnikova, 2016; Sheehy et al., 2004; Skuratovskaya, Klimova & Volodina, 2013; Voevodina & Gorina, 2013), while the question of readiness of the professional education teachers to work with such special category of students is not given enough attention. Surveys show that many teachers are not prepared for the organization and implementation of the educational process with the participation of people with special needs, do not possess a sufficient level of competence, cannot say with certainty that they are mentally prepared to work in the conditions of inclusion (Gafarova, Sadovnikova & Tolstykh, 2016; Sadovnikova et al., 2016). At the same time, it is the teacher of professional education who becomes the main subject, entrusted with the task of providing accessibility of education.

The problem of this study is validation of the content of the phenomenon of psychological readiness of professional education teachers to work in terms of inclusion, the definition of its basic components and problem areas in the process of formation in the practice of professional education.

### **Methodological Framework**

In modern conditions the main prerequisites for the success of the activity of a teacher of professional education are not only and not so much the quality performance of his functions as the ability to quickly

adapt to the changing educational environment, the ability of the teacher to choose productive strategies of interaction with different categories of students (including persons with disabilities and persons with SN), motivation for self-development, willingness to take responsibility for one's professional future, which are integrated into the subject characteristics of psychological readiness for activity.

If in foreign psychology the phenomenon of psychological readiness is not widespread (mainly researchers stop at the study of effective and universal characteristics of the person providing for the professional and, consequently, career development), in national science traditionally there are two approaches to understanding psychological readiness: functional and personal. According to the first one, readiness is seen in connection with mental functions, the formation of which is considered essential for achieving high performance results. According to the second one - in connection with personal prerequisites (Dyachenko & Kandybovich, 1976). In last decades, there appeared studies of readiness to the activity carried out from the standpoints of psychocultural (Sanzhaeva, 2012), personal-activity and reflexive-activity (Zakharova, 2004), subject-activity (Gershkovich, 2003; Sergeeva, 2015) approaches. Traditionally readiness was considered in the psychological literature as a setting, as a mental state, as a quality, a personality trait. In recent studies of different types and aspects of readiness, some authors introduce in the definition of the phenomenon simultaneously both characteristics of the mental state and personality traits (Sanzhaeva, 2012), others speak about the steady state of an individual (Korablina, 2005), still others understand readiness as an integrative professionally important quality (Zhukov, 2000).

The current trend in the study of readiness can be called dominance in theoretical and applied research of methodology of competence approach and readiness itself is often reduced to an explanatory principle, which reveals the essence of a particular competence. Without belittling the importance and productivity of competence approach in the study and especially in the formation of professional readiness of the teacher, it should be noted that for the disclosure of the phenomenon of psychological readiness of a teacher of professional education for the activities in the conditions of inclusion the heuristic capabilities are insufficient. It is possible to suggest that the most productive for the study of the problem is the combination of competence and subject-activity approach, which allows us to consider readiness as the subject property, which characterizes his ability for independent activity, formed not only during the process of professional training, but also at the stage of entering a specialist in the profession and further self-realization in it.

Currently, there are studies of readiness to work in the conditions of inclusion both of future (Kuvyrtaeva, 2015; Hitryuk, 2013), and current teachers of secondary schools and pre-school educational institutions (Alekhina, Alekseeva & Agafonova, 2011; Burenina, 2014; Gerasimenko, 2015; Malyarchuk & Volosnikova, 2015 and others.). These works continue the national traditions of studying readiness for pedagogical activity in terms of defining the component composition of readiness. The difference between modern studies and traditional models lies in the inclusion in the structure of readiness of the values component and axiological grounds of readiness of a teacher for inclusion. In general, they are carried out within the framework of competence-based approach, which is implemented most consistently in the works of O.S. Kuzmina (2013), I.N. Khafizullina (2007), I.A. Romanovskaya & I.N. Khafizullina (2014), V.V. Hitryuk (2013), M.R. Husnutdinova (2017). The concepts of "inclusive competence" and "inclusive readiness" are introduced into scientific usage.

The scientific search has not allowed to reveal the works devoted to readiness of a teacher of professional education institutions to work in conditions of inclusion. If the issues of organizational and methodological support of inclusive education and tolerant learning environment in the context of professional education (especially higher education) are the focus of domestic research (Skuratovskaya, Klimova & Volodina, 2013; Solovieva, 2008; Voevodina, 2010, 2016), the psychological readiness of teachers to resolve these issues is a relevant and unexplored scientific problem.

In the framework of this research, the psychological readiness of teachers of professional education to work in the conditions of inclusion is understood as a developing structure, integrative psychological education, defined by multi-level properties of individuality and manifesting itself in an active, positive attitude of a subject to the activity, independence, initiative and responsibility in the process of building prospects of their professional development. According to the results of the analysis of research of readiness for various aspects of educational activities in the structure of readiness three components are identified:

- operational and technological, including special professional competences that provide for achieving the goals of inclusive education;
- regulatory (emotional experience of one's attitude to activity, self-control, self-management);
- values-motivational (interest in activity, awareness of responsibility for the performance of professional tasks, the desire to perform the activity at a high professional level, actualization of a need in personal and professional self-development in work.

These components are implemented in five substructures, corresponding to the main components of the activity of the teacher of inclusive professional education: organizational design, methodological, social-psychological, autopsychological, educational. The ratio of components and sub-structures creates a special type of readiness of the teacher and determines the specificity of his activity. In view of this of a particular interest is the study of readiness of teachers of professional education as integral psychological education, disclosure of models of readiness and rationale for the need to implement the system of psychological and pedagogical measures to form readiness of teachers of professional education to work in the conditions of inclusion.

In the process of research the following methods were used: theoretical methods (analysis of literary sources, modeling); empirical methods (polling method); methods of mathematical statistics and graphic representation of results.

The study of the problem was conducted in four stages:

At the first stage of the study theoretical analysis of the literature on the issue of readiness of professional education teachers for inclusion was carried out, the list of professional competencies needed for effective teaching activities was formulated, a questionnaire for the survey of teachers of professional educational organizations was developed.

At the second stage of the study the collection of empirical data was carried out.

At the third stage of the study the analysis of the survey results was conducted, the mathematical analysis of the data with a graphical representation of the results was carried out.

At the fourth stage of the study a hypothetical model of readiness of professional education teachers to work in the conditions of inclusion was developed.

The experimental base of the research was higher education institutions of the Sverdlovsk region of the Russian Federation.

### **Results and Discussions**

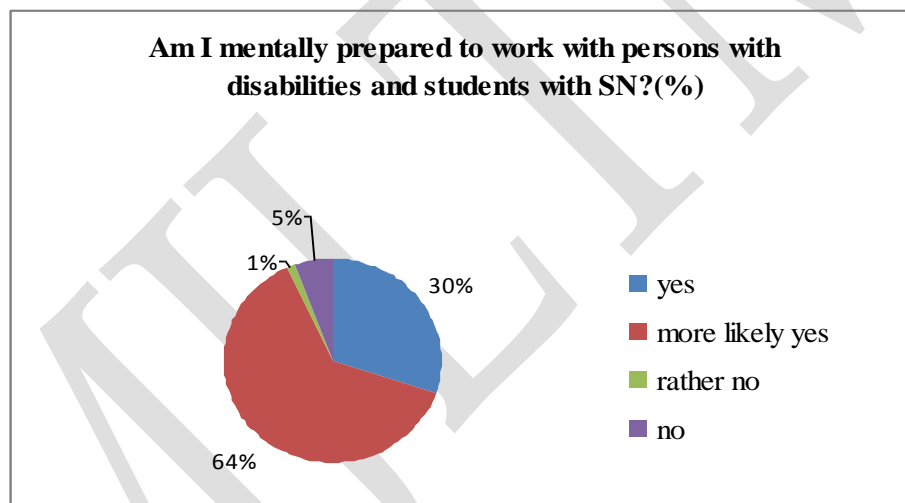
For the successful implementation of inclusive education in modern higher schools it is necessary to create a special learning environment for persons with disabilities and persons with special needs (hereinafter - SN), as well as to prepare the teaching staff to work with them. Few teachers are ready for

rapidly developing innovative technologies and often do not have special competences required to work with people with disabilities and persons with SN.

Due to the urgency of the problem a pilot empirical study was conducted, the aim of which is to determine the general level of preparedness of the teaching staff of universities to train people with disabilities and students with special needs, as well as to identify problem areas in the formation of readiness.

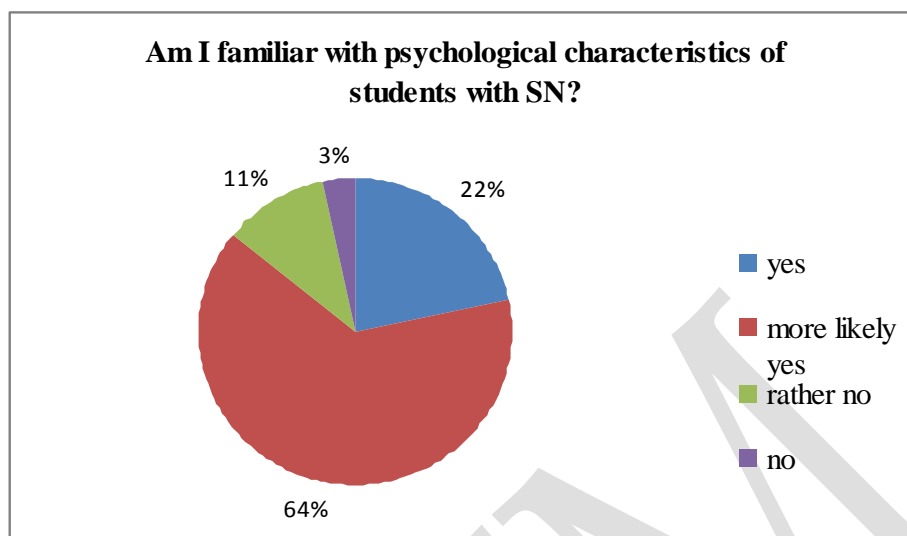
The study involved 120 university professors of the Sverdlovsk region. The overwhelming majority of respondents (82%) have work experience of more than 10 years, 11% - from 5 to 10 years, 3% - from 3 to 5 years and 4% - novices, whose experience does not exceed 3 years.

When asked to assess their own psychological readiness to teach disabled persons and persons with SN only 30% of respondents rated themselves as fully ready for teaching disabled persons, 63% said they were more likely than not, and 7% of teachers reported the lack of willingness to work with this category of students (Figure 1). Although the number of teachers who are not psychologically ready to work with persons with SN in the sample scale seems insignificant, the overall result can't be assessed as favorable, since two thirds of the participants doubt their readiness and will likely require additional organizational and methodological and psychological support.



**Figure 1.** The results of self-assessment of psychological readiness of teachers to work with disabled people

In addition, respondents were asked to assess the extent of their knowledge of the psychological characteristics of students with SN. The evaluation results are shown in Figure 2. As can be seen from the chart, only every fifth respondent confidently gave an affirmative answer to this question, while 14% of teachers weakly imagine the psychology of a student with SN, and as a consequence – peculiarities of interaction with him in the learning process and his special educational needs. Two-thirds of teachers (64%) are more likely knowledgeable about the features of this category of students, which again cannot be assessed as a result sufficient for the successful implementation of inclusion in professional education. Teachers, as a rule, tend to be focused on social approval, understand the importance and significance of inclusion and may exaggerate the extent of their knowledge. It can be assumed that the expert evaluation of the knowledge of university professors about the psychological characteristics of students with SN could have shown even lower results.



**Figure 2.** Results of teachers' self-assessment of the psychological characteristics of students with SN

Based on the theoretical analysis, we have formulated the following professional competences, necessary for the successful implementation of the principles of inclusive professional education:

The ability to design adapted educational programs.

The ability to design programs of social and cultural adaptation, rehabilitation of disabled persons and persons with SN.

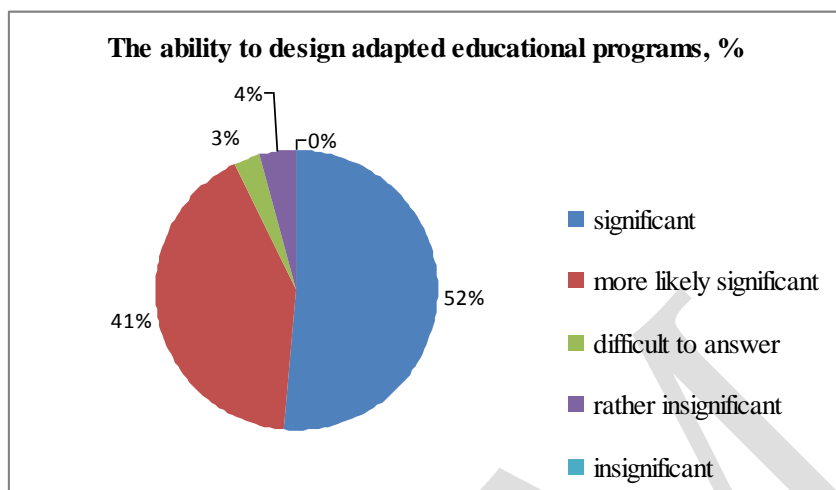
The ability and readiness to design and implement the learning process of disabled persons and persons with SN.

The ability and readiness to implement together with other subjects the educational process of organizational-psychological and pedagogical support.

The ability and readiness to create a tolerant socio-cultural and educational environment.

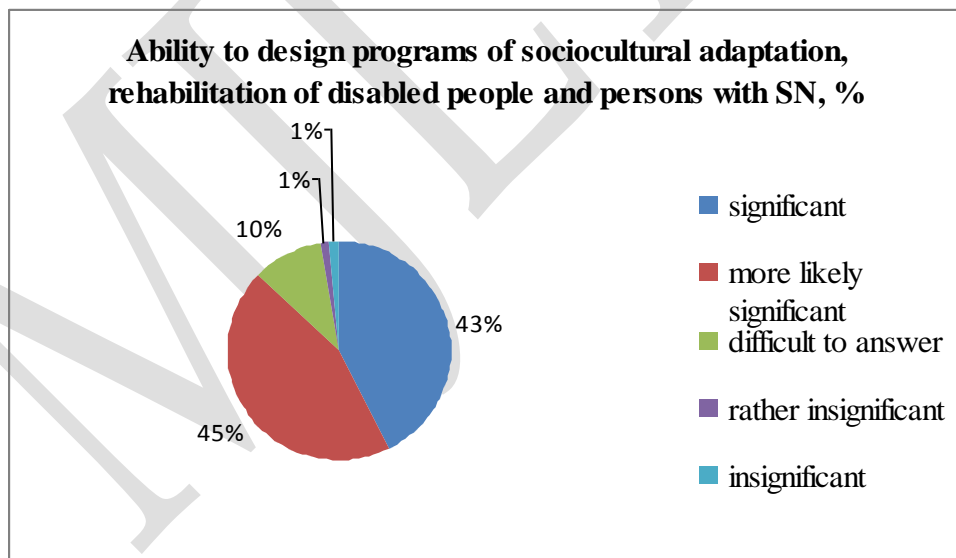
Respondents were asked to evaluate the level of significance of the enumerated competencies for teachers of inclusive education. Let's refer to the analysis of the survey results.

The analysis of evaluation by university professors of the significance of such competence as "Ability to design adapted educational programs" shows that 52% of teachers assess this competence as significant (Figure 3). 41% of teachers say that this competence is more likely significant. And only 7% of teachers do not mark the importance of this competence.



**Figure 3.** Evaluation of the degree of importance of competences of a teacher of inclusive education (competence 1)

The results of evaluation of the significance of such competence as "Ability to design programs of sociocultural adaptation, rehabilitation of disabled people and persons with SN" also show that 87% of teachers say that this competence is significant or more likely significant (Figure 4). We can assume that 13% of university professors who did not rate this competence as significant do not quite clearly imagine this line of work of the teacher of inclusive professional education, as its urgency and relevance is confirmed by the practice and cannot be doubted.



**Figure 4.** Evaluation of the degree of importance of competences of a teacher of inclusive education (competence 2)

If we turn to the consideration of the estimates of the importance of such competence as "Ability and readiness to design and carry out the process of education of disabled people and persons with SN", we will see that the vast majority of university professors note the significance of this competence (Figure 5). As is the case with the previous competence, 8% of respondents who found it difficult to answer is the

alarming result as it is a basic competence of a teacher of inclusive education, the basic direction of his activity, and the absence of a clear understanding in this case is an indicator of apparent unwillingness to work in the conditions of inclusion.

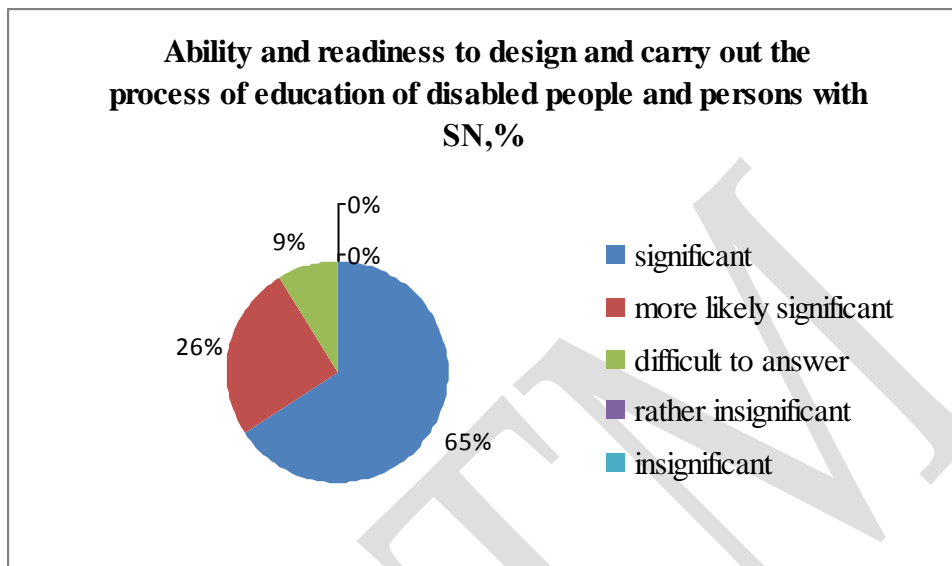
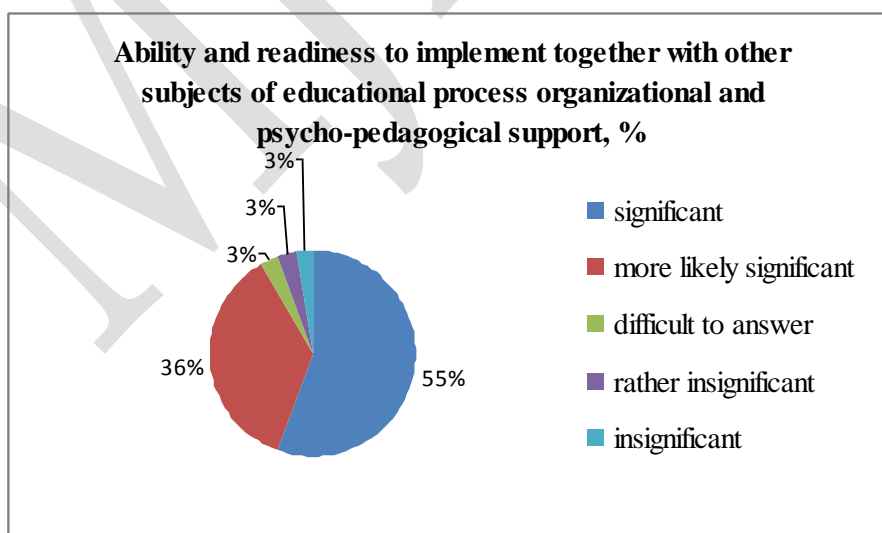


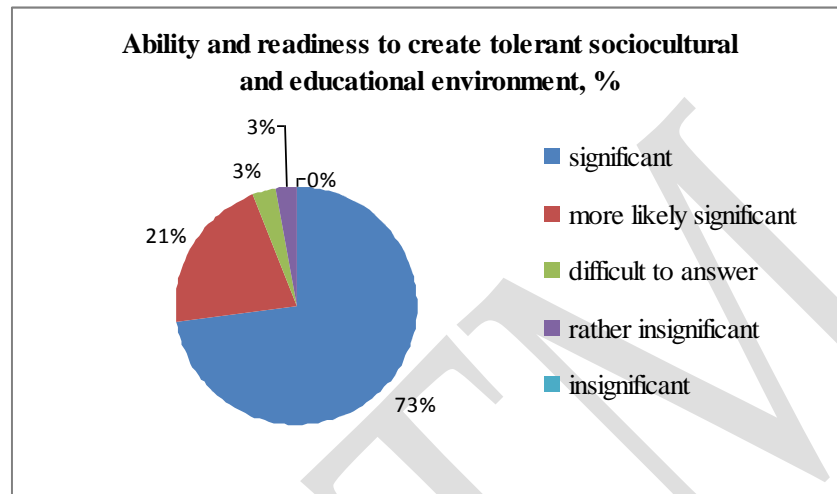
Figure 5. Evaluation of the degree of importance of competences of a teacher of inclusive education (competence 3)

The competence "Ability and readiness to implement together with other subjects of educational process organizational and psycho-pedagogical support" according to the majority of teachers is also significant: 92% of teachers noted that this competence is significant or more likely significant (Figure 6). In this case, 8% of the participants who did not rate the competence as significant can be assessed as a normal result, since support is quite a complex function of a teacher of inclusive education, which requires special training and probably increasing the level of psychological and pedagogical qualification.



**Figure 6.** Evaluation of the degree of importance of competences of a teacher of inclusive education (competence 4)

The significance of the competence "Ability and readiness to create tolerant socio-cultural and educational environment" is noted by 94% of teachers (Figure 7).



**Figure 7.** Evaluation of the degree of importance of competences of a teacher of inclusive education (competency 5)

Based on the obtained results, we can conclude that the vast majority of teachers reported a high degree of importance of professional competencies for teachers of inclusive education, but their level of readiness is assessed by them as insufficient for teaching people with disabilities and people with SN. In addition, from 7 to 13% of teachers find it difficult to assess this or that competence, or do not clearly see the level of its importance in the work, which can also be regarded as an indirect indicator of unreadiness. The question arises about the need to consider readiness as a complex multivariate structural formation, and as a consequence, a necessity for a more differentiated approach to the formation of psychological readiness of teachers of professional education to work with people with disabilities and students with SN.

### Conclusion

The basis for raising research problems of psychological readiness of teachers of professional education to the activities in the conditions of inclusion was the number of contradictions, in particular:

- between the demands of accessibility of professional education for all categories of citizens, including those with special educational needs, and lack of adequate training of teachers of professional education to work with persons with SN;
- between the need for the formation of psychological readiness of teachers of professional education to the activities in the conditions of inclusion and weak elaboration of the problem at the stage of professional education.

The conducted survey showed that two-thirds of university professors do not feel confident enough to organize professional educational process with the participation of students with SN and / or do not feel competent enough on the issue of psychological characteristics of this category of students. In addition,



every tenth teacher is not fully aware of the requirements to the personality and activity of the teacher of inclusive professional training.

The results led to the following conclusions. First, the psychological readiness of a teacher to inclusion is a complex multi-dimensional construct that cannot be adequately assessed on a dichotomous scale of "ready - not ready." Psychological readiness includes self-assessment of one's competencies and skills of self-control, and motivational-value attitude to the activity in the conditions of inclusion. Besides, the level of readiness may differ by different components of a complex and multi-directional activity of a teacher of inclusive professional training.

A synthesis of the experience of the research of psychological readiness to pedagogical activity (including one's own), the analysis of the activity of the teacher of inclusive professional training, the results of pilot empirical research allowed to define the phenomenon of psychological readiness of a professional education teacher to work in the conditions of inclusion. Readiness is considered in the article as an integrative psychological education, a hypothetical two-dimensional model of readiness, combining traditional components of readiness as a mental condition (operational-technological, regulatory, motivational-value) and the competences of the teacher of inclusive professional education (organizational design, methodological, socio-psychological, autopsychological, educational) was developed.

The integration of subject-activity and competence-based approaches allows to single out different types and models of psychological readiness of professional education teachers to work in the conditions of inclusion that is the prospect of the development of this study. The obtained results constitute the informational basis of the system of psychological and pedagogical support of inclusive professional education.

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# Pedagogical Support For The Development Of Technical Specialization Students' Speech Competence In The Context Of Education Continuity

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**Abstract.** The relevance of the researched problem is determined by the need to create pedagogical support for the speech competence development of technical specialization students in the context of education continuity with the aim of further professional mobility of the university graduates. The purpose of the article is to make a case for the possible and necessary formation of the required competence in language disciplines at university by using traditional and innovative types of work, including the analysis of students' works (compositions, essays, abstracts, theses), the evaluation of oral public speaking at practical classes, at examinations, at the protection of abstracts, at the orator's competition, at debates, etc.), and also by simulating professional situations at practical classes. The leading method of the research is empirical one that allows to monitor the development of students' speech competence, to measure indicators using specifically designed exercises, tests, etc., as well as methods of mathematical statistics and graphical representation of results. The exercise complex that is necessary and sufficient for the effective development of students' speech competence has been developed and tested. The materials of the article can be used in the practical work of teachers of linguistic disciplines not only in universities, but also in schools and colleges, and are also of interest to all those who are involved in professional and pedagogical activity.

**Key words:** pedagogical support, speech competence, education continuity.

## Introduction

Today the level of the specialists' speech competence development plays an important role not only in their competitiveness, but also in their professional career in general. Formation and development of the students' speech competence is one of the most important theoretical problems in pedagogy as well as a practical one because the development of the desired competence is a complex process that requires practice.

The relevance of this research is determined by the society's growing need for qualified specialists in "person to person" field, who possess high-level speech competence, who can effectively solve professional problems, and by the decreasing level of the required competence of university graduates today. Therefore, there is a practical need for improving the speech competence of university students while maintaining continuity. The need to respect the continuity in education is emphasized by B.S. Gershunsky (1988), Y.A. Kustov (1990), N.V. Popova (2002), L.O. Filatova (2004), M.B. Esaulova (2005), N.S. Abolina & O.B. Akimova (2012), N.N. Ostapenko & L.P. Sityaeva (2014), Y.V. Grishina (2015), O.M. Osiyanova (2015), E.F. Zeer & E.Y. Zhurlova (2017), etc. They recognize the importance of respecting the connection, consistency and prospects of the goals, objectives, content, methods, means, forms of the organization of education at every stage of development of the student; substantiate the essence of continuity, the pedagogical context of its implementation at different ages.

The relevance of the research is also determined by the introduction of a competence approach to the educational process which raises the problem of redefining the concepts of "speech competence", "speech competence development", "continuity", "continuity in the speech competence development", as well as inadequate theoretical justification of effective development of students' speech competence in the context of education continuity, which is a prerequisite for the implementation of the competence approach in the process of introducing new standards of higher education. It becomes important to find the means, methods and forms of work for the training of professionally competent specialists through a unified strategy for the development of speech competence while preserving the continuity of education: through end-to-end educational programs consisting of separate modules whose implementation begin at school and continue at university, through forms, through methods of work, through the grading system, etc.

The purpose of our research is to demonstrate the need to develop the speech competence of technical specialization students in the context of education continuity; the object of the research is to develop students' speech competence, and the subject is to develop the speech competence of technical specialization students in the context of education continuity.

In the process of research it is necessary to solve the following tasks:

1. To redefine the concepts: "speech competence", "continuity", "continuity in the speech competence development" in the content part based on a comparative analysis of the secondary and higher educational institutions students' speech competence development.
2. To identify and substantiate methodological approaches, general scientific principles that promote the development of the technical specialization students' speech competence in the context of education continuity.
3. To check the necessity and sufficiency of educational and methodological support for the development of the technical specialization students' speech competence while respecting continuity.

### **Methodological Framework**

The following methods were used in the process of the research: theoretical (study and analysis of scientific-methodological and psychological-pedagogical literature on the issues of school and higher professional education); diagnostic (testing); empirical (control and measurement, generalization of pedagogical experience, introduction of innovations in educational institutions); experimental (experimental and search work, pedagogical planning in the natural conditions of a professional pedagogical university); methods of mathematical statistics and graphical representation of results.

The Russian State Vocational and Pedagogical University, the municipal educational institution secondary school No. 131, the municipal educational institution secondary school No. 35 were the experimental base of the research.

The chosen methodological basis, purpose and tasks have determined four stages of the research.

The first, preparatory stage, included the study and analysis of philosophical, scientific-methodological, psychological-pedagogical literature on the issue with the aim of determining the methodological foundations and the conceptual apparatus of the research. At this stage, the relevance of the problem of the students' speech competence development in the context of education continuity was determined. The main research methods were the methods of studying, analyzing, interpreting scientific literature and scientific data on the development of the speech competence of students of a professional pedagogical university in the context of education continuity.

The second, project development stage, included amendment of the working hypothesis and the overall plan of the research; redefining the concepts "speech competence", "speech competence development", "continuity", "continuity in the speech competence development". Methodological, didactic, methodic bases of the research were determined. At this stage, the methods of pedagogical planning in the natural conditions of a professional pedagogical university and school, the analysis of terms and concepts, overt observation, questioning, etc. were used.

The third, searching stage, was devoted to the substantiation and approbation of pedagogical support for the development of students' speech competence. At this stage, the hypothesis was confirmed. Based on the results of experimental and search work, the development of students' speech competence became more successful after the introduction of the identified pedagogical support. The main methods of research were the methods of studying and generalizing pedagogical experience, questioning, observation, control and measurement, expert evaluation, experimental and search work, introduction of innovations in educational institutions.

The fourth, corrective stage, was devoted to the introduction of additions to the content of the research, the processing, refinement and generalization of the results obtained, the statement of conclusions, while using the methods of interpreting the results obtained, questioning, etc.

### **Results and Discussions**

We start the experimental and search work on the development of students' speech competence with evaluating the initial level of speech competence. 212 graduates of the secondary school No. 35 and the secondary school No. 131 of the city of Ekaterinburg, 355 students of the Russian State Vocational Pedagogical University and 174 third year technical specialization students took part in our experimental and search work.

In the process of experimental and search work we formulated the goal that is in line with the research goal: to check the effectiveness of the development of the students' speech competence in the context of education continuity. The tasks are as follows:

1. To check the effectiveness of pedagogical support for the successful development of speech competence of technical specialization students of the Russian State Vocational Pedagogical University.
2. To test control and measurement materials aimed at developing technical specialization students' speech competence.
3. To develop criteria for assessing the students' speech competence.

As a basis for diagnostic tools, we took four levels of the speech competence development: 1 level (elementary), 2 level (adaptive), 3 level (basic) and 4 level (creative).

In accordance with the purpose and objectives of our work, we formulate criteria for evaluating speech competence and while respecting the continuity we will take as a basis the criteria for evaluating the results of the Russian Language Unified State Examination (USE) developed by the Federal Institute of Pedagogical Measurements. To determine the level of speech competence development, we will conduct diagnostics of students using specially designed exercises. In experimental and search work we will use methodologies developed by Z.I. Kurtseva (2007), A.V. Filippov & N.N. Romanova (2002), ideas by S.A. Mineeva (2002), etc. As a didactic material we will use texts, tests, assignments, audio and video recordings.

To determine the initial level of speech competence, we suggest working with a text because speech competence is primarily related to the ability of the student to build a speech product in accordance with

speech norms and a specific communicative situation and then to pronounce it in front of the audience. When diagnosing the required competence, we use the methodology by N.A. Ippolitova (1998), T.A. Dolinina (2006) and other evaluations of the rhetorical text "Speech Impromptu". The purpose of diagnosis is to determine the speech ability level of students. The object of diagnosis is the spoken speech, which is evaluated according to the following criteria: 1) Finding a topic and sticking to it; 2) Presentation and retention of the thesis; 3) Argumentation in speech and means of argumentation; 4) Illustrations, facts, examples from various sources; 5) Composition of speech (introduction, main part, conclusion). Speech competence is evaluated by the following criteria: speech communicative quality - normalization and expressiveness of speech as well as the speakers' ability to present themselves in front of the audience, to organize the space, to use non-verbal means of communication (facial expressions, gestures, postures), confidence during presentation, tolerance to listeners.

Levels of students' speech competence are determined in accordance with the criteria and indicators of evaluation (Table 1).

Table 1. Levels of students' speech competence

| Criteria of evaluation  | Indicators<br>(0 - 36 points) |
|---|-------------------------------|
| 1. Compliance of speech with the norms of the modern Russian literary language                      | (0 - 3 p.)                    |
| - do not make speech errors in 150-200 word text  | 3 points                      |
| - make one speech error in 150-200 word text  | 2 points                      |
| - make two speech errors in 150-200 word text   | 1 points                      |
| - make three or more speech errors in 150-200 word text   | 0 points                      |
| 2. Vocabulary competence  | (0 - 3 p.)                    |
| - have a rich vocabulary  | 3 points                      |
| - have a diverse age-appropriate vocabulary   | 2 points                      |
| - have a limited vocabulary   | 1 points                      |
| - have a basic vocabulary   | 0 points                      |
| 3. Semantic integrity, speech coherence   | (0 - 3 p.)                    |
| - speech is characterized by semantic integrity and coherence, no errors                            | 3 points                      |
| - speech is characterized by semantic integrity, there is one violation of coherence                | 2 points                      |
| - speech is characterized by semantic integrity, there are no more than two violations of coherence | 1 points                      |
| - speech is characterized by the absence of semantic integrity and coherence                        | 0 points                      |
| 4. Speech precision and expressiveness  | (0 - 3 p.)                    |

|   |            |
|---|------------|
| - thought is precisely expressed, a variety of grammatical structure is used, speech is expressive  | 3 points   |
| - the thought is precisely expressed, the grammatical system is monotonous, the speech is sufficiently expressive   | 2 points   |
| - the thought is not expressed precisely, the grammatical system is monotonous, the speech is quite expressive  | 1 points   |
| - the thought is not expressed precisely, the grammatical system is monotonous, speech is not expressive  | 0 points   |
| 5. Means of expressiveness  | (0 - 3 p.) |
| - different means of expressiveness are used adequately   | 3 points   |
| - some means of expressiveness are used   | 2 points   |
| - some means of expressiveness are used, but they are not always relevant   | 1 points   |
| - the means of expressiveness are not used  | 0 points   |
| 6. Pauses in speech   | (0 - 3 p.) |
| - do not make long pauses   | 3 points   |
| - if there is a pause, they know what to fill it with   | 2 points   |
| - make long pauses  | 1 points   |
| - make frequent long pauses   | 0 points   |
| 7. Time of speech   | (0 - 3 p.) |
| - can easily speak during any given time  | 3 points   |
| - can hardly speak during the given time  | 2 points   |
| - stop speaking before 2 minutes  | 1 points   |
| - refuse to speak   | 0 points   |
| 8. Space management during speaking   | (0 - 3 p.) |
| - efficiently manage the space, feel confident, speaking brings pleasure  | 3 points   |
| - efficiently manage the space, feel confident enough   | 2 points   |
| - can manage the space, but feel insecure or overactive   | 1 points   |
| - can not manage the space, seek to go away from the audience, hide behind the table, to lean on it, can be distracted by extraneous stimuli or be too clenched, feel extremely tense and uncomfortable | 0 points   |



|   |            |
|---|------------|
| 9. Use of non-verbal means of communication   | (0 - 3 p.) |
| - appropriately use diverse non-verbal means of communication                                       | 3 points   |
| - appropriately use non-verbal means of communication   | 2 points   |
| - inappropriately use non-verbal means of communication   | 1 points   |
| - do not use non-verbal means of communication  | 0 points   |
| 10. Speech ethics   | (0 - 3 p.) |
| - recognize all violations of speech ethics in someone else's text and do not make them             | 3 points   |
| - recognize violations of speech ethics in someone else's text, but sometimes make them themselves  | 2 points   |
| - recognize obvious violations of speech ethics and make them themselves                            | 1 points   |
| - do not recognize violations of speech ethics  | 0 points   |
| 11. Achieving the communicative goal  | (0 - 3 p.) |
| - can set a communicative goal on their own and achieve it  | 3 points   |
| - can achieve the goal set by the teacher   | 2 points   |
| - can set a communicative goal on their own, but do not always achieve it                           | 1 points   |
| - can not achieve a communicative goal  | 0 points   |
| 12. Tolerance towards communication participants  | (0 - 3 p.) |
| - the greatest tolerant attitude towards opinions, judgments, remarks of communication participants | 3 points   |
| - tolerant attitude   | 2 points   |
| - tolerant enough attitude  | 1 points   |
| - non-tolerant attitude   | 0 points   |

The number of points scored corresponds to the following levels: elementary (0 - 6 points), adaptive (7 - 18 points), basic (19 - 29 points), creative (30 - 36 points).

Oral and written texts of students with an elementary level of communicative competence development do not meet the requirements for creating a text. Motivation for the development of communicative competence is absent or depends on the specific situation. Speech works of students with an adaptive level of communicative competence development do not always fully meet the requirements for the creation of oral and written texts. Students can create text only according to the model or with the help of a teacher. Motivation for the development of communicative competence is characterized by insufficiently clear ideas, largely depends on the specific situation. Speech works of students who have a basic level of communicative competence development are unassisted and meet the requirements for the

creation of oral and written texts. Motivation for the communicative competence development is characterized by fairly clear ideas about the role of communicative competence, but interest to the subject of activity is not always permanent, can depend on the specific situation. Students who have creative level of speech competence are able to apply it fairly freely and consciously in practice, have a high level of motivation, characterized by an understanding of the need for continuous development of speech competence in future professional activities.

Thus, the ascertaining stage of the experimental and search work showed that despite the existence of humanitarian disciplines in the educational program of schools and universities, the results of the students' speech competence development are not high enough, especially since this quality is professionally significant for graduates of the professional pedagogical university.

Indicators of adaptation of students to the linguistic disciplines

As a basis for diagnostic tools, we took four levels of the speech competence development: elementary, adaptive, basic, creative, and determined the initial level of the speech competence development among school graduates, first and third year technical specialization students and showed it in the table (Table 2).

Table 2. Initial level of the students' speech competence development

| Group           | Quantity (Q) of people | Levels     |      |          |      |       |      |          |      | Average score |
|-----------------|------------------------|------------|------|----------|------|-------|------|----------|------|---------------|
|                 |                        | Elementary |      | Adaptive |      | Basic |      | Creative |      |               |
|                 |                        | Q          | %    | Q        | %    | Q     | %    | Q        | %    |               |
| 11 graders      | 212                    | 58         | 27,3 | 96       | 45,3 | 48    | 22,6 | 10       | 4,8  | 3,0           |
| 1 year students | 84                     | 23         | 27,4 | 28       | 33,3 | 26    | 31   | 7        | 8,3  | 3,2           |
| 3 year students | 90                     | 14         | 15,6 | 40       | 44,4 | 26    | 28,9 | 10       | 11,1 | 3,4           |
| Total           | 386                    | 95         | 23,6 | 164      | 41,4 | 100   | 27,1 | 27       | 7,9  | 3,2           |

As a result of the experimental and search work, we can see that 10 people out of 212 respondents (4,8 %) reached the creative level of the speech competence development at the initial stage among the eleventh graders. Among the first-year students of the Russian State Vocational Pedagogical University, 7 people out of 84 respondents (8,3 %) reached the creative level, and among the third year students – 10 people (11,1 %). These students correlate speech with the situation of communication, skilfully manage the space, feel confident, try to use non-verbal means of communication.

It is very important to form students' ability to compose texts and pronounce them, because the ability to master oral speech is important for specialists of any field, and especially for teachers. The development of speech competence also presupposes the ability to communicate without conflicts, to be tolerant, benevolent towards the interlocutor. As a result of the ascertaining phase of the experimental and search work, the following conclusions were made:

1. The students' speech competence can be measured based on existing methodologies, selected criteria, indicators and levels.

2. It is necessary to identify the initial level of the speech competence development of school children and students in order to identify gaps in their knowledge.
3. To set tasks for further work on development of students' speech competence.
4. To implement these tasks through the creation of pedagogical support.

In order to evaluate the level of speech competence, the following traditional and innovative types of work were used: test on correction the defective text, test on the Russian language norms, programmed control, multiple choice tests, analysis of students' work (compositions, essays, abstracts, theses), evaluation of oral public speech (oral responses at lessons, practical classes, examinations, during the protection of abstracts, at the orator's competition, during debates, etc.). A special place in the pedagogical support for the development of the technical specialization students' speech competence in the context of the education continuity is assigned to the use of the method of game simulation because for the modern specialist "it is important to be well-oriented in the specific features of future professional activity" (Sturikova, Albrekht, Kondyurina, Rozhneva, Sankova & Morozova, 2016). "This type of classes, its non-template, non-standard character also contributes to maintaining interest not only to the subject being studied, but also to the chosen profession". "On the one hand, such an approach combines the strict formal methods of teaching, like classroom work and the study of language materials, with informal ones" (Evtyugina, Simonova & Fedorenko, 2016).

It is noteworthy that "new technologies change the learning process, pedagogical communication because the use of interactivity and multimedia visual aids contributes to the effective presentation of information, increases interest in studies, enhances the creative activity of learners, promotes better perception and memorization (the audiovisual channel of perception is used) of the material in the learning process. In addition, the use of information and communication technologies makes it possible to apply the genre approach in teaching, and this contributes to the individualization of the educational process and the formation of a personal thesaurus of the student's scientific-subject knowledge" (Evtyugina, 2013). In modern pedagogy great importance is given to interactive methods of teaching and new technologies due to the fact that these methods are oriented toward the active joint teaching activity of a teacher and a student, their interaction and communication; they make it possible to create such an educational space in which the learner "finds ways for maximum realization of personal potential" (Sturikova, 2015).

Based on the selected levels (elementary, adaptive, basic, creative), we propose a formula for calculating the average score on a five-point system of speech competence of a particular student or the whole group (X cf.) using the formula:

$$X \text{ cf.} = \frac{x^1 * n^1 + x^2 * n^2 + x^3 * n^3 + x^4 * n^4}{N}$$

Where  $x^1 = 2$  (elementary level),  $x^2 = 3$  (adaptive level),  $x^3 = 4$  (basic level),  $x^4 = 5$  (creative level); N - the total number of students participating in the experimental work;  $n^1$  - the number of students corresponding to the elementary level,  $n^2$  - adaptive,  $n^3$  - basic,  $n^4$  - creative (Sturikova, 2009). The final level of the students' speech competence development is shown in Table 3.

Table 3. Final level of the students' speech competence development

| Group | Quantity (Q) of Levels | Average |
|-------|------------------------|---------|
|-------|------------------------|---------|

|                 | people | Elementary |      | Adaptive |      | Basic |      | Creative |      | score |
|-----------------|--------|------------|------|----------|------|-------|------|----------|------|-------|
|                 |        | Q          | %    | Q        | %    | Q     | %    | Q        | %    |       |
| 1 year students | 84     | 17         | 20,2 | 18       | 21,5 | 36    | 42,8 | 13       | 15,5 | 3,5   |
| 3 year students | 90     | 9          | 10   | 34       | 37,8 | 30    | 33,3 | 17       | 18,9 | 3,6   |
| Total           | 174    | 26         | 15,1 | 52       | 29,7 | 66    | 38   | 30       | 17,2 | 3,5   |

In the course of the experimental work after the use of specially developed pedagogical support, we can see that 13 people (15,5 %) among the first year students of the Russian State Vocational Pedagogical University have reached the creative level of the speech competence development, and 17 people (18,9 %) – among the third-year students.

Thus, the developed methodological support contributes to the development of students' speech competence.

Due to the fact that “modern education is aimed at the formation of a harmoniously developed, socially active person, combining spiritual wealth, moral purity and physical perfection” (Malushko, 2012), an important role is assigned to the development of the university students’ speech competence. In the context of the competence approach in the modern educational paradigm of higher education, a great significance is given to the formation of speech competence (Makarova & Kopytova, 2012).

In the modern scientific literature we can see different definitions of the term “speech competence”. For example, “speech competence is the free practical possession of speech in a given language, the ability to speak correctly, fluently and dynamically both in dialogue and in monologue, to understand well the audible and readable speech, including the ability to produce and understand speech in any functional style; it is an integral part of the individual’s culture. Speech competence is determined by the language competence, broad speech practice of communication, a large volume of reading of literature of different genres and determines the communicative competence” (Romanova & Filippov, 2010). Language (speech) competence is defined as “the availability of operational structures necessary for a certain type of activity and of the skills to implement them” (Pischalnikova, 2003). “Speech competence is a set of interrelated qualities of a person (knowledge, skills, and methods of activity) assigned to a certain component of speech training, including the language, communication and methodological components. The speech competence is formed due to the expansion of the vocabulary; the development of the grammatical structure of speech, the acquisition of the culture of speech behavior, of polemics and of critical thinking” (Afanasyeva, 2015).

Speech competence “is an important link between the language as a system of signs and symbols (linguistic competence) and successful communication (communicative competence)” (Manaenkova, 2014). The problem is that at school and universities we teach the language as a means of communication, and we do not teach communication with the use of this tool, which leads to the students learning the rules, but in practice not being able to apply them, and as a result – insufficient possession of written speech: mistakes in spelling, construction of text, inability to formulate and express one's own thoughts. “The introduction of a unified state exam (Russian language) in schools, in our opinion, further exacerbated the problem: graduates of schools who do not like (or rather can not!) to participate at seminars, participate in discussions, hesitate to speak in public” (Manaenkova, 2014).

The developed language (speech) competence is associated with the availability of necessary operations in the speech activity of the native speaker, the formation of appropriate speech stereotypes, awareness of the norm (Butakova, 2010; 2016).

Awareness of the norm after VA. Pischalnikova (2003) is understood by us as an establishment of a connection between speech actions and elaborated speech operations, and violation of the norm – as the absence of necessary operations in speech activity.

It is noteworthy that unlike linguistic and communicative competence, speech competence has a discursive nature and reflects the quality of verbal behavior of students oriented to the requirements of the profession. “Speech competence simultaneously serves both as a reflection and a trigger mechanism for internal experience in professional activities” (Afanasyeva, 2015).

Speech activity performs a binary function in relation to a person: contributes, as part of the speech activity, to the development of the personality and mirrors their essence (Manaenkova, 2013).

The development of verbal and cognitive activity in the process and as a result of teaching provides the person with successful socialization, when, in an effort to be presented with its own characteristics and differences, it manifests the need to be accepted by the society (Manaenkova, 2013). Dependence between the speech culture of the individual, their general culture, the opportunities for obtaining an adequate education and the prospects for spiritual, social, professional growth is beyond doubt. It is impossible to form and develop an educated person without involving in the speech culture of society (Manaenkova, 2014).

D.S. Likhachev (2002) wrote: “The surest way to know a person, his mental development, his moral portrait, his nature is to listen to the way he speaks. If we notice the man's way of keeping himself, his gait, his behavior and based on them we judge a man, sometimes, however, mistakenly, a person's language is a much more accurate indicator of his human qualities, his culture”. Speech behavior is “a sort of visiting card, much more representative than other forms of identity” (Chernyak, 2011). There are a number of words whose pronunciation, accentological registration, form-making serve as an indicator of the individual's speech competence. Some speech violations can damage the reputation of the speaker (Chernyak, 2011).

Thus, speech competence is one of the key competences among the personal and professional ones of a specialist, therefore the questions of its formation among technical specialization students requires special attention of modern education in general and university education in particular. The result of the educational process in a modern higher school should be a graduate who has the required competence at a high creative level.

## **Conclusion**

As a result of the experimental and search work, it was found that:

1. Speech competence of a specialist is of great importance for his/her professional activity, influences not only his/her competitiveness, but also his/her professional career in general.
2. The formation and development of students' speech competence is one of the important theoretical as well as practical problems due to the fact that the development of the required competence is a complex process that requires practice.
3. Development of students' speech competence can not be considered as a spontaneously developed phenomenon, but as a controlled process based on specially developed methodological support.

4. Specially designed pedagogical support is necessary and sufficient for the development of students' speech competence.

5. The obtained results are generalized, the effectiveness of the developed pedagogical support for the development of the technical specialization students' speech competence in the context of education continuity (consisting in a positive dynamics of the development of the required competence) is proved experimentally.

The creation of educational and methodological support for the development of students' speech competence taking into account their specialization is a promising research trend.

### Acknowledgments

The significance of the research is that the results obtained can:

- clarify the essence of the concepts "speech competence", "speech competence development";
- scientifically justify and develop pedagogical support for the effective development of the technical specialization students' speech competence.

The materials of this article can be used in practical work for teachers of linguistic disciplines not only in universities, but also in schools and colleges, and may also be of interest to educational psychologists and anyone connected with professional and pedagogical activity.

In the process of research, there were some problems that need to be addressed. It is necessary to continue research on developing the speech competence of students in a professional university in the context of the implementation of the new generation Federal State Educational Standards of Higher Education (FSES HE).

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# The Features Of Literary Terminological System

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## Abstract

The literary terminology system requires a constant attention, ordering, and system description by linguists. The analysis shows that the study of the literary terms should take place in the context of culture and society development history. Literary and terminology makes a separate subsystem of any language vocabulary. Literary terminology is developed and under the influence of a number of factors, by which it is possible to determine the specificity of its functioning: first, it is the linguistic factor (historical development of a language, the peculiarities of the literary terminology system as a language subsystem, the grammatical processes in a language, etc.); Secondly, extralinguistic factor (the development and the expansion of literary term conceptual apparatus due to the rapid and dynamic development of literary science, etc.)

**Key words:** terminology, term, the system of terms, literary studies, literary terminology

## 1. Introduction

Many linguists study the term as a word or an expression that denotes the notion of a subject area. A set of subject area terms develops a terminological system. A term is studied within the terminological system.

V.M. Leichik gives the following definition of the terminological system: "Terminological system (the system of terms) is a symbolic model of a particular theory within a special field of knowledge or activity; The elements of a terminology system are lexical units (words and phrases) of a particular language for special purposes of a natural language, and the structure as a whole is adequate to the system of concepts for a given theory" [5: p. 129].

Beyond this terminological system, terms are converted into commonly used units of a national language. G.G. Khakimova explains this process as follows: "They (the terms) are determinized, and the common vocabulary, in its turn, has the ability to penetrate into terminology, realizing the process of terminology development. These properties of terminological mobility and nonterminological vocabulary indicate the interaction of terminology and a common language" [8: p. 1138].

K.Ya. Averbukh believes that the term is the element of a terminology system, which is basically a word or a phrase that refers to a professional scientific concept relating to a particular area of knowledge and/or human activity. Perhaps, this definition is based on the recognition of the "system of terms primacy and the secondary nature of its elements (the term exists only insofar as it is an element of this system)" [1: p. 39]. Indeed, each term has a definite place in the system of terms. The study of terminological units should take place within the system to which they are related [9].

According to V.M. Leicik, there are three approaches to the study of terminological systems:

1. The first approach is logical one. This approach allows us to single out the terms that denote basic, derived complex concepts of the specified system of concepts. This division is defined by the objects of a certain area and the concept underlying the system of concepts.
2. The second approach is linguistic one. It reveals, the lexical units by which the units of this system of terms are expressed from the point of their semantics and form. Terms have different structures, only their semantic proximity ensures their integration into the system.
3. The third approach is terminological one. This approach combines the first two approaches. It shows the terms and the systems of terms, reveals the place of this or that unit in an appropriate terminological system [4: p. 24].

G.G. Hakimova outlines the following mandatory requirements for terminological systems: the presence of elements or components, logicity (logical systemic nature), the existence of the connection between components, the materiality of the terminology system sign elements, determinism, openness, structural nature, manageability [8: p. 1139]. According to D.S. Lotte, the requirements for the terminology system are systematicity, distinctness, clarity and accuracy [6: p.86].

Thus, the terminological system always has its own structure, i.e. the constituent elements. These interconnected and interdependent homogeneous elements form a complex unity. Not every union of terms can be a terminology system [9]. There is a number of requirements and conditions for terms that lead to the creation of a terminological system.

Linguists study the terminology of various branches of human activity. The studies of linguists concern not only technical, but also scientific special vocabulary. Their interest is not limited to the terms of natural science disciplines, much attention is paid to humanitarian terminology, including literary terminology.

In the "Dictionary of literary terms" by L.I. Timofeev and S.V. Turaev the following definition takes place: "Literary studies is a science that studies the features of fiction, its development and evaluations by contemporaries" [7: p. 181], the definition of the term "literary" is given in the following form: "The term literary (from Latin terminus - boundary, a sign, a boundary, a limit) is the concept of literature science fixed in the generally accepted verbal expression" [7: p. 407].

## 2. Peculiarities Of Literary Terms

Researchers believe that literary terms, unlike the terms of natural science and scientific and technical disciplines, are not unambiguous and are not ordered properly. There is a number of reasons to support this: 1) the complexity and the specificity of a research object; 2) a high exposure to historical changes, even for "fundamental concepts of literature"; 3) the necessity and justification for the introduction of occasional terms in the terminological system of literary studies [7: p. 408].

The author notes that the terminological system of literary studies is open, often borrowing the concepts of other sciences, which resulted in the expansion of the terminological apparatus, which leads to the complexity of its systematic description. The use of the terms concerning "relatively more precise sciences" has a beneficial effect on the terminology of literary studies only if they are introduced meaningfully and do not violate the "system", but become its organic part [7: p. 408].

The desire for accuracy has a good effect on any science. The systematization of terminology helps to solve the problems of professional communication and develops the methods of research and teaching. The most developed subsystems in the terminological system of literary studies are the subsystems of poetry study and poetics [7: p. 408]. Thus, the research methods of these areas are developed well.

Researchers note the disorder and insufficient development of literary terms, explaining the reason of term borrowing from other disciplines. According to V.V. Grigoryev "A simple disguise of familiar concepts in new but unsystematic terminological garments (manifested, for example, in the flaunting by a fashionable mathematical and cybernetic terminology), and underestimation of literary terminology role or the belief in its full well-being are equally untenable" [7: p. 409].

Many linguists believe that literary terminology can not be homogeneous one, since the terms of literary study are called to name a specific object - literary texts. For the best description of an object of study, the

term literary study should reflect the unity of philological, linguistic and cultural elements of a literary work image [2: p. 3].

### 3. Modern Trends In The Literature Terminological System

To represent the phenomena and the properties of the literary process, and also to reveal the existence of aesthetic categories in a literary work correctly is the task of a literary term.

The main feature of literary terms is the content of aesthetic and evaluation information in them. According to O.R. Zhukov, the development of their meaning is largely conditioned by ideology, so the diachronic aspect in the study of literary study terms is an indispensable condition to obtain complete information about a literary study term meaning [3: p. 74].

We noted that the literary terms have many meanings, they are disordered, and differ from other terminology systems in terms of evaluation. The linguists of 70-80-ies of XXth century explain this by the fact that: "First of all, the specific nature of a research object in literature study, the complexity of this object and the variety of its links with other objects are such that the development of unambiguous and commonly used term system is the task of an exceptional difficulty. It is known that even such fundamental concepts as "a literary work" and "a writer" change historically. New concepts appear that require the revision of a large number of other concepts traditional for the theory and the history of literature; Specific concepts are clarified, for example, the concepts of realism or plot, meter and rhythm, etc. Secondly, the use of the so-called "fuzzy", that is, strictly undefined concepts in science and their corresponding notation ("half-terms" or "quasi-terms") is not only permissible but also inevitable at a particular complexity of a studied object. Such concepts, if they reflect important characteristics of phenomena, can turn out to be very informative and in some cases develop promising trends in research ..." [7: p. 408].

The author of this statement is V.V. Grigoriev. He makes a comment about the need to systematize literary terms, as it is very important for the development of literature as a science. The author also notes the importance of the conceptual apparatus use for "more exact sciences" to classify literary terminology. At the same time, V.V. Grigoriev warns against underestimation of literary terms and negatively speaks about the terms borrowed in literary studies from other sciences if they interfere with a coherent system development [7: p. 409]. This point of view is actual one and in our time the views of modern linguists on the literary term have not changed fundamentally.

A similar opinion on the literary term is expressed by I.A. Degtyareva. She believes that the term of literary studies is a more complex unit than the term of natural and exact sciences, since this lexical unit has a certain aesthetic information with the aim of influencing a reader. The author also notes that terms in literary study are influenced by ideology, which affects their accuracy. Therefore, each term should be considered in a diachronic aspect in order to take into account the transformation of its meaning [2: p. 4].

Modern researchers note that an important tendency of literary terminological system is a slight rapprochement of literary study terms with common words. Also, their content depends on the national characteristics of literature development, from critical works, from the concepts of literary schools. The meanings of literary terms that are given in dictionaries differ from the meanings of those terms that are given in scientific articles: "And all the variety of expressive context shades, and multiple manipulations with meanings are explained by the fact that each author of a journal article writing at the end of the 20th century believes it is possible to bring its original meaning to the term and to show its individuality in a text which has a term. And the terminology of literary studies, as compared to other fields of knowledge, opens the opportunities for the display of an author's individuality most likely, especially outside the dictionary critical articles". I.A. Degtyareva notes that the terms of literary studies should be studied in the context of society and culture development history, since there are no clear boundaries of its subject

area in literary terminology, and this leads to the convergence of literature terms to commonly used words [2: p. 6].

#### 4. Conclusions

Thus, the literary terminological system, as well as many humanitarian terminological systems, has certain problems - ambiguity, the evaluation of terms, their conditionality by national tradition, and the polysemy and disorder that are peculiar to the terminological system under consideration. Literary terminology must often be reviewed, since historicism is an important property of literary studies as a scientific discipline.

#### 5. Summary

According to the abovementioned, we can draw the following conclusion: literary study terminology is a terminological system that refers to humanities. The literary terminology system should be considered an open one, since the borrowing of terms from other disciplines is inherent to it. The main distinguishing feature of the literary terminological system from other terminology systems is that they contain evaluative and aesthetic information. In order to obtain full information about literary terms it is advisable to use the diachronic aspect.

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# Culture-Through-Language Educational Potential Of Soviet-Era Movies Used In Teaching Russian As A Foreign Language

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## Abstract

The most recent research on methodology of teaching Russian as a foreign language recognizes importance of supporting students' advanced language skills with socio-cultural competence as a state-of-the-art pre-requisite for successful mastering a foreign language. The cultural component involves the study of verbal behavior patterns, as well as training in active (and adequate) use of certain speech units that feature ethnic and cultural specifics. Therefore, exploration of the culture-through-language educational potential of movies, intensively used in advanced foreign language courses, seems quite promising and fruitful.

This article considers Soviet-era films as one of the most important sources of information on ethnically and culturally sensitive speech units, such as authentic untranslatables, idioms, and precedent texts. Special attention is dedicated to usage of phraseological locutions. When movies and their discourse analysis are integrated into language classes, they help to extend the students' cultural awareness; promote their motivation; moreover, simplify acquisition of such sophisticated phenomena as phrases with ethnical and cultural connotations; finally, demonstrate real (not scholastic) speech behaviors, and promote inquiry and insights into the scenarios and sociocultural stereotypes.

**Keywords:** methodology, Russian as a foreign language, culture-through-language educational potential, phraseological locutions, socio-cultural competence.

## Introduction

To maintain developed communication skills in a foreign language, complemented with knowledge of the country (its historical events, geographical, economic, cultural phenomena) and knowledge of the culture (of how to talk and how to behave in the context of another discourse community) as part of a language training course, there is a need to bridge the language literacy (knowledge of the foreign language structure, recognition of its similarities and differences with the native language, awareness of linguistic realities, vocabulary building, development of pronunciation skills) with pragmatics - the social language use according to communication norms in certain situations of life. The synergy of practical language skills and cultural awareness obtained through language studies opens for learners the social and cultural panorama of the country which language they acquire.

The socio-cultural approach to teaching international students welcomes the critical importance of intercultural communication, i.e. functional engagement of culturally-different people who acknowledge their differences in their own cultural backgrounds and geopolitical, continental, religious, ethnic and social subcultures.

This article explores culture-specific linguistic competence development through discourse analysis of Soviet-era films. This competence is an integral part of learning Russian as a foreign language, because it

promotes profound acquisition of the foreign language and understanding of the foreign culture, helps international students grasp the essence of socio-cultural realities of the country of the target language.

The second half of the twentieth century featured the rapidly increasing popularity of cinematography, which quickly became one of the most prominent phenomena of the then popular culture, exerting an enormous influence on social life, world outlooks and the Russian language. The language of cinema deserves scientific attention of researchers interested in principles and methods of teaching international students such courses as: Cultural and Linguistic Adaptation, Speaking Skills, etc.

Moreover, the Soviet-era cinematography is known not only for a scope of captivating movies, but also as a resource of deep cultural knowledge, as well as witty sayings that highlight the Russian cultural stereotype. The selection method applied for the purposes of this article involved watching movies in order to verify connotations of certain catchwords and aphorisms. Of particular interest was the study of frequency of references made regarding the original sources of popular sayings, as well as the detection of possible transformations in the structure of original phraseological units, and the search for transformation of collocations. It was recognized, that their composition, structure and borders are often modified by users, therefore this capacity to sustain their meaning when used in varied forms was marked as one of specific features of phraseological units.

The ability to interpret idioms is an important manifestation of the sociocultural aspect of speech competence. It is common knowledge that phraseology involves components not only reflecting the comprehensive linguistic world-image of particular language speakers, but also conveying the most subtle national cultural nuances that facilitate better comprehension of the national character.

### Methods

The following methods were applied in the research process: descriptive and analytical desk research of academic, research and methodology literature; socio-pedagogical monitoring of the process of work with language material of Soviet-era movies in teaching Russian as a foreign language to foreign students at the Kazan Federal University (Russian) and at the Justus Liebig University of Giessen (Germany); analysis of students' speech activity (particularly, oral answers, essays), analysis and generalization of experience accumulated by authors and teachers of the KFU and University of Giessen.

Theoretical and methodological framework of the study is built on concepts and provisions of Culture and Language Studies (E.M. Vereshchagin, V.G. Kostomarov et al.), Sociocultural approach in Language education (Y.E. Prokhorov et al.), theory and methodology of teaching foreign languages and Russian as a foreign language (T.M. Balykhina, A.N. Shchukin et al.), scientific-theoretical developments of linguists T. Bochina, A. Miftakhova [Bochina, Miftakhova, Malikov, 2015] and D.S. Egorov, E.S. Palekha, L.R. Akhmerova [Egorov, Palekha, Akhmerova. 2016].

### Results

There is no doubt that in the development of any country and its culture, certain phenomena, concepts and facts may disappear, whereas the language retains memory of them for a long time. Let us consider, for example, such quotes from Russian movies as: «Я не господин, господа все в Париже!» (*'I'm not a monsieur, all monsieurs are in Paris!'*); «Какая же гадость эта ваша заливная рыба!» (*'What a glop your jellied fish is!'*). These phrases are absolutely clear to all natives, yet may perplex a foreigner studying Russian, if such students are not familiar with the background context relating to such sayings. The meaning of the phrase *'I'm not a monsieur, all monsieurs are in Paris!'* becomes clear only to foreigners who know M. Bulgakov's novel *'The Heart of a Dog'*, whereas the phrase *'What a glop your jellied fish is!'* is understood only by those who have watched the famous Soviet film called *'The Irony of Fate, or Enjoy Your Bath!'*

It is well known that the optic sensory channel conveys up to 85% of information concerning the outside world. Therefore, it is difficult to overestimate the role of cinema in semantization and interpretation of lexical units denoting the facts of Soviet life that are obviously unknown to foreign students. On the one hand, these may be typical sovietisms like «коммуналка» (*kommunalka*, a communal apartment typically shared by several families), «колхоз» (*kolkhoz*, a state farm), «управдом» (*upravdom*, an apartment building manager), «староста» (*starosta*, a supervisor or headman in a village); on the other hand, they may represent more complex composite nominative units – such as «Советский сервис» (*the typical Soviet-era low quality service*), «образ строителя коммунизма» (*the ideal profile of the builder of communism*), «разбор личного дела» (*public discussion of some person's wrongdoing*). Thus, even familiarization with a few Soviet movies (for example, 'The Heart of a Dog', 1988, or 'Moscow Does Not Believe in Tears', 1979) allows not only to point at all significant differential semes of the lexical unit *kommunalka*, but also to help international students develop insights into all connotative components and cultural associations this word induces in native Russian-speakers. Similarly, demonstration of the film 'The Diamond Arm' (1968) helps to recognize cultural differences existing between Russian *upravdom* and English *house-manager*. It should be specifically noted that works of the Soviet cinematography may be efficiently used not only for semantization of the so-called sovietisms (for example, «путевка» (*putyovka*, travel voucher) in the movie 'Love and Pigeons' 1984), but also to explain broader concepts that are more important for the Russian culture understanding – such as «чаепитие» (tea-party), «дом» (home), «берёза» (birth), or «малая родина» (lesser motherland) ('Family Relations', 1981, 'Carnival', 1981, 'Older Sister', 1966, 'Muzhiki!', 1982, 'Offered for Singles', 1983, etc.).

Although the Soviet Union dissolved in 1991, it is impossible to disassociate Russians with that historical period. Within modern journalistic discourse, as well as in everyday speech, Russians constantly deal with (and sometimes use actively in their own speech) phraseologized units (precedent texts) brought into the modern language by the Soviet-era cinema. For example: «Споткнулся. Упал. Потерял сознание. Очнулся. Гипс» (*I stumbled, fainted, came to my senses, saw the plaster cast on my arm*) from 'The Diamond Arm', 1968; «Надо, Федя! Надо!» (*A man gotta do what a man gotta do, Fedya!*) from 'Operation Y and Shurik's Other Adventures', 1965.

### Discussions

The culture-through-language educational potential of Soviet-era movies is of special relevance for foreign students who learn Russian. Sociocultural competence building serves such objectives as development of a tolerant attitude toward national behavior stereotypes, or interpreting core values and thinking patterns of a particular community of native speakers of the studied language.

However, the culture-through-language educational potential of discourse of the late 20<sup>th</sup>-century movies reflecting Soviet-era realities, particularly aphorisms and idioms, i.e. the nominative units that accumulate primarily information on culture and indigenous values of the Russian people, – remains understudied.

This work aims to demonstrate the need to study language material – particularly, phraseological units – featured in Soviet movies in teaching Russian as a foreign language to motivate learners and develop their culture-specific linguistic and sociocultural competences.

The above-said allows us to conclude, that the study of phraseological units in the course of learning Russian as a foreign language is of particular interest. Workshops dedicated to issues of idioms' function in speech (particularly, in such subjects as Lexicology, Challenges of Language Use, Screen Adaptation of Russian Classics, Russian and Soviet Cinematography, etc. taught at the Kazan Federal University and at the Department of Slavic Languages Justus Liebig (Giessen), prove that it is important to explain to students that 'phraseological units, reflecting in their semantics the long process of the national culture

development, fix and convey cultural attitudes, stereotypes, standards and archetypes from generation to generation' [Kopsazharova, Beysenbayeva, Kikimova, 2013:90].

Adherers of the so-called 'broader approach' (V. Teliya, N. Shanskiy) refer not only idioms, but also set non-idiomatic expressions, like proverbs, sayings, terms, sayings and fixed phrases, to phraseology. This issue is studied by professor T.G. Bochina [Bochina, Adamka, 2015].

The modern Russian language employs many set expressions derived as quotations from Soviet movies. Emergence of a particular fixed phrase in speech may be objective and conditioned, or subjective and opportunistic, prompted exclusively by inner, sometimes not actually realized stimuli of the speaker. However, quotations are most often induced by associations.

The issue of transformation of set expressions (including fixed phrases) has recently become very topical, since transformation is continuously in progress. Phraseological transformations are occasional modifications of set expressions' forms or meanings, provided that the alterations do not damage the idiom's general integrity, i.e. keep it recognizable. Some set phrases, generated long ago and still remaining in the language, are currently acquiring new relevance. This process is particularly prominent in journalistic discourse and everyday communication, as well as in cinematography. Research shows that transformations do not change the general connotations of the units; however, as a result of changes, set phrases may acquire additional emotional connotation. Thereby, idioms should be distinguished from other language phenomena, including words, as they differ by formal and semantic complexity. This very feature of phraseological units determines their capacity for various formal and semantic transformations.

For instance, in order to classify types of idiomatic variations, N.A. Semyonova proposed classification of transformation techniques featured by phraseological units in the movie characters' discourse, or in narrator's speech [Semyonova, 2014:95].

This paper features the classification proposed by N.A. Semyonova.

Of course, not all of the above techniques can be detected in phraseological units (hereinafter – PU) used in discourse of the movies' characters, nevertheless they can be considered a linguistic phenomenon; native language speakers usually use transformed variants.

The following examples may be called the most illustrative (we offer just a few examples hereby, as types and methods of transformation of PU's quoted from Soviet-era movies are not the subject study of this paper):

A) individual author's transformation techniques:

- substitution of a component: «Георгий Иванович, он же Гога, он же Гоша, он же Юрий, он же Гора, он же Жора, здесь проживает?» (*Georgiy Ivanovich, aka Goga, aka Gosha, aka Yuriy, aka Gora, aka Zhora – does he live here?*) from 'Moscow Does Not Believe in Tears', 1980 / – «Владимир Владимирович, он же Володя, он же Вова, он же Вовчик!» (*Valdimir Vladimirovich, aka Volodya, aka Vova, aka Vovchik!*)

Alteration of the idioms' grammatical structure: «Шоб ты издох! Шоб я видел тебя у гробу у белых тапках!» (*Wish ye were dead! Wish I saw ye in white slippers in the coffin!*) [both sentences mean "I wish you were dead" and employ vernacular language] from 'The Diamond Arm', 1968) – «Чтобы ты сдох!» (*Wish you were dead!*) (the transformation is caused by replacement of colloquial expression with a neutral, emotionally charged variant).

In some phraseological units, transformation occurs not at the structural but at the conceptual level. It is necessary to provide explanations concerning use of a particular phrase to foreign students. For example:



«- Чем же вы занимаетесь-то? / – Ничем. Живу.» ('- So what do you do then? / - Nothing. I just live. ') from 'The Heart of a Dog', 1988).

B) reduction of the lexical composition: «Я не господин, господа все в Париже! - Господа все в Париже!» ('I'm not a monsieur, all monsieurs are in Paris! - All monsieurs are in Paris!') from 'The Heart of a Dog, 1988.

Using periphrases of popular sayings, screenwriters introduce new elements into quotations, whereupon the determination to study national culture deepens. Moreover, when set expressions undergo transformation, words gain additional meanings and connotations and help to express the author's view and build new cultural attitudes. Nevertheless, the changed phraseological units used in the discourse of movies reflect changes happening to the Modern Man. Such changes in behavior and mentality of entire nation become evident through the language structure.

### Conclusions

Our research of Soviet-era movies as an authentic Russian language source in teaching Russian as a foreign language allows to draw the following conclusions. Firstly, Soviet-era movies are an important source of information on culture and history of the country of the target language for international students, which helps to advance their social and cultural competence. Secondly, teaching culture and language through showing movies facilitates semantization and accelerates assimilation of various nominative units that are carriers of national cultural information. Thirdly, movies make students acquainted with the Russian language behavior patterns.

Our analysis of use of such culture-specific linguistic units as phraseological collocations reveals that, on the one hand, Soviet-era movies integrated a scope of phraseological units that had existed in the Russian language, whereas, on the other hand, movies often became a source for new phraseological units that enrich the language. Furthermore, phraseological units (both the old, and the new ones) undergo a number of individual (narrator-induced) or systemic transformations.

Analysis of phraseological units manifesting high culture-through-language educational potential encourages international students' further interest in artifacts and phenomena of material and intellectual culture of the nation whose native language they study, and promotes their better understanding of the modern Russian mentality.

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# Russian And German Idioms Of The Phrase-Semantic Group “Wisdom” In The Aspect Of Paradigmatic Relationships

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## Abstract

The paper specifies common and peculiar features in the internal arrangement of the Russian and German phrase-semantic group (PSG) “Wisdom” at the paradigmatic level. The analysis of phraseological units enables to reveal a traditional representation of the value that wisdom has and human’s abilities as axiological phraseologisms reflect deep language and culture connection. The research relevance is substantiated by an increasing role of an axiological aspect in the context of cross-cultural communication. The research methods are the following: analysis of lexicographic interpretations and etymology of Russian and German phraseological units; the method of component analysis to research the structure of meaning of studied units; the method of equivalent comparison of phraseologisms’ meaning. The research has resulted in the conclusion that relationships between phraseologisms making part of PSG “Wisdom” have synonymic character, and paradigmatics of members in synonymic rows reveals appositive connections according to types of figurativeness, semantic shades of meaning and emotional coloring. Research results can be helpful for compiling dictionaries, in professional activity of translators, linguists, and the German language training.

**Ke words:** Linguistics, English Language, education, sociology, phrase-semantic group, paradigmatic relationships, axiological phraseology, value, phraseologism’s image.

## Introduction

The research of the phrase-semantic group “Wisdom” is aimed to identify the common and specific in the internal arrangement of the Russian and German phrase-semantic group (PSG) at the paradigmatic level.

Conceptual representation of wisdom, mind and stupidity relies on cultural and historical traditions therefore it has idioethnic character revealed through phraseological units’ analysis [1].

Language units that characterize human’s mental abilities were studied by linguists, literary critics and philosophers (Afanasyevsky 1990; Bakhvalova 1993; Kovshova 1999; Leontyeva 1998; Nikitina 1996; Sokolova 1995). The comparative research conducted by O.G. Dubrovskaya is devoted to the linguoculturological aspect of Russian and English proverbs about mind and stupidity. Such concepts as mind and stupidity in the German and English language world picture are investigated in A.A. Mishin's thesis.

Paradigmatic relationships in PSG have already drawn attention of such researchers as L.A. Cheslavskaya, N.K. Shorabayeva, et al. Paradigmatic relationships characterize the structure of any groups or classes (in particular, a paradigm structure) specified in the language according to the principle of formal or semantic unity of their members, and at the same time opposed to each other on one of these bases [2].

N.K. Shorabayeva specifies that PSG is understood as a set of phraseologisms "with a common semantic invariant determined by uniform thematic affiliation and uniform estimation" [3].

The research methods are the following: analysis of lexicographic interpretations and etymology of Russian and German phraseological units; the method of component analysis to research the structure of meaning of studied units; the method of equivalent comparison of phraseologisms' meaning.

The research has resulted in the conclusion that relationships between phraseologisms making part of PSG "Wisdom" have synonymic character, and paradigmatics of members in synonymic rows reveals appositive connections according to types of figurativeness, semantic shades of meaning and emotional coloring.

Research results can be helpful for compiling dictionaries, in professional activity of translators, linguists, and the German language training.

A number of modern researches approve the thesis that foreign language learning is not only an educational process but it is also the process aimed to develop human's value system [4, 5, 6, 7]. In fact, such two things as the value of wisdom and human's mental abilities promote the formation of students' value world view, their aspirations to education and self-development, and enhance motivation to foreign language learning.

### Methods

The research methods are the following: analysis of lexicographic interpretations and etymology of Russian and German phraseological units; the method of component analysis to research the structure of meaning of studied units; the method of equivalent comparison of phraseologisms' meaning. Linguoculturological approach was also applied in the research as it recognizes the value world image as the core of spiritual culture (V.N. Telia, V.M. Mokiyeenko, M.L. Kovshova, et al.). At the same time the methodological guidelines that motivation of idiomatic meaning is realized in the way included into an internal form of the phraseological unit is applied.

### Results

The analysis of the phrase-semantic group "Wisdom" in the Russian and German languages enables to draw the following conclusions:

- 1) Relationships between phraseologisms that make part of PSG "Wisdom" have synonymic character.
- 2) The paradigmatics of members in synonymic rows finds appositive connections according to types of figurativeness, semantic shades of meaning and emotional coloring.
- 3) Russian and German idioms of PSG "Wisdom" can have both common and specific images.
- 4) The component *голова / Kopf (head)* makes the foundation of figurativeness for a number of Russian and German phraseologisms of PSG "Wisdom".
- 5) In Russian and German phraseologisms reflecting outstanding mental abilities the meaning "a lot of mind" is created due to such components as *дом, дворец, палата, Haus (house, palace, chamber)*.
- 6) In German phraseologisms the image of light (*Licht*) is a symbol of human's mental abilities: lack of light or its source means lack of mental abilities.
- 7) Some German phraseologisms with the meaning 'to have abilities, to be good at something, to be distinguished by sagacity' include the component *haben (to have)*.

Research results can be helpful for compiling dictionaries, in professional activity of translators, linguists, and the German language training. Besides, axiological phraseology can perform an educational function. Such two things as the value of wisdom and human's mental abilities promote the formation of students' value world view, their aspirations to education and self-development, and enhance motivation to foreign language learning.

### Discussion

The ability to think is the greatest human's value. B. Brecht wrote: "Das Denken gehört zu den größten Vergnügungen der menschlichen Rasse" (B. Brecht. "Leben des Galilei") ("The ability to think belongs to the greatest benefits of a human race"). In the Bible it is said that strength of the person consists in his wisdom: *Главное – мудрость: приобретай мудрость, и всем именем твоим приобретай разум* (Притчи Соломона 4: 7) – *Denn der Weisheit Anfang ist: Erwirb Weisheit, und erwirb Einsicht mit allem, was du hast* (Sprüche 4: 7) (*Wisdom [is] the principal thing; [therefore] get wisdom: and with all thy getting get understanding.* (Proverbs of Solomon 4: 7)); *Человек мудрый силен, и человек разумный укрепляет силу свою – Ein weiser Mann ist stark und ein vernünftiger Mann voller Kraft* (Sprüche 24: 5) (*A wise man [is] strong: yea, a man of knowledge increaseth strength*); *Сердце мудрого делает язык его мудрым и умножает знание в устах его – Des Weisen Herz redet klug und mehrt auf seinen Lippen die Lehre* (Sprüche 16: 23) (*The heart of the wise teacheth his mouth, and addeth learning to his lips*).

To gain wisdom the human has to obtain knowledge, to get educated, to comprehend the meaning of phenomena, i.e. *вкушать от древа познания добра и зла – von dem Baum der Erkenntnis des Guten und Bösen essen* (to taste from the tree of knowledge of good and evil):

*И заповедал Господь Бог человеку, говоря: от всякого дерева в саду ты будешь есть, а от дерева познания добра и зла не ешь от него, ибо в день, в который ты вкусишь от него, смертью умрешь* (2: 16-17)

*Und Gott der HERR gebot dem Menschen und sprach: Du darfst essen von allen Bäumen im Garten, aber von dem Baum der Erkenntnis des Guten und Bösen sollst du nicht essen; denn an dem Tage, da du von ihm issest, mußt du des Todes sterben* (1. Mose 2: 16-17).

*And the LORD God commanded the man, saying, Of every tree of the garden thou mayest freely eat: But of the tree of the knowledge of good and evil, thou shalt not eat of it: for in the day that thou eatest thereof thou shalt surely die.* (2: 16-17).

Talent is a gift given to the human at their birth (*всякое даяние благо– alle gute Gabe kommt von oben herab* (every good gift is the benefit) (literally – any gift is from above), but at the same time persistent work is necessary to develop talent. Phraseologism *дар Божий – eine Gabe Gottes* (gift of God) (talent, bright inborn ability to do something) goes back to the Bible: *И если какой человек ест и пьет, и видит доброе во всяком труде своем, то это – дар Божий* (Еккл. 3: 13). – *Denn ein Mensch, der da ißt und trinkt und hat guten Mut bei all seinem Mühen, das ist eine Gabe Gottes* (Prediger 3: 13) (*And also that every man should eat and drink, and enjoy the good of all his labour, it [is] the gift of God* (Eccl. 3: 13)).

There is always something a human should learn: *Век живи, век учись – Man lernt nie aus; Man wird alt wie eine Kuh und lernt noch immer was dazu* (Live and learn or It's never too late to learn) (literally – "A human becomes as old as the cow, and still learns something"). Goethe wrote "*was man nicht weiß, das eben braucht man, und was man weiß, kann man nicht brauchen*" (J.W. Goethe. "Faust") (*that what is known has no advantage, something unknown is necessary*).

However, the more knowledge and wisdom the human has the more sharply he/she realizes the imperfection of life and the more difficult it is to live among people: *Где много мудрости, там много печали– Wo viel Weisheit ist, da ist viel Grämen* (Where there is a lot of wisdom, there is a lot of grief) (bookish):

*И предал я сердце мое тому, чтобы познать мудрость и познать безумие и глупость: узнал, что и это – томление духа; потому что во многой мудрости много печали; и кто умножает познания, умножает скорбь (Еккл. 1: 17-18).*

*Und ich richtete mein Herz darauf, daß ich lernte Weisheit und erkannte Tollheit und Torheit. Ich ward aber gewahr, daß auch dies ein Haschen nach Wind ist. Denn wo viel Weisheit ist, da ist viel Grämen, und wer viel lernt, der muß viel leiden (Prediger 1: 17-18)*

*And I gave my heart to know wisdom, and to know madness and folly: I perceived that this also is vexation of spirit. For in much wisdom [is] much grief: and he that increaseth knowledge increaseth sorrow. (Eccl. 1: 17-18).*

The relationships between phraseologisms that make part of PSG have synonymic character as PSG represents "a set of synonyms having quite various individual signs and due to this fact capable to perform the function of equivalent mutual replacement and to serve as means of thought specification and stylistic variation of means of expression as well" [8]. The relationships between PSG members can be considered from the point of view of their figurative, semantic and connotative differentiation.

Russian and German idioms of PSG "Wisdom" can have both common and specific images. Specific images in Russian and German phraseologisms are connected with Russian and German cultures [9].

PSG "Wisdom" has the following Russian and German phraseologisms – Russian: *Соломоново решение; Колумбово яйцо; светлая голова; иметь голову на плечах; голова / котелок / мозги варит / варят* (у кого-л.); *голова на плечах* (есть, имеется); *голова – дом / дворец советов, совет*. (у кого-л.); *с царем в голове; семь пядей во лбу; бездна премудрости; кладезь премудрости; ходячий университет; ходячая энциклопедия; ума палата* (у кого-л.); *хватать с неба звезды* (*decision worthy of Solomon; Columbus' egg; bright mind; to have head screwed on the right way; head/pot/brain cooks well* (to have a good head / mind/brain); *to have the head on shoulders; the head – the house / palace of good advice; with the tsar in the head* (to have a brain in one's head); *deal if wisdom* (colloquial, positive); *an abyss of wisdom; fount of wisdom; a walking university, a walking encyclopedia* (a person possessing extensive knowledge in various fields, capable of providing an answer to any question); *to be big/long on brains* (colloquial, positive or ironical); *to set the world on fire*); German: *Solomonisches Urteil*, (bookish, literally – the decision worth of Solomon) – a wise though paradoxical at first sight solution of a difficult question; *weise wie Salomo/Salomonis*, (bookish, literally – wise as Solomon) – about an extremely clever and wise person; *das Ei des Kolumbus* (literally – Columbus's egg) an unexpectedly easy and witty solution of a difficult question, problem; *das ist ein Gedanke von Schiller* (colloquial, humorous) – it is a brilliant thought (literally – it is Schiller's thought); *der Weisheit letzter Schluß* (*sein*) ("the final output of the wisdom of the earth") – to be the cleverest and most reasonable (decision, etc.); *viel Geist haben* (literally – to have a lot of mind) – to be clever/witty; *er hat Grütle im Kopf* (literally – to have sagacity) – someone is fairly clever, not the fool; *genialer Kopf* (literally – the ingenious head) – the genius; *gescheiter Kopf* (literary – clever, judicious brain) – a smart person; *mehr Verstand im kleinen Finger haben als j-d im Kopf* (literally – to have more mind in a little finger than someone has in the head) – to be very clever/to have a remarkable mind; *gelehrtes Haus* (colloquial, humorous, literary – the house of sciences) – the head of a scientist; *sein Licht leuchten lassen* – to have a wealth of wit; *sein Licht* (*nicht*) *unter den Scheffel stellen*, colloquial (literally – not to hide one's mind) – not to hide talents, etc.

**Solomon, a Jewish King, is a symbol of wisdom in Russian and German phraseologisms:** *Соломоново решение – Solomonisches Urteil (Decision worthy of Solomon) (bookish) – a wise though paradoxical at first sight solution of a complex issue.*

According to the Bible legend, King Solomon represented in Old Testament books as the greatest man of wisdom of all times asked God when he saw him in his dream to grant him "a reasonable heart to judge people". There are a lot of legends about Solomon that reveal wisdom of his decisions; it was originally manifested already in the first court when he pretended that he wanted to split the baby

with a sword and to divide it between two women applying for it, and learned which of them was real mother:

*И отвечала та женщина, которой сын был живой, царю, ибо взволновалась вся внутренность ее от жалости к сыну своему: о, господин мой! Отдайте ей этого ребенка живого и не умерщвляйте его. А другая говорила: пусть же не будет ни мне, ни тебе, рубите. И отвечал царь и сказал: отдайте этой живое дитя, и не умерщвляйте его: она его мать (3. Цар. 3: 26-27).*

*Da sagte die Frau, deren Sohn lebte, zum König – denn ihr mütterliches Herz entbrannte in Liebe für ihren Sohn – und sprach: Ach, mein Herr, gebt ihr das Kind lebendig und tötet es nicht! Jene aber sprach: Es sei weder mein noch dein; laßt es teilen! Da antwortete der König und sprach: Gebt dieser das Kind lebendig und tötet's nicht; die ist seine Mutter (1. Könige 3: 26-27)*

*Then spake the woman whose the living child [was] unto the king, for her bowels yearned upon her son, and she said, O my lord, give her the living child, and in no wise slay it. But the other said, Let it be neither mine nor thine, [but] divide [it]. Then the king answered and said, Give her the living child, and in no wise slay it: she [is] the mother thereof. (3. Kings 3: 26-27).*

**Solomon uttered "three thousand parables, and five thousand and five songs" in which he described properties of all plants, trees, animals and birds:**

*...и говорил он о деревьях, от кедра, что в Ливане, до иссопа, вырастающего из стены; говорил и о животных, и о птицах, и о пресмыкающихся, и о рыбах (3. Цар. 4: 32-33). – ...Er dichtete von den Bäumen, von der Zeder an auf dem Libanon bis zum Ysop, der aus der Wand wächst. Auch dichtete er von den Tieren des Landes, von Vögeln, vom Gewürm und von Fischen (1. Könige 5: 13) (And he spake three thousand proverbs: and his songs were a thousand and five. And he spake of trees, from the cedar tree that [is] in Lebanon even unto the hyssop that springeth out of the wall: he spake also of beasts, and of fowl, and of creeping things, and of fishes. (3. Kings 4: 32-33)).*

In Russian and German languages there is one more phraseologism the image of which goes back to King Solomon: *мудрый как Соломон* – *weise wie Salomo/Salomonis* (wise as Solomon) (bookish, about an extremely clever and wise person).

The expression is very old: it was already recorded in the Middle High German language. It goes back to the Old Testament and can be met in many other places of the Bible:

*И дал Бог Соломону мудрость и весьма великий разум, и обширный ум, как песок на берегу моря. И была мудрость Соломона выше мудрости всех сынов востока и всей мудрости Египтян. Он был мудрее всех людей, мудрее и Ефана Езрахитянина, и Емана, и Халкола, и Дарды, сыновей Махола, и имя его было в славе у всех окрестных народов. И изрек он три тысячи притчей, и песней его было тысяча и пять... (3. Цар. 4: 29-32).*

*Und Gott gab Salomo sehr große Weisheit und Verstand und einen Geist, so weit, wie Sand am Ufer des Meeres liegt, daß die Weisheit Salomos größer war als die Weisheit von allen, die im Osten wohnen, und als die Weisheit der Ägypter. Und er war weiser als alle Menschen, auch weiser als Etan, der Esrachiter, Heman, Kalkol und Darda, die Söhne Mahols, und war berühmt unter allen Völkern ringsum. Und er dichtete dreitausend Sprüche und tausendundfünf Lieder (1. Könige 5: 9-12)*

*And God gave Solomon wisdom and understanding exceeding much, and largeness of heart, even as the sand that [is] on the sea shore. And Solomon's wisdom excelled the wisdom of all the children of the east country, and all the wisdom of Egypt. For he was wiser than all men; than Ethan the Ezrahite, and Heman, and Chalcol, and Darda, the sons of Mahol: and his fame was in all nations round about. And he spake three thousand proverbs: and his songs were a thousand and five (3. Kings 4: 29-32).*

Another image that phraseologisms symbolizing wisdom date back to is connected with the name of Columbus: **Колумбово яйцо** – *das Ei des Kolumbus* (Columbus' egg).

The expression **Колумбово яйцо** (Columbus' egg) went down into many European languages from the composition "History of the New World" (1565) by an Italian traveler Girolamo Benzoni. It was said in the composition that when Columbus was dining at Cardinal Mendoza he told the guests how he had discovered America and one of the guests said: "Sir Christopher, it is so easy!". Columbus did not respond to these words but asked for a whole egg to be brought to him. He placed it on the table and proposed to solve a seemingly easy task – to make this egg stand on its end. They all tried without success and when the egg returned to Columbus, he tapped it gently on the table breaking it slightly and, with this, the egg stood on its end. Having done this Columbus said: "Yes, it's really very simple" [10; 11; 12].

In German lingvo-culture F. Schiller is regarded a symbol of wisdom, and that is reflected in the phraseologism *das ist ein Gedanke von Schiller*, colloquial, humorously – it is a brilliant thought (literally, it is Schiller's thought).

The phraseologism *der Weisheit letzter Schluß* (sein) ("the final output of the wisdom of the earth") is the quotation from Goethe's Faust. The expression means: 'to be the cleverest and most reasonable (decision, etc.)' [13].

Some Russian and German phraseologisms of PSG "Wisdom (Mind)" include the component *голова* (*Kopf*) (*head*). The head as a body of thinking is associated with human's mental abilities. A.Yu. Moskvina notes that in many phraseologisms "head" "according to the principle "pars pro toto" stands for the whole person; being a major part of a human's body it symbolizes the personality and mind as well" [14].

The image of the phraseologism *голова / котелок / мозги варит / варят* (у кого-л.) (*head/pot/brain cooks well*) (colloquial, expressive; to have a good head /mind/brain) with the meaning "someone is clever, bright, quick-witted" is associated with a somatic (the component *голова* (*head*)), real and spatial (the component *котелок* (*pot*)), anthropic and gastronomic culture codes (the component *варит/варят* (*cooks*)). The set of metaphors is present in the image of phraseologisms; "the head "as an upper part of the human's body" whose "internal space contains brain" is associated with a round vessel (pot), and the process of considering and understanding is associated with cooking in this pot [15]. Monsters from folklore have pots instead of heads [16].

The basis of the phraseologism's image *семь пядей во лбу* (у кого-л.) (*to have a forehead of seven spans*) (colloquial, positive) meaning 'outstanding mental abilities, talent, natural intelligence' is metonymy. The forehead is identified with the brain symbolizing human's intelligence. The size of the forehead according to representations is connected with intelligence volume. The number "seven" in a universal mythological code has "the generalized value of a big set" [17]. D.E. Rosenthal and V.V. Krasnyansky specify that the phraseologism is connected "with the idea that human's high forehead is a sign of great mind". Hyperbole is used in the expression, as a forehead of seven spans would be 1-1,5 meters high [18].

German phraseologisms with the component *Kopf* (*head*) are used both in direct (*er hat Grütze im Kopf* (literally – someone has wits in the head) – someone is fairly clever, not the fool; *mehr Verstand im kleinen Finger haben als j-d im Kopf* (literally – to have more mind in a little finger than someone has in the head) – to be very clever/of great mind) and in figurative meaning (*genialer Kopf* (literally – the ingenious head) – the genius; *gescheiter Kopf* (literally – clever, judicious brain) – a bright person).

In Russian and German phraseologisms reflecting outstanding mental abilities (Russian: *голова – дом / дворец советов, совет* (у кого-л.) (*head – the house / palace of advice, council* (that someone has)); *ума палата* (у кого-л.) (*great deal of mind* (in someone), colloquial, positive or ironical); German: *gelehrtes Haus*



(colloquial, humorous, literally – the house of sciences) – head full of scientific knowledge)), due to such components as *дом, дворец, палата, Haus* (house, palace, chamber) the meaning of “a lot of mind” is created. The aforesaid components serve to specify a big building, premises.

Thus, for example, the image of the phraseologism *ума палата* (у кого-л.), (“someone has a chamber full of mind”) (colloquial, positive or ironical; someone is big/long on brains) “is created by a set of real and spatial metaphors and metonymy where mind (ability to think) is identified with a human’s corporal part – with brain, cinerea. Possession of such substance in a large quantity is of great value. The sense of quantity and value is reflected in the image “chamber” – a big and richly decorated room, storage of jewelry” [19]. D.E. Rosenthal and V.V. Krasnyansky note that in speech this phraseologism is quite often used ironically to express doubt of human mental abilities (Ср.: *Ума целая палата, да ключ потерялся; Ума целая палата, а разума маловато; Ума палата, но палата* № 6) [20] (Compare: *The whole chamber of mind but the key has been lost; The whole chamber of mind but there is little brain; The whole chamber of mind but it is chamber No. 6*).

In German phraseologisms *sein Licht leuchten lassen* – to have a wealth of wit; *sein Licht (nicht) unter den Scheffel stellen* (colloquial, literally – (not) to hide one’s mind under bushel) – (not) to hide one’s talents, as well as in some others (*kein/nicht gerade ein großes Licht sein* (literally – not to be big light) – to be not really clever; *j-d ist kein großes Licht* (ironically, literally – someone is not a great source of light) – about someone who is not really clever, dull-witted, someone who does not have a deal of mind; *kein großes Kirchenlicht/Lumen sein* (literally – not to be a big church lamp/good light) – to be not really clever; *j-d ist wenig belichtet/unterbelichtet* (colloquial, disapprovingly, literally – someone is lit up a little/is illuminated) – to be not capable of anything, to be a dull-witted person), the image of light (*Licht*) is a symbol of human’s mental abilities: the lack of light or its source is understood as the lack of mental abilities [21].

A number of German phraseologisms with the meaning “to have abilities; to be good at something; to be distinguished by sagacity” include the component *haben* (to have): *eine Ader haben* (literally – to have a vein) – to have an ability (the expression is based on an ancient national belief that blood and veins it flows along definitely influence human’s character and abilities [22]); *j-d hat/j-d besitzt das Zeug zu etw.* (colloquial, literally – someone has a tool for something) – to have abilities, talent for something (in this expression the component *Zeug* has some meaning: “a tool, equipment for craft”; the one who has a good tool can perform work well [23]); *eine Antenne für etw. to haben* (literally – to have an antenna) – to understand, realize, to be good at something (the image of the phraseologism is based on the analogy between antenna operation (reception of a signal) and the person perceiving the essence and understanding some work); *etw. / viel auf dem Kasten haben* (literally – to have something/ there is a lot of everything in a wardrobe) – to think smartly, to be distinguished by sagacity.

## Conclusion

Thus, the relationships between phraseologisms making part of PSG "Wisdom" have a synonymic character, and the paradigmatics of members of synonymic rows reveals appositive connections according to the types of figurativeness, semantic shades of meaning, emotional coloring. Russian and German idioms of PSG "Wisdom" can have both common and specific images. The component *голова* (head) makes the basis of figurativeness for a number of Russian and German phraseologisms of PSG "Wisdom". In Russian and German phraseologisms reflecting outstanding mental abilities the meaning “a lot of mind” is created due to such components as *дом, дворец, палата, Haus* (house, palace, chamber). In German phraseologisms the image of light (*Licht*) is a symbol of human’s mental abilities: the lack of light or its source means the lack of mental abilities. Some German phraseologisms with the meaning ‘to have abilities; to be good at something; to be distinguished by sagacity’ contain the component *haben* (to have).

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# Modular Technology Of Foreign Language Training Of Technical University Students

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## Abstract

The article discusses the modular technology of foreign language training of technical universities students based on the modified concept of "foreign language communicative competence". The author's interpretation of this concept from the position of competence-based and system-based approaches is provided. A model of modular technology of foreign language training of technical universities students is suggested. The theoretical analysis of psychological and pedagogical, scientific and methodical literature, normative documents on the problem of foreign language training, comparison and systematization of international experience in foreign language training have shown that there are various technologies in the practice of foreign language training of technical university students (project technology, case-technology, contextual learning technology, modular technology, etc.). However, the results of the pedagogical experiment has proved that the use of modular technology in foreign language training of technical university students is the most effective. Its main advantages are the following: the content of learning is presented in separate blocks, which can be easily modified due to the constant changes in the science and technology; distinct structure of the educational material helps students with technical focus and logical, systematic thinking to effectively improve the level of foreign language communicative competence.

**Key words:** foreign language training, foreign language communicative competence, technical university students, modular technology of education.

## Introduction (Вступление)

In modern conditions of international collaboration, technical and scientific cooperation, opportunities of internships abroad high level of foreign language training of technical university students is of vital importance [1]. Main trends in foreign-language teaching in higher education are characterized by the phenomena of restructuring the whole system of foreign language education in connection with the transition to two-level education (bachelor and master) as well as the introduction of competence approach. It requires intensive enrichment of foreign language communicative competence (FLCC) process formation, using new content and new methods [2]. Thus, at the present stage of Russia's development in the context of social, political, economic and sociocultural changes, there is every reason to consider foreign language training as a necessary condition of successful professional activity of future graduates from technical universities – potential participants of intercultural dialogue, underlining the need of foreign language training of technical university students [3].

However, teaching foreign language with the professional orientation, as well as the level of FLCC is not high enough which is evident by the shortage of specialists with the high level of developed FLCC [4]. To achieve the required level of FLCC, it is necessary to use innovative approaches to foreign language teaching in addition to traditional ones [5]. There are various technologies used in language training of technical university students [6]. The conducted analysis has shown that there is some experience of training technical university students in the aspect of foreign language training and modular technology is considered the most effective [7]. The result of high-level foreign language training should be the personal development of students, the desire to deepen their professional knowledge by means of foreign

language. To achieve this goal it is necessary to develop the modular technology model of foreign language training of technical university students and implement it in the educational process.

#### **Methods** (Методы исследования)

The thorough theoretical analysis has shown that researchers define FLCC, its content and component composition, in various ways: for example, the FLCC is regarded as an individual's ability (I.I. Galimzyanova, N.I. Gez) [8,9], as a component of professional training (R.P. Milrud) [10], the possession of oral and written communication (W. Hutmacher) [11]. A single, universally accepted set of the FLCC components does not exist, it is possible to determine only some general components, such as linguistic (language), speech, sociocultural, strategic (compensatory), discursive, educational, intercultural competences [12].

The authors of the article defined the structure and content of the FLCC in terms of system-based and competence-based approaches, and considered it as an integrative characteristic of foreign language training that makes it possible to communicate in the sphere of future professional activity and increase professional level by means of foreign language.

For the formation of the determined structure of FLCC modular technology model of foreign language training for technical university students was developed. To verify the effectiveness of the developed model, the experimental work was carried out on the base of the Automotive Department of Naberezhnye Chelny Institute (branch) of Federal State Autonomous Educational Institution "Kazan (Volga region) Federal University" (hereinafter – NChI KFU). 250 students attended the experiment. They were divided into control groups and experimental groups. To obtain objective results, 100% of students were examined without special selection.

In the context of our study, the following indicators of efficiency of foreign language training were evaluated: the formation of linguistic, speech, sociocultural, strategic, and self-education competences; motivation for further foreign language learning for personal and professional communication; reflection and the ability to work independently on self-development.

Ranking method was used to estimate the value of the elements of each competency, which gives the result in the form of a synthesis of experts' opinions – teachers of foreign languages department of NChI KFU. To obtain reliable results of the questionnaire, which was later used as a measuring instrument, it was justified by the quality of the questionnaires for external and content validity and reliability-sustainability.

#### **Results** (Результаты)

According to the chosen indicators of foreign language training efficiency, the following results [13] were obtained:

- the level of foreign language training significantly increased in the experimental groups (the percentage of students with a high level increased by 20%, while in the control groups only by 6%), which confirms the effectiveness of the implemented model of foreign language training of technical university students in the experimental groups;
- motivation of students to learn foreign language significantly increased in the experimental groups; activity and interest in learning foreign language were not observed in the control groups;
- students of the experimental groups experimental groups reached a high level of reflection and ability to self-development; this figure remained at the initial low level in the control groups.

To assess the motivation for further foreign language learning a special questionnaire was developed, which substantiates the validity and reliability stability. In the result of survey, we obtained the following results: in the experimental groups 88% of students believe it is necessary to learn foreign language (68% have chosen future professional activities as the main goal, 20% - the establishment of foreign contacts); in the control groups this figure was just 56% (40% and 16%, respectively).

For the evaluation of reflection and ability to self-development and independent work, students were tested on the basis of the methodology of V.V.Ponomareva and surveys according to the modified method of L.N.Berezhnova, the results of which have shown that the students in the experimental groups have achieved a high level of reflection and ability to self-development: 64% of students expressed a desire to further improve foreign language training (20% of them handed in applications for the second higher education on specialty "Translator in professional communication", 44% attended courses at the Linguistic center of NChI KFU). In the control groups, this figure is 36% (12% and 24%, respectively) [13].

### Discussion (Заключение)

FLCC appears, from our point of view, as a set of competencies, each of which includes invariant and variable parts:

- *linguistic competence*, which involves the ability to understand and apply units of foreign language in accordance with the professional area: its invariant part is possession of knowledge of the basic phonetic, lexical, grammatical, derivational phenomena; the variable part presupposes the possession of professional (automotive) vocabulary;
- *speech competence*, which reflects the required level of proficiency in communication technology: its invariant part includes the ability to understand and generate foreign-language utterances in communicative processes; the variable part involves the ability to understand foreign-language texts and use various types of communications in the field of service, maintenance, cars sales and technological equipment;
- *sociocultural competence*, which involves the ability to understand and use linguistic forms in accordance with the situation: the invariant part is determined by the ability to social interaction in accordance with the accepted moral and legal norms, standards, culture and traditions of the foreign-speaking countries; the variable part consists of knowledge of sociocultural information about the automotive industry, the sphere of car service in the countries of studied language;
- *strategic competence*, which includes the ability to compensate the lack of knowledge of foreign language; the invariant part is based on the ability to use basic phrases and clichés, synonyms when solving professional problems in foreign language; the variable part is the ability to get out of the situation with a deficit of language structures with representatives of auto companies, suppliers of spare parts and materials, using phrases and clichés of professional vocabulary;
- *self-educational competence*, which involves the motivation to further study of foreign languages, for self-education: the invariant part includes ability to study foreign languages and cultures independently; the variable part determines the ability to use foreign language opportunities for further professional growth [12].

The main structural components of the developed modular technology model are the following: theoretical-methodological, purposeful, meaningful, procedural-technological, resultant-evaluative units.

Taken all together, the components of the developed model determine the achieved result of high level of FLCC, necessary for effective professional communication in foreign language.

A necessary element of modular technology of foreign language training of technical university students is a specially designed modular syllabus [13]. The use of modular syllabuses as a basis for the implementation of modular technology ensures the development of high-level foreign language training of students, promotes their creative independence, forms skills of self-education by means of foreign language. The developed modular syllabus consists of 10 modules:

- modules 1-2 give general information about future profession, studying disciplines (contributes to the development of linguistic and self-educational competences);
- in modules 3-4 students will become acquainted with the history of cars and automobile manufacturers, modern trends, environmental issues (contributes to the development of social, speech, self-educational competences);
- modules 5-6 contain information about the external and internal vehicle design, its main components (contribute to the development of linguistic and self-educational competences);
- modules 7-8 prepare students for foreign language communication in the professional sphere (aimed at the development of all competencies of FLCC);
- modules 9-10 are designed to introduce students to the world of business communication (contribute to the development of linguistic, sociocultural and strategic competences) [13].

The author's patented computer programme is used as diagnostic tool for monitoring the level of developed foreign language training. Its main characteristics are the following:

- tests meet the requirements of the Federal State Educational Standard;
- testing and processing of results is made in the on-line mode;
- analysis of test results is provided in details [14].

### **Conclusions (Выводы)**

In the conditions of intensive development of international cooperation and integration of Russia into the global economic community, there is an increasing need for specialists with high level of foreign language training for personal and professional communication.

There are various technologies used in language training of technical university students. The conducted analysis has shown that there is some experience of training students in the aspect of foreign language training and modular technology is considered the most effective.

Modular technology of foreign language training of technical university students is a specially organized process of foreign language learning to achieve a high level of FLCC development. A necessary element of modular technology of foreign language training is a specially designed modular syllabus. Developed modular syllabus of foreign language training of technical university students consists of integrated didactic purpose (high level of foreign language training), and aggregate modules to ensure the achievement of this goal.

The results of the experiment has proved the effectiveness of the developed model of modular technology of foreign language training of technical university students.

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# Improvement Strategies Of Teaching The Arabic Language In The Tatarstan Schools

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## Abstract

The paper deals with the main strategies of teaching the Arabic language in the schools of Tatarstan, which we consider highly relevant as soon as today's developing cultural, academic, and political ties between Russia including the Tatarstan region and the eastern countries is gaining paramount importance. The Arabic language has produced a great influence on the formation of the cultural legacy of the Tatar people, so, its secular teaching proves important in securing tolerance and opposing extremism. The authors conducted a thorough analysis of teaching Arabic in the schools of Tatarstan which helped to introduce a new academic syllabus in the 5<sup>th</sup>-8<sup>th</sup> grades. As a result, functioning of "The Eastern House" was restored, the new "Arabic language syllabus" was published and introduced into the curriculum of high school. This is stipulated by the ever growing need in optimizing the educational process as well as forming a creative self-developing personality.

**Key words:** the Arabic language, the Arabic language syllabus, "The Eastern house", teaching improvement strategies, educational process, tolerance, opposition to extremism.

## 1. Introduction

Development of ties with the Eastern countries is currently a relevant mission for the Russian Federation. It is caused by the important geopolitical location of the Eastern countries and their growing influence on the world political processes. Many Eastern countries (Egypt, Syria, Yemen, China, India, etc.) have been Russian allies for decades. Historically speaking, the fates of these countries are connected with Russia. In this context, good relationships between Russia and the Eastern countries are absolutely necessary, bearing in mind the current world political situation. The Republic of Tatarstan is traditionally considered the intersection between oriental and occidental cultures, Islam and Christianity, the oasis of tolerance and mutual understanding which our people pride themselves on. It is the Arabic language – the language of the sacred Koran – which constituted cultural legacy of the Tatar people. According to the above mentioned, secular teaching of the Arabic language proves important in securing tolerance and opposing extremism.

One of the problems raised in the research is to prove the importance of popularization of the Arabic language in the Republic of Tatarstan.

The aim of the research is to establish improvement strategies of teaching the Arabic language in the Tatarstan schools.

## 2. Methods

The issue in question is being paid overwhelming attention on the part of the republican administration. In particular, the Department of External Connections based on the Tatarstan President's administration initiated the procedure of opening "The Eastern House", a youth project whose aim is to solidify the ties between Tatarstan and the countries of Asia and Africa and the development of international youth

cooperation. It is by all means youth which is the driving force of the society, its most active and future forming part.

The ceremony of "The Eastern House" opening took place in September 2009 during the visit to Tatar State Humanitarian Pedagogical University (currently KFU) of General Manager of Islamic Organization on Education, Science, and Culture, First Secretary of the Islamic Universities Federation Doctor Abdulaziz Osman al-Tveijri, who is considered one of the most authoritative and influential figures in the Islamic world.

According to plans, "The Eastern House" should consist of the following sections: educational, translation, section of science collaboration, and the section of languages and culture of the Asian and African countries.

The main aims of "The Eastern House" are the following:

1. Cultural and informative:

- creation of database and spreading of information in the political, economic, cultural and other spheres of life in the Asian and African countries;

- cooperation with Islamic Organization on Education, Science, and Culture;

- contacts with the embassies in the Russian Federation.

2. Establishing and sustaining the contacts with the youth from the Asian and African countries living in Tatarstan; starting and supporting of student unions from the Asian and African countries who study in the Tatarstan higher institutions; establishing youth clubs of international friendship.

3. Participation in collective youth cultural and scientific educational programs on the relevant problems of development of the Tatarstan Republic and the Asian and African countries, including assistance in the students' studies and internships for the young specialists in the Asian and African countries.

4. Spreading of information on the current international educational programs for the youth and students; assistance in creation and realization of new international educational programs.

5. Participation in the organization of international scientific and science-practical conferences.

6. Development of international youth diplomacy; cooperation with the Russian Ministry of Foreign Affairs.

7. Interaction with the Asian and African youth and public organizations.

8. Sustaining and solidifying of the positive image of Tatarstan and Russia in Asia and Africa; assistance in Asian and African youth's acquaintance with the culture of the peoples of Russia.

9. Sustaining of concordance and solidifying cooperation among the young people of different cultures and religions.

"The Eastern House" is supposed to carry out several functions:

1. Making projects and suggestions on the improvement of educational policy in KFU and RII (Russian Islamic Institute) in the sphere of preparing specialists of the oriental languages.

2. Conducting of short-term courses in oriental languages and cultures for the lecturers and students of KFU and other Universities of the Republic as well as all interested.
3. Organization of the permanent lecture course, acting on the basis of KFU and RII on the history and culture of the peoples of Asia and Africa.
4. Initiating, organizing, and carrying out scientific research in the history and culture of the peoples of Asia and Africa helping the researchers apply for grants.
5. Organizing seminars, round table discussions; regional, Russian, and international conferences on the history and culture of the peoples of Asia and Africa, attracting the leading Russian and foreign specialists.
6. Organization of trainings for the instructors, staff members, and students of KFU and other Universities of Tatarstan in the Russian and international Universities whose curriculum is connected with oriental languages, history and culture of Asia and Africa.
7. Organization and realization of student exchange programs among the students of KFU and other Universities of Tatarstan and the Federation of Islamic Universities.
8. Development of contacts, including research and academic exchange programs with the Federation of Islamic Universities in line with the aims of "The Eastern House" [1].

The cooperation with the Islamic Educational, Scientific and Cultural Organization (ISESCO) is of special interest. At present the active work on the realization of the following two projects is in progress:

1. Translation and development of scientific and training materials.
2. Organization of collaborative student language camps.

These projects are aimed at improving the level of teaching Arabic in schools and higher institutions of Tatarstan Republic as well as strengthening the motivation of learners.

"The Eastern House" actively cooperates with the Department of External Connections based on the Tatarstan President's administration.

Popularization of the Arabic language is one of the aims of "The Eastern House" as part of the implementation of the Republican special-purpose programme on "The prevention of extremism and terrorism". This includes the revival of Tatar heritage, for "the formation of Tatar was influenced by Arabic, which had profoundly influenced it in religious, scientific, cultural and economic aspects, Tatar used the Arabic script" [2] and the spread of secular Arabic teaching as a foreign language in general-education schools of Kazan city. At present the Arabic language is taught mostly as an elective in the following general-education schools of Kazan city: F. G. Aitova gymnasium № 12 with the Tatar language of instruction, Tatar gymnasium № 2 at KFU, Secondary Tatar-Russian school №113 specializing in particular subjects, Gymnasium № 27 with the Tatar language of instruction, Lyceum № 149 with the Tatar language of instruction, Gymnasium-boarding school № 4, Lyceum-boarding school № 7, Secondary school "Usmania", as well as the regional general-education schools of Tatarstan Republic: Saby Secondary boarding school specializing in particular subjects for gifted children, Gymnasium-boarding school № 13 of Nizhnikamsk city, Lyceum-boarding school № 24 of Nizhnikamsk city, ГАОУ Gymnasium-boarding school of Humanities for gifted children of Aktanysh region.

The first step in implementing the programme was the development of the authors' programme "Arabic for the 5th - 11th graders of general education schools and gymnasiums" by N.G. Mingazova, R.R.

Zakirov and I.M. Mukhametzyanov approved and published by Tatarstan Ministry of Education and Science in 2010 [3]. The authors' programme initiated the publication of the Arabic educational materials for general education schools and gymnasiums:

- In 2011 the educational material "The Arabic language. The 5th grade" for general education schools and gymnasiums was classified as "approved by Tatarstan Ministry of Education and Science" [4].
- In 2013 the educational material "The Arabic language. The 6th grade" for general education schools and gymnasiums was classified as "approved by Tatarstan Ministry of Education and Science" [5].
- In 2014 the educational material "The Arabic language. The 7th grade" for general education schools and gymnasiums was published [6].
- In 2016 the educational material "The Arabic language. The 8th grade" for general education schools and gymnasiums was published [7].

As we stated in the previous research "foreign languages in the Republic of Tatarstan are mastered in the conditions of the parallel studying of the native languages – Russian and Tatar. This should be taken into account when organizing the educational process to create the whole valuable language personality" [8] Nizamieva L.R., Nazarova G.I., Ostroumova O.F. emphasize that "learning a foreign language in Tatarstan Republic is carried out in multilingual environment, which should be taken into consideration while ... writing foreign language textbooks" [9]. In this respect certain requirements should be taken into consideration while compiling Arabic textbooks. The educational materials are adapted to the age of the pupils and requirements of the State educational standards in order to use in secondary schools. The content and structure of the units are connected. There is a specific method of material presenting that combines both the East and West educators' viewpoints that certainly helps to solve a range of educational problems: traditional language as a subject of study and language for use methods. It leads to fast memorization of the vocabulary, develops creative and independent thinking habits. The peculiarity of the educational materials is their national and regional components presented with the passages from works by great national poets as well world classical and Arabic literature that has an important role in fostering cross-cultural communication, in promoting tolerance and connecting and bridging nations and countries. It supports the assertion that "the basic criterion of material selection being its linguistic-cultural and cross-cultural value" [10]. Hence, the essence of successful communication lies in respecting the diversity of cultures, peoples, nations and languages, being culturally competent is of great importance. The educational materials "The Arabic language. The 5th–11th grades" are aimed at systematizing and unifying the Arabic teaching in general education schools of the Republic of Tatarstan applying modern teaching methods. All these create the conditions of the real language environment on the basis of which the need to communicate in foreign languages is formed; this means that the motivation to learn them is supported [8].

### 3.Results And Discussion

In general, the activity of "The Eastern House" will foster the idea of tolerance and friendship among peoples that is of great importance at present – the epoch of globalization and blending of cultures. Popularization of the secular Arabic teaching is the initial step and an integral part in reviving and preserving of the Tatar cultural heritage, for establishing tolerance in such a multinational country as the Russian Federation. To have a good command of literary Arabic is necessary for the correct interpretation of the Koran – The Holy Book of Muslims, what is important against the spread of extremism and terrorism.

### 4. Summary

The implementation of the Arabic textbooks to non-native speakers will lead to popularization of the secular Arabic teaching in Russia for establishing tolerance.

#### 5. Conclusions

The improvement of Arabic teaching is achieved by the unification of the educational materials for secondary schools. The particular educational materials "The Arabic language. The 5th–11th grades" meet all necessary requirements. The experience of implementing the authors' educational materials while teaching Arabic in secondary schools of the Republic of Tatarstan proved high effectiveness of the applied methods in developing foreign language skills, as well as learners' cognitive-linguistic independence.

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## Text Relevance As A Valid Criterion For Selecting Reading Materials For Forming Reading Skills In Efl Class

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### Abstract

In this research, an analysis is carried out on criteria for selecting texts for forming reading skills in EFL class. Literature review showed that a good number of Russian and foreign scholars in education enlist a number of factors, namely the topic, the type of text and the information it sustains, that might be taken into consideration while choosing reading materials. No suggestion that text difficulty should be one of the most important indicators in selecting texts for reading in EFL class was found. The authors claim that text difficulty is a valid criterion for selecting reading materials for forming reading skills in EFL class. To prove this assumption, a series of authentic texts were assessed by Flesch formula, which allows defining texts' relevance. In this paper, the authors used the following leading research methods as a theoretical analysis of scientific and educational literature and an analysis of text assessments. The study resulted in the compilation of "The Reader" for MA students. The findings of the research can serve as general recommendations for university faculty and can be used in EFL class.

**Keywords:** EFL class, Flesch formula, reading materials, reading skills, text relevance, text selecting, valid criterion

### Introduction

Selecting reading materials has always been considered to be one of a classroom teacher's many daily duties. It has also been regarded as one of the most complex tasks that face an EFL reading teacher [1, 2]. To select appropriate texts for reading in EFL class, one should be determined what criteria the selected texts have to meet.

A theoretical analysis of scientific and educational literature showed that a great many researchers agree on the point that reading materials, in the first place, ought to satisfy students' interests, in the second place, students' level, in the third place, students' needs, finally, students' background knowledge.

In this study, the researchers put forward and confirmed the hypothesis that text difficulty can be ranked as a valid criterion for selecting reading materials for forming reading skills in EFL class. To prove this assumption, there were selected 65 texts which were offered to MA students for assessment on the criterion of text difficulty according to the graded scale. The texts were reassessed by Flesch formula which made it possible for researchers to define texts' relevance on the above mentioned criterion. Such a scrupulous analysis of reading materials revealed that text difficulty is a valid criterion for selecting reading materials. Another goal the researchers aimed to achieve was to evidence that the appropriately selected texts ensure forming reading skills in EFL class. Some recommendations for EFL classroom teachers for selecting reading materials were framed. The study also resulted in the compilation of "The Reader" for students who are doing MA program. The findings of the research might be of general

interest to classroom teachers who need to assess the "difficulty" of reading materials for forming students' reading skills in EFL class.

### Study Materials And Methods

#### Research Site

Leo Tolstoy Institute of Philology and Intercultural Communication of Kazan Federal University (Russian Federation).

#### Study instrument

As a very brief review, we selected a set of scientific articles (65) that are of an optional challenge for MA students to work out in EFL class. These articles included additional information needed for students to gain an overall knowledge of the subject, such as:

- ◆ *Cuisenaire Rods: Pedagogical and Relational Instruments for Language Learning*, Sevilay ADARCAY School for International Training Graduate Institute, 2012.
- ◆ *Teaching approaches: what is the silent way?* Tim Bowen, one stop English, 2011.
- ◆ *Suggestopedia - Accelerated Language Learning*, 2012, Jasmine Vitarelli.
- ◆ *How to apply suggestopedia as a method of teaching*, 2015, Alvior, Mary G.
- ◆ *Background of the CLIL*, 2009, Mohammed Rhalmi.
- ◆ *Computer-Assisted Language Learning*, 1996, Mark Warschauer, etc.

21 MA students were asked to analyze and assess the articles on the criterion of text difficulty according to the graded scale:

5 - totally difficult;

4 - difficult;

3 - rather difficult;

2 - quite easy;

1 - easy.

We reassessed difficulty estimates using Flesch formula (Flesch, 1949). **RESULTS**

The results of students' answers are given below in Table 1.

Table 1. The results of text assessment by MA students

| Scientific articles | Grade |
|---------------------|-------|
| 28                  | 5     |
| 10                  | 4     |

|    |   |
|----|---|
| 8  | 3 |
| 9  | 2 |
| 10 | 1 |

This analysis revealed initial findings of article readability in students’ opinion. As a valid criterion of text relevance, we suppose grade 4 to be of great importance in our research as it combines students’ prior knowledge in language and some other skills they can master. To examine these articles more thoroughly, a final judgement was undertaken.

Difficulty estimates were reassessed by Flesch formula (Flesch, 1949). This index was chosen because it is easily the best known readability formula in current use, and it has the advantage of producing a numerical result. Flesch formula is:

Reading ease score = 206.835

- (0.846 × number of syllables per 100 words)

- (1.015 × average number of words per sentence)

Table 2 demonstrates the results of scientific articles relevance due to Flesch formula.

Table 2. Difficulty estimates for texts

| #   | Text  | Flesch reading ease score | Estimated reading age |
|-----|---|---------------------------|-----------------------|
| 1.  | Cuisenaire Rods: Pedagogical and Relational Instruments for Language Learning       | 34.4                      | 23                    |
| 2.  | Teaching approaches: what is the silent way?  | 53.9                      | 17                    |
| 3.  | Suggestopedia - Accelerated Language Learning                                       | 44.8                      | 19                    |
| 4.  | How to apply suggestopedia as a method of teaching                                  | 43.1                      | 20                    |
| 5.  | Background of the CLL   | 46.4                      | 19                    |
| 6.  | Computer-Assisted Language Learning   | 33.8                      | 23                    |
| 7.  | Teaching ESL: Incorporating a Communicative, Student-Centered Component             | 40.1                      | 20                    |
| 8.  | The Effect of Affect on Foreign Language Learning: A Review of the Anxiety Research | 44.0                      | 19                    |
| 9.  | The Classroom Interaction of Outstanding Foreign Language Teachers                  | 34.7                      | 23                    |
| 10. | The Din Phenomenon: Mental Rehearsal in the Second Language                         | 43.3                      | 20                    |



Given these data only 6 scientific articles (aged from 20-23) correspond to the reading age and text readability identified by the students.

All these revision results taken together, on the one hand, seem to indicate that students take time and effort to revise the articles thoroughly. But, on the other hand, they fail to understand the main gist the author wants to convey. However, the reason might also be that students are not yet capable of making intensive revisions: they might not have the proper strategies to actually reading the scientific articles globally and closely.

Close reading is the most important skill you need for any form of literary studies. It means paying especially close attention to what is printed on the page. Close reading means not only reading and understanding the meanings of the individual printed words, but also involves making yourself sensitive to all the nuances and connotations of the language as it is used by skilled writers [15].

In our investigation, we suggest the following selected scientific issues to be taken into account while working with the article:

1. Recognizing scientifically investigable questions.
2. Identifying evidence.
3. Drawing or evaluating conclusions.
4. Communicating valid conclusions.
5. Demonstrating understanding of scientific concepts.

### Sample

Extension: Newspaper headline matching

*Aim:* To provide further skimming practice, using short newspaper articles.

*Preparation.* Choose between five and 10 short newspaper articles. The number of articles you choose will depend on how much time you wish the activity to take. Cut the headlines off the articles, stick them onto a sheet of paper and stick all the articles, minus their headlines, onto another sheet of paper, making sure that you mix up the order of either the headlines or the articles. Make one copy of each sheet for every group of students. To ensure that this activity focuses more on skimming than scanning, choose articles with headlines that don't contain obvious clues like names or places.

*Procedure.* Put the class into groups of 3-5 students. Give one copy of each sheet to every group. Tell the students to match each headline to the correct article by skimming the articles for the main idea. Tell them that it is a race and that they should work as quickly as possible. This will make the students skim the articles rather than read them carefully. Have the students read the choices 1-3, skim the article for thirty seconds and then circle the choice 1, 2 or 3 they think is correct. Be strict with the time limit, encouraging the students to skim the text. Check the answers as a class. Explain why the incorrect answers are wrong.

An important life skill for MA students is the capacity to draw appropriate and guarded conclusions from evidence and information given to them, to criticize claims made by others on the basis of the evidence put forward, and to distinguish opinion from evidence-based statements.

From the analysis of these texts the researchers found it possible to frame a number of recommendations for classroom teachers in selecting them properly. These are:

- Have a clear idea of your audience, including age, background knowledge, interest in your topic, reason for reading this text.
- Define the purpose of the text explicitly. Is the purpose to inform, for example, or to promote the role of an organization?
- Carefully select which topics are going to be used to achieve the purpose of the text. This is a serious question whenever the purpose of the text is not explicitly to inform the reader of, for example, the current situation in country x as a result of disaster y.
- Decide what the relationship between you and the student is going to be. Do you wish it to be somewhat distant, or do you wish to involve MA students through the use of appropriate structures? What other methods of personalization can be introduced to involve the student in the subject.
- Look through an overall structure for the text, in relation to the message to be conveyed, the audience, and the relationship to be established with the students. Is it more appropriate to structure the text as a narrative with examples, an abstract-example pattern, according to geographical areas, chronologically, a question/answer pattern, or a problem/solution structure.
- Consider the level of abstraction required in the text. If the level of abstraction is high, information load will be increased. Consider carefully how and where clear examples which characterize the abstractions can be introduced.
- What typeface, layout, illustrations, and other physical characteristics of the text (such as indenting sections of the text, bullet points, bold face or italics) can be used to effectively enhance the accessibility of the text?

### Discussion

A great number of researchers in education find the task of selecting reading materials for forming reading skills in EFL class to be challenging. Therefore, selecting texts should be a thoughtful process. Literature review revealed that there are a few approaches to this issue.

Lotherington-Woloszyn [3] thinks that it would be boring to read it if a text is not interesting to the learner. Similarly, Fox [4] states that the first step for selecting reading materials is to find texts that appeal to students. Both Gebhard [5] and Papalia [6] share an opinion that reading materials for EFL class should be selected on the basis of students' interests. Melekhina [7] points out the high potential of interesting texts in forming reading skills in EFL class. Amankulova [8] claims that active reading skills of EFL learners can be efficiently developed through reading materials of high interest to the learners. In Brown's standpoint, texts should be selected thoroughly so that these texts could encourage students to extensively read [9].

Another factor that influences the selection of reading materials is students' level. This point of view is supported by a few scholars who suggest that the educator should need to know which materials are suitable for the students' level [10, 11]. Gebhard joins this group of researchers asserting that the text selected for EFL class should not go beyond the students' level [5].

The importance of considering students' needs in the selection of reading materials for EFL class is frequently underlined by the researchers. Gebhard says that teachers should always take into consideration students' needs before making any decisions about the course content [5]. Likewise, Gray

[12] underlines that the EFL teacher should be aware of students' needs so that to be able to help them fulfill these needs by providing appropriate reading materials. According to Bocharova [13], students might have individual needs alongside with common ones while doing a reading course.

Students' background knowledge can be regarded as another significant criterion for selecting appropriate materials for reading in EFL class. Smith, for example, affirms that reading cannot be separated from the readers' previous knowledge [14]. In Fox's viewpoint, background knowledge is an important part of the students' ability to read and understand a particular text. This is why it is the EFL teacher's responsibility to provide the students with the information required for comprehending a particular text [4].

Literature review showed that there had been made a good many attempts to find different criteria for selecting reading materials for the EFL class, although no researches dedicated to the investigated problem have been made so far. In this study, the authors present their point of view and evidence that text difficulty can serve as a valid criterion for selecting reading materials for forming reading skills in EFL class.

### Conclusion

In this study, the issue of selecting reading materials for EFL class was under focus. Text difficulty was proved to be a valid criterion for selecting reading materials for forming reading skills in EFL class. The findings might be of general interest to all those who need to assess the "difficulty" or "accessibility" of a text for any of the purposes listed in the introduction to the paper.

It should be also taken into account that with English being taught throughout the world, it is not possible to have reading materials (texts) appropriate for all learners in all contexts. Teachers themselves are encouraged to add to these factors and to develop their own lists of criteria for their own specific situations [1]. If the instructor carefully selects pertinent reading material for his class, students are more likely to be interested in the class and will probably be anxious to use diverse strategies to comprehend the material [3].

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# Authentic Video Materials As A Means Of Speech Fluency Development In Efl Class

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## Abstract

No doubt, video teaching materials can be a lot of fun. This viewpoint is shared by all the researchers who deal with video in language teaching strategies. All of them agree on the point that video can do magic in getting students excited and primed for the coming lesson objective or topic, and in mastering such language skills as listening, reading, writing, and speaking. Yet a large number of Russian and foreign educators still search for both effective and appealing ways of using video films in the language classroom. In this paper, the authors examine the issue of the use of video in EFL class for developing speech fluency. Literature review revealed that no investigation on this topic has been made so far. The research objectives defined by the authors in this study are as follows:

- to define the role of authentic video materials in speech fluency development
- to develop training and test exercises with the use of authentic video materials for speech fluency development
- to conduct a pedagogical experiment to confirm the hypothesis that authentic video materials in EFL class bring authentic language into the classroom and facilitate the development of speech fluency of students provided regular activities based on the offered teaching techniques.

A theoretical analysis of scientific literature, a content analysis of educational literature, and a three-fold pedagogical experiment with the ascertaining, formative and final (control) stages were used as leading research methods.

The obtained results indicate the high potential of authentic video materials for the development of speech fluency of students in EFL class. The findings of the study can serve as a general guideline for faculty and student body of the university.

**Keywords:** authentic video materials, EFL class, methodology of using video, pedagogical experiment, speech fluency development.

## Introduction

Arising from new environments, educational ones including, new needs and interests on the part of students make scholars and educators search for more and more efficient and amazing teaching techniques with the use of video in the language classroom. The survey showed that students are interested in hearing and speaking authentic language. Authentic videos meet this challenge bringing authentic language into the classroom.

In this study, the researchers put forward and confirmed the hypothesis that authentic videos in EFL class facilitate the development of students' speech fluency. A pedagogical experiment was conducted to prove the above mentioned hypothesis. During the experiment, training and test exercises with the use of

authentic video materials for speech fluency development were tested. There was also described the methodology of using authentic videos for developing speech fluency of students.

The role of authentic video materials for speech fluency development of students in EFL class was defined. The authors became certain that video works like a charm for, first, video provides authentic language input, and, second, video films get students to speak and use authentic language in an attractive way. Video makes students get interested and intrinsically motivated both in the process and the result.

The authors consider their study successfully completed with all the three objectives having been achieved. The findings allowed the researchers to come to the conclusion that the systematic use of authentic video materials in EFL class provides students with a high level of speech fluency.

### Literature Review

A good number of theoreticians and practicing teachers devoted their studies to the purposeful use of videos in the language classroom. All of them investigated different and various aspects of the issue but all of them shared the point of view that the use of video materials is a proper approach to teaching foreign languages.

Kerridge [1] underlines the great role of authentic materials in the language classroom. Stempleski advocates this viewpoint in a number of his studies [2, 3, 4]. According to Stempleski and Tomalin [3], the use of authentic video in the English class shows that students get motivated watching something real and trying to talk about the scene and/ or the action. Lonergan [5] claims that video, combining words, audio and image, allows words to be visually presented in video. Gorelikova [6] asserts that video develops students' communicative culture, which assists them to understand how important it is for their success in life. Barmenkova [7] points out a trend in the use of video materials to stimulate oral communication among students. Shareman [8] outlines the need for authentic video as part of language teaching and offers teaching techniques that make comprehension of video easy. In Valetko's view [9], the use of authentic video in the language classroom allows to teach language and cultural concepts both verbally and non-verbally in a real communicative setting. Maslenikova and Dachevskii [10] describe teaching techniques of the use of interactive training video films that are easy in use and comfortable for comprehension. Kastornova [11] specifies great educational opportunities of interactive video films that present living language patterns in the language classroom. To Isenko' point of view [12], the use of authentic films helps to break down the cultural barrier and form students' sociolinguistic competence. Tsapko [13] considers the use of video materials in the language classroom to be an important component and a non-standard way of teaching foreign languages. The practically oriented study by Ferlazzo and Sypniewski [14] offers ready-to-use strategies, tools, and activities with the use of video in EFL class that, according to Ferlazzo, avoid the danger of students' sitting back and watching the screen, and drive learning in the language classroom. Batrova, Danilov, Lukoyanova, & Khusainova [15] advocate the idea of the use of ICT that provide video and audio materials, on a large scale in teaching. Tikhomirova [16] is sure that video masters language skills: video is a powerful way to tell a story; video teaches to communicate; video helps to teach listening by listening; video motivates students by impressing upon them the power of language. Gunyashova [17] insists that the use of video materials in EFL class intensifies the process of teaching on the whole. The researcher also suggests some tips of teaching listening skills with the help of video. The model of forming students' communicative competence cannot be realized without the use of modern technologies and materials, video and audio including [18]. Rasskazov [19] devotes his study to the problems educators face up to while developing students' oral speech skills with the use of video. The author is certain that authentic videos contain authentic speech and grammar patterns, the assimilation of which provides the development of students' speaking skills.

The reviewed literature made it possible to conclude that although all scholars recognize the great role of video in the language classroom, none have spoken in favor of its use for the development of students'

speech fluency. The researchers made an attempt to put forward and prove the hypothesis that authentic video materials in EFL class facilitate the development of speech fluency of students on the base of regular activities.

### **Study Materials And Methods**

#### **Research Sites**

The research sites selected for this study were two Kazan Gymnasiums.

Kazan Gymnasium # 19 was founded in 1987. The number of students is 1539. Gymnasium # 19 is ranked as one of 10-Top Kazan schools. The main goal of school activity is creating a comfortable space for self-realization of each participant of the educational process.

Kazan Gymnasium # 122 was founded in 1958. The number of students is 1211. Gymnasium # 122 is ranked among 100 best schools of Russia. The formation of the intellectual, moral and creative personality, freely adaptable in modern society is regarded to be priority # 1 in the gymnasium.

Both educational institutions cooperate with Leo Tolstoy Institute of Philology and Intercultural Communication of Kazan (Volga region) Federal University.

#### **Students' Background**

Number, age and gender characteristics: 72 students, 15-16 years old, mixed, who made up four groups: 2 control and 2 experimental.

Students' status: High school students.

#### **Study instrument**

Oral fluency is a measure of how well and how easily one can communicate his ideas clearly and accurately in speech.

In accordance with the set objectives of the study, the experiment was conducted with the aim to monitor, develop, analyze and assess the effectiveness of using authentic video materials such as news and feature films in mastering students' speech fluency and acting skills in EFL class.

The experimental training was conducted for students of the 11-th grade (2 control groups - 11 "A" and 2 experimental groups - 11 "B") during two semesters: Spring 2016 and Fall 2017 in Gymnasium # 122 and Gymnasium # 19.

72 students took part in the experiment: 2 control groups - 38 students and 2 experimental groups - 34 students.

The experiment consisted of three stages:

1. Ascertaining experiment.
2. Forming experiment.
3. Control experiment.

The authors of this study made presupposition that speech fluency is improving via making comments to the authentic news and feature films and, moreover, claimed about a unique chance for students to try

themselves in acting. A set of criteria was defined to master speech fluency development: minimizing hesitation pauses, paraphrasing, fluency and accuracy.

Most students experience moments where hesitation creeps into their speech. It happens in new situations, when they step outside of their comfort-zone and feel nervous. Typical situations where students have an issue with hesitations in their speech are giving presentations or commenting something [13]. One of the ways to cope with the problem offered to the students was to remove hesitations from their speech by replacing the hesitation with a pause. Whenever students found themselves reaching for a word or trying to remember a word, they were recommended to pause. In addition, they were advised to react to different situations spontaneously.

### Sample

**Respond to the statements by giving advice or making a recommendation with a suitable infinitive form.**

1. I have got a bad toothache. - *You had better go to the dentist.*
2. You're always late for work!
3. Our train leaves in a few minutes.
4. Someone has stolen my wallet!
5. The rain is coming through the roof.

Paraphrasing is the ability to take in, comprehend, synthesize, and express information in an original manner. The ability to paraphrase, whether orally, visually, or in writing, is directly related to how well the material has been understood [19]. In this study, we resorted to various tasks improving paraphrasing as a means of speech fluency development.

We relied on seven techniques identified by the library resource of Simon Fraser University (<http://www.lib.sfu.ca>) along with a caution that should be followed when paraphrasing:

1. Change a word from one part of speech to another.
2. Use synonyms.
3. Change numbers and percentages to different forms.
4. Change word order.
5. Use different definition structures.
6. Use different attribution signals.
7. Change the sentence structure and use different connecting words.

It is not a surprise that often you encounter the situation when your mind says, "I've heard this word three times over the course of two days! I should commit this to memory!" So you remember it forever. The key here is hearing it in real, useful, meaningful conversation. Not just looking at it on a list of words or reciting it a hundred times. Most of our students have no idea *when to use this word*, because they've never heard it in context, so they can't think to use it when they should. In this case, we recommended



them to watch authentic video materials on daily basis and sometimes with subtitles to be sure of the unknown words and check them out if necessary and give one-minute talk on the content of the topics.

Our teachers and learners are highly aware of the importance of grammar and vocabulary acquisition. There is always a learner who would suddenly stop while trying to express an idea and say that he or she does not have enough words to proceed with it.

## Results

In the classroom language, manipulation activities can help develop accuracy. These include controlled practice, drills, the study and application of grammar rules, and activities that help students to 'notice' their own mistakes.

A series of diagnostic tests were held at the ascertaining stage of the experiment to identify the initial level of students' knowledge in English. The obtained results of students' responses helped to reveal their attitude and readiness to master English with the help of authentic video materials. These tests pointed out the weakest sides of students' performance in EFL class. The results of the diagnostic test in the control groups are shown in Fig. 1.

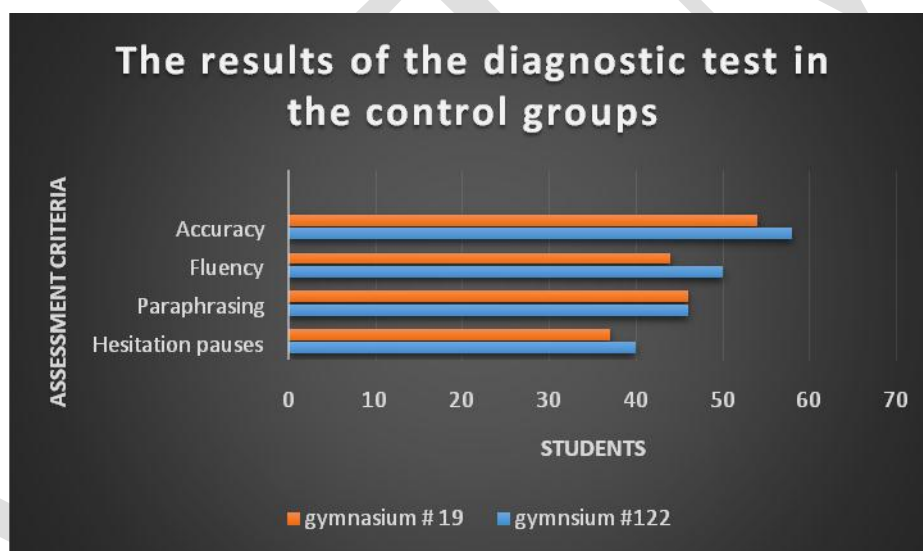


Fig. 1 Results of the diagnostic test in the control groups

The results of the diagnostic test in the experimental groups are shown in Fig. 2.

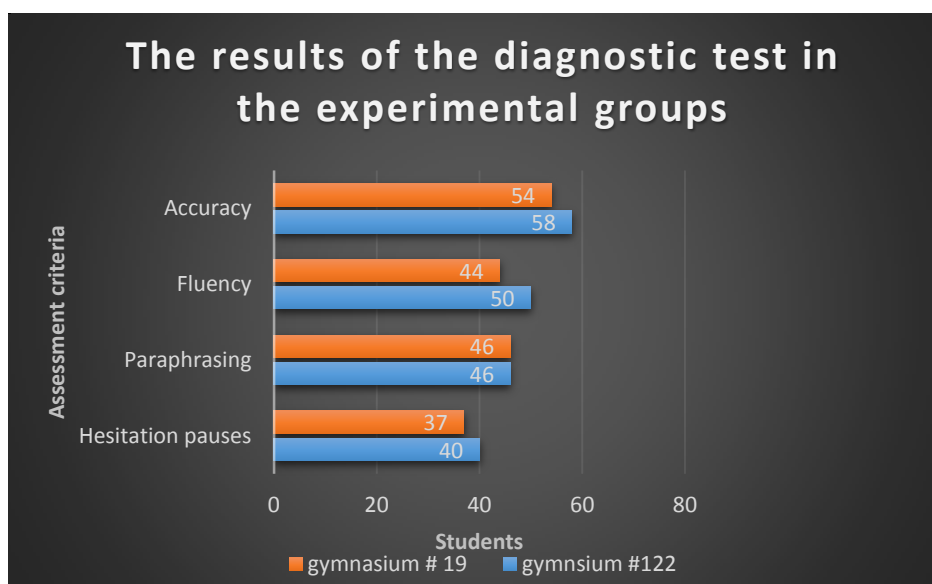


Fig. 2. Results of the diagnostic test in the experimental groups

All these data were taken into account during the experiment for the organization of the educational process at the formative stage where various drilling and communicative tasks developing speech fluency and mastering acting skills based on authentic video materials were implemented in EFL class.

The control experiment was carried out to assess the effectiveness of the implementation of authentic video materials, particularly news and feature films, in practice as a means of students' speech fluency development and mastering students' acting skills in EFL class. The updated diagnostic test was aimed at revealing students' knowledge on the above mentioned issues. The results of the updated diagnostic test in the control groups are shown in Fig. 3.

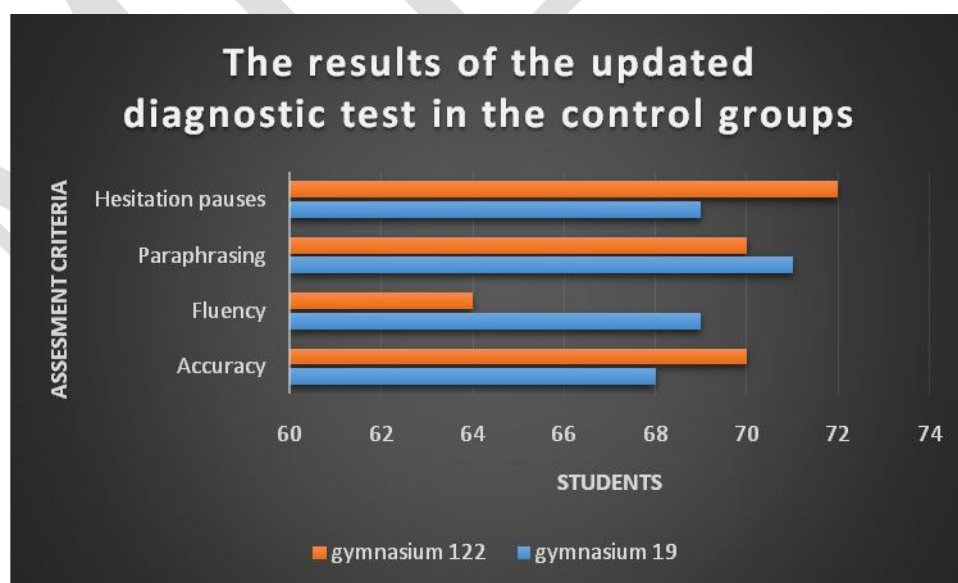


Fig. 3 Results of the updated diagnostic test in the control groups

The results of the updated diagnostic test in the experimental groups are shown in Fig. 4.

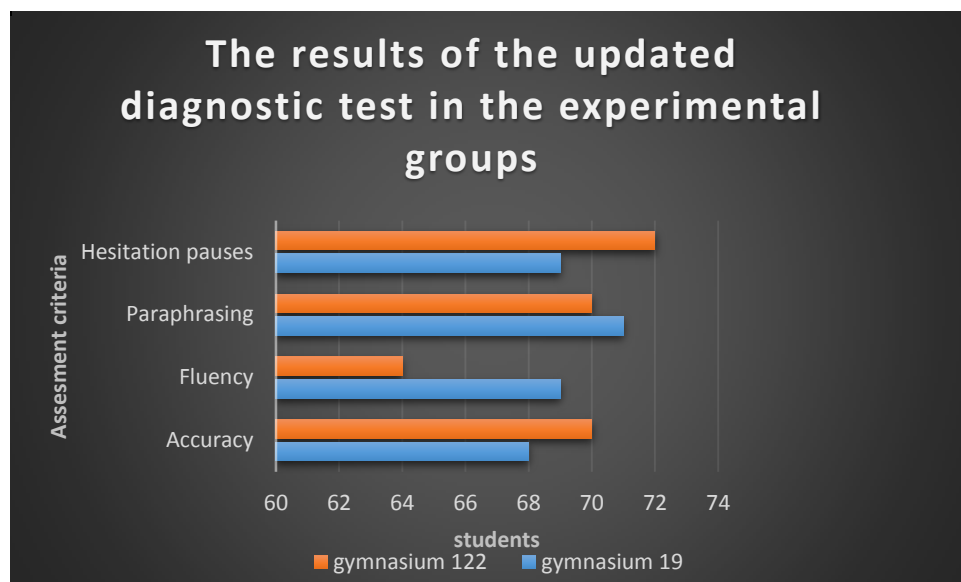


Fig. 4. Results of the updated diagnostic test in the experimental groups

Comparing the results of both (ascertaining and control) stages, we obtained discrepant results. Overall, they confirmed the positive trend in the improvement of students' speech fluency development via authentic video materials. Significantly, the quality of students' knowledge in the English language increased that, to some respect, can prove the formation of educational abilities and skills. However, the experiment revealed 'acting' as an issue that takes much time to work it out.

### Conclusion

Improving the speaking skill of foreign or second language learners is a difficult task. It requires some experience and strategy to produce the language accurately and encode the intended messages of other speakers.

Our study has been focused on the effectiveness of authentic videos used by the teachers in the classroom to improve speech fluency skill and acting abilities. This is confirmed by the results obtained from both ascertaining and control stages of the experiment. The findings went hand in hand with our hypothesis which emphasize that the authentic videos help the students increase their level of achievement in speaking skills.

So, the ultimate aim of this study was to show whether it is possible to develop speech fluency of students through authentic videos. The analysis of the preliminary diagnostic test showed that all students during the use of authentic videos; do have problems with hesitation, paraphrasing, fluency and accuracy. They considered these videos as the appropriate ones for them and their teachers in learning and teaching speaking skill.

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# Typology Of The Colorative Codes Nominations Of Horses Colors In The French And Tatar Languages

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## Abstract

Article is devoted to the comparative analysis of the main names of horses on color which are used in modern Tatar and French languages. There are semantics and the main ways of the nomination names of horses colors in the light of linguistics and their idiomatic component. The work carries on the tradition of the colour linguistics studying national peculiarities of colour spectrum perception. It also states hippocolouristics as a separate category of colour names. The authors affirm the universality of hippocolouronyms since they are equally applicable to the names of various domestic animals, for example, cows and dogs. Despite its belonging to different linguistic families – Indo-European and Turkic – and its typological differentiation on analytic and agglutinative languages, interesting correlations between the Tatar and French colouronyms can be traced, including the phraseological typological chains. Different ways to bridge lexical hippocolouronymic gaps in the Tatar language according to the French model. This work has resulted in compiling a unique Tatar-French glossary that covers 51 horse coat colours and patterns. In broad terms, the article is aimed at preserving the unique vocabulary formation of the Tatar language and the development of domestic hippocolouristics.

**Keywords:** linguistic, color perception, linguistics of color, color of horses, French, Tatar, typology of unrelated languages.

## Introduction

### 1.1. Background

Recently the linguistics of color as the scientific direction in linguistic researches are become more popular. So long study of color lexicon has led to emergence of the specialized conceptual device, and has helped to formulate a complex of scientific problems and perspective tasks in theoretical development of a linguocultural phenomenon of a color naming [1; p. 52]. Linguists pay attention to the current state system of a color naming: there are developments of semantic structure of separate flowers, formation additional to the basic, figurative, symbolical values at coloronim, formation of lexico-semantic groups of color words. It allows to distribute on the basis of a community of values color words on groups and also to reveal the color naming used in artistic speech in a direct and figurative sense. At the same time the color which surrounding us in the world doesn't exist out of color of concrete objects. He is always tied to any class of objects and doesn't exist as independent denotation. It is dissolved in the nature and it is her part. For example: the sky - blue, a fox - red, the earth - black, snow - white, a hare - white (or gray), etc. [2; p. 8]. What does the color of horse? Usually she is a - bay, but if a horse - that a crow and if a gelding - is that gray. As we see, the coloronims describing colors of horses are rather specific and aren't used for color nomination of other objects or beings. On the other hand, only the layman can call a horse brown or black.

With seme "horse" in the Tatar and French languages exists a set of phraseological units that demonstrates spiritual proximity of our people with this animal. For example: "agach atka atlanyp kalyrga", literally: "to remain with a wooden horse", that is to be left holding the bag - être bredouille in French that literally means: "to mumble". It seems that there is nothing general, because absolutely

positive associations are connected with French and Russian people with a phrase wooden horse (le dada): c'est son cheval de bataille (a fighting horse)/ dada (favori) it is his (darling) horse, or enfourcher/ monter/ caracoler sur son dada - to sit down on (to ride out) the favourite horse, or - revenir à son dada - to come back to the (darling) horse. While in Tatar this phraseological unit is absolutely absent. It is interesting that in French there is one more idiom: manger/ dîner avec les chevaux de bois that literally means: "to eat with wooden horses of a children's roundabout where children, probably, forgot about everything including to eat, and remained hungry. And this idiom is already correlating with the original Tatar phraseology of this chain in some ways and translated as "stay hungry".

### 1.2. Status of a Problem

Horse colors is very interesting topic, because the horses are one of the noblest animals on Earth, living side by side with a man for millenniums. They bring us invaluable benefits and, despite the modern progress, still adorn our lives [3; p. 486]. A man eye is flattered not only by horse figure, fathomless and clever eyes, but also by its color. Ugly horses, as well as women, if you take care of them - do not exist! Consequently, the existence of different horse colors is inseparably connected with problems of color perception, as some linguists such as Shavaliyev V.V., display them in a separate color category. Iskhakova G.A., for example, counts them more than forty in the Tatar language [4; p.152]. Akhmetyanov R.G. states that there were more colors earlier [5; p.70]. Nearly the same picture is observed in the French language. Due to this variety of colors appears the main difficulty of their analysis, what was admitted also by Kulpina V.G. [2; p. 330].

### 1.3. The Research Hypothesis

Typological analysis of the French and Tatar language ippocoloristics had never been done earlier because of its extreme complexity. Only attempts of such studies on the basis of the Tatar and Russian languages were made in the 20th century [6; p.100]. But they were not sufficiently comprehensive [7; p. 96]. It was particularly difficult to find absolute ippokoloronim equivalents in such different languages as the agglutinative Tatar and the analytic French [8; p. 606]. Consequently, this article is just another small step to the creation of full Tatar-French dictionary.

### Experimental (Materials and Methods)

In particular, there are a lot of alogisms in the names of colors. For example, gray color is translated to Tatar as "kuk", and "white- gray" - not as akkuk, but akbuz. And the fact is that except the nomination kuk, which usually in Tatar means blue color, there is also the word buz, which means "gray, ashy color". Whereas the "ash" in Tatar is not buz but kol. It would be strange if there were such contradictions in the French language - the most rational language in the world. French avoids them by means of the metaphorical names of colors. So, akbuz in French is pèrle, which means "pearl", and byz - silver, which means "silver" in English. Here it is necessary to admit that the French language often resort to foreign borrowing while nominating the horse colors, and not necessarily in English. So, the same ethnonym "akbuz" can mean perlino in the Italian style, and ala-tile - paint horse with a white mane - palomino, what is consonant with the Portuguese palombino, meaning "white marble", rabicano, -"white tailed" in Spanish - it's a color with white spots on the sides and tail, overo in Spanish - color with dark spots on a white background, sooty in English - black as soot, and dun - brownish-gray [9; p. 111]. Evidently, this color vocabulary don't cause any problems among Frenchmen, as the Italian, Spanish, and Portuguese are related languages, belonging to the same language group - Romanesque. In addition, the difference between silver and pearl is more obvious than between gray and lightgray.

Similarly, "burly" in Tatar means grivelé (roan gray with a dash of a different color) and also alezan (light-chestnut - light-brown). While the koloronim "roan" is derived from the Tatar "chal", which is translated as "gray" and means also roan color.

So, one Russian term "gray" has two variants of translation in Tatar: "chal" as lightgray and "burly".

The general etymology of the Tatar and Russian adjectives "brown" and "burla", ascending to the Turkish bur 'red suit', in its turn borrowed from the Persian bōr 'red-brown' is obvious. But in linguistics "brown" in Tatar means "koigyr", namely, brown suit - "cob". With the passage of time in Russian, this coloronim also faded: from red-brown to gray-brown in a neutral context. But in hippocoloring, it still retains its color - a dark brown with a reddish tint, which once again confirms the immutable value of the horse as one of the eternal human values that has not changed for many centuries.

The metamorphosis with the "kuk" coloronim is interesting, we already noticed it in the previous article on this topic. "Blue" in a neutral context, in horse suits, it, like in some phraseological units, gets a gray color.

The antiquity of this layer of vocabulary can justify its not quite unambiguous perception. For example, we all understand that there is a brash horse. But how many can specify its color? And after all it is light-red (yellow according to M. Fasmer) with a black tail and a mane.

As for the number of suits, in the Tatar language at the present stage of its development there are about sixty, and in French about seventy. The same tendency is noticed by V.G. Kulpina and in term of Polish language, in which the denominations of horses are larger than in Russian [2; p. 312].

## Results

And for some suits there were no coloronims in the Tatar language at all. So, in the Tatar language there is no nomination for a whole group of piebald snags, for example: pie noir léopard - a white horse with black leopard spots, pie noir capé - the same horse, but with a black head, a venerable horse With white spots on the hind legs and back is figuratively called pie noir givré (literally: covered with hoarfrost), and white one with a red and black mane - pie bai sabino. In this case, the French language resorts to Spanish, in which sabino means "light bay". We are used to the fact that a human is usually compared to an animal, and the Frenchmen so spiritualize the horse that it already uses an animalistic metaphorical character in its description, since pie in French is magpie. To fill this lacuna it would be advisable to call a white horse with black leopard spots "ala kaplan". As for the backward potential cripples, they are still very doubtful.

There is no such ethno-colors in the Tatar language as golden-bulan - champagne in French, that is, the color of champagne, and gray-yellow - tourdille in French, etymologically ascending to the noun le tourd, which means "blue-gray head thrush". A calque from the French "champagne" has already appeared in the Tatar language, but its compatibility with the description of the horse suits is not relevant at the present stage. As for "milash chypchygy tese", the very appearance of this ethno-color seems unlikely because of the low prevalence of thrushes in the area of the Tatars.

On the other hand, in the French language it was impossible to discover such an ethnocolor as "kan jirən" - a blood-red one. The French, like all Europeans, completely dispense with the "blood red" - rouge sang, which, in its turn, is absent in the Turkic languages. As a result, we managed to compile the following Tatar-French dictionary of horse suits. For convenience there is a Russian column.

Ak - white - blanc

ak koba - the pale brown - bai clair

ak kola - the pale roan/ buckskin - cremello

ak kyk - the gray light - gris clair

aksyl-kola – the light buckskin – café-au-lait

aksyl sary – cream – crème

aksil žirən at – light red (with gray withers and tail) – roux clair / palomino charbonne (fumé/ cuivré)

akbyz – the light ashy (with light gray hair, pale gray tail and mane) – perlino/ pèrle

ala – the motley-piebald (variegated) – pie

ala-kola – the motley – roan piebald-bula spotted – pie noir tovero

ala-tila – the piebald with a white mane – pie bai tobiano

ala kyk – the piebald-ashy – palomino clair

alma kyk – the dapple ashy (with brown spots) – gris tisonné/ pie alezan overo

almachuar – the dapple gray – gris pommelé

bolan – the buckskin (light red with a black tail and mane) – isabelle

byz – the grayish – silver

byrta – Mukhortov (bay with yellowish markings) – bai avec le chanfrein blanc

burly – light chestnut – alezan

burly ala – the flecked-piebald (white spots on a dark or a red background) – le floconné

burly kara – the blue-roan – rouan

burly kyk – the gray- roan (white spots on a dark or a red background) – gris truité

burly jiran – the red-roan – pinchard

burly tury/ tury burly – the bay-roan – rabicano (with white markings on the sides and tail)

jiran ala – the red-piebald – baillet

kaltar – the black-brown – argenté

kara – the dull-black horse – noir moreau (fem. morelle)/ sooty/ le frison

kara koba – the black brown – bai brun

kara kyk – the dark ashy – gris – brun

kara-tury – the dark bay – noir pangaré

kashka at – a horse with a star on her forehead – avec losange/ pelote/ croissant

kir(e) at – the todlas horse – arzel

koba – the brown with white patches – alezan brûlé



koba kyzyl – reddish-brown – aquilain  
koba tury – the brown (dark brown with a reddish tint) – bai foncé  
kola – cream (the pale yellow with pale mane and tail) – aubère granitée  
kyk bolan – the dark buckskin – champagne ambre  
kola jiran – the roan buckskin – dun  
kyk – the ashy – gris  
kyk-ala – the gray pibald – pie gris  
kyk-jiran – the gray irony – gris roux/ fer  
sary – the roan (light bay with a black tail and mane) – louvet/ isabelle fumé  
saf, ber tosle – venerable – zain  
sory – the gray – gris  
tanka chuar – bay dappled – bai pommelé/ miroité  
targyl – chestnut – l'alezan cuivré  
timer-kyk – the gray dark – noire granitée/ gris/ tourterelle/ foncé  
tonyk sary – isabella – isabelle pangarée  
tury – bay – bai  
tury ala – bay pinto – bai granité/ bai cerise  
tury kola – bay brown (with the dominance of russet colour) – bai fumé  
tychkan tose – the iron-grey – gris souris/ crins lavés  
chagyr – dark ash – gris cendré à noirs  
chal (silver) – roan (mottled grey) – grivelé  
chaptar – liver-chestnut (light reddish-brown, whitish mane and horstail) – balzan  
chel – silver – gris clair  
cholkar – blue-black – bleu-noir  
chuar – parti-colored/ mottled (with dark spots on a light coat) – truité/ tisonné/ pie bai tobiano

### Discussion

The names of horse colors in our Glossary, located for convenience in alphabetical order, although it would be possible on a conventional scale of colors, from white up to black. For exemple: ak – white – blanc > akbyz – the light ashy – perlino/ pèrle > byz – the grayish – silver > chel – silver – gris clair > aksyl sary – cream – crème > aksyl-kola – the light buckskin – café-au-lait > ala-kola – the motley – roan

piebald-bula spotted – pie noir tovero > kola – cream – aubère granitée > tonyk sary – isabella – isabelle pangarée > ala-tila – the piebald with a white mane – pie bai tobiano > bolan – the buckskin – isabelle > kyk bolan – the dark buckskin – champagne ambre > burly – light chestnut – alezan > ak kyk – the gray light – gris clair > kyk-ala – the gray pibald – pie gris > kyk – the ashy – gris > кыкбүз > timer-kyk – the gray dark – noire granitée/ gris/ tourterelle/ foncé > kyk-ala – the gray pibald – pie gris > alma kyk – the dapple ashy – gris tisonné/ pie alezan overo > kyk-jiran – the gray irony – gris roux/ fer > aksil жiрән ат – light red – roux clair / palomino charbonne (fumé/ cuivré) > kola jiran – the roan buckskin – dun > chaptar – liver-chestnut – balzan > jiran ala – the red-piebald – baillet > kashka at – a horse with a star on her forehead – avec losange/ pelote/ croissant > byrta – Mukhortov – bai avec le chanfrein blanc > burly ala – the flecked-piebald – le floconné > burly jiran – the red-roan – pinchard > burly kyk – the gray-roan – gris truité > sary – the roan – louvet/ isabelle fumé > targyl – chestnut – l'alezan cuivré > tury ala – bay pinto – bai granité/ bai cerise > tanka chuar – bay dappled – bai pommelé/ miroité > tury kola – bay brown (with the dominance of russet colour) – bai fumé > kir(e) at – the todlas horse – arzel > burly tury/ tury burly – the bay-roan – rabicano > tury – bay – bai > kara-tury – the dark bay – noir pangaré > ak koba – the pale brown – bai clair > koba kyzyl – reddish-brown – aquilain > koba tury – the brown – bai foncé > koba – the brown with white patches – alezan brûlé > sory – the gray – gris > almachuar – the dapple gray – gris pommelé > chuar – parti-colored/ mottled – truité/ tisonné/ pie bai tobiano > tychkan tose – the iron-grey – gris souris/ crins lavés > chal – roan – grivelé > chagyr – dark ash – gris cendré à noirs > burly kara – the blue-roan – rouan > kara kyk – the dark ashy – gris – brun > kara koba – the black brown – bai brun > cholkar – blue-black – bleu-noir > kara – sooty – noir moreau/ le frison.

If you compare horse coloronyms in three languages, they are the most friendly, that is close to the conventional designations of flowers, apparently, still in the Tatar language. For example: tonyk sary (pale yellow) – palevy (rus) – isabelle pangarée. Interestingly, the term “palevy” is not clear to the ordinary speaker of the Russian language, because it comes from French “la paille”, that is, in fact, is straw color in everyday life, but not in hippocontext. And in the French language, we observe a mirror pattern: in the presence of the same “paille” this suit is called pangarée Isabelle, where Isabelle for the ordinary man in the street – a female name, and the words rapparee does not exist in standard dictionaries, even such a root does not exist.

## Conclusions

Studying coloristics in terms of actual aspects of modern science which deal with problems of conceptualization, categorization and mentalization turned out to be very useful and resultative [10; p. 690]. Semantic subtle difference of color naming in any language needs to state the problem of color translation adequacy from one language to another. This problem may be interpreted as an adequate transfer of color naming from the source language to another system of reference, i.e. to the system of color naming of target language. Due to the apartness of horse color naming it's suggested to name this brunch of linguistics as hippocoloristics. Accordingly, the names of horse color – hippocoloronims. Maintenance and development of the corresponding vocabulary are to be the duty of hippocolorists, otherwise the terminology will vanish and pass into oblivion.

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# The logic of realization of the student's personality formation model through the means of the subjects of the language cycle

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## Abstract

Multicultural education has a great potential for the student's personality formation, helps to form a set of qualities necessary for a full-fledged functioning in society: such as tolerance, broad-mindedness, respect for other cultures, readiness for intercultural dialogue. The task of the modern education system is to do everything possible to achieve high results of students: to develop new educational programs, to apply effective educational technologies and methods of teaching, to improve the conditions of the educational process.

The purpose of the study is theoretical justification and experimental proof of the effectiveness of the student's personality formation in a multicultural educational environment of school.

The experimental part of the research is to identify the pedagogical conditions for the student's personality formation in a multicultural educational environment of school, creation the student's personality formation model, the experimental verification of its effectiveness, as well as determining the technologies for its effective realization. As a part of the experimental work at the control phase there were identified the results of the effectiveness of the student's personality formation model through the means of the subjects of the language cycle.

**Keywords:** multicultural educational environment of school, foreign culture, student's personality formation, student's personality formation model, educational technology, pedagogical conditions, the subjects of the language cycle.

## Introduction

Multicultural education space of school is not just an institution of forming knowledge and skills, but also the sphere of cooperative life of teachers, students and parents, which integrates their cultural, social, educational and personal origin. In the study this problem is considered as the integration of students to a foreign culture. As a part of the integration of students to a foreign culture, the students need to form the ability to accept other cultures through awareness of their cultural roots and their understanding of the place of their native culture in the world.

Multicultural education in Russia acquires special significance at the present time, when interethnic relations are one of the decisive factors determining the conditions of human existence. This is due to the fact that the effective interaction of ethnic cultures in the world with the need presupposes the formation of such quality among their representatives as the ability and readiness for intercultural dialogue.

Multicultural education may be considered as a mean of reducing tension in society, as one of its most important functions is teaching people of a fundamentally new attitude to life in one state with the representatives of various ethnic groups and religions.

The center of the educational process at school is a personality with a multicultural competence that will be able to live within a multicultural society, successfully self-define itself in it and that is ready for

productive work in the conditions of cultural diversity of society, have a system of ethno-cultural and universal values, ethnic tolerance and skills of intercultural dialogue.

The aim of such education is to develop the ability to communicate and collaborate with people of different nationalities, races, religions and upbringing the understanding of singularity of other cultures, the eradication of the negative attitude towards them. Modern man should be tolerant, broad, with a strong sense of respect for people of other cultures, able to live with them in peace and harmony, with willingness to active cooperation.

Multicultural society feels the need for a new outlook, aimed at the integration of cultures and peoples with a view to further convergence and spiritual enrichment. All this proves the importance of multicultural education, the purpose of which stands the formation of human culture, a creative personality, capable of active and productive life in a multicultural environment. [1]

Culture is the main means for the formation and development of morality, the storage and dissemination of human experience. Having mastered culture, a person becomes a person capable of leading an active socially useful activity, developing and striving for self-education and self-improvement. Culture gives a conscious reality to human being, it gives prospects to human existence.

The main goals of multicultural education at the school area are:

- 1) the formation of conscious positive value orientations of the individual in relation to his own Russian culture, multicultural in its nature;
- 2) breeding the respect for the history and culture of another nation;
- 3) the creation of a multicultural environment as the basis for the interaction of personality with elements of other cultures;
- 4) the formation of the student's abilities for personal cultural identity.

In the projection to the realities of Russian life for the educational system rise complex tasks such as preparing the younger generation for life in a new environment and multinational multicultural environment, the formation of skills to communicate and collaborate with people of different nationalities, races and religions. [2]

Teaching foreign language communication in the context of dialogue of cultures implies the creation of didactic methodological conditions for the comparative humanistically oriented study of foreign languages and native cultures while forming the integrative communicative skills of intercultural communication, whereas the methodical dominant is the orientation on the formation of future professionals as subjects of the dialogue of cultures.

Objective necessity of the modern society is search of optimal ways of organization educational - pedagogical process, rational variants of maintenance of teaching and its structure.

Thus, within the framework of the integration of students to a foreign culture, the teachers need to form the ability of students to accept other cultures through the awareness of their own cultural roots and their understanding of the place of their culture in the world.

### Methods Of Study

In the research the system of methods was used: **theoretical**: the analysis of philosophical, psychological, pedagogical and methodological, linguistic literature; modeling, synthesis of empirical material; summarizing of pedagogical experience of the professors of the institute of higher education; **empirical**: observational - direct, indirect, inserted observation, study of results of students' educational activity; diagnostic - survey, interview, testing tasks; **experimental** - establishing, forming and controlling stages

(phases), static(al) – methods of mathematical statistics, systematic and qualitative analysis of experimental data (facts), its graphical interpretation.

## Results

The experimental part of the research is to identify the pedagogical conditions for the student's personality formation in a multicultural educational environment of school, creation the student's personality formation model, the experimental verification of its effectiveness, as well as determining the technologies for its effective realization.

We have proved that the formation of the student's personality in the multicultural educational environment of the school is more effective in the presence of a set of the following pedagogical conditions, including: designing the multicultural educational environment of the school by means of subjects of the language cycle; development of the content of programs for designing the multicultural educational environment of the school by means of subjects of the language cycle on the basis of such approaches as: cultural, personal-oriented, activity, value; the development of a model for the formation of a schoolchild's personality in a multicultural educational environment; the implementation of a complex of technologies for the formation of personality in the multicultural educational environment of the school, which includes project technology, group discussion technology, the technology of "Dialogue of cultures", the technology of imitation-game modeling, theatrical technology.

The student's personality formation model consists of the following components:

1) Methodological component;

2) The target component;

3) The content component;

4) The procedural component;

5) The estimated-criterial component.

In our model, we distinguish the following constituent characteristics of a graduate of a modern school: the presence of culturological knowledge; tolerance; value orientations; readiness for intercultural dialogue; high level of readiness for self-development and self-education; the level of self-esteem of the individual.

*Experimental base was MBOU "Secondary school №170 with in-depth study of specific subjects" of New Savinovsky district of Kazan. The experimental work was attended by middle school students in the amount of 120 pupils.*

The formation of motivation of pupils provides by using the educational technologies to introduce the multicultural information and increase the motivation of learning. The content of the program of "English" subject in the 6, 7, 8th grade was supplemented with topics for writing the projects and discussions within the technology of group discussion.

Thus, pupils of the 8th grade carry out such projects as "The British cultural studies", "The U.S. cultural studies", etc. These projects involve intensive use of the English language sites on the Internet for cultural, cross-cultural and other language studies, moreover, students use knowledge gained from these projects in preparing for the exams. [3,4]

To assess the level of success of the students' integration into the foreign culture, the following criteria were identified: cognitive, axiological, personal-operational, assessing-reflective.

In the course of our research there were used the methods of value orientations by M. Rokich, the questionnaire by I.G. Leonov "Communicative willingness for dialogue", self-identity test by O.I. Motkov, the test to determine the ability of self-development and self-education by V.I. Andreev, and the test to determine the cultural knowledge of "English" subject for the 8th grade of our own design.

We believe that educational technologies we used helped to improve the effectiveness of training in the teaching of "English" subject. Project methods and technology of group discussion were effective in assimilation and consolidation of educational material, contributed to the formation of foreign language culture of students, allowed to increase the motivation of learning, self-esteem and the ability to self-education.

Joint work on the project allows each student to understand the theme of the study better, to argue and present his own point of view, to expand the speaking and performing skills, and to develop their self-confidence and teach to work independently. Well-chosen topics for the projects increased the level of value orientations of students.

The technology of group discussion also contributed to raising the level of communicative willingness of students for dialogue, as well as increasing the level of self-development and self-esteem of students.

Also, one of the most effective technologies that allow students to acquaint students with multicultural information is the technology "Dialogue of cultures", which consists in the formation of knowledge about the realities, customs, customs, traditions of the country of the studied language, familiarization with national and universal spiritual values, acceptance of other cultures and Knowledge of one's own. The technology of imitation-game modeling, theatrical technology provide an opportunity for creative self-development of the student's personality, raises the level of his self-esteem, prepares for intercultural dialogue, form tolerant attitude to representatives of other nationalities, motivates trainees for further self-development.

Thereby, the results strongly suggest that the creation of the above-mentioned pedagogical conditions can increase the level of knowledge, the level of value orientation of personality of students, the ability to self-development and self-education of learners. These results confirm the hypothesis and prove the validity of the results of the study.

### **Discussion**

The questions of interaction the language and culture were highlighted in the works of E.M. Vereshchagin, V.G. Kostomarov, M.D. Zinoviev. They link the study of a foreign language with the assimilation of new concepts specific to the foreign culture. The works of B.C. Bibler, N.B. Krylova, R.P. Milrud, V.V. Safonova focus on strengthening the cultural component in foreign language learning, which allows to actualize the principle of communicative orientation, to organize the motivated communication and interaction of students in a foreign language and thus provide the access to other cultures, to provide a dialogue of cultures. The psychological aspect of foreign language communication is illuminated in the works of I.A. Zimnyaya, G.I. Shchukin, N.I. Gez; the ethnopsychology of communication represented by such authors as R.E. Campbell, C. Makkihen, M. Mead, B.A. Fischer etc.

The process of learning a foreign language culture is seen in the works of M. Bennett, G. Dmitriev, E.I. Passov, T.G. Ter-Minasova and others. The authors consider that the priority aim is the development of different levels of foreign language culture and especially their substantial component.

The consideration of a multicultural educational environment as the goal and the result of multicultural education, the analysis of presented in the scientific literature interpretations of this concept are seen in the works of R.R. Agadullin, L.G. Vedenina, E.V. Goverdovskaya, O.V. Gukalenko, A.N. Dzhurinskiy,

M.A. Hupsarokovai etc., its models are presented in the works of M.A. Absatova, L.P. Kostikova, G.B. Minibaeva, I.V. Peskov, M.P. Pushkareva, I.E. Sholudchenko and others.

### Conclusion

Learning a foreign language culture is an integral part of learning a foreign language, as well as an important component of general culture of students.

The process of mastering a foreign language should carry the foreign language culture.

Developing the foreign language culture of students is not an easy task that can be accomplished within the framework of English lesson.

The analysis of the situation that has developed in a multicultural educational environment of school indicates the presence of a variety of educational systems and technologies aimed at the formation of foreign language culture.

In the study, we were able to determine the most appropriate educational technologies of forming the foreign language culture of the students. In our opinion, they are project technology, group discussion technology, the technology of "Dialogue of cultures", the technology of imitation-game modeling, theatrical technology, which makes the learning process more effective and interesting, as well as they help teacher to save time during the lesson.

Effective interaction of ethnic cultures in the world necessarily implies the formation of such qualities in their representatives as the ability and willingness to multicultural dialogue. That is why the problems of formation of the multicultural educational environment that determine all aspects of cross-cultural interaction come to the forefront of the contemporary socio-cultural situation.

Multicultural education is one of the means of reducing tension in the society, as its most important function is to educate people towards a fundamentally new way of living together in one country with the representatives of various ethnic groups.

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# Project-Based Approaches To Teaching EsL At Kazan Federal University

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## Abstract

The article examines various methods of introducing project-based approaches to teaching non-native university students. Being very dynamic, it can be applied to different fields, ranging from lessons to extracurricular activities.

One of the biggest advantages of using projects in teaching English is that project-based approach does not concentrate on some specific exercise but on active thinking of students what in its turn requires proper language skills for students to express their thoughts and ideas. This approach is efficient both on creative stage of using English and on the beginning level, when students will practice and enhance their language skills to complete the project. In addition, students acquire essential skills of making researches, working in team, cooperating, making presentations, public speaking and presentation skills.

Taking into consideration that teaching and learning the English language should not be restricted to classroom activities and students' interest in concerts, sketches, the creative events dedicated to English songs, English language festival, film making projects were organized. It has become the tradition to having been held for many years at Kazan Federal University.

**Keywords:** education, student, teaching, ESL, project-based approach, university, benefits, experience.

## Introduction

Teaching English as a second language in the university context is rather challenging. It can be explained by several reasons. Firstly, first year students are not children and they have some experience in learning English, which is not always successful. Secondly, learning a foreign language in non-English speaking country, which Russian Federation is, depends on such factors as students' aptitude, cognition, motivation, attitude, regular practice, emotional involvement, learning strategies, individual differences, anxiety to foreign language and others. Finally, within the framework of higher education, the major outcome of foreign language acquisition includes not only ability to speak in everyday situations as greeting, asking directions, ordering food, but also competence of interacting in the field of professional communication, for instance, making a report or presentation, participating in the negotiations.

So, while teaching English, teachers face the following challenges:

1. Learners' level should be taken into consideration.
2. The learning process should create all the necessary conditions for students to acquire new knowledge as well as to revise the old one, therefore teaching English at University incorporates various approaches and methods to achieve the final goal.

3. As it was mentioned above, developing skills in the sphere of professional communication is crucial. This fact implies that elements of English for Specific Purposes should be included.

Given these challenges, different teaching strategies should be applied, and project-based approach is one of them. In project-based learning, students are involved in solving real and meaningful problems that are important to them and that are similar to real-to-life situations. It allows students to investigate educational problems, propose hypotheses, discuss their ideas with the others and find answers to their questions. Teachers are no longer their students' primary sources of information. Instead, they are the designers of learning who created the conditions for the students to conduct their own enquiries, and advisers to whom learners can come as they create their product [1].

### Methodology

The paper discusses different project-based approaches to teaching Non-native students within the framework of higher education. Further, the advantages and disadvantages of this teaching method are outlined. Consequently, the implementation of project-based techniques in teaching English at Kazan Federal University is described.

### Result

#### *Project-Based Learning*

Although the history of project-based learning dates back to Confucius and Aristotle who were early proponents of learning by doing, it became popular at the beginning of the 20th century. As A. Morgan outlined, central to the project-based approach is the idea that learning is most effective when students put theory into practice – a philosophy advocated by US educationalist John Dewey [2].

Furthermore, in his research scholar J.W. Thomas (2000) reports that “the original problem-based learning model was developed for use with medical students in Canada (Barrows, 1992, cited in Thomas, 2000, p. 5). The model was designed to help interns improve their diagnostic skills through working on “ill-structured problems” [3]. Due to the fact that “the area of project-based learning is broad and applies to different educational domains including science, technology, and mathematics” [4], giving definition to this approach is not easy. Such scholars as N. Harmer and A. Stokes confirm “its use across a breadth of disciplines in differing national contexts, including Media and Business Studies, Geography, Environmental Science, Education, Information Technology and Sustainability” [5]. Researchers R. Hanney and M. Savin-Baden state that the term “is broad, far reaching and means different things in different countries and different disciplinary areas” [6].

Blumenfeld et al. suppose that it “is a comprehensive perspective focused on teaching by engaging students in investigation [7]. T. Markham defines project-based learning as it “integrates knowing and doing. Students learn knowledge and elements of the core curriculum, but also apply what they know to solve authentic problems and produce results that matter [8].

Surveys on effectiveness of this approach were carried out. The results were different. M. Gibbes and L. Carson report mixed responses from the language students to topic choice with some appreciating the freedom, while others found choice problematic [9].

It is clear that this method has both advantages and disadvantages.

Drawbacks are mentioned in most literature, and include the fact that they are time-consuming and demand a great amount of preparation and classroom management skills from the teacher (Hutchinson, 1991, cited in Gibbes, 2011, p. 9) [4]. One of the weaknesses of project-based learning, as identified in

research on project-based learning implementation, is that there is often a poor fit between the activities that form the day-to-day tasks of the project and the underlying subject matter concepts [10].

The stated advantages are numerous and include the development of skills related to professional practice, some evidence of improved academic achievement, and the fostering of less tangible qualities such as motivation and self-discipline among students [11].

Project-based approaches to teaching ESL at Kazan Federal University

In contemporary society a specialist is a well-educated person with fundamental training in a specific area, featuring creativity, critical thinking, and capable of continuous professional development. These societal targets require intensification and modernization of higher education. As a result, educational process at Kazan Federal University today tends to be student-centered and humanistic in its essence. The latter is primarily true of teaching ESL. Knowledge of English nowadays is a necessary condition of professionalism. English, as a subject, has a great capacity for cultural and personal development of the students. The application of the project-based approaches to teaching ESL is especially feasible and, in fact, important at the senior stage of learning the English language, as it requires a certain level of language proficiency. This prerequisite perfectly fits the learners' level, which varies from Pre-Intermediate to Advanced.

The leading guidelines implemented in the course of the English language teaching in relation to project-based methodology are the following: communication; contextuality; problematicity; and joint learning of language and culture. At the heart of the project-based method applied in the English language course at Kazan Federal University there is the activity approach. The basic idea of this approach to teaching ESL is to shift the focus from doing different kind of drilling exercise individually to cognitive and creative activity of students which requires collaboration and practical application of the English language skills. On the one hand, it gives the learners the opportunity to concentrate on problem solution and makes content of the project predominant over its linguistic aspect. On the other hand, it stimulates students to discuss and explore the problem using the English language as a communication tool. As a matter of fact, it allows students, carrying out a project, to put in practice the acquired knowledge on their major subjects and their English language skills by simulating real-life situations and future professional activity, and thus making the learning process lifelike. Working on projects, students get actively involved in the communication process while planning, creating, and presenting the results. The main purpose of the project-based learning is to provide students with the opportunity to independently acquire knowledge in the process of solving practical problems or problems that require integrating knowledge from different subject areas. That is why it is advisable to use this approach at the stage of creative application of the language material. Thus project-based learning is able to transform traditional English language class into a discussion-and-research club, where students solve really interesting and practically significant problems. This approach enables future professionals to form certain models of research and decision-making that can be applied in their future life and career. In practical terms, project-based learning helps to develop students' intelligence, language competences, a strong interest in language learning, and a need for self-education.

There can be distinguished three principle ways of integrating project work into the learning process:

- as a form of extracurricular activities;

The most illustrative examples of the projects of this type are all kinds of events somehow related to the life of an academic group, Institute, the University, city, or country. Students of Kazan Federal University organize and participate in a variety of contests (e.g. English language festival where students prepare a short group performance on a given theme), quizzes (e.g. quizzes prepared by University IT students for schoolchildren of IT lyceum), concerts (e.g. English song festival), exhibitions (e.g. a story of one

photograph, when there was an art-exhibition of students' works with short texts in English describing the story related to the photograph), students' scientific conferences, etc. As a rule, extracurricular projects are long-term and time-consuming.

- as an alternative to the traditional way of teaching ESL;

The English language course, entirely based on the project work, consists of a number of topically interconnected projects. Every new project in this series logically continues those preceding it, and gradually expands the language material to be learnt. In practice the alternative project-oriented mode of teaching English eliminates traditional approaches, which makes it inappropriate in terms of teaching ESL as a compulsory subject in Kazan Federal University. However, it seems reasonable and effective if applied in an original optional English course (e.g., an intensive English language course). This year at University we have organized one experimental group where the whole educational process is entirely based on project work. Since it is too early to speak about results of this experiment we will present the results of this project work in our next paper. However according to students' opinions, they find such a method of organizing an educational process as unusual, motivating and involving. Teachers of different subjects (not only English teachers) highlight increased students' interest and higher level of practical skills.

- as an integral part of the traditional language learning course;

The projects, integrated into traditional educational process, imply learners' participation in creative or research work in the context of the English language course. It should be noted that project-based approach can be implemented on almost any topic within the scope of curriculum. Moreover, project-based learning matches practically any kind of coursebook, thereby contributing greatly to the oral skills practice and the development of communicative competences. The project work presupposes adaptation of the course material to the real-life learners' needs, due to its communicative nature. Being an inseparable part of the learning process, these projects are rather small and short-term. The projects may focus on the objectives of one module (unit), or cover several modules (units); hence they aim to complete a certain topic in the framework of the coursebook. These projects are, therefore, typically used as a form of current or final testing to estimate students' knowledge and language skills.

The basic phases inherent in every project work include: 1) selecting a topic, setting goals; 2) planning, discussing, distributing tasks within groups; 3) researching, gathering the relevant information, developing the product; 3) sharing the project results; 5) discussing and evaluating the project.

Notably, the projects may vary with respect to their final product. They can be classified as follows: 1) role-play (sketches, performances, etc.); 2) research (country studies, reports, scientific papers, etc.); 3) creative work (essays, translations, films, etc.); 4) multimedia presentation; publishing project (newspapers, posters).

These projects can be further sorted in accordance with the number of participants. Learners may carry out individual, pair or group project works.

Practically, the easiest and thus the most popular of all is a type of a project based on the text work. It involves the so called selective reading which stands for a combination of reading and a research. Students choose a topic they are really interested in, make a list of things they would like to learn, or skills they would like to possess, and conduct an individual research. They look for any electronic or paper books, useful articles and feedbacks, if they need those; and study the information using selective reading technique. Such purposeful reading focuses largely on the skills needed to work with a text: highlighting the main idea, searching for necessary information, analysing and summarizing it in order to get some useful knowledge, which is eventually presented in class. This feature makes selective reading

mainly suitable for teaching English language for specific purposes. Furthermore, selective reading is frequently applied as a preparatory task within the framework of a group project.

Another key thing to mention is the crucial role of debate in project-based learning. The ability to debate in the form of a dialogue or polylogue is a necessary condition for successful collaboration between students working together on one project.

Thus, project-based approach to teaching ESL gives the opportunity to use the English language as a communicative tool, improves the language competences, and teaches speech etiquette.

### Discussion

Project-based approach to teaching ESL is characterised by close teacher-students cooperation. Although most of preparatory work is done by students in the classroom and is always aimed at independent students' activity (individual, pair, or group work), pre-project activities, such as making plans and organising materials, may require teacher's support and assistance. Learners may need teacher's instruction and practice in specific language skills in order to complete project tasks. Information gathering and research are carried out by students independently as homework. At this stage the teacher acts as a facilitator, consultant and expert. Assessment of the project results can be done by a teacher or by the learners themselves through self-reflection, group discussion, or by completing evaluation forms related to the project-work. It is necessary to take into account that language is only a part of the project, and it would be wrong to assess the product only according to its linguistic correctness. Thus, the major evaluation criteria should include content, language skills, execution and design, project scope, and, finally, presentation.

### Conclusions

All things considered, project work improves four essential skills in language learning: reading, writing, speaking and listening. Project-based learning arouses students' interest, makes the classes diverse, strengthens interpersonal relationships. Besides, this approach helps to develop a strong motivation for language learning, and the need for self-education. It creates a lifelike language environment encouraging the learners to communicate in English. Working in groups, students learn to cooperate, and take responsibility for the results. Project-based learning helps students understand the significance of knowledge and skills in their lives, relation between studying and future professional activity.

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# Features Of Teaching The Turkish Language In Higher Education Institutions

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## Abstract

This paper presents the features of teaching the Turkish language in higher education institutions and an overview of typical mistakes made by students during the study of a particular grammatical appearance of the Turkish language. The following grammatical peculiarities of Turkish language are presented in this study such as a category of the belonging of the nouns in the Turkish language, the procedure of binding of the Turkish adjectives and numerals with nouns, as well as the word order in a Turkish simple sentence. These aspects are presented in comparison with the similar phenomena in the Russian language. The authors of the article also inform about the ability to build the training process of the Turkish language correctly and logically, giving an analysis of exercises. The materials may be useful for teaching the Turkish language at universities, conducting further experiments to test the effectiveness of these methodological approaches, as well as developing more effective tasks in order to form good skills of speaking Turkish.

**Keywords:** scientific, sequence, morphology, linguistic bases, agglutinative languages, nouns, adjectives, syntax, numerals, verbs.

## Introduction

Today, no one doubts the fact that the dynamics of public life of the country and the direction of the changes cause a public need for a large number of citizens who are actually proficient in one or more modern non-native languages.

Knowledge of languages, as a rule, enables the individual to take a prestigious position in society. In our time - the time of the globalisation dawn - the knowledge of one or two foreign languages is an urgent need, and not just an indicator of intelligence and education. For professional, social or personal reasons, knowing at least one foreign language is a must for anyone who wants to keep up with the times. The past few years has been marked by emergence and development of the concepts of "bilingual education" and "polylingual training" [1], [2]. Man needs to become bilingual, but "one can call a person to be bilingual who, in addition to their first language, has another language competence in a comparable degree" [3].

Consequently, the purposeful formation of bilingualism (multilingualism) in the education system should contribute to the practical mastery of a foreign language, including Turkish, which implies the development of speech communication skills in educational activities, daily, formal and business and sociocultural spheres.

The main aim of teaching of foreign languages is the formation and development of the communicative competence of the students, the teacher's task is to create the conditions for practical language acquisition [4].



In this regard, the teaching of the Turkish language in the higher education system acquires special significance. At the same time, the development of the content and the system of teaching the Turkish language becomes a priority.

The relevance of this topic is due to the insufficiently developed research on the problem of teaching the grammatical peculiarities of the Turkish language at the university, which contribute to improving the effectiveness of teaching Turkish oral speech, which would be oriented toward the development of the process communicative and speech qualities of the learner's personality. However, our article makes a definite contribution to further research in this field.

### Materials and methods

The grammatical system in the process of teaching language serves as a guiding force leading to practical mastery of the language. This position was convincingly confirmed in the studies of L.V. Shcherba: "... by the language we mean, perhaps, its grammar in the first place" [5], [6]. These words are directly related to the Turkish language.

The degree of importance of these or other grammatical phenomena in the selection of content and the system of teaching Turkish is determined by the following factors:

- a) the specificity of the system of the Turkish language itself in comparison with the native language of the students;
- b) the degree of similarity and divergence of the Turkish language with the students' native language;
- c) the methodological expediency of introducing certain language units in the process of teaching the Turkish language at the initial stage.

For agglutinative languages, the mechanical and gradual adding of affixes to the root is characteristic. All the known parts of the word are included to morphemes. Consequently, the root morphemes, the word-forming affixes and the grammatical (form-forming) affixes are distinguished. Affixes, in turn, are subdivided into suffixes (affixes standing after the root) and prefixes (affixes standing in front of the root). The affixes in the Turkish language include morphemes standing at the end of the word and expressing the relation of the given word to other words in the sentence [7], [8].

A distinctive feature of the nouns of the Turkish language is the presence of a category of possession. With the help of special affixes, the object belongs to a person: *benim kalem-im* - my pen, *senin kalem-in* - your pen, *onun kalem-i* - his/her pen, *bizim kalem-imiz* - our pen, *sizin kalem-iniz* - your pen (polite form), *onların kalem-i* - their pen.

In Turkish, a category of possession may be expressed:

- a) in a synthetic way, i.e. with affixes of possession of an appropriate person: *kalem-im*;
- b) in an analytical way, i.e. with a combination of a personal pronoun in the possessive case with a noun: *benim kalem*;
- c) in an analytical-synthetic way, i.e. with a combination of a personal pronoun in the possessive case with a noun having the affix of possession of an appropriate person: *benim kalem-im* [9].

### Results

To work out the skill of using words with affixes of possession, you can suggest assignments with the following formulations: 1) Add affixes of possession to the following words: benim çant ..... , senin okul ..... , onun arkadaş .... , bizim teyze ..... 2) Translate the following word combinations: arkadaşımın evi, ablamın elbisesi, annemin teyzesi, ablamın kedisi, komşumun çocuğu<sup>1</sup>.

The difficulty in teaching the Turkish language is also the study of the names of adjectives. In Turkish, adjective does not change by gender, number and case. With nouns they are connected by means of adjacency: *ilginç* kitap (an interesting book), *ilginç* dergi (an interesting magazine), *büyük* evler (big houses), *küçük* çocuklar (small children), *tembel* öğrenci (a lazy student). As it is known, in Russian the adjectives are consistent with the nouns to which they refer, in gender, number and case (big city, big bag, large window). Therefore, students with great difficulty comprehend this feature of adjectives in a non-native language, cannot understand that they can select the same adjective *geniş* (broad) to nouns *sokak* (street), *masa* (table), *sıra* (desk).

To fix the skills of using adjectives in speech, the following tasks can be used: 1) Compose phrases using the following adjectives and nouns: **güzel** - beautiful, **geniş** - wide, **küçük**-small, **kız**-girl, **masa** - table, **ev**-house. 2) Describe your friend using the following adjectives: **güzel**-beautiful, **büyük**-large, **uzun**-tall, **tembel**-lazy, **mavi**-blue, **sarı**-yellow, **siyah**-black, **küçük**-small, **çalışkan**-hardworking. 3) Translate the following phrases from Russian into Turkish: *большой дом* (a large house), *длинная речь* (a long speech), *маленькая девочка* (a little girl), *желтое платье* (a yellow dress), *деревянная дверь* (a wooden door), *низкий потолок* (a low ceiling), *шумный класс* (a noisy class), *яркая звезда* (a bright star).

The numerals in Turkish also have their own peculiarities: they are associated with a noun by adjacency; by the way, nouns usually have the form of a single number (*beş öğrenci* - five pupils). In Russian numerals have their grammatical features: the connection with nouns is expressed by case forms of the singular and plural noun (two teachers, ten textbooks). Therefore, the violation of the coordination of numerals with nouns is typical for students. By analogy with the Russian language, they use nouns with plural affixes with the numerals. For example, they translate a phrase five pupils as *beş öğrenciler* instead of *beş öğrenci*.

To consolidate practical skills on the topic "The Numeral" you can offer the following tasks: 1) Answer the questions: *Sınıfta kaç tane talebe var?* - How many students are there in the class?; *Bu ailede kaç tane çocuk var?* - How many children are there in this family?; *Senin kaç tane arkadaşın var?* - How many friends do you have? 2) Define a word that is not a numeral: a) milyon - a million; b) kırk - forty; c) bir - one; d) bir buçuk - one and a half; e) bin - thousand. 3) Translate the following word combinations: *dört öğrenci*, *beş defter*, *yirmi beş çocuk*, *altmış iki kedi*, *sekiz elma*, *on iki kalem*.

While translating from Russian into Turkish, difficulties may occur due to the fact that some Russian verbs with prefixes are transmitted to the Turkish language with the help of adverbs or some other parts of speech in combination with an auxiliary verb, for example, come - *yanına gelmek*, get ahead - *önüne geçmek*, execute - *yerine getirmek*, provide - *göz önüne almak* [10].

With regard to words borrowed in the Turkish language, they are actively used in the Turkish language in all spheres of life. So, for example, traditional economic and political relations in France, dating back to the Middle Ages, were reflected in the Turkish vocabulary on a number of very different facts. It is believed that in France, a Turkish order was made for the coinage of coins, which in their rough finish received the Latin name *grossus*, from which Turkish *guruş* > *kuruş* - "piaster" and then in different ways Russian "grosh" (penny). Through France, the Turks got acquainted with Germany, which is confirmed by the Turkish words "alman" (German) and "Almanya" (Germany).

<sup>1</sup> Exercises here and further are ours – L.Sh.

France became for Turkey the same as Germany and Holland for Russia in the era of Peter I. By the middle of the 19th century, groups of young people went to Paris for education; French technology, science and literature competed successfully on the Turkish soil with medieval Arab traditions. Typical is at least such a detail as railway terminology: *tren - tiren* "train" <fr. *train*; *vagon* "wagon" <fr. *wagon*; *istasyon* "station, railway station" <fr. *station*. The international sector of the Turkish dictionary was replenished with the help of the French language. An episodic role in the history of the Turkish vocabulary was played by such languages as Romanian, Albanian, Georgian, Armenian and South Slavic. Their reflections should be looked for in the line of the daily routine in the women's (and specifically the harem) life, where there were slaves of different nationalities, bought by the sultans, beys and pashas for their harem.

The Russian language was also reflected in the old Turkish dictionary by a small number of terms. For example, the word *telâtin* "yuft" ("veal"), which captures an old article of Russian exports, *ruble* "ruble", *put* "pood"; Except for these economic terms there was a number of words related to the Russian-Turkish wars: *kazak* "Cossack" (for the Turkish language this is the Russian word).

In the course of studying the educational material on the proposed topics, students use words borrowed in the speech, which makes it much easier for them to remember grammatical structures.

It should be noted that the vocabulary of the Russian language also contains a significant number of words of Turkic (Turkish) origin. These words include the names of specific objects of everyday Turkish life. Among them, there are such words as *baklava*, *raki*, *kebab*; of Tatar origin. For example, *катык*, *чѣкчѣк*, *льпичмак*, *бѣлеш*. Therefore, Turkic and Turkish borrowings, as well as Russians and others, should be taken into account when studying individual topics at the initial stage of training (for example, the topics "Benim ailem", "Benim okulum", etc.).

## Discussion

Let us dwell on a comparative description of the syntactic constructions of the Turkish and Russian languages, which play an essential part in the initial teaching of the Turkish language as a non-native language. It should be taken into consideration that the location of the sentence members of the Turkish and Russian languages is determined by the following factors, such as the construction of proposals, the form of expression of the main members of the sentence, the place of secondary members of the sentence. It should be recalled that the order of words in a sentence depends directly on the subject and the predicate. They serve as the connecting centre for all other members. In Russian, the order of words is freer than in Turkish, so when the students are making sentences, there are often sentences like *Ben gidiyorum okula* instead of *Ben okula gidiyorum* (I go to school); *Benim babam çalışıyor fabrikada* instead of *Benim babam fabrikada çalışıyor* (My dad works in a factory).

To explain the essence of typical mistakes in the speech of students related to the order of words in the Turkish sentence, firstly, we should consider the location of the main members of the sentence (subject and predicate) in Turkish and Russian. In both languages, the subject, expressed by the noun, pronoun or substantivized part of speech, is usually placed before the predicate expressed by the verbs of the indicative mood. For example, *Talebe okuyor - Студент читает* (A student is reading). *Ben okuyorum - Я читаю* (I'm reading). The predicate in the Turkish language is in the last place; in front of it, there are those minor members related to it. For example, *Ayşe okula gidiyor. - Айше идет в школу* (Ayshe goes to school).

The predicate in Russian can be placed before the subject. Usually, such a sentence begins with the secondary members, which relate to the predicate. For example: *Сегодня начинаются каникулы* (Today the holidays begin). If the predicate expresses the process, the action, then it is also located at the beginning of the sentence: *Течет река Волга* (The Volga River flows).

As for the secondary members of the sentence of the Turkish and Russian languages, we can say the following about them:

a) in the Turkish language, the definition always stays before the word being defined: *Bu kimin çantası?* - Whose bag is this? *Bu benim çantam.* - This is my bag.

In Russian, the agreed definition is placed before the word being determined, and the uncoordinated definition is placed after it: *Дует сильный ветер* (A strong wind is blowing). *Дом из кирпича* (The house is made of bricks);

b) in the Turkish language, the supplement is usually placed before the predicate, and in the Russian language, it is placed after the predicate: *Ahmet kitap okuyor.* - Ahmet reads a book.

c) the circumstances of place and time in both languages usually take place at the beginning of the sentence: *Yazın biz köyde tatil yaptık.* - In the summer we rested in the village. *Sokakta güzel arabalar geçiyor.* - On the street beautiful cars are passing by;

d) that member of the sentence, which contains something new, is usually in front of the predicate in the Turkish language and has a logical stress. For example, *Timur eve gidiyor.* - **Timur** goes home. In Russian, the sentence member, which has a logical stress, is usually put in the last place: Children play **in the street**.

To work out the skills of constructing syntactic constructions, you can suggest the following tasks: 1) Write sentences by putting the words in the correct order: a) **Ayşe, geldi, sabah, okula;** b) **Fabrikada, çalışıyor, annem.** c) **Gitti, Ayhan, sinemaya;** d) **Ben, çıktım, erken, sınıftan.** 2) In these sentences, underline the circumstances of the place: *Evde güzel müzik çalıyor.* - Beautiful music plays at home. *Kışın biz köyde tatil yaptık.* - In the winter we rested in the village. *Ben sinemada film seyrettim.* - I watched the movie in the cinema. *Çocuk sokakta futbol oynuyor.* - A child is playing football on the street. 3) Make up simple sentences.

### Conclusions

Thus, in this study methodical features of the modern Turkish language's grammar teaching have been developed. The grammatical features, causing the greatest difficulties for students in studying spoken language at the initial stage of learning the Turkish language have been singled out. A stepwise algorithm of the students' work with the grammatical phenomena of the Turkish language has been designed. A distinctive feature of this methodology is its specialization in applying exercises where grammatical units are studied not in isolation from everyday communicative situations, and new grammatical unit is introduced in the classroom based on the student's native language. The role of the Turkish language as a means of teaching at the university is very great. While teaching the grammatical aspects of the Turkish language at the level of morphology, special attention should be paid, first of all, to categories of possession, adjectives and numerals, which do not have morphological indicators, and at the level of syntax - to the order of words in the sentence, the forms of expression of the members of the sentence.

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# The Sensonymic Components In Phraseological Units Of Anthropocentric Origin In The English, Russian, And Tatar Languages

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## Abstract

The compared studies of lexical and semantic features of phrasal units in different languages have a high impact into the research of how the way of thinking developed in the studied nations, the national cultures formed, and how creative and aesthetic way of thinking are connected. This article provides a study of sensonymic components characterizing sensory organs as a part of phrasal units in related and unrelated languages (the Russian, English, and Tatar languages). The characteristic peculiarity in the studied somatic phraseology is the presence numerous counterparts which are very close in image-derived phrases in these languages. The similarity of somatic phrasal units in all the three languages evidences certain common linguistic world view shared by native speakers of the Russian, English, and Tatar languages. The similarity is also expressed in convergences of the most peculiar core somatic components and major topic-semantic ranges. The linguistic expressions representing specific national formations in the languages can be explained by uniqueness of historical experience in language communities, cultural identity, peculiarities of the native speakers psychology.

**Keywords:** Language, speech, bilingual, semantic, Russian, English, Tatar, model

## Introduction

The comparative studies of linguistic phenomena in phraseology remains in the focus of contemporary linguists due to the importance of revealing the shared and specific features on phrasal and lexical levels of the studies languages. The identification of common features in languages promotes to determine the similarities in casual life, culture, history, and psychology of nations. The study of relationships between languages and linguistic groups helps to reveal more or less close cognation and determine the level of distance of these languages, identify relative timelines when a phenomena shared by the compared languages occurred. The sensonymic components serve to denote sensory organs in human body. They are one of the few groups in language system and according to the corresponding denotative spheres of the denoted objects can be divided as follows: names of organs of sight, hearing, smell, taste, touch.

## Materials and methods

The phrasal units containing a word expressing sensory organs “глаз/eye/күз”, “ухо/ear/колак”, “рот/mouth/авыз”, “язык/tongue/тел”, “нос/nose/борын” as a part were studied. The Sakayeva's multilingual phraseological dictionary [1] has more than 1099 phrasal units with these somatisms (238 – in Russian, 303 – in English, 372 – in Tatar). Of them: “eye” was in 363 phrasal units, “ear” was in 160 phrasal units, “mouth” was in 155 phrasal units, “tongue” was in 295 phrasal units, “nose” was in 126 phrasal units. The empirical material was also obtained by interviewing the native speakers of the Russian, English, and Tatar languages. The studies are based on the fundamental works in comparative phraseology by A. Kunin, A. Reichstein, V. Mokienko, Yu. Dolgopolova [2]. The studies involved a complex of general theoretical (theoretical analysis, substantiation, modeling) and empirical (the study of

special references, guidelines, dictionaries). The comparative methods, a method of phraseological identification and phraseological analysis proposed by A. Kunin, component analysis in association with a method of vocabulary definitions, a method of synchronic comparison of phraseological units developed by A. Reichstein and a method of etymological analysis were used in the studies of phraseological units with anthropocentric component. The interview of native speakers and statistical methods were used as an additional methods to specify the usage of phraseological units.

## Results

The topic of the most somatic phraseological units reflects temperament, morals, social relations among people, negative actions and misconduct [1]. The eyes and a glance is a symbol of life, power, senses and in many civilizations, an eye is a means to attribute power to words. The eyes are extremely expressive part of a body which change facial expression, one can change his or her glance intentionally or accidentally in many ways. These unique abilities of the eyes to express and show emotions are largely reflected in the English, Russian, Tatar languages by a numerous somatic phraseological units with the "eye" component; it is one of the largest phraseological groups. Eyes are a paired organ on human face or front part of head in animals. The meaning of this lexeme includes the following significant seme underlying its polysemy: 1) see, look, watch; 2) small, round (shape). The native speakers also focus on appearance of eyes as it is a part of standard appearance. The appearance of eyes is expressed using somatic phraseological units: *глаза с поволокой* – *languishing/wistful eyes* – *алжыган күзләр*. The aesthetic evaluation is denoted using animal- and plant-related metaphors, and by comparisons with household utensils. The images underlying the animal and plant-associated metaphors provide an understanding of the local environment in the inhabited area: *рачьи глаз* – *goggle eyes*; *goggle-eyed* – *акай /акайган күзләр*; *глаза как плошки* – *saucer eyes*. Besides being a visual organ the eyes are also a "mirror of the soul" in the Russian language, its counterpart in the English language is represented by «*face*» – «*the face is the index of the mind /heart*», «*a good face is a letter of recommendation*». Using eyes a human acquires the major part of the knowledge he has about a real life (observation as an initial step in cognition), which is reflected in partial collocation of semantic structure of the word "to see" in different languages, and signals such concepts like "understand", "realize", "imagine". Eyes are very important in face-to-face conversation. Even when we just keep casual conversation we are not interested in the interlocutor often looks at his listeners during his speech. Often people use the expression "to eat with eyes", which means never take one's eyes from a person but not necessarily to meet one's eyes. At the same time we should make certain comments that this depends on the culture we study. On one hand studies show that women not only tend to "eat with eyes" their interlocutors but regard being looked at more positively than men. Men in general do not tend to accept being looked at by other people even as a sign of warm friendly relations. In the United States and Northern Europe numerous studies show that men are encouraged to conceal their feelings and to be more reserved than women. On the contrary people from the Mediterranean and Arab countries prefer to look closely at their interlocutors and are more open for conversation if their interlocutors looks at them. An eye is an extremely widespread symbol used in ancient times to denote an omniscience knowledge of solar gods. For early Christians an eye was a symbol of the Holy Father (an eye inside the triangle is an emblem of Divine Trinity). In the western tradition the right eye is a symbol of active solar nature while the left eye is a symbol of passive lunar nature (a system which is the counterpart of the eastern tradition). A glance can have a strong effect and induce an active response, one can judge the relationship between two people according to the way they look at each other. Perhaps this is an explanation for numerous phraseological units with the "eye" lexeme.

## Discussion

In the English language the phraseological units with the "eye" component can be divided into two subgroups:

– the phraseological units with the “eyebrow” component: *lift one's eyebrows; raise an eyebrow; up to one's/the eyebrows.*

– the phraseological units with the “eyelash” component: *never batted an eyelash; not batting an eyelash/without batting/turning an eyelash.*

Since the ancient times people imagined that eyes have magic power. First of all it is a negative power capable to destroy anything and it had to do with an ill wish. Such phrases are peculiar for all the three languages: *черный глаз, дурной глаз – the evil eye; put the evil eye – яман күз, зыян китерүченең күз карашы.*

The phraseological units of pejorative meaning in the Russian, Tatar, and English languages containing the “eye” lexeme can be divided into nine microfields:

1. the PU denoting anger, hatred, contempt, threat, lie, greed, disgust: *to have <an> aversion in one's eyes – иметь дурной глаз – каты күз; to pull the wool over smb's eyes – пускать пыль/тумана в глаза – күзгә ком/көл сибү, күз буяу, күзгә сөрөм/төтен/тузан эҗибәрү.*
2. The PU denoting rage, annoyance, frustration: *stars in smb's eyes – искры из глаз; күзендә ут кайный/күзләр яна/күзләре ут булу; күзне кан басу – bloodshot eyes – глаза, налитые кровью.*
3. The PU denoting envy, jealousy, bias, lucre: *глаза завидующие – covetous eyes – туймаган күз; with an eye to the main.*
4. The PU denoting unchastity, lax morals, audacity: *плюнул в глаза – spit in smb's eye/in the eye of smb./ – күзгә терәп алдау, күзгә карап көлү.*
5. The PU denoting disbelief, mistrust: *close one's eyes to reality; күздән чүн эзләү – искать соринку в чужом глазу.*
6. The PU expressing observance, surveillance, examination, inspection: *не отрывал глаз – have/keep one's eyes glued on/to smb./smth., not to take/tear one's eyes from/off smb./smth., get/have got/ an/one's eye on smb./smth.; to keep an eagle eye on smb.; не отрывать глаз – to have/keep one's eyes glued on/to smb./smth.; күзләрен батырын карау/күзләрен терәү – not to take/tear eyes from/off smb./smth.*
7. The PU characterizing negative actions and deeds, force, violence: *to give smb. a black eye – күз төбенә менеп төшү; хлопать глазами.*
8. The PU expressing physical state, fatigue, sickness, weakness. Eyes serve as a core concept for such PU which denote physical state of a human; especially the ones which have to do with tiredness, fatigue, pain: *потемнело/помутилось/замутилось в глазах» – everything goes/went dark in smb's eyes», «see spot before one's eyes» – күз аллары караңгыланып китте, күз алдында караңгыланып китү, күзгә нәрсәдер күренү, күз аллары(м) караңгыланып китү/караңгылану, күз алдында бар әйбер йөзеп китү. These expressions are used when someone cannot see clearly. Usually this happens because of physical fatigue, weakness, excitement, or after attack.*

This groups has also the PU expressing physical state of drunkenness, when one's eyes become moist and have a specific “drunk” look: *наливать глаза; заливать глаза; have a drop in one's eye; wet the other eye; cock eyed; күзендә чыкмаган.*

In the English language to denote this state an animal-associated words are used in PU: <as> drunk as a David's/Davy's sow, <as> drunk as a monkey, <as> drunk as a skunk.

9. The PU denoting various kinds of oath, curse, outrage, declaration of one's intent: *лопни мои глаза – күзем чәчрәп чыксын; күзем күрмәсен иде – глаза бы мои тебя не видели; күземә күренәсе*



*булма, күземә күренмә – не попадайся на глаза; күземә күренәсе булма/күземнән югал; дапн уоир eyes.*

The PU with positive meaning can be divided into eleven subfields:

1. the PU expressing good, friendly regard: *встретиться глазами.*
  2. The PU denoting modesty, innocence, shame, embarrassment: *опустить/потупить глаза – drop one's eyes; потупленный взор – with downcast eye – күзен/күзләрен аска салыну/яшерү.*
  3. The PU denoting relationship among people: meeting, friendship, love, marriage, kinship, a kind regard and treatment: *only have eyes for smb.; to give smb. the glad eye; to feast one's eyes on smth.; can't take one's eyes off smb./smth. – глаз невозможно оторвать; to cast one's eyes on smth./smb. – положить глаз на кого-то – күз төшү; all eyes are on smb. – все глаза устремлены на кого-то; күзләр ялтырату – смотреть влюблёнными глазами. The expressions like свет очей <моих> – light of one's eyes – күзем/күз карасы/нурым; ради прекрасных глаз characterize a friendly, kind address to one's dear, beloved person. Also, this expression denotes one's affection, the strength of his/her love.*
  4. The PU denoting respect, esteem, agreement, care: *to see eye to eye with smb.; күзгә генә карап тору; беречь пуще глаза/ока.*
  5. The PU reflecting surprise, astonishment: *делать большие/круглые/квадратные глаза – make big/large eyes; be wide-/large-eyed; open one's eyes; one's eyes pop out – үз күзләренә үзе ышанмау.*
  6. The PU characterizing care, worry, friendly attention: *хоть/хоть бы одним глазом/глазком посмотреть – күзенң кырые белән булса да карау.*
  7. The PU denoting hardworking, diligence, experience, wit, intelligence: *to have eyes in the back of one's head – күз-колак булу; an eagle eye; to get one's eye in – набить глаз; to have an eye for smth.; to keep one's eye on the ball; to see smth. in one's mind's eye; с закрытыми глазами.*
- In the Russian language the word “eye” also has an image-shifting seme of “matureness, experience in life”: *набивать глаз; глаз наметан; небооруженным глазом.* In the English and Tatar languages this concept is expressed by another somatic unit “hand”.
8. The PU expressing temporary features: *to do smth. in a twinkling of an eye – күз ачып йомганчы эшләү; see with half an eye; не успел глазом моргнуть – күзен йомып та карарга өлгермәде, күз ачып йомганчы.*
  9. The PU reflect national customs and traditions especially with spread tradition to close a dead person's eyes, to carry the dead with legs foremost out of his/her house: *закрывать глаза, күзләр мәңгегә ябылу.*
  10. The PU describing one's ability to memorize: *camera eye.*
  11. The PU characterizing carefulness, guard are also peculiar to the English language: *mind one's eye.*

The synonymous lexeme “ear” has the following seme in its meaning structure: to hear, perceive; the shape of ear conch, attached to the head, prominent (organ). Similar to eye the ear is an organ perceiving an information from outside. Consequently, most of the PU with “ear” are used to denote the abilities to learn something. The ears are beyond the vision of the eyes: one cannot see his/her ears. The ears often denote public disclosure of secrets: *и у стен есть уши; навострить уши – to prick up somebody's ears;*

*имеющий уши да услышит*. The ears are the symbol of something extreme (apparently it is related to their marked location – it is a part of body placed higher than all the rest organs): *влюбиться по уши* – *to be over head and ears in love*; *быть по уши в работе, до ушей покраснеть*. As our investigation showed, the PU with this somatism are the most numerous in the English language, although they can be found in the Russian and Tatar languages too.

The studies of the PU expressing positive meaning can be divided into the six microfields:

1. the PU denoting victory in the English language: *pin back smb's ear*.
2. The PU describing affection, infatuation, adoration. This group of PU can be found in the Russian and English languages: *have one's head over ears in love*; *улыбка до ушей*.
3. The PU characterizing matureness, independence are registered in the English language: *dry behind the ears*. In English there are also PU with the opposite meaning – *wet behind the ears*.
4. the PU denoting a desire, interest: *lend an ear*; *за уши не оторвешь*.
5. The PU characterizing attention: *ухо торпориком* – *cock/cock up/prick up one's ears*; *слушать во все уши, держать ухо востро* – *колакларны торгызын тыңлау*; *attentive ear*; *bend an ear to, give ear to, open one's ears, incline one's ear/ears*; *bow down one's ear to smb.*; *clean one's/the ears*.
6. The PU describing wealth are registered in English: *come out of one's ears, run out of one's ears*.

The PU expressing the negative meaning can be divided into the five microfields:

1. the PU denoting outrage, anger, annoyance, argument can be found in English: *by the ears*; *set smb's by the ears*; *get smb. up on his ears*; *be/get on one's ear*. This PU is also used in the meaning of “to have enough drink”.
2. The PU characterizing indifference, disregard, unconcern: *fall on deaf ears, turn a deaf ear to smth.*; *колагына да элми, колагына кермәү, колагына тычкан оялаган, колагына чүбек /мамык/тыккан –и ухом не вести*; *развесить уши*; *close/shut/seal/stop one's ears to smth.*; *мимо ушей пропустить, в одно ухо вошло, в другое вышло, в одно ухо влететь, из другого вылететь* – *бер колактан керде, икенчесеннән чыкты, колак арттан жибәрү* – *in at one ear and out at the other*.
3. The PU characterizing despair, hopelessness can be found in the English language: *out on one's ear*.
4. The PU describing financial state, indebtedness: *по уши в долгах* – *колагы да күренми*. This PU is used in the Russian language with “throat” somatism - *по горло в долгах*. The peculiarity of the English language is the use of “neck” somatism: *be up to one's/the neck in debt*. The English language also has jargon PU with this component: *earlugger, ear-biter*; *bite smb's ear/the ear of smb., chew smb's ear/the ear of smb., lug smb's ear/the ear of smb., nibble smb's ear/the ear of smb.*
5. The PU characterizing curiosity and flattery: *have/got long ears*; *tickle smb's/the ear/ears*; *шентатъ на ухо* – *колагына гына әйтү*; *колагы – ишек, авызы – капка*; *колактан колакка сөйләү/сөйләшү*.

The PU with the “nose” somatism are widely represented in the Russian English, and Tatar languages. The PU with “nose” somatism having a positive meaning can be divided into the four microfields:

1. the PU denoting the closeness, shortness of distance: *нос в нос, under smb's nose, на носу* – *борын төбәндә*; *из-под носа* – *from under one's <very> nose*.

2. The PU describing experience, abilities are registered in the English language: *have a <good> nose for smth.*
3. The PU expressing hardworking, endurance can also be found in the English language: *hold/keep/put one's/smb's nose to the grindstone.*
4. The PU reflecting carefulness, guard: *keep one's nose clean, не совать свой нос в чужие дела – keep one's nose out of smth.*

The PU expressing the negative meaning can be divided into the eight microfields:

1. the PU describing cheating: *водить за нос, оставить с носом, натянуть/наставить нос – one's nose is out of joint.*
2. The PU characterizing curiosity: *poke/put/thrust one's nose into smb's affairs/business – совать нос в чужие дела – борын тыгу.*
3. The PU describing a person appearance: *нос пуговкой/картошкой, орлиный нос – aquiline nose – кэкре борын, борыны битенэ кэчкэ сыйган.*
4. The PU denoting despair, helplessness, failure: *остаться с носом, bloody nose, борын асын/сузын калу, борын салу/салындыру.*
5. The PU describing rudeness, impudence are registered in the English language: *bite/snap smb's nose off.*
6. The PU characterizing hurting somebody can be found in the English language: *cut off one's nose to spite one's face, put smb's nose out.*
7. the PU denoting, arrogance, power, disdain, contempt, profusion, scorn are peculiar for all the three languages: *pay through the nose; look down/turn up one's nose at smb./smth. – задирать нос перед кем-либо, thumb one's nose at smb., with one's nose in the air, борын күтәру/чюю.*
8. The PU expressing weakness, weak will can be found in the English language: *a nose of wax.* The specific feature of the Tatar language is a frequent replacement of “nose” somatism: *мангайга-мангай (мангай – лоб), башың яшь әле (баш – голова).*

Mouth is a visible part of the face, therefore, it is natural that this somatism is widely used in phraseology to describe the shape of mouth as a part of appearance.

Three microfields with positive meaning were identified among the PU with “mouth” word:

1. the PU denoting an action: *to make smb's mouth water; melt in one's mouth – таять во рту; авыз итәргә; авызы белән кош тотмый, авызы белән кош тотта – give it mouth; to keep a civil tongue in one's mouth.*
2. The PU reflecting human activity, aims, and the way one's aims are achieved can be found in the English language: *to put one's money where one's mouth; to take the words out of smb's mouth.*
3. PU expressing prosperity can be found in the English language – *to be born with a silver spoon in one's mouth.*

In the English language there are also PU with the “arm” or “leg” components: an arm and a leg.

Four groups were identified among the PU with negative or pejorative meaning:

1. PU expressing rage: *to foam at the mouth* – *с пеной у рта* – *авызыннан төкерек чәчә-чәчә, авызына борыч капкан.*
2. PU denoting audacity, rudeness, argument, scolding: *to shut smb's mouth* – *заткнуть кому-либо рот* – *авызын каплау, авызын томалау; авызы лакан чиләге кебек, авызындагын эт житмәс; not to allow to give mouth to smth. – не давать рта раскрыть; to put one's foot in one's mouth.*
3. PU denoting communicative peculiarities of a human can also have a positive meaning, but the majority of the example have pejorative nature: *to have a big mouth, to have a loud mouth* – *тишек авыз, урам авыз; to shoot one's mouth off* – *трепать языком; open one's mouth* – *открыть рот* – *авыз ачу; to speak with a plum in one's mouth; авыз чайкау; to keep one's mouth shut* – *держат рот на замке* – *in the Tatar language this PU is expressed using the "tongue" somatism* – «*телен тыю*».

In the Tatar language there are also PU denoting conceit, arrogance, boasting: *авызына кош канаты төшерлек, авыз исемле капчыктан учлап борчак ату, авызын ачса, үпкәсе күренә, борынына юкә житми.*

4. PU expressing poverty, difficult situation. This group can be found in the English language: *to live from hand to mouth.*

«Язык мой – враг мой» (“My tongue is my enemy”) or one's tongue runs before one's wit as an ancient saying says. Indeed, often one could be capitalized for untimely or unduly word. To keep their secrets the oriental rulers often had deaf and mute men as their guards and if they could not find enough mute strong men for guarding a ruler did not think twice to cut the tongues of his regular soldiers. However this method was unacceptable because a messenger had to deliver the orders orally and writing down the secrets on paper was very careless. Nevertheless a messenger could be seized, captured and the secrets could be tortured out from him. For such cases messengers had a strict guideline to bite off their own tongue and swallow it. Probably this is an explanation why there are so many PU with pejorative meaning. The PU of this group can be divided into the four pejorative microfields:

1. the PU expressing chattiness betrayal, rage: *one's tongue runs nineteen to the dozen; язык без костей* – *smb. has a loose tongue* – *телен сөяге юк, телгә салыну, тел белән тегермән кору/тел тегермәне тарту; злой/злые язык/языки* – *evil tongues* – *әрем тел, агу/зәһәр тел, керән тел, төрпә/чәнечкеле тел.*
2. The PU denoting embarrassment, confusion, a form of narration: *язык отнялся; укоротить язык* – *телен/тел кыскарту; smb. cannot get one's tongue round smth.; язык заплетается* – *тел бәйләнү.* An expression «проглотить язык» has two meanings:

a) *проглотить язык* – *телен йоту, телне тыю, телсез калу* – *to have lost one's tongue, <has the> cat got your tongue, to hold one's tongue, be tonguetied* (usually because of confusion, fear, or a desire to conceal something).

б) the PU with the components “tongue” or “mouth” also have another meaning only in the Russian and Tatar languages – *проглотить язык, телеңне йотарсың* (to swallow one's tongue). A tongue is not only an organ of speech but it helps to eat food. If the meal is delicious one can think that he/she can swallow his/her tongue along with the treat.

3. The PU expressing quarrel, argument, scolding, curse: *call smb. everything one can lay one's tongue; отсохни у меня язык.*

4. The PU expressing flattery, hypocrisy, mockery, abuse, insult can be found in the Russian and English languages: *have a smooth tongue; have an oily tongue* – на языке мед; *tongue in <one's> cheek, have/speak with/put one's tongue in one's cheek.*

Of the PU with anthropocentric nature only one positive microfield was registered:

1. PU expressing thinking, contemplation, intelligence, a human response to a certain phenomenon: *язык хорошо подвешен – телгә беткән – have a glib/ready =tongue; острер на язык – smb. has a sharp/caustic tongue, have a sharp tongue* (these expressions are used to describe a person with a clear, witty, effective, trenchant speech.

The expression *держатъ язык за зубами – to keep one's mouth shut, keep a still tongue in one's head, keep one's tongue between one's teeth – теләң авызыңа сыйсын* can be referred to the same group.

### Conclusion

We have investigated the somatic PU in the English, Russian, and Tatar languages and reviewed a symbolic use of words denoting parts of body, analyzed these words in certain cultures. A large similarity in wide usage of somatic components, the lexical structure, phraseological variation was registered in all the three languages. The PU consisting of one of the most salient somatic components are similar in all the compared languages (eye, tongue, mouth, ear, nose) and constitute approximately a fifth part of all the somatic phrases in each language. These components produced a wide range of somatic PU and as a rule they are associated with their clear function, allegoric interpretation, a wide net of transferred and symbolic meaning. Most words denoting body parts can have more than one symbolic meaning. These words can denote personality, magical feature, or an item of a ceremony. In this regard the somatic PU with a word denoting a part of body are largely represented in the English, Russian, and Tatar languages. The shared use of somatic PU in all the three languages evidences a certain unity of association-driven image thinking in representatives of different linguistic view of the world, expressed in shared logic and phraseological ideas. The presence of these expressions representing specific national formations in phraseological content of these languages can be explained with individual historical experience of linguistic communities, cultural uniqueness, specificity of national psychology of native speakers. The cultural identity of phraseological system does not evidence a perception of reality by different linguistic communities but extremely wide opportunities of its image-driven comprehension and verbalization using linguistic means.

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