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**Cognitive And Pragmalinguistic Mechanisms Of Russian Anecdote**

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## Applying Innovative Teaching Techniques and Methods, When Teaching Cultural Studies in Higher Education Institutions

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### Abstract

The study is relevant due to a critical need for changes in approaches to teaching courses of general education at universities. The authors of the paper believe that with respect to such courses an instrumental approach should be a personal one, when a personality of a student acts as a purpose, subject, result and main criterion of the efficient teaching process. The research aims at efficiency of applied innovative teaching techniques to form personal traits of students, when teaching cultural studies. A leading method of studying this issue is the pedagogical experiment to state that learning cultural studies is a process of creative personality formation and development by getting familiar with cultural heritage, and by strengthening individual creativity. Results of the research: the paper presents forms of dialogue practices tested by the authors when teaching cultural studies. The undertaken study analyzes individual and group tasks involving a direct dialogue between a teacher and students, as well as an indirect dialogue between students and prominent people in history of culture. The authors determined ways of holding an interpersonal dialogue, when students learnt biographies of creative people, masterpieces and authors' theories of culture, and immersed themselves into a specific cultural and historical epoch. The research gives a rationale proving that in a current teaching and learning process it is critical to use only those teaching techniques, which create a special focus on the identity of every student, his/her personality, and clearly center on development of creative activities. A practical value: the paper presents a practical value for university teachers of cultural studies and all innovative teachers, directly engaged in teaching subjects of an aesthetic cycle and creating new conditions of a teaching process.

**Keywords:** cultural studies, innovations, teaching techniques, teaching methods, personality.

### Introduction

In current Russian higher education institutions essential subjects include not only those, which form professional competences, but also general courses increasing general erudition of a future specialist (Grechkina & Rubanova, 2014). Such courses are philosophy, legal science, general economic theory, foreign languages, etc. Logic of current standards on education is that such subjects may be added to a curriculum of any majors at the discretion of a university (Oleinik & Potrikeyeva, 2017). The authors of the paper think that general subjects indeed help students majoring in any courses not to get lost in quickly changing, globalizing environment (Orekhovskaya et al., 2018). Many curricula of Russian universities contain cultural studies, which may be smoothly included both into a program of study for humanities majors and a list of subjects to be studied by students majoring in technical courses (Kiva-Khamzina,



2018). Need for studying this subject raises no doubt. So, this subject is mostly addressed as forming general cultural competences of a definite field. The subject aims at forming future graduates' abilities to show knowledge of basic values of world culture and rely on them in personal and general cultural development (Karpova, 2010a,b), culture of thinking, ability to generalize, analyze, comprehend information, set goals. Thus, at a level of Russian educational standards, development of a specialist's personality is brought into line with acquiring skills to be a successful employee (Kiva-Khamzina, 2015). Such combination of personal and professional qualities is a demand of the current market, when sought-after specialists should have not only professional knowledge and skills, but also flexible mind, logic, proactivity in taking decisions, business literacy and ability to work in a team (Oleinik, 2017). Such traits may be formed by general subjects in particular, and cultural studies holds a valuable place.

It should be noted that cultural studies directly relates to creation of students' culture of thinking. This competence is especially relevant these days. Training and personal development of present students occur in information society, where new techniques become more significant (Maleko, 2018a). We constantly acquire information due to multiple channels of its distribution. Information abundance entails a difficulty with its selection and comprehension. Nowadays, a teacher may develop a certain attitude among students: information should provide not only entertainment, but also new knowledge forming required skills. This is particularly true for information directly related to arts and culture in general. It is presented in a special way in cultural studies taught at higher school and consisted of several sections. Conventionally, these are theory and philosophy of culture, history of culture, sociology of culture and applied cultural studies. As part of cultural studies, information, having a large share of a hedonistic component for recipients, should be finally understood and analyzed as significant cultural experience accumulated in the past and transferred from generation to generation (Sapriko & Maleko, 2017). At present, when we are talking about a competence-based approach to education, requirements for selection and comprehension of crucial information increase enormously. Theoretical data should contribute to gaining professional and vital experience, enabling a personality to adapt quickly and freely to quickly changing conditions of the world around (Karpova, 2010a или b). A university teacher of cultural studies may engage students into showing another attitude to a value of culture and arts in life of every personality, demonstrate possibilities of shaping creative thinking as part of the subject under study. It is this type of thinking, which is in demand in our world, as its main advantages are flexibility and ability to cope with stress. It is possible to develop such type of thinking, applying innovative techniques and methods, when teaching university students. It should be mentioned that with regard to a definition of a teaching technique, we fully share an opinion of B.T. Likhachev (2017). He believes that "the teaching technique is a set of psychological and teaching patterns defining a special set and composition of forms, methods, ways, techniques of teaching, educational means; it is an organizational and methodological tool of a teaching process" (Likhachev, 2017). We consider teaching methods from a point of contemporary pedagogy as a basis for successful teaching and teachers' constant ability to improve lessons, find new approaches to teaching students, fostering cognitive interest in the subject under study and increasing the quality of students' knowledge. Contemporary pedagogy gradually refuses from conventional techniques and methods in favor of interactive ones.

We agree with Zh.A. Gaeva (2014), an educational psychologist, that "interactive means the ability to interact or be involved in a conversation, a dialogue. This is a dialogue, when people interact with one another". A university teacher, when teaching students, should regularly hold such a dialogue, find a contact with students, set up a trustworthy communication style, as only in this case students study more effectively. Interactive, dialogue forms help teachers and students to take up an attitude of interaction, make a process of learning culture be joint creative work (Maleko, 2018b).

In the opinion of authors of the paper, what is important in teaching cultural studies is to create culture of communication (Bezenkova, 2009). Cultural studies broadens an outlook and, consequently, enriches

students' speech with new concepts, terms, names, etc. A lecturer, preparing teaching materials, engaging students into dialogues, improves speech of students by eliminating speech mistakes and student slang words (Volkova et al., 2017), correcting errors of judgment. Thus, when teaching cultural studies, a teacher may shape not only correct and literate speech, but also teach students how to think logically (Chernova, 2018).

Cultural studies based on generalization of human experience directly relates to developing general professional competences stipulated by applicable Russian standards. Having analyzed different BA programs of study, we find out that frequently this subject should form competence providing for such quality of future specialists as an ability to manage a team in the field of their occupation, showing a tolerant attitude to social, ethnical, religious and cultural differences. It is cultural studies, which develops in a student's consciousness an understanding of a need for a cross-cultural dialogue and tolerant behavior (Maleko & Nazarycheva, 2017; Tastan et al., 2013; 2015; 2017), as this subject accumulates cultural experience of different peoples and cultural and historical epochs. The authors of the paper believe that teaching this subject should also be in a dialogue form, which serves as a basis for their innovative teaching techniques and methods.

## Materials and Methods

### 2.1. Research Methods

When carrying out a research on application of innovative teaching techniques and methods as part of teaching cultural studies at universities, we have used the following methods: theoretical (analysis; synthesis; specification; generalization; simulation); diagnostic (questionnaires); empirical (study of norms and curricular documentation – applicable standards in education, curricula; lesson observation); experimental ones (ascertaining, formative, control stages).

### 2.2. Experimental Facility for the Research

The experiment was carried out at the Nosov Magnitogorsk State Technical University.

### 2.3. Stages of the Research

The research on the issue consisted of three stages.

At stage 1 we carried out a theoretical analysis of existing conventional teaching techniques applied at universities to teach different subjects; analysis of scientific pedagogical literature on the issue of interest to the authors, and theory and methods of educational research; defined the issue, objective and methods of the research, and prepared a program of education research of the experimental research.

At stage 2 we developed a model of creation and use of innovative teaching techniques when teaching cultural studies; defined and gave a rationale for a set of teaching conditions for efficient use of teaching innovations; carried out tests and experiments, analyzed, examined and specified conclusions made as a result of experiments.

At stage 3 we completed experiments, specified theoretical and practical conclusions, generalized and classified results obtained.

## Results

### 3.1 Ascertaining Stage

To conduct the teaching experiment at the Nosov Magnitogorsk State Technical University, we chose two academic groups of first-year BA students (43 students in total), majoring in engineering and technical subjects.

The experiment aimed at creating conditions for optimum personality development of every student with a teacher's support of students' personality by applying innovative teaching techniques and special teaching and learning activities.

The experiment's objective defines a set of tasks to do, when carrying out the research:

1. To foster positive motivation for studying to increase efficiency of a teaching and learning process,
2. To support and develop positive traits of every student,
3. To shape ideas of morality (references) on norms of social relations and models of behavior in social and cultural environment, when getting acquainted with accumulated cultural experience.

At the first class groups were surveyed with a questionnaire that aimed at monitoring first-year students, defining a level of general motivation for their studying at the university. It was important for teachers to find out an evaluation of personal expectations from the subject devoted to a comprehensive study of culture as phenomenon. The questionnaire includes the following questions:

1. Why do you need higher education, your study at the university?

Answer options:

- I consider my study at the university to be vital experience and knowledge.
- I consider higher education to be a possibility to get a high demand occupation and move my career upward only.
- I need only a diploma of higher education.
- I find no sense in studying, but I have to, because my parents (other relevant people) want me to study, or due to the life circumstances.

2. Do you associate higher education and development of specific personality traits?

Answer options:

- yes,
- no.

3. Please rate how well your personal culture is shaped on a scale from one to five.

4. Do you know world cultural heritage? Please name 2-3 specific examples (famous authors in the field of culture, their works, cultural centers, events, etc.).

5. What are your expectations of cultural studies, whose main subject and objective is study of culture in all of its aspects?

Answer options:

- I expect to broaden an outlook in the field of culture, increase a personal level of culture.
- It is an ordinary course among other courses, which I study to get new information.
- I believe that this course is of no special value at the university.

The questionnaire method helped teachers to define a level of students' motivation for studying at the university and obtaining new knowledge and skills; to define a level of their self-assessment, focus on cultural self-improvement. The results are given below.

The students' motivation for studying at the university was evaluated by four levels:

Level 1 (high level of motivation, learning activities): 10 students (23.3%),

Level 2 (good learning motivation): 10 students (23.3%),

Level 3 (positive attitude to studying at the university, but such students are interested in higher education only because they want to get a diploma of higher education): 8 students (18.6%),

Level 4 (low motivation for studying or no motivation at all): 15 students (34.8%).

Having evaluated personal expectations from studying cultural studies, we state the following findings.

The attitude to cultural studies as a course, which will fill in gaps in general erudition and help to increase personal culture, was shown by 12 students (27.9%) at the initial stage.

10 students (23.3%) assessed cultural studies as ordinary one, providing new information.

At the initial stage, a large number of students could not mention a personal benefit from studying the course; on the contrary, they were of the opinion that cultural studies did not influence development of professional qualities; therefore, it was not necessary to include it into the curriculum. 21 students (48.8%) expressed such opinion.

To make it clear, the authors have represented the results as a table to make a further comparison with results obtained at a control stage (see Table 1).

**Table 1.** Data ascertaining phase of the experiment

Experiment stage	High motivation for studying at the university (%)	High motivation for studying cultural studies (%)
Ascertaining	23.3%	27.9%

Such situation leads to a conclusion that at the early beginning of studying at the university, many students are likely to get only professional knowledge and skills, which will be useful in their future occupation. First-year students do not have an idea that the current labor market demands not only professionals, but also erudite people with creative thinking to settle complicated professional situations and work in a team. Dealing with this difficulty became the most important task, when teaching cultural studies.

### 3.2. Formative Stage

Having made the diagnosis, we prepared a plan of the teaching experiment among students. Initially, a teaching path was built not only as teaching a system of knowledge and skills, meaning development of competences given in the curriculum, presenting a basis for a teaching process, but also as a process of personality development smoothly related to social and cultural environment.

The program was implemented with teaching and educational activities directly reflected on:

- content and structure of lectures and seminars,
- ways of arranging independent work of students,
- experience of arranging individual, group, team activities of BA students.

Every class was preplanned with specifying techniques and ways of developing personal traits of students at different stages of the experiment. We used up-to-date teaching techniques in our work.

First of all, leading teachers applied an activity-related teaching method developed by a team of teachers headed by Professor Peterson L.G., DSc (Education) (Peterson & Kubysheva, 2016). This method became of current interest already in 1990s. A big difference between the activity-related method and a

conventional visual demonstration method of teaching is that the offered structure describes students' activities instead of the teacher's ones. The activity-related method ensures a system training of a full list of students' abilities to perform activities. Such approach aims at developing every student, forming his/her individual abilities, and contributes to significant strengthening of knowledge and an increase in a rate of studying materials without overloads. This creates favorable conditions for training at different levels, implementation of a simulation principle. The activity-related method centers on the fact that the personality of students is formed and development progresses, when they carry out activities aimed at "discovery" of new knowledge, rather than when they absorb prepared knowledge. A learning process should be planned as an independent activity of a learner. The teacher plays a role of a learning process administrator.

A group of NMSTU teachers actively applied a problem-focused dialogue technique developed by E.L. Melnikova (2018), PhD (Psychology). This technique is intended to promote motivation for studying in order to increase cognitive interest, form independence of thought. The basis of the technique - "a dialogue" - means that students set the problem and find a solution in a dialogue specially held by the teacher. At classes in cultural studies we used different types of the dialogue known to contemporary pedagogy. First of all, these include encouraging and leading forms of the dialogue setting students for creative thinking.

An encouraging dialogue was composed of individual encouraging sentences, which helped students to work really creatively. At the stage of setting the problem, this dialogue is used to make students understand the controversy in a problem situation and state the problem. At the stage of finding a solution, the teacher encourages students to put forward and test hypotheses, in other words, he/she provides a "discovery" of knowledge by trial and error.

A leading dialogue presents a system of questions and tasks, which promotes and, consequently, develops logical thinking of students. At the stage of setting the problem, the teacher step by step leads students to a definition of a subject. At the stage of finding a solution, he/she constructs a logical chain of conclusions leading to new knowledge.

Thus, problem-focused dialogue teaching may be considered as a type of teaching ensuring creative acquisition of knowledge by students in the dialogue specially constructed by the teacher. First of all, the teacher, in an encouraging or leading dialogue, helps students to set the problem, in other words, to define the subject of the class or issue under study. The activity, as a result of such technique, entails students' strong interest in new materials, increasing learning motivation in general. Then in an encouraging or leading dialogue the teacher arranges a search for the solution, or "discovery" of new knowledge. Students achieve a true understanding of the material, as one can understand everything resulting from his/her own logical thinking.

At the formative stage of the teaching experiment, a lot of attention was given to information and communications technology, which helped to develop students' skills of getting oriented in information flows, to learn practical ways of work with information, develop skills of exchanging information by using modern hardware.

It is important to note that ICT in general is a catch-all concept including a set of methods and ways to collect, store, process, represent and transfer information (Nesterova, 2018). A class, when ICT is used, becomes interesting, entertaining and makes students avoid a routine learning of the subject. In this case, the student does not become just a recipient, but he/she can also independently simulate a situation, be its active participant, and this entails excellent results, when learning the subject. In general, ICT contributes to introduction and development of new courses and trends in teaching, indirectly related to computer science; to integration of the course content which seems to be incompatible at its initial consideration.

When teaching the subject, the group of teachers, performing the experiment, took into account the other side of global informatization as well. In today's society young people are overloaded by a heavy flow of information. Failing to concentrate quickly on main issues, to ignore what is of minor importance and remember what is important, students often become inattentive and lose interest in, and motivation for studying. The authors of the experiment tried to consider this negative factor in their work to the maximum extent.

A technique of academic progress (performance) evaluation became an additional technique used at the formative stage of the experiment. It aimed at development of students' abilities of self-monitoring and assessment. The use of such teaching technique clearly showed that students had developed abilities to perform self-assessment of their activities, control themselves, and correct their mistakes. This technique is implemented with a system of questions and tasks, quizzes and tests, a possibility to select tasks to test knowledge.

Techniques used by teachers of cultural studies predetermined features of teaching methods, which promoted their direct implementation at classes with students.

To foster individual universal learning activities, we used dialogue types of tasks: teaching methods used to open a direct dialogue between the teacher and students, and an indirect dialogue between students and prominent figures in history of culture. Examples of such tasks are given in this paper.

At classes in cultural studies devoted to people contributing a lot to history of culture (a section of the course on history of culture (Maleko, 2017), teachers rather successfully applied a dialogue interactive technique "Sketches of vivid portraits". This is a teaching technique, which helps a student to find something unique in a description of a famous person of world culture. Such data make its description quite vivid, tangible, rather than narrative and formal. Such material may be partially presented by the teacher and shall be enlarged by students based on their homework. A specific example from experience may be study of "a universal personality" - life and works of Leonardo da Vinci, a Renaissance artist. His biography should not be a list of dates significant in his destiny. The teacher tried to show how the biography related to masterpieces created by the artist. For example, the teacher gave a detailed description of Leonardo da Vinci's childhood spent among too young stepmothers, and then showed young traits of Madonnas in his portraits presented under the influence of his childhood impressions. Homework for students was to answer questions, which supplemented "the vivid portrait" created by the teacher. For example: "How did Leonardo da Vinci make jokes", "Did a great artist fall in love", "What scared Leonardo da Vinci most in life?", "Did Leonardo da Vinci believe in God, if he was considered to be one of the best natural scientists of that age", etc. Such presentation of materials reveals a unique nature of a prominent figure in history of culture, making it clearer for current students. There is no doubt that such material is well learnt, it invokes a very personal attitude to historical and cultural facts, as students see a "vivid" personality from the past, his/her thoughts, feelings, emotions. Such understanding cannot but open a dialogue between cultures from the past and the present, which is especially important for a deep understanding of learning materials, for getting interested therein, and, finally, for maintaining cultural memory.

As part of the cultural studies course, it is essential to form students' idea about world masterpieces - results of creative activities having an enduring value. As an interactive method of learning, we applied delivery of a speech on the topic "Timeless masterpieces", when a student should prove a value of a specific work of art for all people and personally for him/her, and explain its value for future generations. Such form of teaching was efficient in the course of developing students' aesthetic sense, their abilities to analyze, prove their point of view by supporting with convincing reasons.

When teaching the subject, the authors of the paper used such interactive method as creation of the "Virtual museum". Such museum may contain works of an artist, or a full epoch revealed in especially

significant works and phenomena of culture. In this case, a main form of learning becomes preparation of presentations on the topic with up-to-date ICT. When preparing visual and text materials, every student concentrates on their rationale, explanation of a principle applied when selecting materials included in the virtual exhibition. Such process definitely makes students analyze and structure information with relations between data, use existing knowledge of ICT, combining skills, logical thinking and research materials on cultural studies.

The "Virtual museum" may be supplemented with the teaching method "A reproduced picture", meaning students' reproduction of a piece of work by one of prominent authors in history of culture. Based on our experience, we make a conclusion that students like indeed to reproduce event-related works, containing a lot of "paused" actions and changes in emotions. For example, at classes on history of the 19<sup>th</sup> century culture in Russia students "actively got into characters" of "The Major's Marriage Proposal" by P.Fedotov. When studying the 18<sup>th</sup> century culture of Great Britain, they precisely conveyed characters of "The Tête à Tête" by W. Hogarth from his series "Marriage à-la-mode", etc. "Living" a life of characters was of a special interest for all students. They were absorbed by an accurate reproduction of dresses of various historical epochs, joint rehearsals, which were based on personal creativity of every student. Such tasks brilliantly reveal personality traits, the ability to understand emotions of other people, evaluate a real life situation. "A reproduced picture" is a retrospective method to involve students into a dialogue of epochs, attempt to understand what people thought about and cared for in the past.

A successful teaching method, evoking deep personality traits of students, in the course on cultural studies became the task "Tell us about your life as if you are a character of works (or an artist)". For example, students prepared a touching story from the life of a young girl from Russian noble society as if they were Mariya Lopukhina, a main character of the portrait by V.L. Borovikovsky. A story of a brave hussar, a participant of the anti-Napoleonic campaign, was narrated as if they were Evgraf Davydov, a character of the portrait by O.A. Kiprensky, etc. A life of a person, who gained great fame and status and then fell away to a low level, was "described" by Rembrandt, the Dutch artist of the 17<sup>th</sup> century. Such "living" a life of a historical figure is useful for shaping consciousness of young people. When preparing a story narrated as if a student is a person from the past, he/she has to collect information about the biography, establish a chain of interesting events, which revealed the nature of a specific character to the fullest extent. In this case, background facts of another person lose their formality, fully changing an attitude to studying materials.

Eventually, a formative stage of the experiment showed clear changes in students' attitude to the course; they started to treat it in another way. Cultural studies was revealed in logical changes occurred with previous generations. Theories on cultural studies were no longer an abstraction, but a real storage of knowledge and experience of people accumulated in history of culture. Such approach to the course showed a personal interest of students in gaining knowledge as part of the course. Teachers carrying out the experiment noted that students' activity became higher and higher with every class. Regarding personalities of predecessors playing an important role in history of culture, students expressed their own opinions, relying on their personal experience rather than thoughts from books. Such opinions were valuable indeed, as they arose from basic knowledge given by the teacher in classes, and knowledge gained by students as a result of their thoughtful, independent study. This fact evidenced broadened limits of thought, increased erudition, and changed motivation for studying at the university.

### 3.3 Control Stage

The control stage of the teaching experiment contemplated a diagnosis of students involved in the research.

At this stage, the group of teachers has developed a questionnaire to monitor the changes occurred when they applied up-to-date teaching techniques and innovative methods.

Students were to answer only two questions. The first question was classically about general motivation for studying at the university. It was stated as follows: "Did you change your attitude to studying at the university after you have studied subjects of the first semester? How?"

Answer options:

A) Yes. I have understood that I need higher education, as an increased level of education changes my way of thinking, broadens my outlook, allows to become familiar with existing human values, to set and achieve new goals in life.

B) No. Studying at the university is too complicated, and I still have no interest in it.

Only 3 students (7% of total students) out of 43 preferred the second answer option and 93 % of students – the first one. This situation showed that students' motivation for studying had significantly changed. Teachers could convince students that a person cannot live in environment of limited knowledge. Its task is a constant process of self-improvement, which ensures more accurate identity of the personality.

The second question was about the subject under study. It was similar to the question, which was put to students at the very beginning of learning cultural studies: "Does a student need to learn cultural studies these days? How much do you appreciate this course?"

Answer options were as follows:

A) Cultural studies is necessary, as it changes an outlook on the past, helps to understand the present and design the future, as we are all a part of the world of culture.

B) Cultural studies adds variety to the studying process, but I could obtain enough professional knowledge without studying this course.

C) Cultural studies is useless, as hours spent for its learning would prove useful for studying professional courses.

We should note that nobody had chosen the third option. The first option was chosen by 39 students (91%); the second one was marked by 4 students (8%). To make it clear, the results are given as a table to make a comparison with results obtained at the ascertaining stage of the experiment (see Table 2).

**Table 2.** Data ascertaining and control stages of the experiment in comparison

Experiment stage	High motivation for studying at the university (%)	High motivation for studying cultural studies (%)
Ascertaining	23.3%	27.9%
Control	93%	91%

The above figures show a positive result of the experiment performed for the group of teachers. We could observe a steady progress in the increased motivation for studying at the university and changed personal attitude to getting knowledge in the field of culture.

It is important to mention changes occurred with representatives of student groups. Relations between students showed more tolerance, mutual support, attention, and respect for another opinion. Saying thank you for the class to the teacher became a norm.

It is particularly significant to note that communication between students changed. The teachers performing the experiment stated that students had found common topics of conversations. Learning material was discussed before the class. Students began to show a vivid interest in preparation of their coursemates, jointly analyze material, and help one another to find answers to complicated issues of



concern. When discussing materials in the class, students expressed “a common opinion”, as evidenced by the teachers. Such unity represented mutual understanding between coursemates, which was not evident at the beginning of the semester.

Students learnt how to hold a dialogue, taking into consideration that their opinion would be evaluated by a partner of the conversation. Their speech became more correct, and judgment – more reasonable. Students became more motivated to add something to opinions of other students, have debates, and express reasonable support of their point of view. This is the reason why the teachers, preparing the experiment, highly evaluated dialogue forms of teaching students. Classes conducted in a dialogue form gave positive results, having taught students how to hear and listen to another point of view, support or object to a spoken opinion.

A positive result of use of innovative techniques and methods was formation of a creative personality. The authors of the experiment could see it already at a level of an approach to performance of tasks. Presentations prepared by students contained more information and pictures thanks to their layout complying with well-thought ideas. Visual images helped to reveal insights into text descriptions. Regarding first presentations on cultural studies, they often looked like an incomplete text and a picture having nothing to do with the text.

A positive result of teachers’ work was that students could define and offer their own learning techniques. They wanted to discuss history of Russian culture of the 19<sup>th</sup> century as theatrical performance. Students created a theatrical reconstruction of a ball, which was a reason to exchange social niceties as part of the epoch under study. A dialogue form helped to include different representatives of culture of the 19<sup>th</sup> century: A.S. Pushkin, K.P. Bryullov, F.M. Dostoevsky, I.E. Repin and many others who created masterpieces of Russian art. Main ideas of Russian culture were conveyed by those people who were the authors of cultural concepts, contributing to their clear understanding in a vivid and natural dialogue conversation.

Finally, efficiency of innovative teaching methods and techniques was highly evaluated by the teachers performing the experiment. During the experiment the group of teachers achieved goals set at the beginning of work with the use of innovations.

### Discussions

Having analyzed trends in Russian contemporary pedagogy, the authors of the paper would like to mention that difficulties of innovative teaching at universities are actively discussed by teachers practicing techniques. Thus, V.Z. Panina (2014), an innovative teacher, believes that innovative methods and techniques used when teaching current students entail “proactive training”. It should be noted that the author of such opinion first of all considers professional education. A.A. Kartashova, T.I. Shirko, Yu.S. Sarkisov (2015) prepare their papers in line with a common approach to contemporary teaching. The stated researchers consider unconventional teaching strategies with regard to teaching and professional training of engineers (Kartashova, Shirko & Sarkisov, 2015). It is quite reasonable to publish such papers in teaching scientific community, as they focus on optimization of professional preparation of the personality, which is driven by the logic of current market relations. However, these studies on preparation of engineers and technical specialists did not closely focus on developing competences, increasing a level of personal development of current students, which was of a special interest for the authors of the teaching experiment carried out at the Nosov Magnitogorsk State Technical University.

The authors of the research have analyzed current research findings in the field of teaching humanities as part of relevant qualifications. For example, A.A. Skryabina (2015), the author of the teaching research, uses various teaching techniques in teaching Russian and speech culture. She has developed and tested role plays, discussions, brainstorming – teaching methods which make a teaching process

unconventional, and turn learning of materials into discovery of new knowledge and skills (Skryabina, 2015). Innovative teachers D.G. Vasbieva et al. (2018) have carried out a detailed survey of an English teacher's role in smart teaching environment. In their opinion, even a non-language class, when applying a specific teaching technique, may be efficient in teaching, if students' attitude to integration of digital technologies into teaching and learning is positive. The authors of the study have stated that students' independence in learning the language and motivation for studying increases, and classes with a dominant role of a teacher decrease. Thus, we make a conclusion that teaching studies on humanities turned out to be focused on efficiency of teaching and absorbing knowledge.

We considered existing experience of previous studies, but our main teaching experiment mainly aimed at influencing personal traits of students, which was especially difficult when teaching students with an almost formed personality. The experiment was performed in the course of teaching cultural studies, the humanities subject, but for students majoring in engineering and technical qualifications. Such approach helped the authors of the paper to state an original opinion that cultural studies was a universal, and, therefore, mandatory subject at contemporary higher education institutions. Applied up-to-date teaching techniques and methods, dialogue forms of teaching as part of the subject contribute to planning a student-oriented route of teaching, developing creative, educated, erudite professionals in any field of knowledge, which is especially valuable in the context of commercialization of many social processes and market conditions for preparation of professionals.

### **Conclusion**

To sum it up, we would like to note that any teaching technique to some extent aims at practical application of scientific ideas, provisions, and theories. Thus, the teaching technique is placed between science and practice. The teaching technique is a strictly scientific design and accurate performance of teaching measures ensuring success. In this connection, we can mention special teaching techniques for development and education of people with special educational needs, meaning present Russian university students.

Contemporary pedagogy of higher education cannot exist without innovative forms of teaching. Teaching techniques should be interactive, as they are based on dialogue environment, including students and the teacher. Only a dialogue held as communication interested in obtaining results may create true motivation for gaining knowledge and skills. An important point to remember in this process is personal development of students aiming at continuous self-improvement as a mandatory condition for setting correct targets in the quickly changing world.

### **Recommendations**

The paper presents a practical value for university teachers of cultural studies and all innovative teachers, directly engaged in teaching subjects of an aesthetic cycle, and creating new conditions of a teaching process.

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## The Role of the Tax Free System in the Development of Inbound Tourism in the Russian Federation

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### Abstract

The article deals with the problem of introducing a tax free system in order to develop inbound tourism in the Russian Federation on the base of the application of international hospitality standards. During the investigation of the problem of introducing the tax free system in the Russian Federation on the base of the use of economic analysis methods, statistical observations and generalization of expert estimates, a comparative analysis of the minimum purchase value by the tax free system in a country context was carried out, and expert evaluations of the possible effect of the tax free system implementation in the Russian Federation were summarized. Studying and critical comprehension of the conditions for the introduction of the tax free system and the effect of its implementation will help stimulate the development of inbound tourism and the service sector in the Russian Federation. The aggregated expert estimates analyzed in the article suggest that the main beneficiaries from the introduction of the tax free system in the Russian Federation will be foreign tourists, major retailers and international service operators. In turn, the budget costs of VAT refund will be compensated by the growth of tourist flow and an increase in sales of domestically produced goods. At the same time, the successful implementation of the tax free system depends on a competent trade and information policy. It has been shown that the tax free system, tested in Russia during the World Football Cup 2018, has generally proved an own viability, since about 3 million foreign fans showed high consumer activity, the growth of which directly depends on the quality of the sales offer and informational support.

**Keywords:** VAT, tax free, inbound tourism, hospitality industry, World Football Cup 2018.

### Introduction

The development of inbound tourism in the Russian Federation is activating work on the development of additional arrangements and mechanisms to attract tourists (Dzhandzhugazova & Pervunin, 2015). During the last 5-7 years, incoming tourist flows are increasing on the background of the organization and holding of large-scale international events in Russia (Dzhandzhugazova, Chernikova&Faizova, 2016).

Held in 2014 The Winter Olympics in Sochi has showed that events of such scale provide a lasting positive socio-economic effect, as they allow not only to create a high-tech infrastructure, but also to introduce effective approaches and international standards of hospitality (Dzhandzhugazova, 2015). The introduction of tax free undoubtedly belongs to the modern economic approaches to the development of inbound tourism (Dzhandzhugazova et al., 2018).

The history of VAT collection in the Russian Federation began from January 1, 1992, 20 years shorter than European, but, nevertheless, counts for more than 25 years, however, the introduction of the tax free system was postponing due to concerns about the tax evasion of Russian taxpayers due to the imperfection of its mechanisms (Chulyukin, 2015).

At present, tax administration in the Russian Federation has changed drastically, which has allowed the development of tax free implementation mechanisms (Petukhova, 2014).

However, despite the fact that the initiative to introduce tax free in the Russian Federation was announced on the eve of the Winter Olympic Games of 2014, changes to the Tax Code of the Russian Federation, providing the possibility of compensation of VAT paid when buying goods in the Russian Federation, to foreign citizens, were adopted only on January 1 2018 (Article 169.1 of the Tax Code of the Russian Federation). The introduction of the tax free system was timed to coincide with the World Football Cup (UEFA World Cup 2018), which was held in 11 cities of Russia and attracted a large number of fans, some of whom may later become tourists who regularly visit Russia.

### Materials and Methods

The present study of the implementation of the tax free system in the Russian Federation is based on a significant scientific, methodological and regulatory basis and relies on the methods of economic analysis, statistical observations and generalization of expert evaluations. All this makes possible to identify the conditions and factors influencing the successful development of tax free as an important part of the Russian tax system, on the one hand, and the development of international standards of hospitality, on the other. In the focus of the conducted study, two main positions were highlighted:

- estimation of the minimum purchase value by the tax free system;
- assessment of the impact of the tax free system on the development of the economy.

The choice of listed positions is explained by the fact that their study and critical comprehension will allow to draw preliminary conclusions about the ways and possibilities of forming a tax free system in Russia in conditions of stimulating inbound tourism.

In this regard, it should be noted that the tax free system is widespread in the world, as it allows to return the value added tax (VAT) from the amount of purchases made by foreign citizens. In total, it unites 130 countries, in turn, the amount of refund ranges from 7% to 20% (depending on the size of VAT in different countries). The minimum purchase value by the tax free system in EU countries varies greatly – from 25 (Germany) to 175 euros (France), which to some extent reflects the demand for goods and sales dynamics. According to the newly entered rules in the Russian Federation, a foreigner, in order to receive compensation, must purchase goods worth at least 10 thousand rubles within 24 hours (138-140 euros) (Kapanidze, 2017). The distribution of the sizes of the minimum purchase value by the tax free system is shown on Fig. 1.

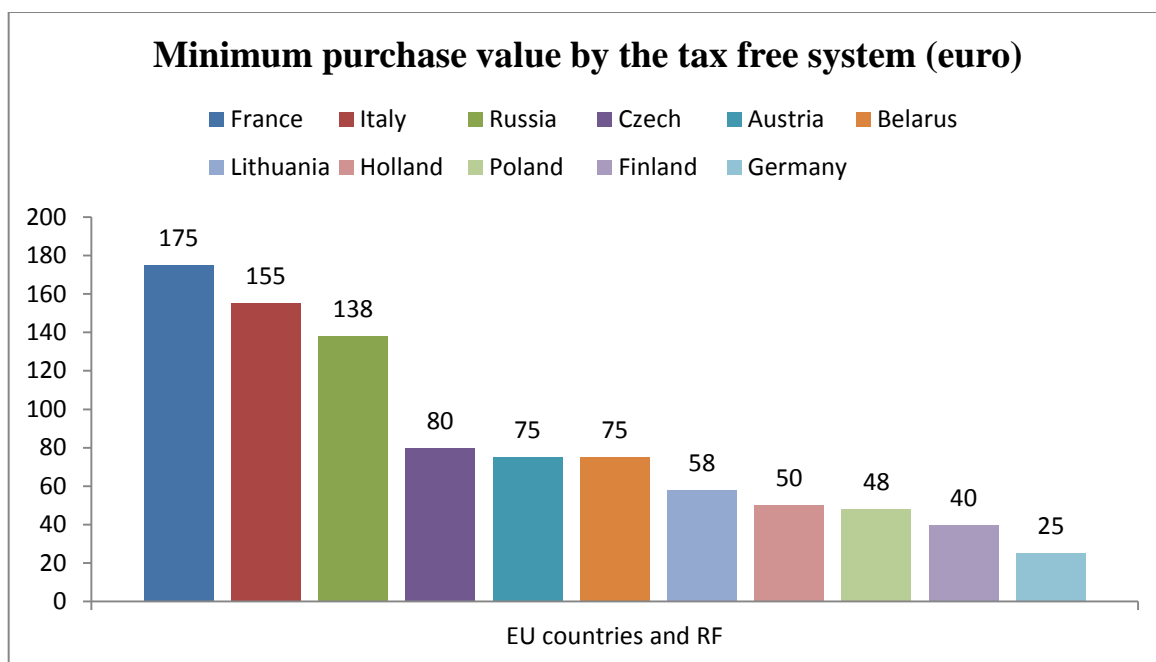


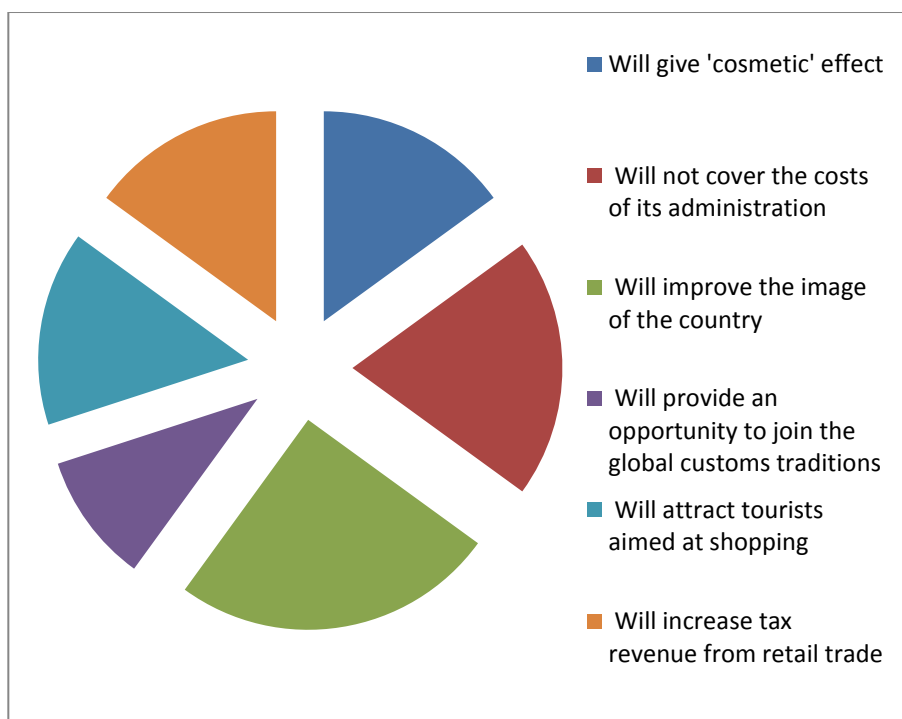
Figure 1. Minimum purchase value by the tax free system (euro).

The minimum purchase amount shown in Figure 1 varies from country to country, but for most countries the threshold is 75 euros. In general, the conditions of the tax free system in different countries are different not only in terms of the minimum purchase amount, but also in terms of the tax free validity period (before and after customs), as well as in the amount of compensation paid for the tax paid.

It should be noted here that the amount of tax refund is set by each country independently. Usually returns up to 50% of the tax paid, as in most European countries, but in some countries, such as Japan, South Korea and Singapore the whole amount of VAT is compensated. Russia took the second way and returns the VAT in full volume. As a result, it can be stated that the basic conditions for the functioning of tax free in the Russian Federation are balanced from the point of view of the existing world practice and are aimed primarily at developing the sphere of tourism and hospitality.

At the same time, despite the fact that the tax free system is quite well spread in the world, in the Russian Federation the discussion of the conditions for its implementation has continued throughout the last 5 years. Wherein, the experts participating in the discussion have differed in their assessments:

1. The introduction of tax free will give a slight "cosmetic" effect (15%).
2. The introduction of tax free will not cover the costs of its administration and the introduction of special services (20%).
3. The introduction of tax free will benefit, as it will improve the image of the country (25%).
4. The introduction of tax free will provide an opportunity to join the global customs traditions (10%).
5. The introduction of tax free will attract tourists, aimed at shopping (15%).
6. The introduction of tax free will increase tax revenues from retail trade (15%).



**Figure 2.** Generalized expert estimates of the possible effect of the introduction of the tax free system in the Russian Federation (Kapijanidze, 2017; Tolokonnikova, 2018).

### Results and Discussion

Analysis of this distribution of generalized expert estimates shows that the ratio of critical and positive assessments is in favor of the latter, but the positive effect is largely assessed as image, that is, not amenable to direct economic measurements, and foremost at the initial stage of implementation. At the same time, it should be noted that a strongly marked positive image of the country has a long-lasting effect, expressed in the constant influx of foreign tourists, which all countries aspire to (Proskurna & Zhutyayeva, 2018).

Generalized expert estimates suggest that the main beneficiaries of an introduction of the tax free system in the Russian Federation will be foreign tourists, large retailers and international service operators such as Global Blue and Premier Tax Free. Herewith it is assumed that the state will lose on the return of VAT 150-200 million rubles in a year. However, the Ministry of Industry and Trade, as one of the active participants in the implementation of the tax free system, assumes that the costs will be compensated by growth in tourist flow and increase in commodity turnover. At the same time, there are other versions explaining the introduction of the tax free system, to which, first of all, should be related the change in the VAT rate from 18% to 20% in 2019. It is obvious that possible losses will be compensated, since a small proportion of the goods sold, incomparable in volume with all products sold in Russia, will pass through the tax free system, but increasing the VAT even by 2% will increase the tax burden and, as a result, will increase receipt of taxes to the federal budget.

However, the rapid increase in tourist flow to Russia due to the introduction of tax free should not be expected. This process is rather gradual, and is inextricably linked with the increase in tourist attractiveness of the Russian regions and the whole country. Besides, traditionally foreign tourists do not associate trips to Russia directly with shopping, as for the most part they buy goods that reflect Russia's



originality – souvenirs, caviar, sweets, honey, etc. Such purchases are commonly situational and usually not planned in advance.

Real tourist shopping is a planned in advance process that involves the formation of a shopping list with the determination of the final amount of expenses and even the calculation of the return amount. In fact, the tax free system in Russia can give a tangible return in the form of growth in flows only with proper formation and promotion of shop tours, supported by good advertising of the products offered and full information about the possibilities of obtaining VAT on the amounts paid. In addition, it should be noted that citizens of countries belonging to the Eurasian Economic Community, who quite often visit the Russian Federation, can't take advantage of this right. (Laiko, Ilina & Latkin, 2016) As already noted, the main beneficiaries of the introduction of tax free will be foreigners arriving in Russia with different goals. For example, on average, about 25 million citizens of different countries visit Russia annually, each tourist spends about 1,000 dollars in our country during his stay, with most of it being paid for services and only 10% of this amount is spent on purchasing goods. Herewith it should be noted that the represented share of expenses is given very averaged, since in a number of Russian regions there is practically nothing to spend this money on. It should also be noted that excisable goods (cars, alcohol, fuel, tobacco, etc.) are not included in the list of goods with VAT refund.

The tax free system is beneficial for both tourists and manufacturers, in case if products of frequent demand (perfumery, cosmetics, confectionery, clothing, shoes, toys, souvenirs, stationery, books, photo albums, etc.) are bought in large quantities. And the main thing is that these products are from local producers. In this case, along with direct income, the manufacturer promotes its brand and popularizes not only its own business, but also promotes a regional tourist brand.

However, the successful implementation of the tax free system depends on a competent information policy. To do this, effective communication channels should be built by all stakeholders: hotels, tour operators, transport organizations, tourist administrations, museums, shops, etc. They should be both traditional and electronic. There must be information boards, pointers, printed media, etc. With an organized, group tourism, this information should be provided by a guide or a person who accompanies group. Only in this case, the system will be able to function in full force. Of course, the national currency exchange rate plays an important role in the effective functioning of the tax free system, but it is necessary to take into account that there are many countries in the world where it is profitable to buy, but, unfortunately, there is nothing to buy! If we talk about the economic effect of the introduction of tax free, it should be emphasized that we should not expect quick returns. After all, the system operates only in 50 countries out of 130 where VAT is levied, and this suggests that not all countries see tangible benefits from its implementation, although with proper organization and attractiveness of the local trade offer, the benefits are obvious (Bachurin, 2016; Krokhina, 2012).

The issue of tax free introduction was not only discussed for a long time, but was also calculated. So, in 2016, the Ministry of Industry and Trade presented preliminary calculations of the growth of trade turnover in the amount of 33 to 500 billion rubles per year, indicating that the effect will depend not only on the number of retail stores and their locations, but also on the list of goods from which VAT will eventually be refunded. It should be noted that these calculations largely relied on the experience of European countries, where the VAT return gives a good result, but in the conditions of our country we must focus on long-term and systematic work and, primarily, on the formation of proper regional tourist products within the gastronomic, event, and cultural and educational tourism (Ilina, Valedinskaya & Latkin 2018). Among other things, the proposed thematic and brand routes should be complemented by a good line of local products, interesting for tourists. In fact, a good range of products is necessary, both basic and related ones, because VAT refund is possible only with the purchase amount equal 10 thousand rubles. If the tourist did not get to the required amount, an additional sales proposal is necessary, and this is already the work of trade organizations and manufacturers themselves. In turn, the introduction of the

tax free system in the year of the Mundial - 2018 makes it possible to conduct its full check and draw the necessary conclusions.

### Conclusion

Preliminary results of the World Football Cup held in Russia show that this large-scale international project, covering 11 cities of Russia: Moscow, St. Petersburg, Volgograd, Yekaterinburg, Kazan, Kaliningrad, Nizhny Novgorod, Rostov-on-Don, Samara, Saransk, Sochi, has proved the viability of the tax free system. For instance, research conducted by Visa showed that in the first two weeks of the championship, football fans showed the greatest consumer activity in Moscow, spending 1.7 billion rubles, followed by St. Petersburg, where 506 million rubles were spent. In the top five cities that showed the biggest expenses of fans included also cities: Sochi (104 million rubles), Kazan (71 million rubles) and Yekaterinburg (48 million rubles). The average check of foreign fans in the cities of the championship has drawn up 3.5 thousand rubles. The largest volume of expenses of foreign fans accounts for hotels, fashionable clothes, restaurants and cafes. The largest size of the average check for Visa cards emitted by foreign banks amounted to 23 thousand rubles (in the category of luxury goods) (Litova 2018).

At the same time, it is rather difficult to determine the total amount of expenses, since different payment systems were involved in the calculations, in addition, some guests exchanged the brought currency in order to pay for goods and services later. However, soon a consolidated data of hotels, restaurants and shops will provide a more complete picture of tourist expenses. Based on the above preliminary results, it is possible to conclude that the introduction of the tax free system in the Russian Federation, timed to the World Football Cup, is a fully justified step, allowing the system to be tested during a large-scale international event that attracted 3 million foreign fans who showed rather high consumer activity.

In this regard, it should be noted that the average check in the cities where the championship was held amounted to 3.5 thousand rubles – it is almost 3 times less than the amount of check from which VAT is returned and, therefore, it is necessary to continue working on the sales offer, and especially in the line of Russian non-food products, in order to successfully implement the tax free system with equal benefits both for foreign citizens and for Russian manufacturers of goods.

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## Model of Hotel Crisis Management: Russian and Foreign Experience

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### Abstract

This study is of interest today because the issue of hotel work in a crisis situation is significant. Currently, the hotel industry is exposed to negative trends, which are, at the same time, opportunities that cannot be missed. On the one hand, the industry must keep pace with the evolution of the society, which will affect the demand of the tourism sector; on the other hand, it must face the constraints imposed by the structure of the real economy, its specific context and social and economic conditions. Due to their specific nature, international tourism and hospitality, being the most important elements of the tourism offer, tend to experience more crisis situations than other economy sectors. This article presents methods of managing a hotel company in a crisis and shows a three-tier model of the hotel business in a crisis in Russia and in the Syrian Arab Republic. Hotel management trends in Syria defined by the specifics of military operations in the country are described separately. The scheme proposed by the authors will enable hotel directors and managers to improve the financial situation of a hotel in a crisis. The developed concept of crisis management can be used in the tourism business. The materials of this article have practical value for owners and management companies working in tourism and hotel business, the entrepreneurial and academic community.

**Keywords:** a hotel, a crisis situation, hotel work, the hotel business, hotel companies, a crisis.

### Introduction

Good knowledge and preparation of a company's management for a potential crisis play the crucial role in its prevention and the success of crisis management which has become an important part of modern business (Orekhov et al., 2017). With the increasing number of negative trends having a strong impact on the tourism industry and hotel business, the quality of crisis management skills of hotel managers is becoming increasingly important. Furthermore, hotel managers must be aware of possible crisis sources in the hotel industry and tourism, have previous experience of managing such situations and success stories, and be able to develop anti-crisis strategies for hotels. To achieve that, the modern hospitality industry requires highly qualified specialists at all levels of service.

To survive the negative economic environment, an optimized development plan needs to be in place. The problem of developing a hotel company during an economic crisis has become a challenge for owners of hotels on the international market. A review of the literature on this issue shows that the vast majority of authors speculate on the issue of crisis management and effective management of an enterprise as a whole (Kopiaet al., 2017). For example, the issues of crisis management were studied both by Russian and foreign scientists. For instance, Darling remarks that "crisis management is defined as a series of

functions or processes to identify, study and forecast crisis issues, and set forth specific ways that would enable an organization to prevent or cope with a crisis”.

P. Lagadec believes that “to avoid or reduce such impact effective crisis management practice is required.” As the environment grows in complexity and uncertainty, it not only requires considerable learning effort from organizations, but also helps organizations learn the determining factor in their ability to survive or adapt (Essay, 2016; Kopia et al., 2017).

Russian researchers A.M. Babich, N.A. Zaitseva (2012) are convinced that, above all, “we need to dwell on the conditions in which hotel business companies function”. Firstly, those are measures to increase sales by forming new hotel products and changing price offers. Secondly, those are measures to reduce costs, since such provisions are borrowed from the best practices of successful companies in the hospitality industry. The opinion is undoubtedly important in the modern world, but it is worth noting that the main objective in the work of a hotel in crisis situations is to remain competitive.

P.A. Tuktarova (2016) argues that an important aspect, which is directly related to the occurrence of a crisis situation in a hotel business, is “an insufficient level of professional qualifications of workers, which entails lack of accountability to the owners for the consequences of management decisions and financial performance”.

We believe that the efficiency of a hotel company in a crisis situation involves the ability to combine business processes, internal and external factors which influence the crisis situation and a constant assessment of the efficiency of the applied strategy at the level of the organizational structure, marketing and management system of a company as a whole.

At the moment, new conditions and trends are emerging, which largely determine the performance and competitiveness of hotels in a crisis (table 1) (Romanyuk &Kovaltchuk, 2015; Market evolution, 2015; Garejshin &Romashkina, 2014):

**Table 1.** Trends in the development of hotel business

Trend	Description
Servicization of economy	Encourages representatives of the hotel business to offer more within their offered hotel services, improve the service component in their work.
Globalization and integration of the hotel business	The creation of tourist corporations and hotel chains. The most famous international hotel brands are present on the Russian market (Sheraton, Marriott, Hilton, Four Seasons, Accor, Kempiski, etc.)
Specific nature of the tourist flow	If the heterogeneity of the flow and its composition factors are taken into account, the quality, scope and amount of services offered will meet the requirements of the market and the “seasonal demand” will be successfully managed. (Tourism Business, p. 12)
Deep personification of service and full focus on needs and requirements of clients	A wide range of additional services is available, RFID technology is used to identify a hotel guest before providing services (“TouchPoint” by OneLabSolutions), biometric identification, electronic lock systems, sustainability in automating life support systems in a building and other tools are applied.
Emphasis on share economy	According to an expert assessment, hotels will mainly serve the “luxury” market and group market in the future, while private and business trips will tend to turn to accommodation rental.
Emerging hotel forms	The creation of non-standard hotels. For example, capsule hotels first opened in Japan in 1979 and already present on the Russian hotel

Trend	Description
	services market in Moscow ("Air Express", "Sleepbox") and St. Petersburg ("SimpleHostel").
Integration of innovative software	The development of innovative (Dzhandzhugazova, 2015) robotic technology and the introduction of infrared sensors. For example, AloftCopertino hotel offers a robot messenger service. The robot communicates with guests using A.L.O. Botlr system with 4G communication support, a WI-FI module and a 7-inch tablet. The use of infrared sensors helps personnel make decisions, for example, on the need for housekeeping. Products for hotel enterprises, e.g. SAAS-technology or cloud services. The main advantage is the lack of requirements for the purchase of expensive equipment and software. The system is accessed via an Internet browser from anywhere in the world (Garejshin&Romashkina, 2014).
Developing mobile marketing and emphasis on the millennium generation	Mobile applications are successfully used to improve the interaction with hotel guests (booking, self check-in, food orders, taxi, etc.) as well as between hotel employees (for example, giving an assignment to clean a vacated room; after the cleaning, the maid sends a notification that the room is ready for check and guests may check in).

### Materials and Methods

The underlying information of the study was statistical materials and analytical work.

Considering that the hotel business and key sectors of the economy and tourism are globally interconnected, the term "hospitality management communication" was analyzed with 611,000 results. It was stated that they are mainly related to organizing events or to communication skills, but the focus was not on crisis communication in hotels.

Researchers emphasize the interdependence in crisis situations and crisis communications which were created in advance by responsible managers. They have synergy and interdependence in strategic crisis planning manifested in crisis prevention within both before- and after-crisis management. Additionally, all survey participants agreed that signal detection should be the centerpiece of any crisis management efforts in an organization and become its "front line of defense".

The questionnaire consisted of two parts. The first part included questions about the practice of crisis management and mainly had 5 questions according to the Likert-type scale which were worded using adequate scale descriptions. The second part of the questionnaire included questions about the characteristics of the hotel and the hotel manager.

Based on the theoretical grounds presented above and because of the research nature of the empirical study, the following hypotheses were suggested:

H1: Managers believe that they play the key role in providing security protocols / procedures for crisis situations.

H2: The practice of teaching crisis management skills to employees is well-developed.

H3: Protocols and procedures for crisis situations are well developed.

H4: In comparison with independent hotels, hotel chains are better prepared for possible crisis situations.

**Model**

The profiles of respondents and hotels are given in Table 2. Most of the hotels in the sample are 4-star hotels that have been operating for over 10 years, have up to 50 accommodation units and operate independently. According to the respondents, most of them are in leadership and management positions with over 10 years of experience in the hospitality industry and 5 years of experience in their current position. Thus, they are relevant and qualified to give opinions on this matter.

**Table 2.** Characteristics of Sample

Characteristics		Quantity	Unit weight, %	
Characteristics of hotels	Category	2 stars	1	1.7
		3 stars	24	40.7
		4 stars	33	55.9
		5 stars	1	1.7
	Years in business	Less than 5 years	11	18.6
		5-10 years	21	35.6
		over 10 years	27	45.8
	Number of rooms	up to 50	34	57.6
		51-200	21	35.6
		over 200	4	6.8
Business type	Independent	48	81.4	
	Chain	10	18.6	
Characteristics of managing personnel	Level	Senior management	28	47.5
		Mid-level management	28	47.5
		Specialists	3	5.1
	Years in business	up to 1 year	3	8.5
		1-5 years	7	37.3
		5-10 years	24	35.6
		10 and more years	25	18.6
	Years in the current position	up to 1 year	5	58
		1-5 years	22	37.3
		5-10 years	21	35.6
		10 and more years	11	18.6
	Sex	Female	23	61.0
		Male	36	39.0
	Age	20-30	16	27.1
31-40		23	39.0	
41-50		13	22.0	
Over 50		7	11.9	

Data provided by: the authors

To have an idea of the most frequent crisis situations that managers in the hospitality industry faced, there was a multiple choice question (Figure 1).

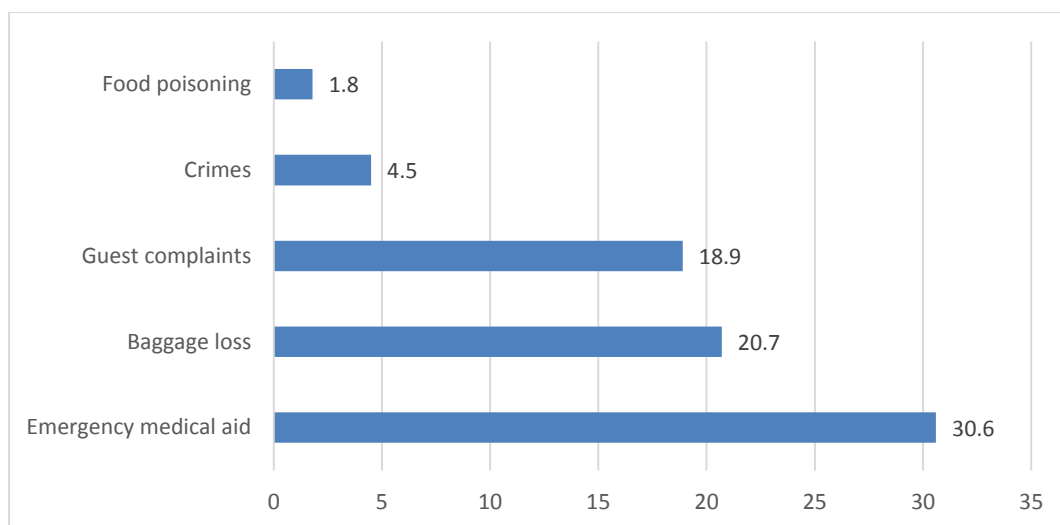


Figure 1. Types of crisis situations

The results show that the most frequent crisis situations are emergency medical aid (30.6 %), baggage loss (20.7 %) and guest complaints (18.9 %) while least frequent are food poisoning (1.8%) and crimes (4.5 %).

**Results and Discussion**

To study the influence of global problems on decision-making by a hotel administrator, there was the corresponding question. The descriptive statistics of the responses is given in Table 3.

Table 3. The impact of global problems on the decisions and work of a hotel manager

Item	No impact	Minor impact	Neutral impact	Moderate impact	Significant impact	Total
Global tourism market, general trends and events	1.7	3.4	20.3	<b>54.2</b>	20.3	100.0
Refugee crisis	10.2	25.4	<b>35.6</b>	23.7	5.1	100.0
Guest safety in hotels	8.5	3.4	32.2	22.0	<b>33.9</b>	100.0
Potential threats and terrorist attacks at the location	20.3	16.9	<b>32.2</b>	16.9	13.6	100.0

As the analysis shows, the managers consider the “global tourism market and general trends” the most influential for their decisions and actions among these factors (74.5% believe that it has a moderate or significant effect). The second important factor is "guests safety in hotels" (moderate or significant effect - 55.9%). On the other hand, the “potential threats and terrorist attacks at the location” is the least important factor within that context; less than a third of the respondents believe that it affects their decisions / actions, which demonstrates the high level of location safety as perceived by a hotel company.



To test the hypotheses H1-H3, one sample of the Student's t-test was performed. It determines whether there is enough evidence to conclude that the mean of a population being sampled is different from a value specified in a null hypothesis. The results of testing hypotheses are shown in table 4.

**Table 4.** Testing H1-H3 Hypotheses

Hypothesis	Characteristic	Mean	T	df	Sig	Mean deviation	Interval		Hypothesis acceptance
							Lower	Higher	
H1	Managers play the key role in the organization and implementation of plans, procedures, and protocols to handle crisis situations.	4.22	7.944	58	0.00	0.72	0.539	0.902	+
H2	The employees of my hotel have been trained to handle crisis situations.	3.102	2.779	58	0.00	0.39	0.683	0.131	-
H3	We have developed plans and procedures for potential crisis situations	2.305	7.79	58	0.00	-1.14	-1.50	-0.88	-
	The hotel has a database of potential crisis situations	2.525	6.876	58	0.00	-0.97	-1.25	-0.69	-
	There is a defined team to handle potential crisis situations	2.407	6.887	58	0.00	-1.03	-1.41	-0.77	-
	There are defined and known officials for potential crisis situations	3.39	0.638	58	0.26	-0.10	-0.405	0.203	-
	Media teams for crisis situations are in place	2.208	9.461	58	0.00	-1.41	-1.71	-1.16	-
	The senior management is formed to communicate with the mass media in crisis situations	2.864	3.43	58	0.01	-0.65	-1.06	-0.26	-
	Crisis teams are informed about their duties and responsibilities in crisis situations	2.915	3.48	58	0.01	-0.58	-0.92	-0.24	-
	Local crisis management instructions are developed	2.915	3.48	58	0.01	-0.58	-1.20	-0.60-	-

The results show that H1 is confirmed, and H2 and H3 must be rejected. In other words, hotel managers believe that they play the key role in the development and implementation of protocols and procedures in crisis management, but the personnel is not sufficiently prepared for them, and adequate activities and protocols are not developed.

H4 was tested using the Mann-Whitney U test. The results show that there is no statistically significant difference in the preparation for a crisis between the two types of hotel businesses, therefore H4 should be rejected (table 5).

**Table 5.** Testing H4 Hypothesis

	We have plans and procedures for potential crisis situations	The hotel has an action plan for unforeseen circumstances	The hotel has an emergency plan in case of earthquakes	The hotel has an emergency plan	The hotel has an action plan for unforeseen circumstances (terrorist attacks)
MannWhitney U	118.000	165.00	183.500	123.000	156.500
WilcoxonW	1393.000	1440.000	1458.500	1398.000	1431.500
Z	-1.919	-0.877	-0.384	-1.781	-1.015

Data provided by: the authors

The results of the study have given new information about an important business aspect of the hotel business. The positive conclusion is that crisis situations are often encountered in the hotel business in the surveyed area (Dzhandzhugazova et al., 2015).

On the other hand, the study has shown that in spite of the fact that hotel managers believe to be playing the key role in preparing for crisis situations, all of the activities in this sphere are underdeveloped (lack of employee training, databases of crisis situations, protocols, crisis teams, media teams, preparation of senior management for communication with the media, no crisis management manual).

The negative result could potentially be caused by a weak response to the onset of crisis situations (Fig. 1). The intended safety of the location (Table 3) might also contribute to the inadequate preparation for crisis situations, as it is usually perceived as a safe location. To have a complete picture of hotel business management in a crisis, it seems appropriate to analyze the operation of hotels in Russia and Syria.

**4.1. The Analysis of the Hotel Business in Russia**

The optimistic statistics shows that there is an annual increase in domestic tourism by 10 % in Russia which means that people have began to travel more within the country. As the tourist flow abroad was reduced by 40 %, domestic tourism grew by 30 %.

The past year showed 72 % occupancy in the hotels of the capital. At the same time, the situation in the regions is much worse: only 25 % of hotel rooms are in demand. For instance, the majority of hotel guests in four- and three-star hotels in Tyumen (80 % and 70 % respectively) are people who come there on business trips. In Vladivostok, the main hotel guests are entrepreneurs from various regions. The share of inbound tourism in this city is only 1.3 %; hence high incomes from tourists are out of the question.

According to JLL, the price per room in Moscow three-star hotels has decreased by almost 9 % (to RUB 4,300 per day). At the same time, the occupancy remained almost at the level of the previous year. Room prices on average dropped by 8-10 %, the occupancy rate of 70 % is considered today as a very decent indicator for the hotel business.

Only some hotels were able to raise prices for their rooms. Thus, luxury hotels in Moscow were able to increase their prices by an average of 10 % (up to RUB 15 200). At the same time, they were not only able to maintain the occupancy rate, but also increase it by 8 %. The reason is the fluctuations of the exchange

rates of dollars and euros to Russian rubles. Due to the decline in the value of the ruble, the cost of luxury rooms in foreign currency significantly decreased (by about 40 % in dollars); therefore many foreign tourists began to choose hotels of a higher price segment (Dzhandzhugazova et al., 2016a). Currently, there are about 3,000 five-star hotels in Russia. In large cities, their share is about 15 % of the total.

In St. Petersburg, the situation in the hotel market is generally conducive. According to Cushman&Wakefield, the average occupancy rate is about 84 %, while the hotels in the highest price segment have the occupancy of 80 % (60 % in Moscow). Following the results of the first half of 2018, the average occupancy rate of St. Petersburg 5-star hotels has increased by 9 %. One of the reasons could be the international economic forum, which was attended by many guests from different countries. The data is illustrated in Figure 2.

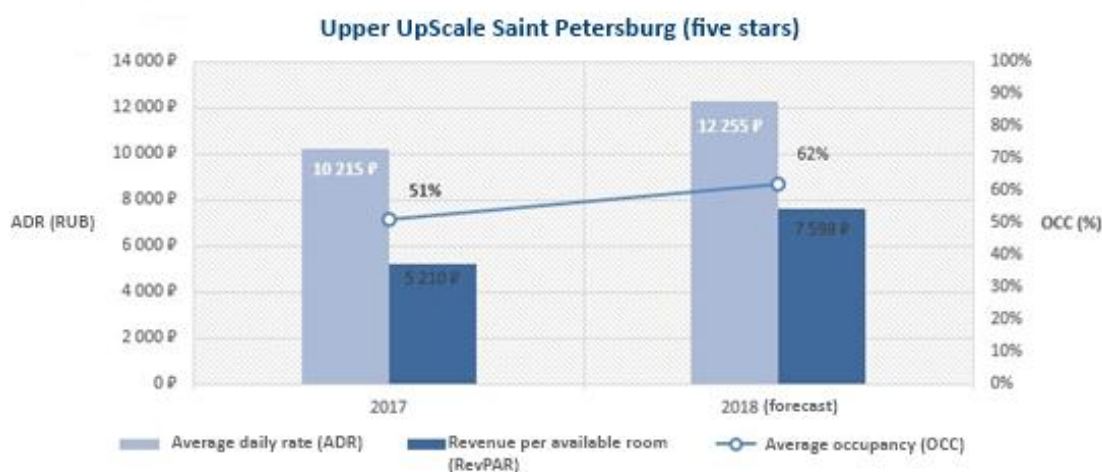


Figure 2. The analysis of the hotel market in St. Petersburg among five-star hotels

Data provided by: the authors on the basis of hotel statistics and analytics

The most popular destinations for domestic tourism, besides Moscow and St. Petersburg, are Sochi, Simferopol resorts and Kaliningrad. The explanation is a reasonable price of airplane and train tickets compared to the regions which are more distant from the center.

#### 4.2. The Analysis of the Hotel Business in Syria

Before the military actions began, Syria had been one of the most beautiful tourist countries. During peacetime, the tourists flow increased by 241.5 million people, and the annual growth rate was close to 4.9 %. The most important region, which showed the largest increase in tourists, was the Middle East with an increase of 10.7%, Europe with an increase of 4.5%, East Asia and Africa with an increase of 6.6%, and West Asia with an increase of 8.8%.

The hospitality industry provided more than 10 % of all employment in Syria; the industry employed about 310,000 people.

In 2015, hotel and restaurant revenues amounted to 1.760 billion Syrian pounds; in 2010 the income grew up to 142 billion pounds. Starting from the crisis in Syria in March 2011, hotels began to lose customers and most of their income. Many accommodation facilities reduced prices by 60 %, but since the beginning

of the war, hotel occupancy did not exceed 38 %. The hotel sector lost 90 % of customers. In 2010-2016 there is a change in the number of hotel companies in Syria (table 5).

**Table 5.**Change in the number of hotel companies in Syria (2010-2016) (14)

Item	2010	2013	2016
Number of hotel companies	721	413	350
Percent change to 2010 (before war)	100	57	49

The data in the table shows a serious drop in the number of hotel companies in 2016. As a result of military actions, Syrian tourism has lost more than four thousand new job positions. The number of unemployed people coming from the tourism sector is estimated at 38,000 former employees of restaurants and hotels and 114,000 former employees of tourism-related companies (Assaf &Kolesnichenko, 2017).

Thus, international problems have had a palpable impact on the work of both Russian and Syrian hotels. The number of clients coming for business purposes to negotiations, conferences, exhibitions, etc., has noticeably decreased. In particular, the decrease was noticeable in the flow of foreign tourists from Western Europe and North America who provided a substantial part of the profit in the higher price segments.

#### 4.3. Methods of Managing a Hotel Company in a Crisis

The methods given in table 6 have been proposed to solve the problems in the work of hotel companies during a crisis.

**Table 6.**Methods of managing hotel in a crisis situation (Groh, 2014)

Tactical methods	Strategic methods
1. Reorganization	1. Merging
2. Downsizing	2. Innovation
3. Bankruptcy	3. Regulation
	4. Restructuring
	5. Downsizing

The first group of methods is tactical methods. The tactical methods include reorganization, downsizing and bankruptcy. The purpose of these methods is a rapid improvement of the financial performance of a company, i.e. overcoming the crisis consequences. However, the use of these methods is not always enough to eliminate the causes of the crisis.

The other group of methods is strategic. As a rule, managers of hotel companies may not immediately see the results of these methods, but by using them they change quality characteristics, such as competitiveness, investment potential, customer focus and innovation.

The main methods include merging within the same chain at different stages of development and distribution and the diversification of activities. This method can be reasonable if merging leads to substantial savings or possible reduction of expenses, for example, transportation costs.

Innovations mean introducing modern approaches of strategic management in a crisis. Regulation involves strategic planning and management reporting, the creation of a combined system of financial control and planning, using automated accounting systems and developing efficient marketing. Those

approaches may solve many problems caused by the condition of the market and the search for new customers and partners on the international market.

Restructuring is a complex method of anti-crisis strategic management, which has recently become popular. The method involves changing the organizational structure and the strategic management system.

The restructuring of business processes eliminates unnecessary links and prevents wasted time and money, providing an upturn of performance including work efficiency, overtime, production costs, etc.

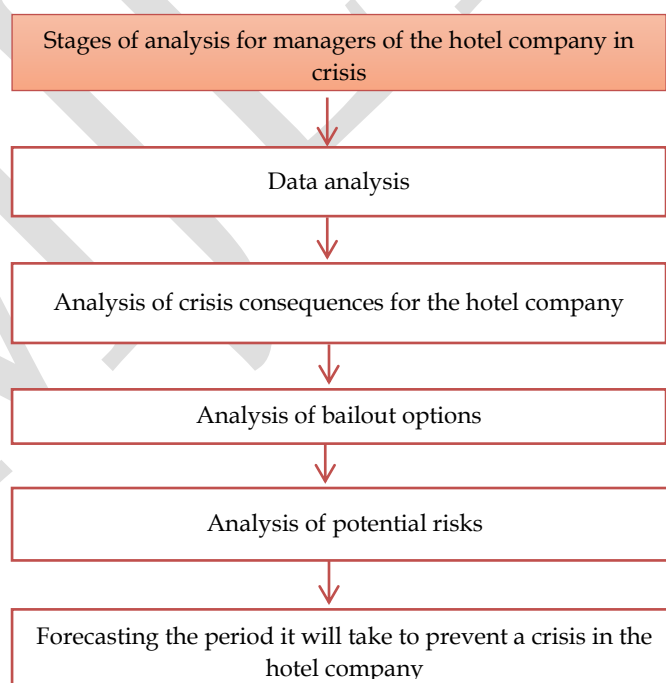
Downsizing is another way of an immediate improvement of a hotel performance. It means reducing excess capacity and employees according to the real market demand. The method helps make significant cost savings and reduce production prices. For example, the hotel and restaurant sector in the UK has about 98.3 % of companies with fewer than 50 employees.

Effective strategic crisis management involves a combination of elements: the professional expertise of the company employees who are in charge of strategic management; experience in handling crises (Business Traveler, 2015). The success of strategic crisis management depends on the early identification of a crisis and the application of the most effective methods to overcome it. Efficient work in times of crisis is achieved via a combination of strategic and tactical methods of the strategic management.

#### 4.4. The Functional Model of the Hotel Business in a Crisis Situation

A "stagnation" period of the hotel business is the ideal time to work on improvements. Most leading experts believe that the main goal of this procedure should be to reduce overall costs while maintaining the same quality of service (Saryan, 2014).

Below are the stages of the process of analyzing the state of affairs in a crisis management (Fig. 3).



**Figure 3.** Stages of analyzing the state of affairs of a hotel company in crisis (Kizyan&Melyakova, 2015).

The state of affairs in a hotel company may also be analyzed via an evaluation matrix (Table 7) which includes the main “spheres” of the investigated business, identifies the initial level of significance (unit weight), and the head of the hotel company should rate each sphere according to a 10-point scale. The result is the score on the scale multiplied by the unit weight. Below are the main criteria presented within the evaluation matrix.

**Table 7.** An example of an evaluation matrix for each alternative (Podsorin, 2016)

Potential	Unit weigh	Scale											Result	
		0	1	2	3	4	5	6	7	8	9	10		
Finances	0.2			*										0.4
Management	0.3					*								1.2
Procurement	0.1	*												0.1
Sales of services (goods)	0.2					*								0.8
Marketing	0.1								*					0.6
HR	0.1				*									0.3
	1													3.4

Thus, the unit weight of management is the most significant factor in a crisis period which solves the problems of a company through crisis management. Crisis management in business is a set of managerial decisions made with the purpose to prevent and overcome negative circumstances of a company. In times of crisis, in fact, we are talking about the adaptation of all hotel activities to new economic conditions (Dzhandzhugazova et al., 2016b).

The functional model of hotel operation in the period of crisis suggested by the authors can be found below (Figure 4).

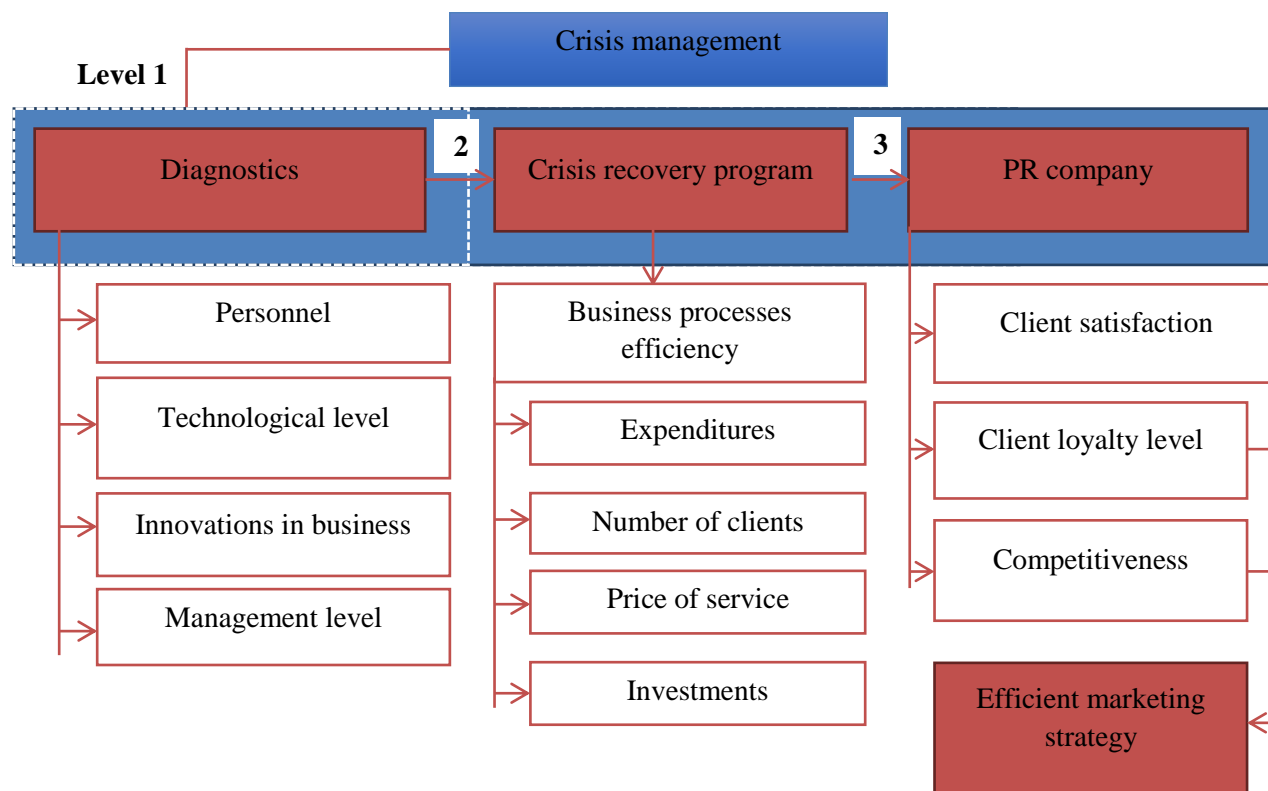


Figure 4. Functional model of hotel business in a crisis

Data provided by the authors based on [https://www.researchgate.net/publication/313251386\\_Organization\\_Performance\\_and\\_Enterprise\\_Risk\\_Management](https://www.researchgate.net/publication/313251386_Organization_Performance_and_Enterprise_Risk_Management)

The step-by-step implementation of crisis management procedures should be as follows.

**I. Diagnostics.** The state of affairs in a hotel company is identified according to four groups of criteria, which are the basic elements of running a business: personnel, technological level, business innovations and management level. For instance, the focus in any hotel should be on the organizational structure and its efficiency, the absence of identical functions. In other words, a manager should know how many people work for him per one room. Three-star hotels usually do not have more than one person, and five-star hotels may have 1.5 to 2.5 employees in deluxe hotels (Kovaltchuk & Blinova, 2016). A company understands whether it is efficient or not by benchmarking against the average performance indicators on the market. The management should not only analyze statistics, but also the level of personnel competence, the degree of employees' satisfaction with their work and incentives.

**II. Bailout Plan.** The second aspect which needs to be examined during crisis is the efficiency of business processes in a hotel company. There is a number of parameters which can be used to analyze operating activities. For example, whether operating costs correspond to hotel earnings; whether the number of employees with particular functions meets the needs; how good certain services of the hotel company sell (Kobyak & Lvovna, 2015). For example, one may analyze whether restaurant employees do a good job, whether they serve wine and dessert on time; how much the configuration of the tables in the restaurant

matches the profile of guests (individual guests, couples, groups of friends) who visit it, etc. The point here is additional income and profitability of the entire business. One needs to understand that inefficient business processes affect the quality of service, i.e. the satisfaction of guests and the relations with large corporate partners. It goes without saying that the hotel industry generates significant investments which are necessary for the development of the country and the company, especially in times of crisis.

**III. PR campaign.** The third level of diagnostics is hotel performance on the market, client satisfaction with the quality of service, the degree of their loyalty to the hotel, and the competitiveness of the services offered. It is challenging to improve the situation at this level if the opportunities of the other two levels were missed, because a hotel company may have already lost its market share, which will undoubtedly affect the financial result.

If negative circumstances affect the financial efficiency of a hotel company, it loses profit and hence profitability, its liquidity indicators turn bad. Business reorganization measures are aimed at restoring the solvency of the hotel business. The measures include debt restructuring (if there are problems with loans repayment), the increase of the liquidity of hotel resources, the elimination of cash gaps and cost reduction.

PR-campaigns also include an effective marketing strategy to attract customers with minimum investment and maximum profit. In this case, hotel company promotion channels include the following:

- Discounts and offers for regular and new guests (a service package with a substantial discount for a client) to ensure bounce backs.
- Mass media commercials.
- Cooperation with airports, airlines, large shopping centers.
- Distribution of flyers, arranging flashmobs in crowded places.
- Online marketing (articles, e-mail newsletters, social media marketing, contextual advertising of a hotel company).

It is noteworthy that the situation in the hotel industry of Syria, aggravated by current military operations and terrorist attacks, forces managers to monitor trends and introduce innovations in order to attract tourists at any cost. When doing business, the key is to have the business analytics and the vision which would ensure the integration of goal-oriented services and design of hotels as well as the environment in which they are located, combined with the cultural, historical and natural resources of the location.

Below are some of the trends that Syria leaders are introducing in the hospitality sector during the military crisis:

- Ensuring uninterrupted power supply in hotels;
- Emphasis on the health and well-being of guests;
- Efficient employee monitoring in real time;
- Active promotion of talented employees.

Thus, the functional model given above gives an idea of the need for specific actions during a crisis in a hotel; a basic set of measures which need to be adapted to a particular hotel company and a type of crisis.

Considering the frequency and diversity of crisis situations that have arisen globally over the recent years, the logical recommendation for hospitality business is to take immediate measures to work on these aspects (Dzhandzhugazova et al., 2018). Furthermore, since hotels are the principal representatives of the tourism industry, it can be assumed that the crisis preparedness of other tourism segments is even worse. Therefore the managing bodies are recommended to investigate the level of crisis preparedness and introduce possible focus areas.



Additionally, it should be noted that hotels in hotel chains are not better prepared for crisis situations than independent hotels. Work within a standardized and organized system is one of the key features of hotel chains. It was assumed that standardization would be found in this area as well, but the assumption was not confirmed, neither did the findings identify any connection between the size of a hotel and the frequency of crisis occurrence, although it was expected that the correlation would be positive.

Thus, the findings can be used to improve the crisis management strategy in a hotel company.

### Conclusions

Summarizing the above, what is important to stress is that the management of a hotel company is a complex process (Layko & Kosheleva, 2016). Hotel services are specific and include many different operations performed both within a hotel and by outsourced employees. Furthermore, like any other business, the hotel business is vulnerable because it is exposed to internal and external influences. To minimize the negative impact, it is necessary to integrate crisis management.

Facing the challenging conditions of a changing market and external factors, hoteliers need to be more entrepreneurial and inventive, insightful, persistent and patient to meet the needs of global tourists from different segments. The most important aspects on which any manager should focus are aspects of hotel services, the organizational structure of the hotel, the role of human resources, the importance of standards and the peculiarities of maintaining a hotel organization.

In the modern world, tourism faces numerous crisis situations that create problems in the business of tourist destinations and hotel organizations. The main problem here is not only the fact that the majority of such events cannot be foreseen, but also the lack of knowledge about crisis management.

Today there is an increasing frequency of various types of crises, and the only way to mitigate their negative impact is to introduce strategic crisis management in companies. It should be realized that the preparedness for and the awareness of crisis situations do not eliminate or completely prevent a crisis, but they are a mere tool to reduce costs and mitigate consequences of a crisis.

Since the specific nature of the hotel business makes hotel companies more vulnerable to the impact of crises than other companies, it is obvious that even minor incidents in hotels can cause a decrease in tourist demand. All that leads to the conclusion that hotel managers should focus on the study of potential crises in hotels and tourism and prepare potential crisis management scenarios. Furthermore, advance action and preventive measures, i.e. hotel security, emergency response protocols, security training and available management teams, are recommended.

As part of this publication, the authors undertook to make a crisis management model for a hotel company with the basic set of actions necessary to mitigate the crisis situation. Certain trends to fully implement a strategic functional model during domestic military conflicts were considered within the context of the Syrian Republic.

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## Social Discourse Models for Pre-service Professionals

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### Abstract

The relevance of the study is determined by the demand in social work professionals that have the social rehabilitation competence to solve practical tasks of increasing the efficiency of social rehabilitation of persons that are experiencing a difficult life situation. Due to this, this article presents the process of developing a model of forming social rehabilitation competence for students – the future social work professionals – and its experimental verification. The leading method of this study is the simulation method that enables examining this problem as a process of purposeful and conscious acquirement of the social rehabilitation competence by the future professionals and to provide scientific rationale for this process. The paper presents a model of forming social rehabilitation competence for students, that structurally consists of three units: the target unit, the contents unit and the procedural unit, and we have developed the algorithm of its introduction as well. The developed model is the prerequisite for improving the process of professional training of future social work professionals at universities and in the social workers career development system.

**Keywords:** social rehabilitation, social rehabilitation competence, activity approach, social work professionals.

### Introduction

The preparation to social rehabilitation work is an integral part of the professional training of a well-educated social work professional, while their ability to organize social rehabilitation is one of the main requirements to a professional.

All researchers acknowledge the original meaning of the word "rehabilitation", that is reconstruction or recovery. However, they all fill this category with different contents: medical, technical, psychological, educational. But rehabilitation is "exactly and only social" and should be viewed as a multidimensional structure with the following three dimensions: the morphological, the dynamic and the instrumental dimensions (Kantor, 2000). Accordingly, rehabilitation is defined as a specific activity in the sphere of social policies that implies increasing the level of social capability of persons with developmental delay in the spheres of labor, household life and culture on the basis of complex application of medical, engineering, psychological and educational technologies to these persons, this activity being aimed at preparing these persons to a way of life normative for these particular social and historical conditions.

Thus, the notion of social rehabilitation characterizes, in a generalized manner, an individual's acquirement of a system of knowledge, norms, values, paradigms, behaviors that are included in the notion of culture intrinsic for a social group or the society in general, and enables the individual to

function as an active subject of social relations (Raduto, 2003). This is a process of reestablishment of an individual's capability of independent social and communal activity.

One of the main goals of social rehabilitation is accommodation, adaptation to the social reality, which arguably serves as the most possible condition of normal functioning for the society.

Organizing the effective process of social rehabilitation of the clients is only possible if the social worker has the relevant competence. Competence is the personal capability of a professional to perform a certain class of professional tasks (Rubin, 2005). Consequently, social rehabilitation competence implies a set of objectively necessary knowledge and skills, professionally significant qualities of an individual that allow them to perform certain professional tasks related to social rehabilitation of various categories of people (children, teenagers, disabled people, senior citizens, convicted individuals, etc.).

As one can see from this definition, the structure of social rehabilitation competence includes three components: the cognitive part (knowledge and understanding), the pragmatic part (practical and operational application of knowledge) "and the personal part as the summation of the psychological features of a personality (professionally significant qualities and values of a professional) that facilitate successful implementation of the two former components. It is these components that define the content of the social rehabilitation competence.

In spite of the fact that the Professional Standard of a social work professional lists, among other skills, abilities to organize provision of social rehabilitation services to citizens, there is a discrepancy between the volume and the depth of the social rehabilitation component in the structure of a social worker's professional activities and the respective component in the structure of these workers' professional training.

## Materials and Methods

### 2.1. Research methods

The process of solving the problems and verifying the hypothesis used a complex system of methods that included theoretical methods: analysis of academic sources on the research problem; conceptual analysis of previously completed dissertations; simulation; empirical methods: studying regulatory documents of social welfare institutions and educational documentation of universities; ascertaining and educational experiments; testing; analysis of the students' educational results; self-evaluation method; description, generalization, computer processing and systematization of empirical data.

### 2.2. Experimental Base for the Study

The experimental base for the study was Federal State Budgetary Educational Institution of Higher Education Kazan National Research Technological University.

### 2.3. Stages of the Study

The study of this problem was conducted in three stages:

At the first stage we provided scientific rationale to the problem of the study and examined its state of exploration by conducting theoretical analysis of psychological and pedagogical literature; we developed the scholarly apparatus and the program of the study.

At the second stage we conducted the ascertaining and educational experiments, during which we performed experimental verification of the formation model for social rehabilitation competence of future social work professionals.

At the third stage we analyzed the materials of the educational experiment, summarized its results, developed recommendations for the fulfillment of educational conditions needed to form social rehabilitation competence for social work professionals.

### Results

Based on the systemic, pragmatic and person-centered approaches, we formed a model of forming social rehabilitation competence during the process of professional training at universities, that is structurally represented by three units: the target unit, the contents unit and the procedural unit. Many research works were analysed pragmatic approach, from different points of view, for example "Pragmatic analysis and Speech Act Theory were applied to classify the types of strategies" (Amurskaya & Solnyshkina, 2015). The target unit of this model is represented by the unity of purpose and the system of problem, whose complex solution provides the achievement of this purpose.

Goal setting is the most important stage of any study. The system theory is defined as the intended state of the system and the results of its activity. It is the target unit that creates opportunities for uniting all other units into an integral unity, their targeted selection and development.

The contents unit. Scientifically grounded selection of the educational contents is one of the primary conditions for efficiency of the search for optimization of such education. The contents unit is represented in the model by the content of a special discipline "Social Rehabilitation and Re-adaptation" and represents a relatively independent sphere of content for professional education of social workers. Acquisition of this discipline creates conditions to master the social rehabilitation aspects of the profession.

According to the target and contents units of the model, its procedural unit implies a series of steps made by the subjects of education, that are aimed at forming the social rehabilitation competence of future social work professionals. The basis for education technologies must be formed by "techniques" that provide personal meaning for the educational activity of future social workers and that define the optimal degree of their activeness.

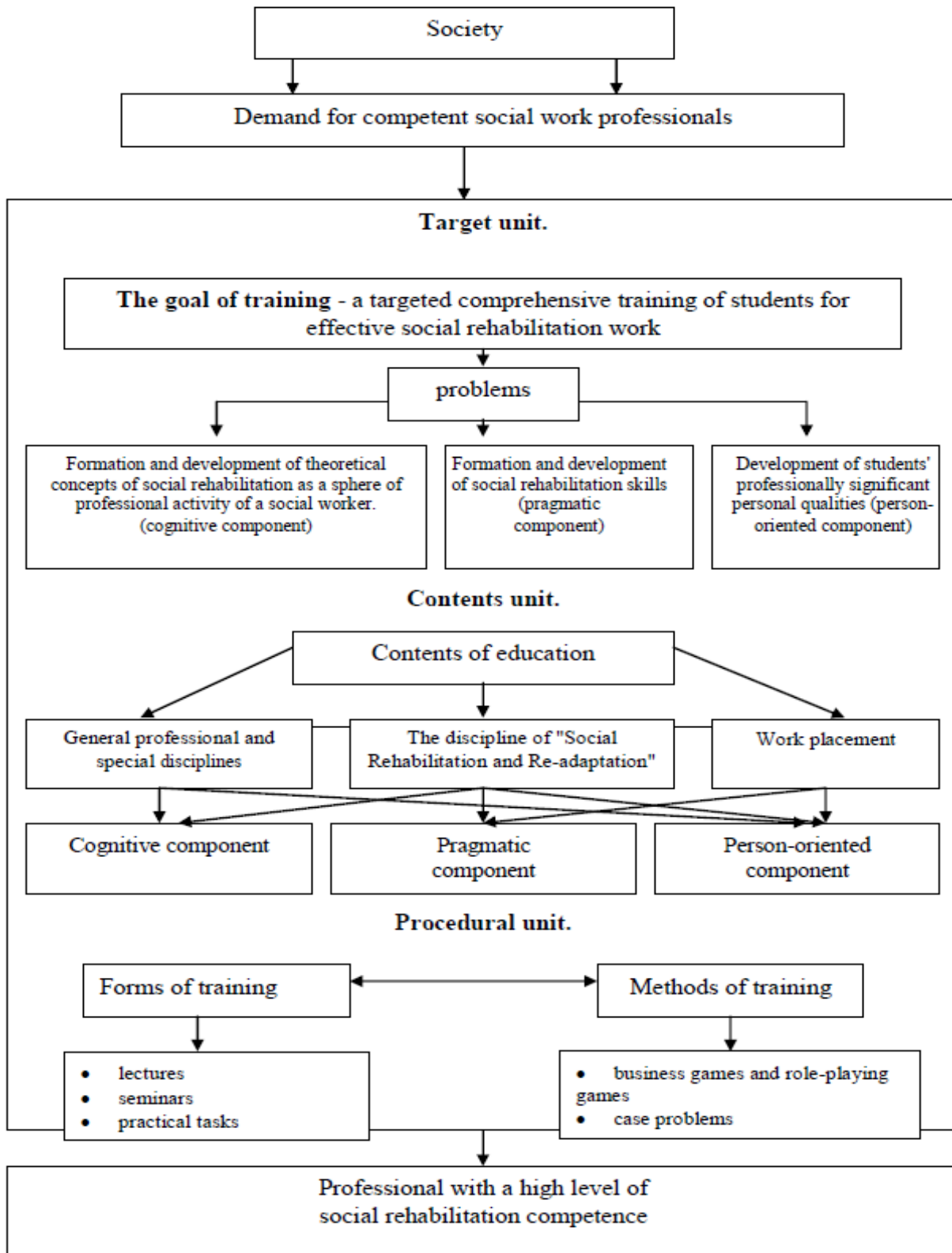
In combination these units of the model disclose the structure of the process of forming social rehabilitation competence of a social work professional. The result of functioning of the model in question is understood as a certain level of its formation (Figure 1).

The high level is basically the condition that is characterized by the presence of all the components of this competence in their unity and combination, the understanding of the essence of social rehabilitation and mastery of its technologies according to the demands of the clients and their physiological and psychological features, stable commitment to the implementation of the social workers' knowledge and skills in their professional work.

The medium level of formation of social rehabilitation competence implies the development of some of its components with a tendency to their steadiness and interconnectedness, the use of professional techniques but a lack of commitment to changing them in practice.

The low level reflects such a condition when only its separate components change, the methods of practical application of the knowledge are absent, the focus on mastering rehabilitation techniques is very weak.

The process of forming the social rehabilitation competence for future social work professionals has its own structure and internal logic. As a comprehensive process, it develops under the influence of organized activities of students. At the same time forms and methods of educational work serve as didactic means of the social rehabilitation training, while the dynamics of forming the components of social rehabilitation competence in their interconnectedness constitutes the essence of this process.



**Figure 1.** Model of formation of social rehabilitation competence

The presented model is the basis for the formation of social rehabilitation competence for future social work professionals.

### 3.2. Stages of Introduction of the Model

Introduction of the model of forming the social rehabilitation competence for future social work professionals implied the following stages of experimental study:

- development and introduction of methodological support that provides successful functioning of the developed model;
- determining the level and revealing the dynamics of the level of students' social rehabilitation competence.

#### 3.2.1. Educational Experiment

To implement the model of formation of social rehabilitation competence for future social work professionals, the discipline of "Social rehabilitation and re-adaptation" (the contents unit of the model) that is closely connected with other courses of professional training and work placement.

This discipline was designed in the following sequence:

- determining the goals of learning (what to teach and why);
- finding the principles of selection and structuring of the education contents;
- constructing the education contents (what to teach);
- search for optimal organizational forms of education that are adequate to the purposes in hand (how to teach);
- determining the means and methods of learning (what to teach with);
- developing an objective model of evaluation for the results of learning (finding out if the methods fits the goals and how much it fits them).

The main goal of this discipline is targeted comprehensive training of students for effective social rehabilitation work. The basis for selection and structuring of its contents is the principles of generalization of the learning material, scientific and systemic character, humanism and integration.

The discipline of "Social Rehabilitation and Re-adaptation" has a modular structure. A training module is a relatively independent, functionally oriented fragment of the training process that has its own procedural guidelines and methodological support and is a logically completed fragment of the learning material (Yutsyavichene, 1989). The purpose of the knowledge realization module is creation of initial conceptualization of social rehabilitation; the orientation section defines the regulatory framework for the social rehabilitation; the theoretical unit contains all the primary informational elements of learning (specific information about the peculiarities and practices of social rehabilitation of various groups of people: disabled people, senior citizens, formerly convicted individuals, children); the module of knowledge generalization summarizes the learned material, while the final – control – unit serves the purpose of controlling the level of the students' social rehabilitation competence.

For effective functioning of the developed model in the educational process, we have selected a set of methods (the procedural unit of the model): dialogue forms of lectures; tasks aimed at forming skills and experience of social rehabilitation activities, acquisition of professionally important personal qualities during the work placement internship; educational business games and role-playing games, case-study of professional situations. One of the most efficient means of forming the pragmatic component of the social rehabilitation competence is the case-study method, which implies examining professional situations that require careful thought and analytical solutions and help to realize the importance of social rehabilitation knowledge for professional activity. Besides, such cases develop the abilities of social forecasting, teach students to set goals and choose the means of achieving them. During the discussion of each situation

students work out the criteria of evaluating these situations, whose humanist basis is the congruity of goals, means, results of social rehabilitation that creates conditions for effective reestablishment of the rehabilitant's social status and their integration into the society.

The method of business games integrates the development of the cognitive, pragmatic and person-oriented components of the social rehabilitation competence. Having practical lessons in the form of a game is effective primarily because it creates a comprehensive image of the reality that is recreated in this game. This solves an important learning problem – the problem of stepping up the learning activity, increasing the students' independence and motivation, forming their professional skills, helping them to identify themselves as professionals. Participation in a business game requires more spontaneity, individuality, creativity and improvisation from students (Verbitsky, 1987).

The game solves the contradictions between learning and professional work, provides the development not only of the professionals' theoretical and practical thinking but also of the professional qualities they need, their capability of professional work, of making collective decisions, of their social interaction skills. During the game students acquire social interaction skills and certain values appropriate for a social work professional (Verbitsky & Borisova, 1990).

### 3.2.2. Control Stage

Certain criteria were developed to assess the efficiency of the designed model. Because social rehabilitation competence contains all spheres of a student's personality: the cognitive sphere, which gives the student social rehabilitation knowledge; the pragmatic sphere that implies mastering social rehabilitation skills, the personal sphere that forms their professionally important personal qualities, their attitude to their profession and their clients' problems, their personal values, the following factors were taken as the criteria of forming this competence:

- the degree of conformity of the students' knowledge and modes of operation to the goals of their education (the cognitive and pragmatic components);
- the degree of formation of the students' professionally significant personal qualities (person-oriented component).

The first criterion is the most traditional and often used in didactic experiments. To assess it, we used the results of testing that had been conducted at the final stage of learning of the discipline "Social Rehabilitation and Re-adaptation", and the results of the students' solving case problems. The tests included the question of an integrated nature that required updating the students' social rehabilitation knowledge that they had acquired when learning the discipline. Besides, the tests included case problems that simulated certain situations. To solve these problems the students require not only a set of special knowledge but also the following professionally important personal qualities: independence, determination, operational efficiency, capability of analyzing the situation and making optimal decisions.

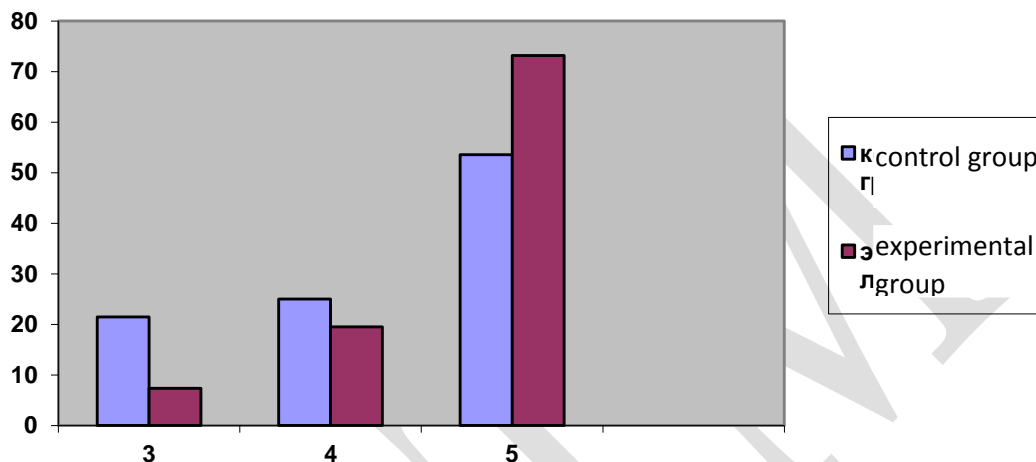
To determine the degree of formation of these professionally important personal qualities of a social work professional, we developed a questionnaire. Seeing that the formation of professionally important personal qualities of a professional involves not only sets of personal qualities related to the particular type of activity but also personal qualities that are professionally important for any sort of professional work (Markova, 1996; Valeyeva et al., 2016), the questionnaire included 25 positions that represented special knowledge, skills, capabilities and personal qualities that determine the success of the social rehabilitation work of a social work professional. All of them were identified and formulated during the theoretical analysis of this type of activity of the social work professionals.

After that, the experimental and control groups were selected. Both groups consisted of 4th year undergraduate students that were studying social work. The control group that consisted of students that were studying in traditional conditions had 57 people. The experimental group, consisting of students



that were studying in the conditions of the model of social rehabilitation competence acquisition developed by us, had 52 people.

The results of the students' tests are presented in Figure 2.



**Figure 2.** Distribution of the control and experimental groups of students according to the level of the cognitive and pragmatic components of their social rehabilitation competence

High performance rates that the students from the experimental group had, in our opinion, can be explained by the fact that our designed model and the discipline of "Social Rehabilitation and Re-adaptation" as a means of its implementation allow for forming social rehabilitation knowledge and skills required for a social work professional.

In order to examine the degree of formation of the personal component of the social rehabilitation competence, all students had to fill in the questionnaire twice: at the beginning and in the end of their 4th year.

The professionally important personal qualities, abilities and skills that reflect the requirements to a social work professional, were united into four groups in the questionnaire: communicative, personal, pragmatic and volitional qualities, abilities and skills. On that basis, we got the following picture, presented in Table 1.

**Table 3.** Manifestation of professionally important qualities (in average points)

Qualities	Experimental group		Control group	
	Beginning of 4th year	End of 4th year	Beginning of 4th year	End of 4th year
Communicative	3.50	4.51	3.48	4.45
Pragmatic	3.55	4.68	3.57	4.08
Personal	3.60	4.79	3.59	4.17
Volitional	3.76	4.42	3.70	4.33

From this table you can see that the indicators of formation of professionally important personal qualities of a social work professional for students of both groups in the beginning of the 4th year are approximately the same. This is explained by the fact that both groups of students had learned identical sets of disciplines that directly or indirectly form the personal qualities that the students will need in the future professional work.

The positive dynamics of change in the formation of these groups of qualities is much in evidence for all the students. However, while the general growth trend for the performance indicators of the students of the control and experimental groups remains the same, the increment values for each group are different: the biggest changes are evident in the group of personal, communicative and pragmatic qualities. This fact can be explained by the very contents of these groups.

The communicative group of qualities includes: likeability, ability to understand the condition of another person, ability to listen and to persuade, ability to resolve conflict situations, etc.; it is quite obvious that forming and development of these skills and abilities require a certain volume of psychological, social and pedagogical knowledge embodied in respective skills. This task is effectively solved by academic studies of psychological and pedagogical disciplines. The contents of the theoretical part of these courses provides the necessary information to these students, while the practical lessons that include psychological testing, skills development exercises, solving conflict situations, role-playing games facilitate the practice of efficient communication.

It is evident from the table that communicative qualities of the students of both groups changed almost in the same way. We attribute this to the fact that the set of psychological and pedagogical disciplines is studied by all students in equal volume.

However, the situation is different with personal qualities. So, the personal qualities group includes: emotional generosity, sense of self-worth and being respectful to other people, self-discipline and exactingness, etc. It is quite obvious that to form and develop these skills and abilities one needs a certain volume of social rehabilitation knowledge embodied in relevant skills. The contents and the practical part of the discipline of "Social Rehabilitation and Re-adaptation" allows students to form these qualities during the business games, the analysis of professional cases as well as in the course of their work placement internship in social rehabilitation centers.

This is confirmed by the fact that the students of the experimental group had higher incremental values of their personal qualities than the students of the control group.

The same is the case for pragmatic qualities that manifest themselves in understanding of other people and helpfulness, ability to adapt the social rehabilitation methods to the clients' individual traits, understanding the clients' problems, ability to assess one's own results, etc. These require theoretical knowledge of social rehabilitation, while the practical lessons which simulate real professional cases allow solidifying the acquired knowledge in relevant skills. For this very reason the formation of pragmatic qualities, abilities and skills happened more intensely for the students of the experimental group.

However, development of volitional qualities, such as composure, decision-making skills, patience, self-actualization and others, is a more complex matter. It is known that the development of the aforementioned volitional qualities is a long process that requires a lot of time and participation in the relevant real life activities.

After that, the experimental data that had been received with this method were processed with the Student's t-test, that was used to compare the indicators from the control group and the experimental group of students, and significant differences between them were determined.

So, the results that were received during the experiment, their multi-faceted qualitative and quantitative analysis suggest that the implementation of this model allows to significantly improve the efficiency of forming the social rehabilitation competence for future social workers.

### Discussions

Social rehabilitation of citizens that are in an idiosyncratic situation of social development is an integral function and an important goal of the social policy of any state (Kantor, 2017). Social rehabilitation can be defined as a set of measures aimed at reestablishing the social ties of an individual that were lost or destroyed due to this individual's health-related condition or deterioration of certain functions of their body (disability), change of their social status or any deviant behaviors (Kholostova, 1997). Of crucial significance for successful social rehabilitation of citizens is the human resourcing of this practical activity, i.e. providing competent professionals for its infrastructure.

Social workers play a special role in the social rehabilitation of citizens in need. These professionals perform the following functions: the function of analysis and diagnostics, the forecast function, the organizational, educational, corrective and protective functions (Kupriyanov, Sharifullina & Beretskaya, 2006). Efficient implementation of these functions is only possible if the social workers have the relevant competence.

The analysis of the psychological and pedagogical literature shows that professional competence of a worker is defined as a system of knowledge, skills and abilities that provide the possibility of performing professional responsibilities of a certain level (Zaprudsky, 2008; Valeyeva, Kupriyanov & Valeyeva, 2015); the integral professional and personal quality that defines this worker's ability and preparedness to perform their professional functions according to the norms, standards and requirements accepted in the society at the historical period in question (Turchaninova, 2010); being prepared for productive work (Adolf, 2014). Professional competence of a social work professional is an attributive characteristic of their personality that is comprised of a system of theoretical knowledge, including special knowledge related to a certain specialty, professional abilities and skills, experience, the presence of professionally significant personal qualities that enable them to perform their professional responsibilities, a certain level of a steady need to be competent, a stable interest to their own professional work (Khasanova & Sharifullina, 2006). Professional competence of a social worker includes competences that allow them to solve a number of certain problems, including ones in the sphere of social rehabilitation (Valeeva & Khasanova, 2008).

Researchers think that a social work professional needs certain competences to implement their social rehabilitation functions: the social and pedagogical (Gordeeva, 2005; Chebakov, 2015), social-psychological (Minkina, 2005; Lavrentyeva, 2013), legal competences (Gorbushina, 2007), etc. However, the participation of a social worker in rehabilitating people in need is of multi-sided in nature, which implies not only all-round education and familiarity with legislation, but also the presence of relevant personality traits that allow clients to trust this category of professionals. The researchers pay attention to "background knowledge and/or using contextual information (analysis-by-synthesis) with a focus more on macro-level constituents" (Solnyshkina, Harkova & Kiselnikov, 2014). Two primary characteristics can be singled out in the work of a social rehabilitation professional: the objective and the subjective ones, that are necessary prerequisites for the efficiency of their work (Akatov, 2003). The objective characteristic is the knowledge and skills that this professional possesses, as well as the results of the social rehabilitation, that is the changes in the psychological and personal development that occur as a result of their rehabilitative work. The subjective characteristic is the professional's personal traits. At the same time professional knowledge and skills cannot achieve the goals and perform the tasks of social rehabilitation by themselves. They only serve as the necessary conditions. Whereas the decisive factor, as

practice shows, is the combination of personal qualities, advanced expertise and skills of social rehabilitation.

The social rehabilitation competence of a social work professional provides their conformity as the subject of this work to the work itself, to their professional group, to the essence of this activity (Valeeva, 2012). Conformity of a social work professional to the work is manifested in their efficiency (productivity) when performing the main social rehabilitation tasks, in achieving its primary goals, in a high level of adapting to it. Conformity of a social work professional to their professional group is manifested in their conformity to the values and norms of this group, their influence on other professionals, their reputation with other professionals. Their conformity to the essence of their work is manifested in the satisfaction level of their clients and their efficiency in solving the arising problems.

Formation of a professional's competences begins in educational institutions. But, as our analysis shows, Russian universities lack an integral system of professional training of social rehabilitation professionals. Any knowledge related to social rehabilitation or the specific traits of people who need it, is given discretely, as parts of different unrelated disciplines. As a result of this, students have to unite these fragments of knowledge into some sort of a whole by themselves, to the best of their abilities. Consequently, they do not acquire the social rehabilitation competence.

At the same time this process could be successful, provided that a number of certain conditions are observed.

### Conclusion

The study has shown that forming the social rehabilitation competence for future social work professionals can be successful if this process is implemented on the basis of an already developed model that includes the target unit, the contents unit and the procedural unit.

The materials of this paper may be of use for lecturers that participate in training social workers at universities or within the career development system, for social rehabilitation professionals.

In the course of this study certain new questions and problems have arisen, and they are still awaiting for solutions. Research of the methods of professional training for social rehabilitation workers needs to be continued.

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## Evaluation of The Influence of Economic And National Factors on The Dissemination of Political Ideas in The Context of Globalization

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### Abstract

Currently, there is a pronounced trend of growing interest to the problem of the spread of economic and political liberalism in different countries, which determines the relevance of this study. The purpose of this work is a conceptual justification of the dependence of the rates of distribution, localization, the nature of political ideas on the success of economic reforms and the national characteristics of states, carried out within the framework of the scientific project No. 18-011-00906 A of Russian Foundation for basic research. The leading approach to the study of this problem is the structural-descriptive method. The article substantiates the scientific and theoretical approaches to the study of the essence of the concept of "dissemination of political ideas". In the course of this study, the main trends in the dissemination of economic and political ideas, institutions and policies on a global scale, as well as their peculiarities in the Russian Federation were identified. The prospects for the influence of globalization of society on the dissemination of political ideas at the national and international levels are described. The materials of the article are of theoretical value for scientific research in the field of dissemination of political ideas in the context of globalization of society, and have practical significance for regional and federal authorities, political movements and parties, higher educational institutions that train students in the field of "political science".

**Keywords:** spread of political ideas, globalization of society, economic and national factors.

### Introduction

Globalization is currently a megatrend in the interaction of states on the world arena in various fields: economic, political, cultural, spiritual. The Russian Federation, as a participant in the global world system, has repeatedly reaffirmed its choice in favor of democratizing politics and liberalizing the economy in accordance with global trends at the new democratic stage of development at the "bifurcation points". All countries involved in the globalization process are concerned about the threat to national sovereignty associated with the consequences of the infiltration of alien ideologies, value systems, patterns of behavior, ways of organizing government.

The hypothesis of the study can be formulated as follows: success in the liberalization of the economy in the era of globalization is a determining factor for the spread of liberal values in public consciousness. Cognitive-ideological matrix of political consciousness, that is, a set of cognitive contexts and ideologies that combine knowledge and values, combining open and hidden thought processes, are formed, including, under the influence of global economic and political processes.

### Research Methodology

In the course of studying the problem of conceptual justification of the dependence of the rates of distribution, localization, the nature of political ideas on the success of the implementation of economic reforms and the national characteristics of states, desk research methods were used. As a scientific and theoretical approach to exploring the essence of the concept of "disseminating political ideas", identifying institutional features, main trends in the dissemination of economic and political ideas, institutions and policies on a global scale, as well as their peculiarities in the Russian Federation, methods of abstraction, comparative and structurally-functional methods were used.

### Literature Review

Political ideas can be represented by ideologies, ideas of political reform, ideas of scientific interpretation of the spread of politics, therefore different scholars interpret differently both the essence of the presentation of political ideas in society and the process of their dissemination at regional, national and international levels.

#### 3.1. Scientific and Theoretical Approaches to the Study of the Essence of the "Dissemination of Political Ideas" Concept

The conceptualization of the notion "distribution" of ideas is possible primarily with the support of the concept of "diffusion of politics", which has been thoroughly studied in American and European political science. The definition of political diffusion proposed by B.A. Simmons, F. Dobbin and G. Garrett (2006a) is widely known: "International policy diffusion occurs. F. Gilardi (2016), defines diffusion as the process of penetration, spread, through which the political choice of one subject influences the political choice of another subject. F. Gilardi (2016), emphasizes the importance of the mutual influence of the subjects: "diffusion is a consequence of interdependence and is not defined exclusively (or even primarily) by the fact that something has spread. An implication is that, when studying diffusion, we are interested more in the process than in the outcome». F. Gilardi, C. Shipan and B. Wüest (2015), also adhere to the generally accepted definition: policy proliferation occurs when policies in one entity influence the adoption of policies in other subjects, such as cities or countries.

There is a certain consensus in the scientific discourse regarding the diffusion mechanisms: learning, emulation, and competition (Gilardi, 2012; Dobbin, Simmons & Garrett, 2007; Graham, Shipan & Volden, 2014). F. Gilardi (2012), in his work "Transnational diffusion: Norms, ideas, and policies" highlights, in addition to the generally accepted diffusion mechanisms, also coercion. "Coercion is the imposition of a policy by powerful international organizations or countries; competition means that countries influence one another because they try to attract economic resources; learning means that the experience of other countries can supply useful information on the likely consequences of a policy; and emulation means that the normative and socially constructed characteristics of policies matter more than their objective consequences".

Works of B. Baybeck, W.D. Berry and D.A. Siegel (2011), W.D. Berry & B. Baybeck (2005), B. Baybeck, W.D. Berry and D.A. Siegel (2008), are devoted to the diffusion mechanism of politics through interstate competition, and E.R. Graham, C.R. Shipan and C. Volden (2013) wrote about the diffusion between government agencies. The spread of liberalism as an ideology, its connection with the achievements of economic liberalism was discussed at the Symposium on the global diffusion of public

policy B.A. Simmons, F. Dobbin and G. Garrett (2006b), where, together, political scientists, sociologists and economists conducted an empirical analysis of the spread of economic and political liberalism in different countries.

F. Dobbin, B. Simmons and G. Garrett (2007), analyze four theoretical approaches explaining policy diffusion across countries in the context of economic processes. In their opinion, constructivism tracks political norms that define economic progress and human rights. Theories of coercion are based on the influence of national states and international financial institutions that threaten with sanctions or promise assistance in exchange for financial conservatism and free trade. Theories of competition assume that countries are competing for attracting investment and exports by reducing the cost of business, reducing restrictions on investments or reducing tariff barriers.

## Results

### 3.1. Major Trends in the Dissemination of Economic and Political Ideas, Institutions and Policies on a Global Scale

According to the results of a study conducted by the authors of the article, it was concluded that due to the influence of globalization processes in the Russian Federation, in general, the proportion of those who hold liberal views and ideas is growing, but not at a high rate.

For Russia, as well as for all countries of the post-Soviet space that began the process of democratization, the national peculiarity of democratic transit was the rejection of communist ideology and the perception of the system of liberal values. For three decades of successful democratic reforms, we can only state the growing discrepancy between the level of maturity of the democratic regime, the liberal market model of the economy and the number of adherents of liberal values among the modern generation of Russian youth who have already grown up in new Russia (Potseluev, Konstantinov & Lukichev, 2016). According to the Public Opinion Foundation conducted in April 2017, left-wing views prevail among Russian young people, 28% consider themselves socialists, 20% are liberals by conviction, 13% are conservatives, 2% are anarchists (Public Opinion Foundation, 2017).

This corresponds to the global trends, which G. Garrett (2006), notes in his study. According to his opinion, the spread of liberal economic and political ideas, institutions and policies on a global scale should be considered one of the most significant events of the second half of the twentieth century. By diffusion, he means any dynamic process in which a policy chosen in one country affects the choice of policy in another country. For him the spread of politics is a set of certain technologies to promote liberal policies, namely: coercive technologies, including tangible and intangible impact; economic competition, implying decentralized pressure on the market, forcing national governments to focus on innovation in other countries; learning as a result of voluntary pursuit of political and economic innovation; social emulation, the essence of which is in the subjective imitation of successful activity.

F. Dobbin, B. Simmons and G. Garrett (2006) also note a pronounced trend of growing interest in the problem of the spread of economic and political liberalism in different countries in recent times. They are based on theories explaining how the previous elections of some countries influence the subsequent behavior of other countries, namely: through coercion, competition and emulation. These researchers proposed a diffusion mechanism that corresponded to four classes of policy: liberalization of international economic policy (bilateral investment treaties), liberalization of domestic economic policy (tax), liberalization of the role of government (reduction of the public sector), and political liberalization (democratization). Unlike those who consider economic and political liberalization as a product of independent choice by national governments, a number of authors: (Simmons, Dobbin & Garrett, 2008; Bissessar, 2010) argue that this is the result of processes regulated by the state.



Another trend in the dissemination of economic and political ideas, institutions and policies on a global scale is associated with the unevenness and localization of the distribution of policies due to the complex effects of various, including national and personal factors. So Simmons and E. Elkins (2004), considering the process of globalization of liberalization in the context of the spread of politics in the world political economy over the past three decades, found that liberal economic reforms spread unevenly, in waves and are limited geographically and cannot be explained solely by economic factors. They associate such clustering with the processes of policy proliferation, with the provision of certain advantages to the supporters of liberalization. However, the data collected by them show that the liberalization process is affected by economic factors, such as competition, and sociocultural ones, and the search by governments for suitable economic policy models for the country (Simmons & Elkins, 2004).

In turn, D.M. Butler et al. (2017) presented a pilot project to investigate the influence of the ideological factor on the distribution of policies, the results of which led to the conclusion that politicians are adherents of a certain ideology, they do not seek to learn from others, especially from representatives of opposition parties. At the same time, they proved that ideological preferences fade into the background if leaders are guided by the success of a policy or its adoption by like-minded people in other communities.

### **3.2. Prospects for the Impact of Globalization of Society on the Dissemination of Political Ideas at the National and International Levels**

J.M. Owen (2018) connects the future of liberalism with the presence of the "liberal hegemon" necessary for the advancement of liberal democracy by his on example, he assigns the role of such a hegemon to the United States. J.M. Owen (2018) in the work "Liberalism and Its Alternatives, Again", analyzes the prospects for the global future of "liberal internationalism", which means the totality of national and international institutions designed to best contribute to autonomization through world trade and self-government.

Empirical studies of the impact of various policy choice strategies on the speed of its spread across several countries on the example of the 2010 Affordable Aid Act, conducted by (Boehmke et al., 2017) showed that the states that have a well-thought-out innovation policy, who are seeking to implement new strategies faster, demonstrate a greater rate of borrowing. However, the role of political leaders in promoting innovation remains quite high.

J. Zaller (1987) examining political attitudes, proposed a model for the process by which political views are disseminated through public opinion. Following the works of Converse and McGuire, they claim that this process depends on variations in individual exposure and the perception of information as convincing. The model shows that the impact will melt depending on the level of political activity of people, is associated with ideology and their age.

F. Gilardi, C.R. Shipan and B. Wüest (2015) investigated political frames, that is, the policy framework, and analyzed the mechanism of diffusion of political frames. They proposed to focus attention on the initial stage of policy formation - the establishment of a political framework followed by a discussion of their basic principles. By policy distribution, they also understood the decision-making process in countries, cities or states under the influence of decision-making in other political structures. The moral and cognitive-political aspects of this process were studied by Russian authors S.P. Potseluev and M.S. Konstantinov (2013).

Summing up, the following conclusions can be made: at present, the processes of dissemination of liberal economic and political ideas, institutions and policies on a global scale are quite intensive, but they are unevenly distributed in time and are characterized by spatial clustering. This is due to the national characteristics of states, the readiness of political leaders to conduct innovative transformations, and the openness of society to the perception of new ideological attitudes. Economic factors, such as economic

competition, the effectiveness of market reforms have a significant impact on the democratization of all spheres of public life and the spread of liberal values.

### Discussion

Previously, the authors of the article repeatedly investigated globalization issues in various aspects, primarily in the political (Potseluev & Podshibyakina, 2018; Podshibyakina, 2016), as well as economically and socially, including in the field of personnel training for the services sector (Mironova et al., 2017, Yumatov et al., 2017; Semenova et al., 2018 ). According to the results of the research, conclusions were drawn about the need to develop common approaches to understanding the essence of the process of disseminating political ideas, as well as methodologies for assessing the impact of this process on various spheres of society, including on youth education, education and training for national economies.

This conclusion is confirmed by the studies of E.R. Graham, C.R. Shipan and C. Volden (2014), in which it was found that there is a problem of the connection of ideas in various segments of political science. The authors point out the fragmented nature of the research methodology, the use of different definitions of the concept of "diffusion of politics", the lack of dialogue among researchers studying the same subject fields. Using a network and quantitative method, they analyzed the factors that hinder or facilitate the dissemination of ideas in the field of American, comparative and international politics. In the segment of comparative and international politics, scientists are particularly interested in the problems of the spread of democracy, the spread of ethnic conflicts, and international trade policy. Along with this, diffusion processes are studied in the field of ideas, preferences, economic and social conditions of politics.

Therefore, it can be concluded that further research is needed in the field of assessing the impact of economic and national factors on the dissemination of political ideas in the context of globalization of society, in order to determine a unified methodological approach, both in scientific and theoretical and practical aspects, which will improve a mechanism for assessing the consequences of the spread of certain political ideas, both locally and internationally.

### Conclusion

According to the results of the study, the authors of the article assessed and formulated the main trends and prospects for the dissemination of economic and political ideas, institutions and policies on a global scale and at the national level.

It is obvious that the uneven distribution processes of liberal economic and political ideas, institutions and policies on a global scale and their distribution over time and differences in spatial clustering are due to the national characteristics of states, the readiness of political leaders to conduct innovative transformations, and the openness of society to the perception of new ideological attitudes.

At the same time, it is important to emphasize once again the presence of a multitude of economic and national factors that comprehensively affect the process of disseminating political ideas, as well as alien ideologies, value systems, behavior patterns, ways of organizing governance at the level of the state and individual regions. All this can not but worry the leadership of countries in the framework of national programs to overcome threats to national sovereignty.

The study of the authors showed the need for further work in the use of scientifically based approaches to the study of the essence of the concept of "dissemination of political ideas". Further work should also be undertaken to develop a mechanism for assessing the consequences of the dissemination of various political ideas.

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## Methodological Aspects of Assessing Factors Affecting The Sustainable Development of The Region

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### Abstract

Modern institutional conversions confirm the relevance of the research on problems of sustainable development of socio-economic systems and the identification of effective management tools at the level of regions. One of the most important problems in ensuring the sustainable region development is the state of the social and production infrastructure, the provision of the region with food, fuel and energy resources. In this regard, the main purpose of this study was determination of factors and reserves of sustainable region development. To implement the study, the authors of the article used the methods of content analysis, factor analysis, data systematization, the method of expert estimates, the method of coordination of expert estimates, and other scientific approaches that allow a comprehensive review of the problem under study. To achieve the goal of the study we defined groups of conditions affecting the dynamic development of territories and introduced the mechanism of information and analytical support for assessing the sustainable region development. We also developed a matrix of indicators referred to which we provided a composite index of the selected block system characterizing sustainable development of individual local units. By the example of Krasnodar territory we tested the results of research and defined the limits of the strategic goals and directions of sustainable region development. The article will be useful for regional and federal authorities, higher educational institutions that train students in the regional economy, as well as for all those interested in the analysis and assessment of the sustainable development of regions in the Russian Federation.

**Keywords:** region, sustainable development, factors of regional development, regional policy.

### Introduction

To ensure sustainable development under the circumstances of an unstable external environment, a regional social and economic system must have a concrete development potential for the most important characteristics considered in its internal environment. However, it is still more important for the state to take into account the territorial characteristics of regional systems when developing a development strategy (Frolova et al., 2016; Vikhrova, 2012; Buley et al., 2016).

Scientific interest is presented in the approaches to building the region's sustainable development indicators, described in the works by E. Scriabina and M. Mazunina (2009), also E.B. Kruchina (2017). The establishment of threshold and standard values disclosed in the works by O.S. Kushnareva and Y.G. Migunova (2006). The scenario approach to assessing the sustainable

development of regions was used in the works by A.S. Akhremenko (1997) and K.A. Feofanova (2012). Orientation theory, based on 122 indicators of sustainable region development, is proposed by H. Bossel (2001).

### Methodological Framework

The methodological basis of the study was the work in the field of sustainable development of the regions. To analyze and assess the sustainability of regional development, the authors of the article used methods of content analysis, factor analysis, data systematization, the method of expert assessments, the method of agreeing expert assessments, and other scientific approaches that allow a comprehensive review of the problem under consideration.

The use of scientific-theoretical methods and approaches allowed us to identify the main scientific approaches to understanding the essence of the concept of "sustainable development of regions". In addition, based on a study of existing research in this area, factors that influence the sustainable development of regions were substantiated, and a matrix of sustainable development indicators for the region was developed.

### Literature Review

Currently, there are more than sixty definitions of sustainable region development. The most common definition is based on meeting the needs of the region in the present tense (Kruchina, 2017). Some authors associate sustainable region development with the concept of "stability", thereby causing controversy with scientists who believe that stability is not a synonym for sustainability. From their point of view, according to V.A. Gnevko and V.E. Rohchin (2006) these concepts are inadequate, since the stability of development is determined by the dynamics of indicators, and not indicators of its statistical research.

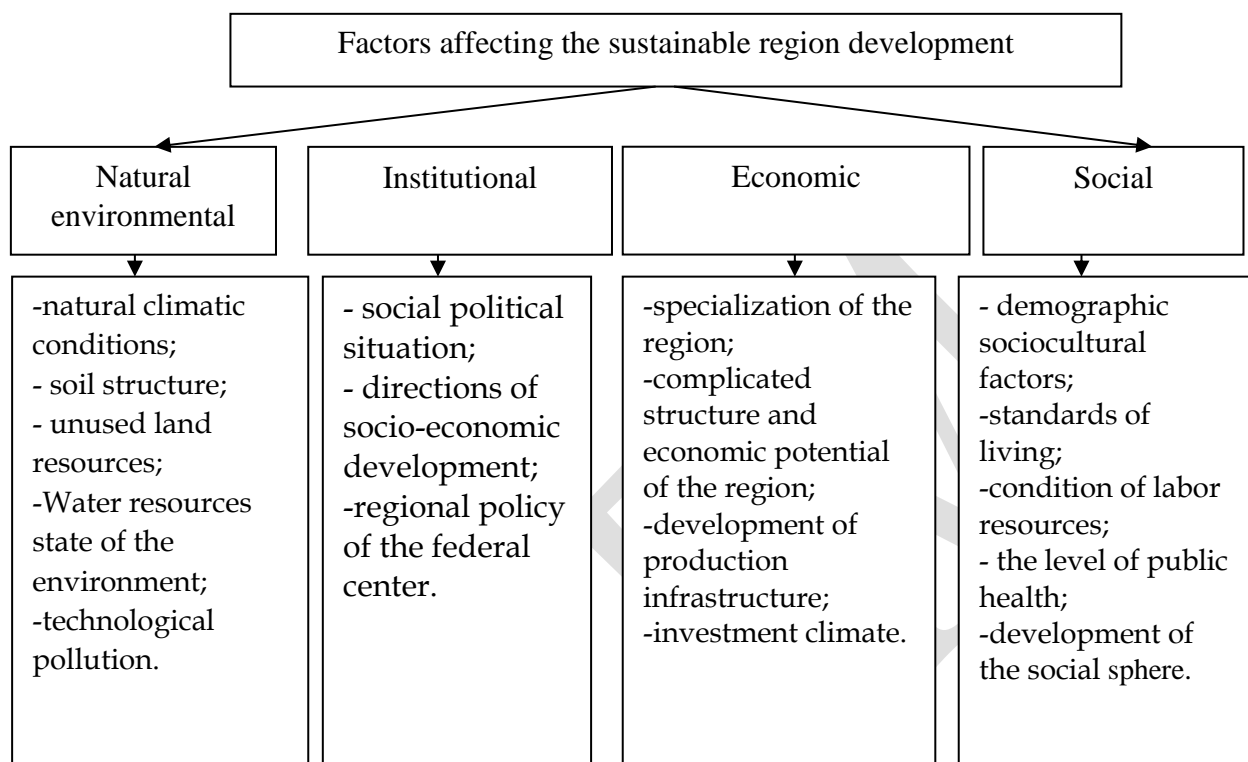
Based on the scientists' and economists' opinion we can give the following definition of "sustainable region development". It is a state of socio-economic-ecological system that provides a high level of welfare of the population, the dynamic balance of the financial system to the environment and will create prerequisites to move forward, as well as to maintain internal and external balance of the region as a whole. In other words, it can be said that the stability of a region is the predictability and stability of its development, as a socio-economic system.

### Results

#### 4.1. Factors that Influence the Steady Development of Regions

Stable development means that economic system of the region provides stability in its composition and properties applying the sum of complex reactions of various kinds, aimed at eliminating or limiting various conditions that threaten the duration and invariance of the existence and acquisition of new qualities. In general, the sustainable development of the local system is due to the influence of a number of factor groups, among which the authors of the article distinguish four main groups: natural-ecological, institutional, economic and social (fig. 1).

Podes-	Single indicators	Regulatory	Integral
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**Figure 1.** The main factor groups of sustainable region development

To assess the sustainability of the region development, different indicators can be used for different subsystems: social, financial, economic and political sustainability. Based on the results of research work in the field of sustainable region development (Vertakova, 2011; Kostina & Rosenberg, 2015; Mardenskaya, 2017) conducted by the authors, we can offer the following group of indicators characterizing each of the above sustainable region development subsystems. (Table 1).

topics		evaluation intervals	indicator
The index of social stability I <sub>s1</sub>	Level of education of the population	50-100%	Education indicator
	Unemployment rate	0-50%	Employment indicator
	Level of employment		
	Life expectancy	50-85 лет	Indicator of vitality
	Share of population with cash income below the subsistence minimum	0-100%	The indicator of well-being
Financial and economic sustainability index I <sub>s2</sub>	Share of fixed capital investment in GRP	0-30%	Investment activity
	Share of organizations engaged in various innovations	0-20%	Innovation activity
	The growth rate of GRP	1-10%	Economic growth
	Growth of industrial production	0-20%	Productive capacity
	Financial performance of the organization		
	Share of profitable organizations in the total number of organizations	0-100%	Entrepreneurial activity
Index of political stability I <sub>s3</sub>	Level of public confidence in the government (Source of information: <a href="https://www.rbc.ru/politics/29/03/2017/58dbb1ed9a7947e4c4de9dcb">https://www.rbc.ru/politics/29/03/2017/58dbb1ed9a7947e4c4de9dcb</a> )	0-100%	Political stability
	Crime rate (Source of information: <a href="http://www.lerc.ru/?part=articles&amp;art=1&amp;page=368">http://www.lerc.ru/?part=articles&amp;art=1&amp;page=368</a> )	0-30 crimes per 1,000 persons	Life safety indicator

**Table 1.** Indicators matrix of sustainable region development

Estimated intervals are drawn up taking into account the recommendations of the Statistical Commission and OON and depending on the average values of the selected indicators.

In the calculation of sustainable region development, the sequence of determining the arithmetic average of the selected groups of indicators for assessing financial sustainability is put. Further indicators are aggregated into the region's sustainable development index:



$$I_{sdi} = \frac{1}{3} \sum I_{xi}$$

Where  $I_{sdi}$  - index of sustainable territory development;

$I_{x1}$  - social component index;

$I_{x2}$  - index of financial and economic component;

$I_{x3}$  - index of the political component.

Next, the calculation of each composite index parameter we use fixed minimum and maximum standards values, which are compared to the actual indicators for one or another country:

$$I_{xi} = \frac{\text{actual value } xi - \text{minimum value } xi}{\text{maximum value } xi - \text{minimum value } xi}$$

We maximize its index (MI) for the calculations and use the following formulas:

1) for performance, characterized by positive dynamics in the level of development of a regional system:

$$MI = \frac{i_{act}}{\max_i}$$

where  $i_{act}$  is the value of the actual indicator for a separate subject of the regional system;

$\max_i$  - The maximum value of the indicator for the region;

2) for indicators characterizing the negative impact on the dynamics of the studied region development level:

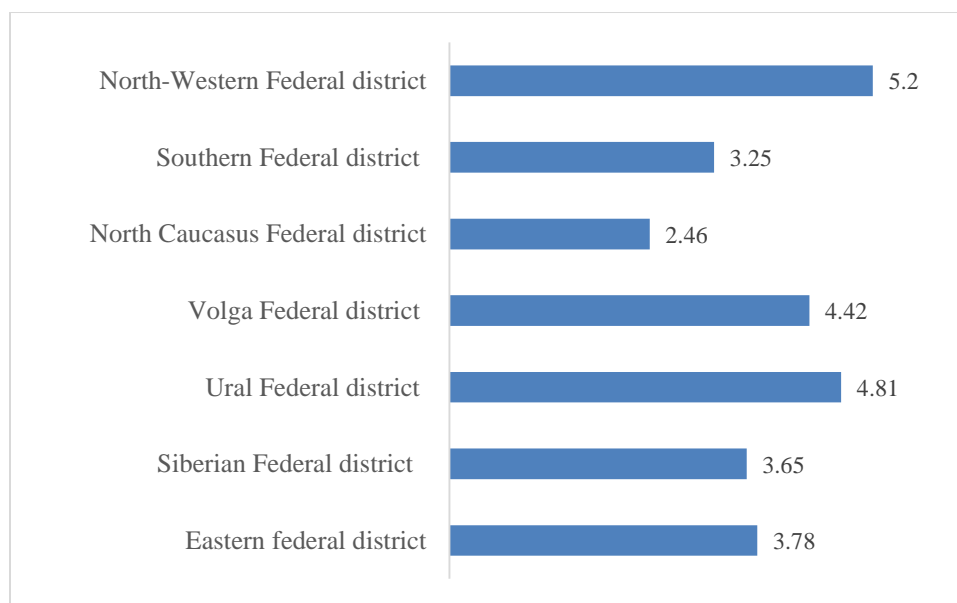
$$MI = \frac{\min_i}{i_{act}}$$

where  $\min_i$  is the minimum value of the indicator for the region;

$i_{act}$  - the value of the actual indicator for the region.

#### 4.2. The Results of Testing the Methodology for Assessing Sustainable Development on the Example of Regions of the Russian Federation

Analysis of the current socio-economic situation in the federal districts of the Russian Federation (excluding Central Federal District, which is significantly different from other federal districts) showed that the value of the composite index of socio-economic characteristics (Figure 2) is in the range from 2.46 in the North Caucasus Federal District to 5.2 in the North-Western Federal District, which includes the "second" capital of Russia - St. Petersburg. Such a gap in the value of the composite index of socio-economic characteristics can be explained, first of all, by the heterogeneity of the socio-economic development of these territories.



**Figure 2.** The composite index of socio-economic characteristics of the regions in the Russian Federation (excluding Central Federal District, 2017)

The main object for assessing the development sustainability was Krasnodar region as one of the most unique, rich and beautiful regions of Russia. In economic terms, the Krasnodar Territory is one of the systemically developed regions of the South Federal District. Significant impact on the economic system of the region has a favorable geographical position and high resource potential. However, it should be noted that not all of the index values can correspond to a high level. This fact cannot characterize the Krasnodar region in general, as a region with a sustainable economic growth dynamic.

According to the Ministry of Finance of the Krasnodar Territory for 2017, the consolidated budget of the region was executed with a surplus of 33711 million rubles, for the corresponding period of 2016 the surplus amounted to 10298.3 million rubles. The revenues of the region in January-November 2017 amounted to 269.1 billion rubles (in January-November 2016 - 234.2 billion rubles). The consolidated budget expenditures of the region in January-November 2017 amounted to 235.4 billion rubles (in January-November 2016 - 223.9 billion rubles). The real volume of budget expenditures (adjusted for the consumer price index) was 0.9% higher than in January-November 2016.

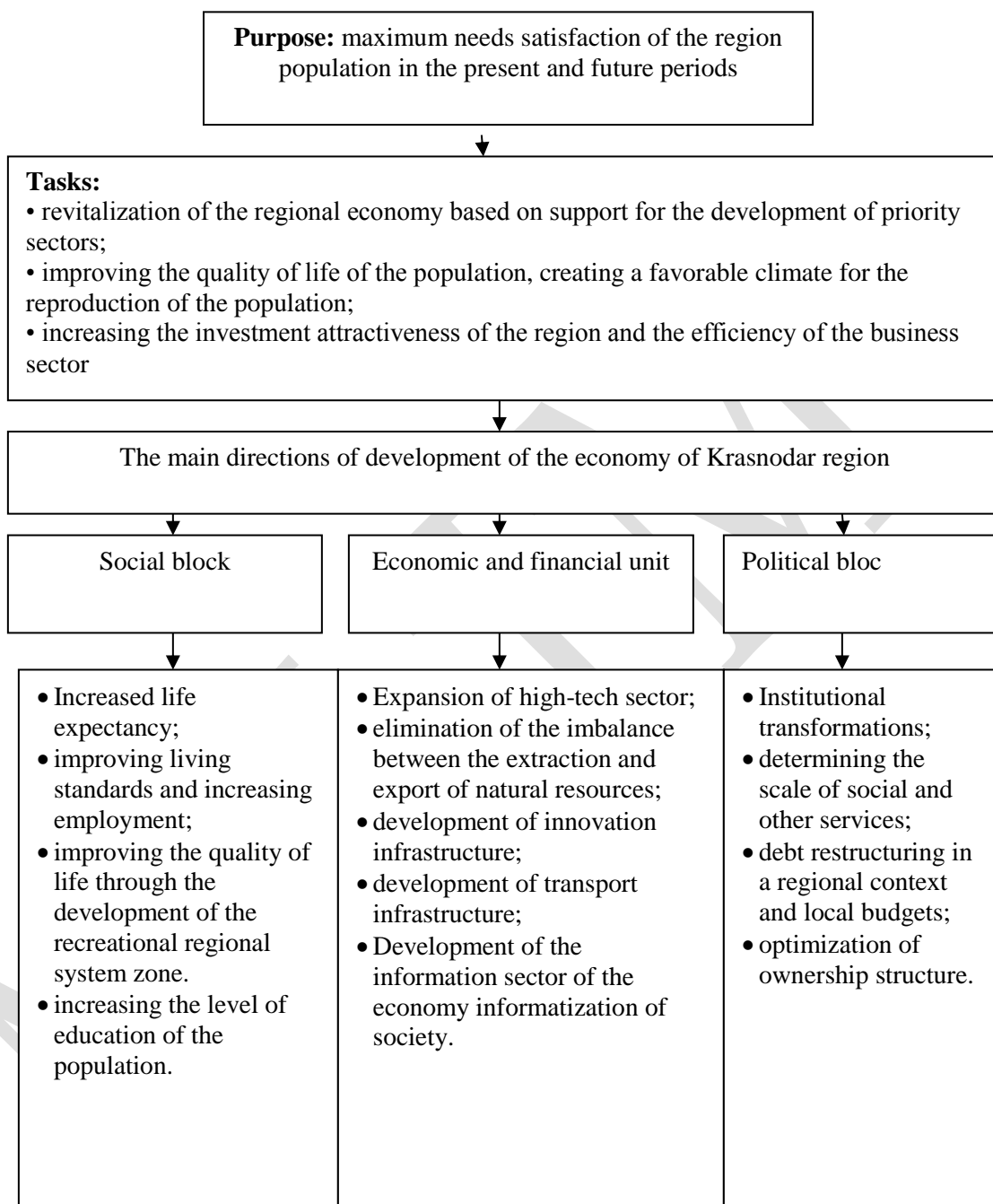
Krasnodar Region is one of the leaders in competitiveness among the regions of Russia. Krasnodar Region has a high assessment of its competitiveness in the "Markets", "Natural Resources" and "Investments, financial capital" areas. The key problem area is the low level of competitiveness in the direction of "Innovation and Information." In the areas of "Institutes" and "Human Capital" Krasnodar Territory held average positions relative to the rest of the comparison group. In general, the stability of the Krasnodar Territory and other regions in the Southern Federal District is characterized by the following values of parameters (Table 2. ICA)

**Table 2.** Sustainable Development Index of the Southern Federal District for 2017

Regions	I <sub>x1</sub>	I <sub>x2</sub>	I <sub>x3</sub>	SDI
Russian Federation	2,00	0,63	1,03	1,22
central federal district	2,31	0,67	1,05	1,34
Southern federal district	1,39	2,58	1,06	1,68
Regions that are part of the southern Federal district:				
Adygeya Republic	1,36	0,98	1,49	1,27
Republic of kalmykia	0,98	1,78	1,43	1,40
Republic Of Crimea	1,21	0,66	1,31	1,06
Krasnodar region	1,74	0,90	1,17	1,27
Astrakhan region	1,37	0,67	1,12	1,05
Volgograd region	1,41	0,76	1,00	1,06
Rostov region	1,65	1,06	1,12	1,28
Sevastopol	1,40	1,08	1,14	1,21

Thus, the results of the study allowed us to identify the weaknesses of the sustainable region development. So, focusing on results, in the whole country, government agencies need to focus on increasing the social component. This can be done by improving the well-being of the population (the proportion of the population below the subsistence minimum in 2017 is 13.4%). The Krasnodar Territory is characterized by the highest values of indicators in the structure of the Southern Federal District, however, in terms of the economic and financial component, it is necessary to further develop measures to improve the situation.

The research has shown that the measures, contributing to improving the sustainability and development of socio- economic systems of the Krasnodar Territory are required (Fursova et al., 2015). The development of strategic management elements for sustainable region's economy development was implemented on the basis of the obtained research results (Fig. 3.).



**Figure 3.** Purpose, objectives and main directions of economic development of the Krasnodar Territory

In order to achieve the goals of economic development in the Krasnodar Territory, the authors of the article developed the following recommendations for improving the sustainable development of the Krasnodar Territory:

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1. The implementation in the Krasnodar Territory federal policy aimed at the development of competitive industries in the region (tourist destinations, the development of agricultural production), referring to:

- building new resorts;
- improvement of the state-public system of staff training for the tourism sector;
- the creation of a clear advertising concept of the Krasnodar Territory as a whole, and the sanatorium-resort complex of the region.

2. Activation of interregional cooperation by:

- forming a government informational portal in the field of interregional partnership;
- conducting training courses to improve interregional cooperation.

3 Realization of measures to improve the wholesale and retail trade, the service sector:

- the formation of wholesale grocery bases;
- optimization placing objects storage in individual sectors of interregional commodity markets;
- the creation of integrated marketing systems and the promotion of goods and services of enterprises of the Krasnodar Territory (Gornostaeva et al., 2018).

4. Development of the infrastructure of the Krasnodar Territory.

5. Promotion of local products on the markets of other regions in the Russian Federation.

### Discussion

Earlier the authors of the article repeatedly addressed the problems of sustainable region development in the Russian Federation, both in general and in relation to individual industries and sectors of the economy. So in the article (Takhumova et al., 2018), directions of increasing the investment attractiveness of the regions of the Russian Federation in the context of institutional changes were investigated. Questions of the regional economy are discussed in the article by (Filatov & Dorofeev, 2012; Filatov, 2013; Veretkhina et al., 2016; Zinchenko et al., 2017).

Besides N.K. Vasilieva et al. (2016) studied the problem of sustainable development of agriculture in the region and (Kulgachev et al., 2017) researched problems of tourism development in the regions of the Russian Federation.

At the same time, the issues of comprehensive assessment of factors and reserves for the sustainable region development are not sufficiently studied. Thus, K.A. Feofanova (2012) points out that the greatest difficulty in researching the future is the probabilistic nature of any models being built, scenarios and forecasts.

According to the authors of the article, it is possible to reduce the risk of erroneous forecasts for the development of a region and a change in the pace of its sustainable development by conducting comprehensive studies of factors affecting the socio-economic situation in the region. These studies should be based not only on statistical data, but also on expert assessments of the state and forecast of the development of the region.

### Conclusion

Having researched the stability of the Krasnodar region, it can be concluded that it has positive dynamics of the indicators value both in social and economic sectors. Even in times of international sanctions the

development of the Krasnodar Territory is going on. In this regard, we can assume that the development dynamics of the gross regional product of this region will continue to remain positive.

It seems expedient to choose an increase in the standard of living of the population by mitigating the negative factors that influence the socio-economic situation in the region as the main goal of the sustainable development of the Krasnodar Territory.

Recommendations to improve the sustainable regional system development of Krasnodar region will increase the value of indicators of sustainable development of Krasnodar Region, as one of the stable development of the country. Referring to the results of research, the region has all the conditions for sustainable development therefore we can conclude that it can take a worthy place in the group of leaders in rated competitiveness, both nationally and on the world market.

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## Oscar Wilde's Creative Work in K.I.Chukovsky's Perception

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### Abstract

The article analyzes the perception of the biography and works of Oscar Wilde by K.I. Chukovsky, a bright representative of the Western literary Modernism. In previous years, focusing on the popularity of O. Wilde in Russia at the beginning of XX in the context of the development of Modernist trends in Russian literature, researchers tried to search for artistic parallels between the texts of O. Wilde and individual Russian writers. K.I.Chukovsky's literary-critical works contributed to the thoughtful reading of the English writer by a broad readership in Russia. In the article «On the Bourgeois» (1903), K.I.Chukovsky noted the closeness of the themes and stylistics of some works by O. Wilde to descriptions of the social bottom by Gorky, the artistic style of L.N. Andreev and the elegiac tone of A. Chekhov. In the note «O. Wilde and his play» (1904), devoted to the comedy «The Importance of Being Earnest», staged at the London Theater «Court», K.I. Chukovsky described in detail the Wilde's style, pointing out its distinctive features. In terms of content, the most significant work by K.I. Chukovsky about O. Wilde was his sketch «Oscar Wilde» (1911, 1922), which had been repeatedly revised and included into a separate book up to 1966. The essay tells in detail about the childhood of the English writer, held in the salons, which atmosphere became one of the main factors in the formation of Wilde's individuality. In the Russian literature, K.I. Chukovsky was one of the first to find the limitations of O. Wilde's creative work, determined by the principles of esthetic art, oriented to describing the attractive aspects of life, beauty worship, its description and characteristics. In the view of K.I. Chukovsky, it was this vision of reality that caused O. Wilde's greater susceptibility and imitativeness in ways of expressing his creative individuality, as well as in shaping the plot lines of the works. K.I. Chukovsky was also skeptical about O. Wilde's aphorisms, seeing in them both the paradoxical nature of the author's thinking and a certain vacuity, caused by mechanical execution. K.I. Chukovsky considered the specifics of O.Wilde's style, emphasizing the ideological similarity of some of the paradoxes that were opposed to social mores, and F. Nietzsche's morality. At the same time, the critic categorically rejected any deliberate parallels that brought O. Wilde and F. Nietzsche closer together, since O. Wilde's rebellion against everything was significantly different from the titanic struggle, led by the German thinker.

**Key words:** O. Wilde, K.I.Chukovsky, Russian-English literary connections, intercultural communication, literary criticism, modernism, aestheticism, tradition, artistic perception, style of paradoxes, aphorism, imitation, non-standard spiritual manifestation of personality, philosophy of individualism, Puritanism, Nietzscheanism.

### 1. Introduction

At the end of the XIX century, several literary movements emerged in Russia, largely relying on the achievements of contemporary foreign (primarily Western European) writers, whose experience was natural in the era of the birth of modernism, a significant change in poetic language. One of the brightest representatives of Western literary modernity was O. Wilde, who became particularly popular in Russia thanks to the aestheticism he preached in his work. His work was the matter of interest of the researchers of the sources of Russian symbolism, the western influence on the artistic identity of the works of Russian writers, as well as the typological features of literature at the turn of the century.



O. Wilde showed his interest not only in Russian literature by reading L.N.Tolstoy's, F.M.Dostoevsky's and I.S.Turgenev's translations, but also in various social events, taking place in Russia. His appeal to the «Russian theme» in the play «Vera: or, The Nihilists» (known due to the abbreviated translation of N.Solovyov (1909) and the full translation of S.Grinberg, published in 1925) was inspired by his acquaintance with political emigrants S.M.Stepniak-Kravchinsky and P.A.Kropotkin, who lived in London. In the essay «The Soul of Man under Socialism», translated in different years by M.A.Golovkina (1907), M.P.Blagoveshchenskaya (1912) and O.M.Kirichenko (1990), the poet, in his own way, presented his thoughts about the historical tragedy of Russia generated by imperial despotism. Russian anarchists have been depicted in the story of O. Wilde «Lord Arthur Savile's Crime», translated by M.Likyardopoulos (1909), E.Portner (1909), D.Agrachev (1986), V.Chukhno (1999).

## 2. Literature Review

The originality of O. Wilde's creativity, the phenomenon of his perception in world culture, still causes many questions from literary critics. Due to the great volume and presentation of the material there appeared a number of studies of the artistic heritage of the English poet. Works by B. Shaw [1] and J. Joyce [2] are essential for determining the character of Wilde's perception of his contemporaries. At the beginning of the twentieth century voluminous works of F. Harris [3], A. Randsome [4], and R. Sherard [5] appeared. Later, in 1946, the book «The Life of Oscar Wilde» [6] by H. Pearson, a well-known English writer, master of artistic biography, was prepared with careful reliance on factual material that largely refuted the well-established estimates of O. Wilde's creative work. These literary-critical works were the first significant attempts of analyzing the work of O. Wilde and the foundation of many subsequent original researches.

Home tradition in the study of O. Wilde's creativity is voluminous, possessing its own characteristics, which were determined after the release in 2000 of the extensive bibliography «Oscar Wilde in Russia» [7] by Yu.A. Rozantovskaya, which included 1,686 titles, grouped into three sections - «Works of Oscar Wilde in Russian», «Literature on Oscar Wilde in Russian», «Oscar Wilde in Fiction». This book for the first time showed the process of mastering the work of the English writer by Russian readers and translators, and the way his life and artistic legacy were interpreted in Russian criticism and scientific literature. At the turn of the XIX - XX centuries there were published the critical works by Z.A. Vengerova [8], Yu.I. Eichenwald [9], L.I.Akselrod [10], G.Langgaard [11]. The works of Russian researchers of the middle XX - early XXI c., written by A.A. Anikst [12], Z.T.Grazhdanskaya [13], T.V.Pavlova [14], A.G.Obraztsova [15], M.A. Chebrakova [16], did not show a heightened interest in the biography of O. Wilde, so much characteristic of world literature; as a result, in the named works there were presented dissimilar points of view on the life and work of the English writer. Along with the above-mentioned studies that have made a valuable contribution to the scientific and critical reading of O. Wilde's work in Russia, the literary criticisms of K.I. Chukovsky played a great role in the Russian perception of the heritage of the English writer. The writer's articles synthesized various forms of reception of O. Wilde's creativity, which promoted and popularized his works.

## 3. Materials and Methods

The material for the analysis was the literary-criticism of K.I. Chukovsky, dedicated to the works of O. Wilde, as well as the studies of researchers, in which the literary understanding of the artistic heritage of the English writer was presented. Due to the characteristics of the material, the research methodology was based on the principles of historical-literary, socio-cultural, historical-cultural, comparative-typological, historical-genetic and biographical methods of analysis. The development of an integrated approach to the phenomena under study was methodologically promoted by the fundamental ideas about the integrity of the work of art and the dialogical nature of the literary text, which help to develop an integrated approach to the subject under study.

#### 4. Results

K.I. Chukovsky was addressing to O. Wilde's work throughout his life, often considering the image and forms of his personality, presented in the home culture, rather than O. Wilde's direct effect on Russian culture itself. In a letter to M.B. Chukovskaya on February 1912, K.I. Chukovsky wrote: «I do not at all regret, having taken hold of Wilde: for my education, I needed to go *through* this writer; I learned a lot from him, I hope, his style, his paradoxes, his brilliant manner will have a *new* impact on me. I have been looking for this update for the last two years» [17, p. 283].

K.I. Chukovsky got acquainted with the works of O. Wilde in 1903 in London, where the writer was sent to, as a correspondent of the «Odessa News» newspaper. In the article «English Clerks and "Tidbits"» sent to the editors (first published in «Odessa News» No. 6065 on August 26, 1903) K.I. Chukovsky spoke positively about O. Wilde, condemning the clerks, the representatives of the middle English class, who «crushed Oscar Wilde's clear talent with their hypocritical abuse» [18, p. 442].

In the article «On the Bourgeois» (first published in No. 6136 of «Odessa News», dated November 10, 1903), K.I. Chukovsky noted the influence of John Ruskin's ideology on the formation of O. Wilde's aesthetic views: «being Ruskin's disciple, Wilde was a supporter of "self-oriented art" precisely because the opposite doctrine was owed to the utilitarian aspirations of "Spirka" <the hero of the same story by S.Ya.Elpatievsky about the small swindler that had become one of the pillars of the Russian «industry»>» [18, p. 468]. A.Ch. Swinburne, one of O. Wilde's favorite poets, was also close to "self-oriented art", his creativity being distinguished by musicality, symbolic imagery, and also appeal to «inconvenient», often scandalous themes and subjects [sf.: 19, p. 441–549]. O. Wilde's conviction in the priority of art over life caused his protest against a rational and realistic portrayal of reality. The aesthetic declarations of O. Wilde were inspired by the trends in art that were popular at the end of the 19th century – pre-Raphaelism, Modernism. Having embodied his views into his works, O. Wilde was in great demand at the time. K.I. Chukovsky lined up parallels between the works of Wilde and Russian writers: «His "Decline of Lies" is an amazing anticipation of Gorky's "Bottom". His exotic tastes, colorful style echo the work of our Andreev. Finally, the soft elegance of tone, the general tenderness of color – all these bring him closer to Chekhov...» [18, p. 468]. This affinity of themes and styles makes K.I. Chukovsky conclude that O. Wilde's work is close to Russian literature, to the consciousness of Russian readers; thus if the translators have adequately presented the works of O. Wilde in Russian, «he would have become the idol of the Russian public», «one of its closest relatives» [18, p. 468].

The article «Oscar Wilde and his play» by K. I. Chukovsky saw the light in No. 6299 of «Odessa news» dated May 6, 1904. K.I. Chukovsky analyzed the comedy «The Importance of Being Earnest», calling it «surprisingly good» [18, p. 488]. The problems presented in the «frivolous comedy for earnest people» reflected the author's protest against inert society, the struggle against which O. Wilde considered the goal of any artistic talent. This play, according to K.I. Chukovsky's observation, reflects a distinctive feature of O. Wilde's art – an artistic perception of reality through the prism of beauty; this feature, combined with the depiction of the discrepancy between the ostentatious and reverse side of society, is the basis of a typical Wilde's style – a paradoxical style that has no analogues in world literature.

In 1911, there was published the sketch «Oscar Wilde» by K.I. Chukovsky in «Niva», No. 49. The basis for this publication was London correspondence and lectures, given by K.I. Chukovsky after his arrival from London (one of these lectures, «Religion of Beauty and Suffering», is known thanks to the article «Lecture by K.I. Chukovsky» by L.N.Voytolovsky in the «Kiev Thought» dd. April 11, 1912). The main content of this article, with additions and changes, formed the basis for all further publications of K.I. Chukovsky about O. Wilde. In 1912 it entered, as the preface, the first volume of the collected works of O. Wilde in four volumes, edited by K.I. Chukovsky, and then in 1914 it was included in the book of the Russian writer, named «Faces and Masks». In 1922, K.I. Chukovsky published this article, supplemented and expanded, as a separate book in the Petrograd publishing house «Raduga». In 1960, the article «Oscar Wilde» was published in Chukovsky author's collection, «People and Books», in 1966 it entered the third volume of the last lifetime works of K.I. Chukovsky in six volumes.

K.I. Chukovsky largely explained the unusual nature of O. Wilde's fate by the atmosphere, surrounding the poet since his childhood, and by the role, played by his parents: his father – W. Wilde – an ear and eye surgeon, famous in Ireland, dedicated to Knight in 1864, and his mother – D. Wilde – a supporter of the nationalist Irish movement, who was writing under the pseudonym «Speranza». O. Wilde's father was fascinated by Irish ethnography. On his scientific excursions, in which he recorded Irish national songs and legends, he was often accompanied by his son, who was already showing interest in literature. His mother also had a significant influence on the formation of the future writer's talent, she, according to K.I. Chukovsky, «knew both Latin and ancient Greek <...> all languages» [20, p. 378]. K.I. Chukovsky considered D. Wilde's exaggerated and, as a consequence, unnatural emotions as her big disadvantage, which produced the impression of the theatrical game: «She is always like on the stage» [20, p. 378]. And even her ardent speeches about the liberation revolutionary movement did not evoke a response, since they sounded insincere, indifferent, giving the impression that for her the revolution was just the same pose as all her other appeals. According to K.I. Chukovsky, the atmosphere, surrounding O. Wilde, was not quite favorable – he grew up «in an insincere air, among false smiles, adultery, exaggerated gestures, theatrical poses and theatrical words» [20, p. 379]; he was sedate and arrogant from the early years, not being carried away by the usual games for children of his age.

In the opinion of K.I. Chukovsky, the inclination for posturing was formed in O. Wilde under the influence of secular salons, in which the writer spent a lot of time. As a child, it was the provincial literary salon of his mother, and then the parlors in the best houses of Boston, Paris and London. The atmosphere of the salon became his favorite surroundings, while the publicity was an essential part of his life, in which he drew inspiration for his creative searches. Being a wonderful interlocutor, O. Wilde «used to fascinate the social mob with brilliant salon eloquence. He was the genius of conversation, an elegant table talker, (I would even say: chatter) – not just “a speaker” or “a narrator”, but a secular talker, a companion» [20, p. 380]. And even in prison among the convicts, he could have a delicate conversation, feeling at ease, as if at a secular reception. Being in the center of the crowd, enthralled with conversations – this was O. Wilde's destiny, as he saw it, rather than the literary career. The writer was attracted by the titles of visitors of the salons, he strove after them, considering himself to be among the British brilliant nobility, who «looked at him from the top down, seeing an outsider in him» [20, p. 381]. Being the soul of these salons, O. Wilde at the same time depended on them, guided by their tastes and needs, often going against his own convictions.

In spite of the considerable volume of O. Wilde's literary works, K.I. Chukovsky argued that the writer's artistic heritage could be much larger, since «his friends now recall many of his unwritten stories, poems and legends, and many of his uncreated creations» [20, p. 381]. But for O. Wilde it was bored to be just a writer, while for poetry, according to his own paradoxical statement, he was too poetic. In his confession «De Profundis» O. Wilde wrote: «I was having fun with the reputation of a *flaner*, a dandy, a trendsetter» [21, p. 420]. O. Wilde's philosophical views, demeanor and even style of clothing attracted disciples, whom he taught «how to wear vests and how to worship beauty; he charmed them with his speeches about anything, about anyone, but most of all about books» [20, p. 381]. In the memorandum «A few Maxims for the Instruction of the Veredicated», translated by K.I. Chukovsky, O. Wilde presented some of his sayings, which, although paradoxical and aphoristic, in some aspects reflect his moral and aesthetic position: «In all minor matters, style is more important, than sincerity» [22, p. 17], «The concept of good and evil is available only to those who are deprived of all other concepts» [22, p. 18], etc.

O. Wilde passed all phenomena of life through his sensual nature. K.I. Chukovsky calls him «the glutton of the soul» [20, p. 381], a gourmet, whose life was like a festively laid table, from which he tried various dishes. All the life phenomena were transformed into a sense of taste, and therefore it was not accidental that he considered himself to be the «apostle of bliss», «carnivorously savoring Theophile Gautier's rhymes and Whistler's paintings; he was carnivorously listening to Chopin or “Dvorak's insanely scarlet play”» [20, p. 382].

K.I. Chukovsky distinguished the selective character of O. Wilde's sensory perception due to the principles of aesthetic art. Wilde believed that only bright and attractive manifestations of life deserved admiration; in his mind there was no place for poverty, illness and other socially significant but not always pleasant for perception and understanding, social phenomena. According to the English writer, martyrdom, sacrifice and asceticism led to degeneration and savagery, whereas it was necessary to sympathize with joy and beauty rather than with suffering and misery.

K.I. Chukovsky spoke about some of the actions of O. Wilde, which confirmed his desire to live according to the laws of beauty and be surrounded only by the beautiful things. For example, an English writer wanted to leave his friend's parlor «because its decoration seemed not elegant to him» [20, c. 382]; hitting a slum, inhabited by poor people, he «watched and rushed in horror out» [20, p. 382]; his far away adoration of the poet P. Verlaine also had a similar outcome, when having met him and considered him ugly, O. Wilde refused to further communicate with him.

Depending on the inner convictions, O. Wilde shaped his image and comprehended himself not by life examples, but by literary models. Therefore, his enthusiasm for the creativity of some writer led not only to artistic imitation and appeal to favorite themes and subjects, but also to copying the appearance and habits of famous people. O. Wilde's desire to imitate K.I. Chukovsky explained with his desire to «learn, accept, absorb into his blood, grow the seeds of foreign inspirations and feelings» [20, p. 383]. The contradictory inner sensations form the drama of O. Wilde, which K.I. Chukovsky sees in the fact that the writer has «a poor female soul, imprisoned in man's body»: «Here is its greatest torment; here is its greatest shame» [20, p. 383]. In the opinion of K.I. Chukovsky, the non-standard spiritual manifestations of the writer's personality were reflected in his works, in which one could understand his female essence in the way of thinking and choosing the way of representing reality. K.I. Chukovsky defended O. Wilde, considering him a hostage of a situation, which «did not have the so-called ill will» [20, p. 383].

Wilde began to get involved in the aesthetic direction while studying at Trinity College in Dublin, where he listened to J. Ruskin's lectures that prompted him to take a fresh look at the centuries-old cultural heritage of Europe and admired the Pre-Raphaelites. In Oxford, the writer, considering himself the follower of the popular fashion trend, «decorated his student apartment with sunflowers, lilies, peacock feathers, blue porcelain, and began to worship beautiful things with affected piety» [20, p. 386]. It was his extravagance, manifested not only in the external image, but also in Wilde's judgments, his disrespect for everything that was considered unshakable moral values, which contributed to the popularity of his first student, often imitating, works. According to the observation of K.I. Chukovsky, O. Wilde was not the founder of aestheticism, since the idea of the beauty as the most important value in a person's life «was already introduced into the English society's moralities by Ruskin and pre-Raphaelites by Walter Pater (who also lived in Oxford), and Whistler» [20, p. 386]. As interpreted by O. Wilde, J. Ruskin's judgments about the beautiful were perceived as the philosophy of individualism, which he brought to the extreme, making it accessible to the public.

K.I. Chukovsky called the poems of O. Wilde, presented in the book, published in 1881, as ordinary, which became popular only «thanks to the stir around the author» [20, p. 386]; it only guaranteed the start of a brilliant career in literature. Analyzing the books of O. Wilde, K.I. Chukovsky noted one of their characteristic features – «they are written in overtly» [6, p. 387] in the style of paradoxes. Such is the story «The Canterville Ghost», in which, taking the old theme as a basis, O. Wilde made some cardinal rethinking. As a result of these transformations, the traditional plot, in which a ghost scares people, has been reversed to the one, where people scare the ghost. The novel «The Portrait of Dorian Gray» is also «an ideal example of a <...> perverted story» [20, p. 388], in which not a man, stuck in vices, grows old, but his portrait; this novel reflects the dream of the writer himself, i.e. to be eternally young and handsome. In «Lord Arthur Savile's Crime» the protagonist sees his duty to commit the conceived crimes. And again, O. Wilde could not bypass the artistic instinct, so much appreciated by him, and the ability to perceive everything that is happening, in terms of beauty – the young man, planning a murder, was too noble and innocent, but he still committed the murder in accordance with his principles. The plot of the

novel «The Portrait of Dorian Gray», built on paradox, also reflected O. Wilde's aesthetic theory, masterfully embodied in the poetics of the work. After the murder of Basil Hallward, Dorian began reading «Enamels and Cameos» by T. Gautier, admiring the colors and images of the book. In these episodes, K.I. Chukovsky notes a way of altering the conventional perception of criminals, peculiar to O. Wilde: «Oscar Wilde has always had killers, <...> who are tender and refined» [20, p. 388].

This perception of reality is due to the aesthetic views of O. Wilde, as well as a keen sense of inconsistency between the ostentatious and the reverse sides of society. Therefore, not only the images and plots are presented in an inverted form in O. Wilde's works, but his thinking does not either fit into the framework that is accessible to the ordinary person in the street. K.I. Chukovsky quotes some sayings of the English author, original in their simplicity, of how Wilde turns banality into paradox: «Naturalness is a pose», «Time is a loss of money», «Charity is far from home» [20, p. 389]. Every O. Wilde's work is full of similar aphorisms, which make the impression that the writer contemplates with inverted thoughts. This effect is not achieved with the help of some tricks, but by combining an ironic mind with a rich imagination that allows O. Wilde to shine both in the fashionable salons and build his own life based on a paradoxical vision of reality. Wilde's aphorisms, which seemed easy to create, did not make the impression of triviality. Turning the main truths over, O. Wilde seemed to emphasize that he was doing «something unbelievably daring, raising new Alien tablets to new Sinai» [20, c. 389]. K.I. Chukovsky called O. Wilde «the Prince of Paradoxes, the lord of all truth-acrobats, truths-clowns» and believed that «such sort of a title was the most precious thing to him» [20, c. 390].

In Wilde's «indifferently fabricated» phrases, K.I. Chukovsky saw «the coquetry of the mind» [20, p. 391], devoid of lyricism and sincerity. Intending to shock the audience in order to get its recognition, O. Wilde diminished his writing talent, wasting it on verbal exercises. K.I. Chukovsky explained the support of O. Wilde by the English establishment by the nature of his ideas, which «seemingly rebelliousness, <...> were essentially quite safe, because turning the whole world upside down, they left everything unshaken» [20, p. 391].

However, in the later works, O. Wilde, according to Chukovsky, appeared not as a salon wit, but as a fighter against grim Victorian morality, advocating the freedom of art from sanctimonious Puritanism. This shift of views became possible under the influence of Gorky's letter, which stated that «the paradox in the field of morality is a very legitimate weapon in the fight against Puritanism» [23, p. 49].

Pages of four essays - «The Decay of lying», «Pen, Pencil and Poison», «The Critic as Artist», «The Truth of Masks» included in the book «Intensions» by O. Wilde are also filled with contradictory statements, raised to the status of undeniable truth (1891). This nonfiction book, unlike his works of art, was the place where O. Wilde systematically expounded his own moral and aesthetic position. However, concentrating on important and serious problems, «he only posed and played with words, as though his thoughts, like acrobats and clowns, were dancing and humming at the tight tensile wire» [20, c. 392]. K.I. Chukovsky gets this sensation, because one can see trivial banal truths behind the absurd statements. For example, the meaning of the statement, taken from the essay «The Decay of Lying», «The only Lie, that it is unthinkable to reproach, is Lying in the name of itself, its highest expression, as we say, being Lying in art» [21, p. 243] is close to the phrase «Truth in art is Truth, which opposition is also true» [21, p. 344] from another Wilde's essay - «The Truth of Masks». K.I. Chukovsky finds these aphorisms attractive and novel due to «some far and wide perspective», created by O. Wilde [20, p. 392], as well as to his bright prophecies. The desire to present any truth, even banal, in the form of an absurd statement, the Russian critic calls a characteristic feature of O. Wilde's style.

Of particular interest were paradoxes, which were opposed to social mores; according to K.I. Chukovsky, one could «find the germs of Nietzscheanism in them» [20, p. 393]. The convergence of the names of O. Wilde and Friedrich Nietzsche seemed to be logical, since Friedrich Nietzsche was considered to inspire those phenomena in the art of the XIX-XX turn, which reflected in the estheticism. The English writer was close to the thesis of F. Nietzsche that life could be justified only as an aesthetic phenomenon. As illustrations, K. Chukovsky cited some paradoxes close to the Nietzschean Protestantism, for example:

«How beautiful are seven mortal sins, as if he will raise seven altars for seven sins, and that the worst in the world are seven mortal virtues!» [20, p. 392]. Despite the fact that contemporaries saw the continuation of posture and clowning in the statements of O. Wilde, the English writer considered the leveling of the value of positive moral categories as «his holy, sacred affair» [20, p. 393].

Problems presented in the philosophical and aesthetic positions of O. Wilde and F. Nietzsche were especially popular in the Russian society at the turn of the century. They were characterized as ethical nihilists and spiritual rebels, who preached some different morality unlike the traditional. K.I. Chukovsky tried to warn against the direct comparison between O. Wilde and F. Nietzsche, in contrast to the «titanic struggle with “Good” and “slave morality”, with the fictions of duty and conscience that F. Nietzsche was leading with a hammer in his hand» [20, p. 393], O. Wilde in his works exquisitely and unnaturally rebelled «against anything, as if against the whole world; he shouted that he hated nature, hated the truth, hated sincere feeling, that he despised human labor and everything he/she does, that even a light touch of reality was disgusting for him» [20, p. 393]. K.I. Chukovsky did not refuse to see O. Wilde as a stubborn fighter, but he criticized his way of rebellion, framed with exquisiteness and affectation. Individualism, preached by F. Nietzsche and O. Wilde, was generally foreign to the Russian mentality, which determined the negative attitude toward him in society. Russian followers of aestheticism preferred to see in the revolt of O. Wilde a spiritual protest against filthy morality as the only way for an artist and creator to keep unique and free.

## 5. Discussion

K.I. Chukovsky expressed another important idea, having identified O. Wilde as a champion of a new religion, «a rider and paladin of a single harsh sanctuary» [20, p. 393], who used to be talking about it in every house and in any society. The tragedy of O. Wilde, in the opinion of K.I. Chukovsky, was that the louder he proclaimed himself as the servant of the only true truth, the «less he was heard»; so he «best kept his secret, revealing it so blatantly» [20, p. 393]. The significance of the slogans, spoken by O. Wilde, was that they suggested the idea of the further development of aestheticism into an ethical principle being possible. The beauty erected by O. Wilde to the rank of a shrine was so absurdly exalted that it turned into «frank Offenbachism». In the opinion of K.I. Chukovsky, O. Wilde's aesthetia had so much penetrated into the life of the writer that it already became not only his ideology but also «his rank, his dignity, his career, his profession, and his social position» [20, p. 394].

Defining aestheticism as «the greatest revelation of the greatest life mystery» [20, p. 394], O. Wilde was so much zealous to put it into practice that he sometimes overplayed it, turning religion into a comedy. As an example, K.I. Chukovsky cited one of the curious cases, which to some extent characterized O. Wilde's presentation of beauty that was too exalted and reduced to external spectacular gestures. Seeing, once, an untidy beggar from a window, the writer was so outraged by his rags that he decided to order him the perfect, in his opinion, clothes from his best tailor: «... he dressed him in the latest fashion and then he himself outlined, where to cut holes and where to make symmetrical, harmonic spots, so that he would no longer have (even in the street!) any non-elegant views» [20, p. 395]. There were many similar cases, according to K.I. Chukovsky, which gave the impression of a game to the public. Having turned his apostolic mission of serving the beauty into an advertisement, even an anecdote, O. Wilde, in the opinion of K.I. Chukovsky, often did not himself know, «who he was: whether an advertiser, a prophet or a clown? – he often hated his costume, his poses, and his aestheticism» [20, p. 395].

K.I. Chukovsky called Beauty, worshiped by O. Wilde, «dissociated from anything else» [20, p. 395]. The English writer was not interested in natural phenomena, for they were not as perfect and not as elegant in form as the works of art, created by the human hands. Contemplation of precious stones became a significant episode in «The Fisherman and His Soul», «Salome», «The Portrait of Dorian Gray», and «The Sphinx», which pages «were embroidered with garlands and clusters of rubies and diamonds like royal porphyry or Byzantine chasuble» [20, p. 396]. It is noteworthy that O. Wilde, admiring, like a woman, the beauty of stones, compared them with the categories, relating to the characteristics of people or nature.

For example, in the play «Salome», Herod, listing the treasures he had, described them as follows: pearls – «silver moons, strung on silver rays», topazes – «yellow, like tiger eyes, pink, like paws of pigeons, and green like cat eyes», onyxes – «like the pupils of a dead woman», sapphires – «blue like cornflowers» [22, p. 333]. According to K. Chukovsky, O. Wilde himself enjoyed this contemplation; and even simply to list the jewelry, «only to call their names was an inexplicable blessing for him» [20, p. 396].

K.I. Chukovsky noticed some other feature of the artistic style of O. Wilde, i.e. he depicted the elements of people's clothing with rapture and scrupulous precision, sometimes forgetting to describe the people themselves. Thus, Dorian, remembering his mistress, described in detail what she was wearing, but did not say a word about her face «and only later noticed in passing that it was like a white rose» [20, p. 397]. In the fairy tale «The Birthday of the Infanta», O. Wilde, bypassing the exterior of the girl, himself depicted her outfit with the smallest details: «She was wearing a gray satin outfit, her skirt and wide sleeves with puffs were embroidered with silver, and the hard corsage was studded with rows of beautiful pearls» [22, p. 271]. The so carefully written details, according to K.I. Chukovsky's playful remark, could have become the property of «jewelers and artists of the tailoring shop» [20, p. 397]. The role of the costume in literature was significant for O. Wilde: his essay «The Truth of Masks» was devoted to this, in which, analyzing the plays of Shakespeare in England, he noted that Shakespeare saw «the great importance of a costume for achieving certain dramatic effects» [21, p. 324].

It was striking, according to K.I. Chukovsky, that while admiring objects, created by human hands, O. Wilde so much deified this artificial beauty that he did not see the natural one, which was the source of every inspiration. Therefore, it turned out that the supreme beauty, according to the laws of which the human life had to be built, was found only in works of art. In the opinion of K.I. Chukovsky, the love of nature for O. Wilde would only be possible if «it were polished by jewelers and embroidered with patterns by needlewomen» [20, c. 398]. The meaning of human life, according to Wilde, consisted in communicating with art or in the perception of works of art. This utilitarian philosophy results in another paradox, the meaning of which is reduced to the fact that ordinary life is boring and meaningless and the only salvation is art. These ideas of the English poet allowed K.I. Chukovsky to conclude that O. Wilde “was the most detached man from the earth, the most inorganic in the world, and what was very important, that, in the first poem book, he did not sing either heroes or lovers, – which is characteristic of young men – but the poets: Swinburne, Keats, Rossetti, Morris; artist – Burne-Jones; actors: Erving, Sarah Bernard, Ellen Terry» [20, p. 400]. Art was higher than real life for O. Wilde, as it was a beautiful lie, a fiction that had nothing to do with real life. Denying the reality, objectively existing outside the human consciousness, O. Wilde came to the conclusion that it was the nature that reflected the art but not the art that reflected the nature. In the light of this, the writer's idea that the beauty, he praises, cannot not be subjected to judgment of morality is quite understandable.

## 6. Conclusions

In spite of the critical perception of certain aesthetic views of O. Wilde, K.I. Chukovsky appreciated his work and throughout his life he corrected his attitude towards the English writer for the better. In the article «Oscar Wilde», revised in the late 1950s for the collection «People and Books», the perception of O. Wilde's works was more balanced and thought-out than before. The leveling of the significance of social functions of art was perceived not only as a negation of naturalism in art, characteristic of the literature of the mid-20th century, but also as a manifestation of the philistinism intolerance in life. The behavioral and creative eccentricity of O. Wilde was already considered as a means of combating Puritan morality. It is equally important that O. Wilde, in the words of K.I. Chukovsky, as a popularizer of art, opened the opportunity for his wide audience to join the highest achievements of French and English artists: «He appealed to everyone, to all of mankind, and he was the only one of the whole generation to become the world famous writer» [20, p. 416]. Such a comprehensive assessment of the merits of O. Wilde helped K.I. Chukovsky not only to determine the place of the writer in the social life of his time, but also contributed to a more balanced reading of his works by the Russian public.

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## Information Educational Technologies as a Problem of Pedagogics

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### Abstract

**Background:** Innovative activity is associated with the teacher's willingness to develop and implement pedagogical innovations in the teaching and upbringing process. However, the lack of readiness of teachers to accept and practically implement innovations significantly reduces the effectiveness of innovations introduced into the educational process. The renewed practice of general education makes qualitatively new demands on teachers and educators. Pedagogical education is increasingly under the influence of forces dictating the need for its intensive development. Teachers already today must prepare for the organization of educational systems of the future, and therefore pedagogical universities face problems that they previously did not solve.

**Methods:** The analysis of the works of scientists, educators on information educational technologies examines the problems of pedagogy in the conditions of reforming school education, positive tendencies and constraints, the role of activity in the development of information educational technologies. Study and analysis of scientific literature, materials and documents. Hence, pedagogical technology is a set of rules and corresponding pedagogical methods and methods of influencing the development, education and upbringing of a schoolboy [Pedagogy: Theories, Systems, Technology, 2010].

**Findings:** Modern information technologies of education are in the stage of dynamic renewal, the impulse to which was, on the one hand, the processes of reforming society as a whole, and, on the other, the logic of the development of the educational system itself. The system of general education develops in the direction of increasing its differentiation, variability, the integration of educational programs, the humanization of education. Recognition of the need for innovative transformations in pedagogical science facilitated the emergence of innovative schools in large numbers, the introduction of new technologies into the pedagogical process. What is pedagogical technology? There are many answers to this question, sometimes not matching each other. This suggests that the theory and practice of pedagogical technology is only being developed. According to S.I.Ozhegov's dictionary: "technology is a certain set of processes in a certain industry, as well as a scientific description of the methods of production. Technology (from the Greek: "techne" - art, skill, skill, "logos" - word, teaching) - the totality of methods implemented in any process" [Ozhegov and Shvedova, 2008].

**Improvements:** In recent years, a new area of knowledge has become increasingly important: innovative pedagogy or pedagogical innovation. This is the sphere of science that studies new technologies, the development processes of the school, and the new practice of education. The word: "innovation" comes from the Latin "inovatis" ("in" - "novus" - new) and in translation means "renewal, novelty, change" [Duisenbaev, 2015]. Thus: "Innovative pedagogy is a branch of pedagogical science that studies the process of updating pedagogical activity, its principles, laws, methods and means (the teaching about the creation of pedagogical innovations, their evaluation and mastering by the pedagogical community, use and application in practice)" [Education and Science. Encyclopedic Dictionary, 2008].

**Keywords:** innovative pedagogy, innovative activity, educational technologies, technology, individualization of training.

### 1. Introduction

Innovations in education, understood in a broad sense as introducing a new, changing, improving and improving the existing one, can be called an immanent characteristic of education stemming from its basic meaning, essence and meaning. After all, the novelty of any means is relative in both personal and temporal terms. What is new for one school, one teacher, can be a passed stage for others. Novelty always has a specific historical character. It does not matter whether the idea, conception, or technology are objectively new at the present time or not, it is possible to determine the time when they were objectively new (for example, the Komensky's class system was good at the time) [Pedagogy. Ed. Pidkasisty, 2014]. Being born at a specific time, progressively solving the tasks of a certain stage, innovation can quickly become the property of many, the norm, the generally accepted mass practice, or be obsolete, become obsolete, become a brake on development at a later time. In the basis of classification of innovations it is possible to put certain criteria on the basis of which it will be conducted. The first criterion is related to the area in which innovations are implemented. The second general criterion can be considered the way of the emergence of an innovative process, the third - the breadth and depth of innovative activities, and the fourth - the basis on which to appear, there are innovations. According to the first criterion, that is, depending on the area in which the education sector is innovating (what is being updated), the following innovations can be distinguished: "1) in the content of education, 2) in technology, 3) in the organization, 4) in the system and in management" [Pedagogy. Ed. Tryapitsyna, 2014].

### 2. Literary Review

In this definition of pedagogical technology, attention is drawn to the structure of interaction between the teacher and students - this determines, in fact, the methods of influencing the students, and the results of this impact. Without pedagogically developed thinking, without taking into account many factors of the pedagogical process and the age and individual characteristics of students, any technology will not fulfill its purpose and will not give the proper result. No wonder they say: "A teacher who has mastered pedagogical technology is a person who has pedagogical skills. Any technology in one way or another is aimed at the implementation of scientific ideas, provisions, theories in practice" [Khairullin, 2011]. Professor I.P.Volkov believes: "that pedagogical technology is a description of the process as achievement of planned learning outcomes" [Volkov, 1989]. Therefore, pedagogical technology occupies an intermediate position between science and practice. Professor V.P.Bespalko defines pedagogical technology as a project, a model of a pedagogical system implemented in practice [Bespalko, 2015]. Professor V.M.Monakhov defines pedagogical technology as an orderly system of procedures, the strict implementation of which will lead to the achievement of a certain planned result [Monakhov, 2010]. Professor F.A.Fradkin gives the following definition: "This is a systematic, conceptual, normative, objectified, invariant description of the activities of the teacher and student aimed at achieving educational goals" [Fradkin, 1996].

Readiness of the teacher to introduce innovations in the educational process is largely determined by the base that is laid in the period of his education at the university. Therefore: "so that the system of preparing future teachers is effective, it must also change, in accordance with the trends that determine the development of general education practice" [Clarín, 2011].

### 3. Methodology

The school, organized in accordance with the "method of projects" (B.Russel in the UK), gave students the right to freely choose classes. The curriculum was considered as a set of interrelated experiments. The pupils themselves chose the types of activity by which new knowledge was acquired. They also determined the content of the school curriculum [Duisenbaev, 2014].

The freedom of the pupil presupposed the possibility of studying in an individual rhythm those subjects which he had chosen. Interaction in the group was carried out on the basis of communication between students of all ages. The distribution of time provided for the students to receive the study assignment at

the beginning of the month and its implementation at their own discretion. The student signed a "contract" for the implementation of a certain program. A significant part of the study time (3 hours in the morning) was assigned to independent work. All pupils had an individual timetable, they themselves chose laboratories and classrooms according to subjects and worked in them independently or in small groups. Individualization of education at school was subject to organizational forms, the selection of the content of education and teaching methods.

"Open schools" (appeared in the UK in the early 1970s) asserted the individual nature of the teaching, which was reduced to the actual abandonment of the compulsory curricula and programs, the abolition of the class-curricular form of instruction, the elimination of the rigid timetable and the unified school regime, control system [Latyshina, 2005].

In such a school there is no traditional timetable and there is a flexible rhythm of classes. The teacher and the student jointly plan the themes and time for performing various activities. This work was called "integrated day". The main form of education is the method of discovery. The free regime facilitates the processes of comprehension of the world around the child and self-expression. The classes united children with a difference of up to two years. Such schools were considered as the cultural and educational center of the district.

#### 4. Results

In the course of innovative activities, this type of activity influences the development of teachers' professionalism:

- affirm humane, subject-subject relations between them and students;
- the individual and creative development of the teacher's personality is more active in the process of innovation;
- innovative experience of teachers is combined with pedagogical and psychological scientific activity;
- the scientific and pedagogical community (cooperation, partnership) of scientists and teachers is growing stronger.

#### 5. Discussion

The main indicator of innovation is the progressive beginning in the development of a school or university in comparison with established traditions and mass practice. Therefore, innovations in the education system are associated with the introduction of changes:

- goals, content, methods and technologies, forms of organization and management system;
- in the styles of pedagogical activity and the organization of the educational and cognitive process;
- in the system of monitoring and evaluation of the level of education;
- in the financing system;
- in educational and methodological support;
- in the system of educational work;
- in the curriculum and curricula;
- in the activity of a teacher and a schoolboy.

In historical terms, the scale (volume) of the new is always relative. Novelty has a specific historical character, that is, it can arise before "its time", eventually become the norm or become obsolete.

In the process of development of a school or university, and possibly the educational system as a whole, consider:

- Absolute novelty (lack of analogs and prototypes);
- relative novelty;

Types of innovations in the school and university are grouped for different reasons.

The first classification of innovations is based on the correlation of the new to the pedagogical process taking place in the school or university. Based on an understanding of this process, the following types of innovations are distinguished:

- for the purposes and content of education;
- in methods, means, techniques, technologies of the pedagogical process;
- in the forms and methods of organization of education and upbringing;
- in the activities of the administration, teachers and students.

The second classification of innovations in the education system is based on the application of the sign of scale (volume). Here the following transformations are distinguished:

- local and single, not connected with each other;
- complex, interrelated;
- System, covering the whole school or university.

The third classification is carried out on the basis of innovative potential. In this case, there are:

- modifications of the known and accepted, related to improvement, rationalization, modification (educational program, curriculum, structure);
- combinatorial innovations;
- radical transformation.

The fourth classification of innovations is based on the grouping of characteristics in relation to its predecessor. With this approach, innovations are referred to as substituting, canceling, opening, or retrograde.

As sources of ideas for updating the school or university, you can:

- the needs of the country, region, city, district as a social order;
- the embodiment of the social order in laws, directive and normative documents of regional or municipal significance;
- Achievement of a complex of human sciences;
- advanced pedagogical experience;
- intuition and creativity of managers and teachers as a way of trial and error;
- Experimental work;
- Foreign experience.

Some of the world's most famous "new schools" of the 20th century "Free school communities" (founded in Germany by G.Litz and P.Gheheeb) are boarding schools, whose organization of life was based on the principles of free development of the child and cooperation of citizens of a small society. The training was based on compulsory labor and the choice of training sessions. As a principle of the organization of training the course system was applied, and there was no stable curriculum. In the field of education, priority was given to civil responsibility on the basis of the principle of internationalism. A fifth of all students were children from other countries [Djurinsky, 1998].

"School for life, through life" (O.Decolli, Belgium) - is education and upbringing in close connection with nature, reliance on the activities and freedom of the child, close contact with the families of students [History of Pedagogy and Education. From the birth of education in the primitive society to the end of the twentieth century, 2001].

The "centers of interest" of the students formed the main idea of the school. The training was organized in accordance with the peculiarities of the development of children's thinking. The child sought to introduce into the activity processes: observation, measurement, finding, expressing thoughts and conducting associations. An important component of the training was the immediate environment of the child: nature, school, family, society [Seitaliev, 2007].

The School of Doing (D.Dewey, USA) sought to bring learning closer to the life and experiences of children, stimulating their natural development [Dewey, 2009], that is, to organize learning by doing. In the learning process, the main impulses of the natural growth of the child were taken into account: social impulses (the desire to communicate), constructive (the desire for movement in the game), research (the urge to recognize and understand), expressive (the desire for self-expression). For example: "The essence of socialization is a combination of tools and human isolation in a particular society" [Duisenbayev and others, 2016].

For communication of children of different ages, extra-class activities were assigned. From this direction grew:

- "Laboratory School" (D. Dewey);
- "Game School" (K.Pratt), based on the principle of using the game and the method of dramatization in the learning process;
- "Children's School" (M. Naumberg), guided by the motto "only living we learn" and preferring individual lessons;
- "Organic School" (M. Johnson), focused on classes in groups. For the above-mentioned American schools was characterized by:
  - the desire to find new methods of teaching;
  - attention to the interests of children;
  - studying the individual characteristics of students;
  - development of their activity, as well as a tendency towards practicality and utilitarian training and education.

## 6. Conclusion

In innovation, the teacher acts as a researcher of the whole pedagogical process and professional activity proper. This allows him to analyze and describe the pedagogical experience (his and colleagues), to correct the ways of achieving goals and tasks, to creatively approach the phenomena and processes that make up the content of his professional work. It is the analysis of one's own pedagogical activity that serves as the basis for the innovative activity of the teacher.

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## Linguistic Units Representing the Frame RESTORATION in Modern English

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### Abstract

The article carries out an in-depth study of the verbs that determine the frame structure RESTORATION in Modern English as well as the problem of their correlation with the lexical units representative of the frame which is being researched. Each dominant lexical unit is thoroughly described.

**Keywords:** frame, lexical unit, cognitive category, frame analysis, semantics, mental structure, restoration.

### Introduction

At present, the frame theory, or frame semantics, is widely used to explore the knowledge organization principles within language and thus becomes a useful research tool for studying the lexical and grammatical meanings of language units as well as the meanings of a text, as a whole.

The choice of the frame theory as the guideline for research is determined by the necessity of studying the language phenomena in their correlation with the cognitive structures which are responsible for organizing human experience and knowledge. Currently, linguists often consider the frame to be one of the most typical structures for organizing human thinking and knowledge. It is the model of a stereotypical situation, which helps to explain the semantic and syntactic functioning of language units.

Present research regards a stereotypical situation of restoration as an isolated sphere of human experience presented within native speakers' consciousness as a structured cognitive space with the obligatory realization of such a structure in speech. This fact accounts for the use of various lexical units subjected to analysis.

**The main method** used in the current research is the combined method of cognitive and linguistic analysis. At the same time, each stage is characterized by a set of methods and techniques. Therefore, both component and definitional types of analysis have been applied to studying the meaning of lexical units. The conceptual and contextual analyses and the method of frame semantics are used to study the updating of a lexical meaning.

### Main Part

Cognitive linguistics explores the mental processes occurring when sense perceives, learns and cognizes reality. It also explores types and forms of their mental representations. The frame is one of the central concepts of cognitive linguistics. The frame is an extensive, complex concept representing a "package" of information, some knowledge about a stereotypical situation. A frame may also be regarded as a unit of knowledge organized around a concept; this unit contains the data about the essential, typical and possible things belonging to this concept [Dijk 1981: 219-220].

A frame contains some features, which define the semantic characteristics of language units. The first frame feature claims that the amount of frame characteristics representing a stereotypical situation is not final; it can always be complemented with specifying characteristics, which are not included in the



original description [Dijk 1989: 12-40; Belyaevskaya 1992: 401]. The second frame feature states that frames are interdependent and interoscultate [Belyaevskaya 1992; Chenki 1996: 25-32; Boldyrev 2000]. The following frame feature alleges that attention can be focused on any of its element.

The result of analyzing various defining dictionaries [the Longman dictionary, Webster, the Oxford dictionary, Ozhegov, Ushakov, Efremova dictionaries, etc.] reveals that the frame structure "restoration" means "bringing back or re-establishing (a previous right, practice, or situation)"; "returning (someone or something) to a former condition, place, or position"; "repairing a building, work of art, etc."; "giving (something stolen, taken away, or lost) back to the original owner".

Having studied the extralinguistic information on restoration (knowledge of psychology, medicine, information scientists, constructions) and chosen the examples of factual language material, we can point out the following obligatory elements of the frame structure RESTORATION: the Subject which carries out the restoration of something, the Object which is restored, and the Action (i.e. the process of restoration). The result of the analysis of the factual speech material shows that the OBJECT of the frame under review is expressed by a number of spheres of application, in particular, "information technologies", "clothes", "building", "health", "emotions", "situation", "various things" (which can be both material, and abstract), "relations" (which are divided into four groups: "personal relations", "legal", "economic", "production"). Having studied the factual speech material we can define the following optional elements, which refer to the ACTION: "duration", "purpose", "place", "time", "way", "degree", "reason", "energy".

The review of thesauruses has shown that there are more than 100 lexical units in the lexical-semantic group of verbs, which have the meaning "restoration" in English. This number of lexical units is not final because the borders of frames are relative.

The recurrent lexical units explicitly or implicitly containing the meaning "restoration" were chosen from dictionaries, encyclopedias, the Internet, the press and fiction. They are "restore", "recover", "repair", "rebuild", "revive", "regain", "redress", "reproduce" and some others.

The verb **to restore** is considered as a dominant lexical unit of the frame structure "restoration". The meaning of this lexical unit presents the frame structure "restoration" in the most abstract, generalized form. It is appropriate to give the following statistical data to see the role of the lexical unit "restore" to determine this frame. The lexical unit "restore" is used in 1600 cases out of 3000 cases among the verbs representing the meaning "restoration" in modern English literature. The other lexical units with the meaning "restoration" are used in 1400 cases. Thus, the lexical unit "restore" is the recurrent unit which determines the frame structure RESTORATION.

"Restore" can also be considered as a dominant verb of the lexical semantic group because this lexical unit covers the maximum meaning scope of restoration which is proved by dictionary data. "Restore" means "to reestablish, or bring back into existence"; "to bring back to a previous condition or state"; "to give or bring back (that which has been lost or taken), to bring back to the owner, to replace"; "to recover (data, etc.) from a backup"; "to make good; to make amends for" [Webster, Longman, Oxford dictionary]. He restored my lost faith in him by doing a good deed [BNC].

There was a crash last night, and we're still restoring the file system [BNC].

The results of the analysis of the factual language material confirms the evidence that the lexical unit "restore" can explicitly or implicitly express all obligatory elements and optional elements of the frame at the language level, for example:

This event, while it raised the spirits of Elinor, **restored** to those of her sister all, and more than all, their former agitation [BNC].

This **restored her cheerfulness**, and when she returned, she was herself again [BNC].

Order was instantly restored, and the young lady closed her remarks as follows: "My composition has three morals, my friends." [BNC]

As noted previously, "restore" is not the only verb capable of determining the frame under consideration. Within the scope of this work, the following recurrent verbs, which determine the frame

structure RESTORATION, are considered: recover, repair, redress, rebuild, revive, regain and reproduce. Dictionary definitions have been investigated to classify these units.

The first verb to be studied is “**to recover**”. It has various definitions: “to get back, regain (a physical thing lost etc.)”; “to return to, resume (a given state of mind or body)”; “to reach (a place), arrive at”; “to restore to good health, consciousness, life etc.”; “to get better from; to get over”; “to get better, regain one's health”; “to regain one's composure, balance etc.” [Webster, Longman, Oxford dictionary].

The result of the analysis of the factual speech material proves that the lexical unit “recover” can explicitly or implicitly express all obligatory elements and most of the optional elements of the frame at language level. This lexical unit covers seven of eight optional elements, which belong to the obligatory element ACTION, and five of eight spheres of application, which refer to the obligatory element OBJECT, for example:

“The brave man has **recovered** the child, women,” I said, as I undid the bundle [BNC].

He **recovered** from his sickness, and he so far kept the vows which he had made as to seek a reconciliation with Berengaria, and to live with her afterward, ostensibly at least, on good terms [BNC].

“Did they ever recover the old lady?” asked Harris [BNC].

The linguistic analysis has confirmed the evidence that this verb can collocate with the modal verbs could and should. According to the grammatical categories of the verb “to recover”, it is necessary to mention that it can be both an intransitive and a transitive verb. It should also be noted that it is an intransitive verb, as a rule, in the meaning of “return to the normal state after the period of problems or difficulties, to be restored after a disease, accident, shock”, and the following example illustrates this case:

You have been very ill, Allan, but I know you will **recover** now [BNC].

In other cases it is a transitive verb, for example:

Ruth Kettering had **recovered** her composure [BNC].

This lexical unit is mainly used in the Infinitive with the Active Voice, but can be used as a Gerund, as well.

The following verb to be explored, **to repair**, has the following definition: «to restore to good working order, fix, or improve damaged condition; to mend; to remedy» [Webster, Longman, Oxford dictionary].

The analysis of the factual language material proves the fact that the lexical unit “repair” can explicitly or implicitly express all obligatory elements and different optional elements of the frame at language level. This lexical unit covers four of eight optional elements, which belong to the obligatory element ACTION, and four of eight spheres of application, which refer to the obligatory element OBJECT, for example:

This is only about my two old houses in the city, which are being **repaired** and altered so that the rooms can be let singly [BNC].

She **repaired** the ruined buildings, and afterward, in the course of her life, she brought together, it was said, in a manner hereafter to be described, one or two hundred thousand rolls of manuscripts, as the commencement of a new collection [BNC].

This library was the only general collection of the ancient writings that ever had been made, and the loss of it was never repaired [BNC].

A closer look at the data suggests that this lexical unit is often used both in the Active and Passive Voice. It can collocate with some modal verbs. According to the grammatical categories, this verb is a transitive verb. The following factual language material proves it:

This article will help you renovate and **repair** your house [BNC].

It can be used in the Infinitive mainly in the Active Voice and as a Gerund, as well.

Other verbs, which have been researched, are presented with a fewer number of examples; however, they have provided further evidence for supporting a number of interesting points of meaning of restoration, which are relevant to our study.

The verb **to rebuild** is defined as «to build something again, after it has been damaged or destroyed» [Webster, Longman, Oxford dictionary].

The analysis of the factual language material provides confirmatory evidence that the lexical unit “rebuild” can explicitly or implicitly express all obligatory elements and some optional elements of the frame at language level.

We helped them to **rebuild** their church [BNC].

The church was completely rebuilt in the last century [BNC].

It should be noted that the verb “to rebuild” is a transitive verb, for example:

So, you have decided to **rebuild** your bathroom [BNC].

This lexical unit is normally used in the Infinitive with the Active Voice, but and can be used as a Gerund, as well. It can also collocate with some modal verbs.

The verb **to revive** has the following definitions: “to return to life; to recover life or strength; to live anew; to become reanimated or reinvigorated”; “to recover from a state of oblivion, obscurity, neglect, or depression”; “to restore, or bring again to life; to reanimate”; “to raise from coma, languor, depression, or discouragement; to bring into action after a suspension”; “to renew in the mind or memory; to bring to recollection; to recall attention to; to reawaken” [Webster, Longman, Oxford dictionary].

The study suggests that the lexical unit “revive” can explicitly or implicitly express all obligatory elements and some optional elements of the frame at language level.

The doctors revived her with injections of glucose [BNC].

This girl completely revived from her illness [BNC].

According to the grammatical categories of the verb “to revive”, we can put forward the claim that it can be both an intransitive and a transitive verb. It should be noted that it functions as an intransitive verb, as a rule, in the meaning of “become again healthy or strong”, for example:

His health is beginning to **revive** [BNC].

This lexical unit can also function as an infinitive in the sentence.

The verb **to regain** has the following definition – «to get back; to recover possession of» [Webster, Longman, Oxford dictionary].

The result of the analysis of the factual language material has provided sufficient support for the claim that the lexical unit “regain” can explicitly or implicitly express all obligatory elements and some optional elements of the frame at language level.

Government forces have **regained control** of the city [BNC].

The doctors don’t know if he will **ever regain** the use of his legs [BNC].

It is also appropriate to mention that it is a transitive verb and the following factual language material proves it:

He **regained** his feet, and looked round for his would-be murderer [BNC].

As stated earlier with various other cases, this lexical unit can function as an Infinitive mainly in the Active voice, as well as a Gerund.

The verb **to redress** has various definitions, such as: “to put in order again; to set right; to emend; to revise”; “to make amends or compensation to; to relieve of anything unjust or oppressive; to bestow relief upon”; “to set right, as a wrong; to repair, as an injury; to make amends for; to remedy; to relieve from”; “to put upright again; to restore” [Webster, Longman, Oxford dictionary].

The data gathered while analyzing the factual language material suggests that the lexical unit “redress” can explicitly or implicitly express all obligatory elements and some optional elements of the frame at language level.

In other words, it was only through hostilities that the Spartans felt they could **redress the balance** [BNC].

He had to **redress** the situation as soon as possible [BNC].

According to the grammatical categories of this verb, it is appropriate to point out that it is a transitive verb, for example:

They promised that if they would return to their duty the government would not only overlook the serious offense which they had committed in leaving their posts and marching upon Moscow, but would inquire into and **redress** all their grievances [BNC].

This lexical unit is mainly used as an Infinitive in the Active Voice, but can be used as a Gerund, as well. The verb **to reproduce** has the following definitions: “to produce an image or copy of something”; “to produce again; to recreate”; “to bring something to mind; to recall” [Webster, Longman, Oxford dictionary].

This seems to confirm the fact that the lexical unit “reproduce” can explicitly or implicitly express all obligatory elements and some optional elements of the frame at language level.

Scientists were unable to reproduce the results claimed on the television program [BNC].

Some diagrams are poorly reproduced and tables printed vertically [BNC].

This verb can collocate with some modal verbs. It is used in the Passive Voice. In accordance with the grammatical categories of the verb “to reproduce”, we should mention that it can be both an intransitive and a transitive verb.

This lexical unit can be an Infinitive mainly in the Active Voice and can be used as a Gerund.

### Results

In conclusion, we note that the results of this research have confirmed the hypothesis that the frame structure RESTORATION and, therefore, any frame, is a structured meaning which can be represented with some lexical units and, at the same time, it can reflect all extralinguistic knowledge about a situation of restoration. The consideration of meaning of lexical units from the point of view of frame semantics leads to the conclusion that the application of this approach to the structures under discussion is effective and relevant, as the frame, which organizes knowledge in its own specific way, is a necessary preliminary condition of human ability to understand word meaning.

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## Euphemism in the Language of Iraqi Political Discourse

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### Abstract

This article discusses the use of euphemistic expressions in the language of political discourse (as exemplified in contemporary discourse of Iraqi politicians). The political events in Iraq that have happened over the past decade and a half, the strategies of Iraqi politicians, the winning of votes have become the motives for using this effective and influential linguistic style. This study is of concern precisely because none of the Iraqi linguists has turned to this topic before. Also, understanding the realities of the Iraqi political discourse makes linguists explore the linguistic boundaries and provide insight into a modern approach to it and a new perspective, give up on classical analyses that consider speech in isolation from speaker, addressee and context.

**Keywords:** euphemistic expressions, Iraqi political discourse.

### 1. Introduction

Arab professor Ahmed Amin presented a copy of his book to an orientalist, who sent a letter in reply in Arabic. He expressed his gratitude for the gift in it and wrote: «أدامك الله لنتنفع من خَرارة علمك» - May Allah make your life longer to benefit from "Harar" of your knowledge. Here is the word «خَرارة» [Harara] according to the Arabic lexical meaning: "murmur is the sound of flowing water". The orientalist wants to express that knowledge of an Arab professor "murmurs" like spring water in the barren desert of knowledge. Despite the eloquence and ability to choose words, «murmur - خَرارة» [Harara] has a negative connotation in Arabic, so the letter became the subject of irony and ridicule. This incident reminds us of a phenomenon that occurs in some languages, where there are certain words that have feelings associated with certain meanings and cannot be expressed explicitly. Usually they are avoided and substituted for other words less explicit. (Dr. Zaki Naguib Mahmoud - P. 280 / د. زكي نجيب محمود). This phenomenon is called "euphemism".

After the events of 2003 in Iraq, two opposing tendencies in modern discourse emerged in the political arena. *One* - reflected the speech aggression, filled with lexical units of colloquial, slang, vernacular, obscene and offensive character. It emerged during the liberation of the country from the domination of one ideology and after the democratization of public and political life in American style, the absence of political censorship and the ideological struggle of representatives of political forces for power. *Another tendency* was more polite, more cultural and positive with a lot of hints and euphemistic units hiding certain goals.

### 2. Euphemism in the Language of Political Discourse

As is known, two semantic structures have appeared in political discourse - *a large one*, based on ideas, content and themes that link words and components with the aim of creating a strong semantic structure, and *a small one*, represented by lexical units both inside the discourse and by what they express within their consistency with other language elements (Rami Azmi Abdel Rahman / P. 152 - 153 / رامي عزمي عبد الرحمن). Euphemisms as a powerful means performing a number of functions arise among these lexical units.

Since ancient times, with the aim of politely and decently expressing something offensive or indecent, the Arab nation has resorted to the following language method, for example, in the holy book "Quran", a number of euphemisms of the type ["حراث - hars - plowing", "ملامسة - mulyamsa - close touch", "رفث - raffas - to get into someone's pants", "دخول - dukhul - entry"] were used to depict sexual relations between the sexes. (Dr. Anis Ibrahim / P. 142142).

The euphemism of speech among the Arabs is often motivated by refinement, politeness, bashfulness. (Abu Mansour Al-Tha'alibi / P. 50 منصور الثعالبي)

In some cases, as in most languages of the world, they perform an optimistic and pessimistic function. The third motivation is reverence, exaltation of things, fear, respect, passionate love. For example, to call aunt mother or uncle father. (Abu Mansour Al-Tha'alibi / P. 367 ابو منصور الثعالبي)

From the point of view of some ancient Arab linguists, an Arab resorts to euphemisms because out of boredom of using the same word to express his emotions and feelings. For example, the word "love" can be replaced by 60 names. (Ibn Qayyim al-Jawziyah / P. 16).

Euphemism, as a social phenomenon, occupies a significant place among ancient Arab linguists. Arab linguist (Ibn Faris ابن فارس) in his book "Al - Akhabi" الصاحبى applied the term "improvement of the meaning of words" to designate this term. He said, "One names certain words with other names with the aim of improving the meaning".

Other linguists used a number of terms, such as "hint, mitigation, metonymy", and linguistic scientist "Al - Ssalliby الثعالبي" in his book "Fikkh al - lyuga - فقه اللغة" dedicated a special chapter to this genre.

With the advent of Islam in the Arab world, the use of euphemistic speech has become stronger. Prophet Mohammed said, "Do not tell my slave, my slave, but tell a boy and a girl, and he denied calling "grapes - العنب" the word "الكرم - karma", as this word means "a Muslim man" (see Mohamed Mahmoud El Sayed - the implication between the historical and the linguistic - محمود محمد السيد).

(اللامساس بين النظرة التاريخية والدواعي اللسانية).

Relying on ancient Arabic and Western phonetics, modern Arabic researchers used different names to call this linguistic genre, Professor Kamal Beshr used "حسن التعبير - decoration of the utterances", and the well-known linguist used a literal Latin translation (Euphemism - التلطف), and Al Huly Mohammed - "Euphemization of an utterance - لطف التعبير). From their viewpoint, this phenomenon has a significant place in language studies, namely in the semantic area, since it is considered to be one of the semantic changes and is the main factor in the refusal of using or borrowing words.

The main research topics of modern Arab linguists touches upon the historical aspect, goals, means of euphemization, the role of euphemism in enriching the Arabic vocabulary and others. These authors are "Al - Radzhikhy Ali Ben Abdul - Aziz علي بن عبد العزيز الراجحي" in his "Euphemism in Arabic Scenes" التلطف في العربية, Husam-Al - Din Karim Zaki - كريم زكي حسام الدين - "Language Taboo - التلطف المحظور" 1985, and Al Sayd Mohammad Mohammed with the article "Tabo as a Method of Historical Point of View and Its Linguistic Reasons" (see Mohamed Mahmoud El Sayed - The implication between the historical and the linguistic اللامساس بين النظرة التاريخية والدواعي اللسانية).

According to some modern specialists in sociology and politics, some euphemistic words and expressions are subjected to negative criticism, especially in a political atmosphere, and explain this refusal by the influence of Western euphemistic terms, word combinations and expressions on Arabic such as "technocrasism, a policy of small steps, a policy of scorched earth" ("On euphemism, Taboo Euphemism in Arabic" p. 114)

Al Harsi Mohmmmed Abdul-Aziz points out that "euphemistic phenomena" in political discourse perform two social functions: persuasive and veiling, in order to hide the truth, to mitigate the witticism of the statement for the listener, to conceal the true meaning, to carry out a political agenda, not to evoke negative emotions and to get support, to neutralize the utterance (see Political discourse and terminology is an undisputed Western industry and a tool through which politics is exposed - الخطاب).

من خلالها see also "On euphemism, Taboo Euphemism in Arabic" - Hadi N. J., Jasim M.A.)

According to Iraqi scholar Al - Hayatt Faddil, flexibility, cunning, digression, characterizing the hidden meaning of political euphemism, contradict to Arab political speech, distinguished by thoroughness, directness and clarity. (see (الخطاب السياسي ميزات) see also "On Euphemism, Taboo Euphemism in Arabic" - Hadi N. J., Jasim M.A.).

Srminy Mustafa Anas notes that he does not cast doubt on the positive influence of the euphemism of speech in the Arabic language, but the use of some loan words or expressions of foreign origin conflicts with the morality and ideology of the Arab nation. For example, in the Arabic language "لواط" - expresses one who sodomize". Currently, this word began to be euphemized by English calque "شاذ جنسيا" - homosexual", then by the words "المرح - السعيد - المثلي" [see Euphemism in the Expression Between Literature and Flattery - التلطف في التعبير بين الادب والتملق].

Iraqi scholar (Takki A. B. - احمد باهض تقي) and others single out the following types of political discourse technology:

1. Artificial (for example, image, transmission, satellite broadcasting, etc.)
2. Technology that represents text processing, system and meaning. - How to Face Terrorism - P. 56 (كيف نواجه الارهاب)

Consequently, it can be said that euphemism as one of the language methods is an integral part of political discourse.

Most specialists and analysts of the Iraqi political discourse argue that the Iraqi political discourse after 2003 is marked by rudeness, hatred, filled with violence, confessional words and expressions. This is based on the fact of liberalization of the country, democratization of the government, freedom of speech and conflict of various ruling parties and blocs because of power. However, giving due consideration to the discourses of the representatives of political alliances, factions, independent persons and press texts, it turns out that this sphere is productive precisely in terms of euphemisms. Therefore, in this article we try to shed light on this linguistic style by analyzing the examples of modern political euphemisms taken from the materials of Iraqi political discourses and texts of the period from 2003 to our time.

As the first example, we can give a situation where, in order to justify American expansion of Iraq, following former President of the USA George Bush and British Prime Minister of the Great Britain T. Blair, in Iraq the following euphemisms were used to replace the words "occupation, war, invasion"

- Now and after the liberation of Iraq, we have already taken a number of practical steps to protect human rights. (The speech of the Ambassador of Iraq in South Africa at the University of Cape Town May 6, 2013)
- The Iraqis, who support their national government, have determined that Iraq should be freed from any military presence.
- The neutral words (events, changes) are used in the same meaning.
- However, the only thing that has not changed in recent years after the political developments is the unification of political opponents to exterminate the people. ([www.kitabat.com](http://www.kitabat.com) October 20, 2017).

To neutralize the phrases "extermination regime, dictatorial regime), deputy Dialya Ggaida Kambash - غيداء كمش - [www.alsumaria.TV](http://www.alsumaria.TV)) said that the officers of the former army are not subject to the law on the attachment of movable property and real estate of the persons of the former regime.

To moderate the witticism of some words and expressions that characterize the policies of the former prime minister, Al-Maliky used the words such as “ فرض القانون - impressive law, in the meaning of establishing the lawfulness – order by force ”, and also began to use more emollient expressions:

- We are trying “to extend the power of law all over Iraq. [Al-Ababadi’s speech at the conference of the Arab League on March 29, 2017]
- Al-Aabady stated that Iraq had put forward its point of view for the future of the region through the development and spread of security (November 28 - 2017).

In order to avoid the conflicts and not to create a sensation of communicative discomfort with the interlocutor, the acting Prime Minister of Iraq, Al - Aabady, uses the following:

- “Not to treat” - in the meaning of “non-recognition”
- Al-Aabady states that they are not obligated to the Iraqi government to treat the referendum on the division of Iraqi Kurdistan. [www.al-arabiya.net]
- Al-Aabadiy explains that his government is not ready to discuss the results of the referendum in Kurdistan and treat its results. [www.alhurra.com]
- Our people understands who works for ignoble (indecent) purpose and illusory glory (2016, November, 2017).

Here the adjective ignoble (indecent) is used by Haidar Al-Aabady in the meaning of “dirty”.

It should be noted that the antonyms with the prefix “non” are often found as euphemisms, since this means is often perceived more euphemically than the synonyms in the source language.

- Member of the bloc of the National Union of Kurdistan Salar Mohmud expressed that the Kurdistan oil file was not transparent and the parliament was not familiar with the details of government contracts. [www.alsumaria.com] (July 4, 2017)
- We call upon all deputies of various political blocs, ethnic communities and nations to be transparent and open to such modifications, and not as is usual with you, adhering to one position in the presence of the media, and upholding another one when voting.

Both of the above examples are interesting because euphemistic substitutions (transparent, opaque) were present with and without negation.

The euphemistic Arabic political term “transparent” is the literal translation of the English language “Transparency” in the political sense of frankness, clarity.

It is interesting to say that the names of some governmental and independent commissions were also subjected to euphemization, for example, there is an association of transparency in the Iraqi political lexicon:

- The Organization for Combating Corruption and the Investigation of the Level of Corruption in Iraq, the title “commission of honesty” – a commission for legal investigation of corruption, euphemistic name “Accountability and Equity” instead of “debaassification” was established by ambassador Bremer in 2003 – the committee for liquidation of the Baass party.
- “National Balance Committee” in the meaning of the committee on the deployment of public posts in the national and religious quota.

Responsible persons of the Iraqi government often avoid direct use of concepts related to money or monetary carriers, so the following can be singled out as euphemism:

- After the defeat, the Daisha’s terrorist gangs (the ISIL) have destroyed the cities, and we demand our brothers to support the reconstruction of these cities. (Al - Jaafary during the meeting with Emer Kater on October 28, 2017)



- Al-Jaafary noted that Iraq is still awaiting the support and participation of Europe in the reconstruction of Iraq. [www.alsumaria.com]
- Al-Jaafary emphasized that Iraq is a country rich in various resources, but now it is experiencing difficulties due to the security and economic problems embodied in the war against terrorism and low oil prices. And he expects an offer of support from fraternal and friendly countries in the area of reconstruction. [www.alsumaria.com] (November 10, 2017)

Within the framework of the struggle of Prime Minister Al-Aabady against corruption, the emollient euphemistic word "weight loss - ترشيق [tarshchikk]: in the meaning of reduction, elimination, abolition" was used:

- To eliminate corruption, laxity and leaks in the armed forces, we have put forward a number of reforms and the weight loss and abolition of top positions and several ministers have been completed (the speech by Al - Abady to the Iraqi people on February 9, 2016).
- For the camouflaging function, in almost seven years, the expression "correct the direction of the political process" has emerged in the meaning of "correct the deflection of the political process"
- On the occasion of the beginning of the month of Muharram, the Supreme Council of the Islamic Revolution confirmed its intention to continue to adjust the direction of the political process" (2017-09-22).

So, we can say that the second side of modern political discourse was productive in relation to euphemistic words, phrases and expressions. These euphemisms are mainly connected with ideological, ethnic and factional motivations. Moderation, neutralization of the meaning of the original nomination is the main role of creating this linguistic phenomenon in the modern Iraqi political discourse.

### 3. Summary

In conclusion, it should be noted that the political processes that have taken place in our country as a result of the "American democracy" are reflected in the language. The use of hints and euphemistic units hiding certain goals of the representatives of Iraqi political forces in their ideological struggle for power is indicative of it.

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## Bilingual Dictionary In The Linguocultural Aspect

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### Abstract

This paper is devoted to the analysis of the lexical material of the Russian-Tatar dictionary by Sagit Khalfin, published in 1785 (based on the list stored in the Department of rare books and manuscripts of the N.I. Lobachevsky Scientific Library of Kazan University). The dictionary reflects a wide range of active socio-political and religious vocabulary of the Tatar language of the last quarter of the XVIII century. Initially, it was intended for employees of state administrations, officials as a practical tool for learning the Tatar language, later released in handwritten form as "Tatar Dictionary and a brief grammar in favor of a student of the Tatar language at the youth gymnasiums in Kazan".

The study provides an opportunity to trace the development of Russian-Tatar language contacts, to identify and describe the linguoculturological features of fixing vocabulary units in the studied source.

A multidimensional study of the materials of the dictionary, which includes the general characteristics of the dictionary in historical and linguographic aspects, phonetic-graphic analysis of the transmission of language material, analysis of the translation tradition, as well as comparative analysis with the source dictionary, has provided new data on the history of Russian-Tatar lexicography. Undoubtedly, the dictionary is a valuable factual material for studying the history of the development of relations between the Russian and Tatar peoples, cultures, their mutual influence, since one of the large layers of its lexical material consists of words that reflect various aspects of everyday life of the end of the XVIII century.

In the framework of the study, the task of forming an electronic version of the dictionary, which fully describes its materials, as well as allowing for multidimensional (various-parameter) search and processing of the data of interest, is also solved.

**Keywords:** bilingual lexicography, linguistic cultural studies, Russian-Tatar dictionary, Tatar language, Russian, borrowing

### Introduction

Linguistic reference books (along with written records, see [1]) are not only one of the main sources in the study of languages, but also an indicator of their place and role in the history of culture of different peoples.

Bilingual dictionaries are a particularly valuable source for historical linguistic and cultural linguistic research. They make it possible to document the role and place of a language in the lexical space of the world, to trace the interrelations and mutual influence of certain peoples. On the basis of studying the dictionaries of previous eras and our time, one can judge not only many important trends in the development of languages, but also get a comprehensive linguoculturological picture of that period.

Translation dictionaries perform important socio-cultural functions. They help representatives of different nations to better know and understand each other, they concentrate the bulk of the knowledge accumulated by the time they were created by any people. The vocabulary of bilingual dictionaries reflects the demographic situation in the respective countries, the level of their political, economic, and cultural development, and makes it possible to identify international priorities.

Based on this, we can say that studying bilingual dictionaries one should consider the materials of sources not only in the linguistic aspect, but also subject to the historical-philological and linguistic-cultural perspective.

## Methods

This paper is devoted to the study of the linguistic-cultural features of the lexical materials of the Russian-Tatar Dictionary of 1785 by Sagit Khalfin. This dictionary is the largest in terms of handwritten bilingual and multilingual dictionaries of the 18th century and covers the lexical material of dictionaries created in the preceding period. It presents valuable factual material for studying the history of Russian-Tatar language contacts, the interaction of Russian and Tatar cultures and languages.

The study is carried out in the framework of work on the formation and comprehensive study of the set of vocabulary presented in the dictionaries of the Tatar language [2]. The subsequent comparative study of the obtained results with the materials of the analysis of dictionary sources of different periods and other types seems to be promising (see, for example: [3, 4, 5]). In the framework of the study, the task is to form an electronic fund, which fully describes the materials, making it possible to carry out multiattribute search and processing of the necessary data. In addition to descriptive research, linguistic-static methods are also used.

## Results And Discussion

Sagit Khalfin's dictionary is a valuable lexicographical monument. As early as the 19th century, researchers noted the high scientific value of its materials (see [6, 7]). In the XX century, many Turkic scholars, speaking of the birth of scientific Turkic and Oriental studies in our country, as well as in works devoted to Tatar enlighteners, write about Sagit Khalfin and his dictionary (see, for example, [8, 9]).

An important place in these studies is occupied by the works of an outstanding researcher of the history of the study of Turkic languages, a world-famous scientist Andrei Nikolaevich Kononov. He writes: "The Dictionary" is of twofold interest to us: first, it provides precisely dated lexical material (II half of the XVIII century), which is of certain value for the study of the vocabulary of the Tatar language. Secondly, it is a monument of Tatar lexicography..." [10].

The source under study consists of 2 volumes, the total volume of which is 1,527 handwritten sheets. According to our calculations, the dictionary contains 22,000 entries in Russian and Arabic letters. Some lexemes of the Russian vocabulary are fixed without translation, which may indicate the author's difficulty in choosing an equivalent from the Tatar language or the carelessness of a copyist when mechanically copying dictionary materials.

The principle of constructing a dictionary is close to modern lexicographic principles. The words are given in three columns: in the first, the Russian words are arranged in alphabetical order. In the second column, with the help of Russian letters, the transcription of Tatar words is given, and in the third column - their Tatar equivalents on the Arabic script: гремение - гурельдяу - гөрелдәу; Греция - Рум йери - Рум йире; грива - джалъ - жал; гривенный - унтинлекъ - ун тиенлек.

In some cases, single-root, closely related words or contextual phrases are attached to the translation, and there is a loss of the alphabetical order.

S. Khalfin often uses phrases, separate phrases and sentences in the dictionary, which facilitates the teaching of fluency in the Tatar language.

The analyzed dictionary made an attempt to transcribe Tatar words in Russian letters in order to facilitate the process of teaching students who do not speak the Tatar language, in particular, written Arabic.

The dictionary is compiled on the basis of F. Helterhof's dictionary "The Russian alphabetical vocabulary, with German and Latin translations" (1778), therefore it includes vocabulary of various subject groups, including an extensive layer of administrative and political terminology that characterizes public political structure of the Russian Empire of the XVIII century. This layer is not found in similar bilingual dictionaries of the XIX century due to their focus on the spoken language. In the bilingual dictionaries of the XX centuries, this circle of lexemes is also often absent or is represented very little due to the transition of the whole block of units to the composition of the obsolete vocabulary. It should be noted that most of the borrowings that we find in the dictionary are first recorded precisely in the work by Sagit Khalfin. These borrowings can be attributed to different thematic groups: administrative terms (губерна -

губерния, пушилиня - поселение, пушлина - пошлина); titles of posts and estates (ыстаршина - старшина, матрус - матрос); names of enterprises and vehicles (завут - завод, фабрик - фабрика), military terminology (гарнизун - гарнизон, янарал - генерал); words related to farming (буразна - борозда, салам - солома); names of abstract concepts (рэт - ряд, дапрус - допрос, чират - очередь), etc. The religious vocabulary presented in the dictionary is thematically varied: general religious concepts (богохульство - худайни хурлау, вѣра - динь, богобоязловый - алмагдань куркучи); participants in religious discourse (господь - тянгри, бѣсъ - албасты, ангель - фярштя); religious concepts representing the time frame (вербное воскресенье - чибьык атнасынынъ якшанба куни, Рождество Христово - уджуды гайса, мясопустъ - ураза башы); the names of religious rituals and rites (благовѣсть - чанъ сугу, говѣние - ураза, причастіе - исмя фагиль), etc.

Linguocultural features of vocabulary are most pronounced when translating individual vocabulary units by the author. The main place in the source is the equivalent (terminological) translation: закуть - пучмакъ, курица - таукъ, закричатъ - кычкурруга, игла - иня, бархатъ - хатфя, баня - мунча.

But an increasing number of new words from the Russian language are included in the lexical composition of the Tatar language of that time, new concepts appear, the dictionary records these borrowings as a result of the mutual influence of the two languages. In most cases, such words are given in the source in Tatar pronunciation: аршинъ - аршәнъ, ассессоръ - ассисуръ, багоръ - багуръ, деготь - дегеть, кантора - кантуръ. In some cases, the words in this category do not undergo any changes at all during translation: анатомія - анатомія, замша - замша.

To disclose the meanings of words denoting new concepts, the author refers to the encyclopedic interpretation (explication, descriptive translation), which gives the dictionary an encyclopedic character: курильница - тутюли турганъ саутъ, крылось - пивчиляръ урни, архива - иски китабляръ сала турганъ иувъ, аптека - дару уй, кибитка - кимяли чана. It is necessary to agree with the point of view of A.Sh. Iusupova that this feature "was due to <...> goals and objectives, since the dictionary is not only a set of words from the vocabulary of the language, but also aims to reflect the educational success of the nation in the field of material and spiritual culture, the level of linguocultural development of society, and the evolution of science about language" [2].

Phraseological units and combinations widely represented in the dictionary are translated with the help of the corresponding phraseological constructions of the target language: балы кому втачить - бряуга юкны суйлярга; будь воля божія - алланынъ ирки булсунъ; завтраками кого кормить - бряуни алдаларга.

However, when translating some syntactic constructions, the author follows the word order characteristic of the Russian syntax: я ознобилъ ноги - бянъ ушутдюмъ аякларымны; договорится о цѣне - вягядляшурга хакы сяблябли.

### Summary

When studying vocabulary material, it becomes obvious that the work by Sagit Khalfin is a valuable lexicographic source, which provides the reader with a large amount of information about the development of relations between the Russian and Tatar peoples from a religious point of view. Various layers of the lexical material of the dictionary allow not only visually tracing the manifestation of the mutual influence of the Russian and Tatar languages, but also identifying and noting certain features and patterns that are most pronounced in the translation by the author of vocabulary units.

We see that for a certain part of the units the author provides the corresponding translation equivalent, which characterizes the concept of Russian culture. However, at the same time, a large reservoir of vocabulary is translated by selecting the appropriate equivalent in the Tatar language.

It is important to note that a dictionary at the early stage of the mutual influence of two languages also captures borrowings from different thematic groups of vocabulary. In most cases, such words are given in Tatar pronunciation, and in some cases, the words in this category do not undergo any changes in the

translation. An interesting feature of the dictionary is the fact that in order to uncover the meanings of some lexemes, the author turns to the encyclopedic interpretation.

It is worth noting that a significant part of the lexemes represented in the dictionary has gone from the modern literary language and is preserved only in dialects, or is archaism. The study of the lexical material of the directory allows you to fully describe the state of the vocabulary of the Tatar language of the XVIII century.

### Conclusions

Thus, the analyzed dictionary at the previous stage of interaction of two languages (the last quarter of the XVIII century) records Russian borrowings in the Tatar language, which allows us to speak about the value of dictionary materials for studying the influence of the Russian language on the vocabulary of the Tatar language. In our opinion, the principles of compiling a dictionary and its lexical material can be used in compiling modern bilingual and multilingual language directories of the Russian and Tatar languages.

In addition, the source materials are extremely relevant for further research in the field of the formation and development of bilingualism in the Volga region.

The study also solves the problem of forming an electronic fund, which fully describes the materials of the Russian-Tatar dictionary, makes it possible to carry out multi-attribute search and data processing, as well as, if necessary, the ability to refer to the copies of the source dictionary pages.

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ARXIV

## A.E. Krymsky Turkological Manuscripts In The Archives of Kyiv

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### Abstract

This paper presents a review of unpublished studies by Academician Agafangel Efimovich Krymsky (1871–1942) on Turkology, which are stored in the Institute of Manuscript of V.L. Vernadskii National Library of Ukraine. These are small articles written mainly in the 1930s. There the scientist examines in detail the history of the formation, development and current state of the literatures of the Turkic peoples of the USSR and Turkey. The reason for writing them was the significant political and socio-cultural processes in the Turkic-speaking republics of the USSR and in the Republic of Turkey. And the fact that they were written many years ago does not diminish their scientific and educational relevance, because research erudition, original assessments and, of course, the use of a wide base of sources, which the published and manuscript works by academician A. E. Krymsky have always been famous for are inherent therein. The paper for the first time presents a summary of unpublished research articles by Academician Krymsky. The study used historical-genetic, historical-comparative and biographical methods, the latter allows you to use the context of writing for a deeper understanding of the motives of the study. The paper is of interest to specialists in Slavic and Oriental studies, the intellectual history of the Russian Empire and the USSR in the period of 1890-1930s.

**Keywords:** History, Near East, Russia, Ukraine, A.E. Krymsky, Manuscripts, Turkology.

### Introduction

The history of Russian and Ukrainian oriental studies, as well as other centers of Oriental science of the 19th – first decades of the 20th centuries, the patterns, trends and results of the development of Orientalism, the scientific, educational and especially handwritten heritage of Russian Orientalists are topical academic and applied problems of modern Russian and foreign historiography, source studies and cultural studies.

The turn of the XIX and XX centuries is associated with diversity, wealth and tragedy in the fate of representatives of the classical Oriental studies of Russia and Ukraine, the creation of the national original institutional education system, scientific and applied study of the East. Some works by A.E. Krymsky are of interest since the author set up the development of Ukrainian scientific terminology in relation to Oriental studies.

### Methods

The study used historical-genetic, historical-comparative and biographical methods. The application of the biographical method is urgently needed to understand the circumstances of writing certain papers and the reasons why they did not come out. There is no reason to assume that the texts in question were written for their own records.

### Results

Especially, the published heritage of Academician A.E. Krymsky (Ahatanhel Yukhymovych Krymsky) on Turkology - "History of Turkey", "History of Turkey and its Literature", "Turks, their language and literature", "The History of Turkey and its Writing", the articles in the collected works "Studios from the Crimea" and encyclopedias are well known to modern researchers. But during his scientific career, Agafangel Efimovich also wrote small-scale Turkological works, now stored in the Institute of Manuscripts of the Vernadsky National Library of Ukraine (IM VNLU) [1].



Many scientific works by A.E. Krymsky began as manuals for students of Lazarev Moscow Institute of Oriental Languages, where he taught in 1898-1918. These include the "Grammar of the Turkish language", since the draft was "The History of Arabs and Arabic Literature, both Secular and Spiritual" (1911) as a draft for it. The work consists of several notebooks (these are both typed and handwritten texts). The first typewritten notebook is entitled: "The initial information of Turkish grammar. Lesson one: Harmony of vowels". Then there are ten more lessons in two notebooks. Each lesson provides examples of the material presented, words to the exercises. Throughout the text there are handwritten inserts and edits of Krymsky, expanding and clarifying the material. Obviously, he repeatedly addressed the prepared text, improving it more and more. One of the notebooks stored in the work has the following written on its page: "Igor Sheboldaev. First-year student L.I.V.Ia". The rest of the notebooks are unsigned, but also clearly belong to the students of Lazarev Institute [1, Fund I, file d. 25306. Grammar of the Turkish language].

"Scientific and practical course of the Turkish language" consists of six handwritten notebooks in Ukrainian, written in two handwritings and different pens. Agafangel Efimovich prepared his Turkish language course for teaching to Ukrainian students, because the next work provides the typing of the same 10 lectures under the heading "Practical Grammar of the Turkish Language" (Kyiv, 1921). These works are also interesting because setting forth the material in their native language, he began to create Ukrainian scientific terminology [2: 155 et al].

The funds of the Institute of Manuscripts of the Vernadskii National Library of Ukraine also contain several of his papers devoted to the study of the problems of languages and literatures of the Turkic peoples of the USSR. Most of them were written in the 30s of the XX century, when Krymsky, one of the founders of the All-Ukrainian Academy of Sciences, gradually lost all positions. Many colleagues, friends and relatives were arrested and sent into exile. Agafangel Efimovich actually moved from Kiev to his native Zvenyhorodka, Cherkasy region. There he worked hard and fruitfully, completing his studies, for example, "The History of New Arabic Literature", "The History of Khazars", etc. But almost nothing was published.

The study "The Bashkir Language and Literature" was written in 1938. The article begins with an analysis of the number of the Bashkir population, that is, native speakers. It is noted that "the Bashkirs speak far from uniform speech: one dialects are closer to Kyrgyz-Kazakh, others - to Kazan-Tatar", which recently allowed comparing it with Belarusian, occupying the same position between Russian and Ukrainian. Further Agafangel Efimovich examines the different opinions of his colleagues, stating that, for example, the Bashkir writer Kh. Gabitov at the First All-Union Turkic Congress in 1926 in Baku stated that the Bashkirs consider themselves to be a group of Kazakh languages. He was supported by the Kazakh writer Omarov. Whereas Kazan linguists consider Bashkir to be part of Kazan-Tatar. Krymsky quotes the works of J. Validov "On the Dialects of the Kazan-Tatar Language" (1927) and "Essay on the History of the Education and Literature of the Tatars" (1923), where he divides his language into three groups: the Kazan-Tatar, the Meshcheryak and the Ural-Ufim or Teptyar -Bashkir. At the same time, Agafangel Efimovich notes that the European linguistic tradition separates the Meshcheryaks from the Kazan Tatars and connects them with the Teptar dialects. As always, the works by Krymsky provide a detailed bibliography of the question, including references to his own works [1, Fund I, file 25563: 1-5].

He analyzes Bashkir literature before and after 1924, when the Bashkir language was introduced everywhere as a must. Dictionaries and spelling books had been compiled. Krymsky notes that since the Bashkir language "is by its nature, by its lexical repertoire ... is quite rich," it quickly moved into the category of literary ones. Bashkir writers who published their books in Tatar quickly switched to Bashkir, that is, from a foreign language to their native language [1, Fund I, file 25563: 8-13]. Historical works began to appear, for example, "The History of Bashkirs" by Abdurakhman Fakhrudinov. Agafangel Efimovich describes the works by his contemporaries - Afzal Tagirov, Davliatshin, D. Iultyev, Miftakhov,

Idrisov, Shager, Kulibai, Amantai, Burangulov and others. He recalls the poets: Ianabi, M. Gafuri [1, Fund I, file 25563: 15-18].

The article "The Turkmen Literature" is stored in two, almost identical works, one of which is a typewritten text edited by Krymsky, as well as excerpts from a manuscript about the Turkmen theater. The study was written after March 1929, since it was drafted with a letter with the indicated date. The second half of the XVIII century was marked in the Turkmen literature by the emergence of the national poet Makhtuma-kuli. Krymsky analyzes his work, noting that it is full of "Sufi sorrow about the bustle and vagaries of this world," and often obscures other creators of the time, such as talented poets Akhalketkins Sheidai, Karadzhoglan, Mairufi, Kemin. Nevertheless, Agafangel Efimovich provides a detailed bibliography of studies and translations by Makhtum-Kuli. He also notes the work of the panegyrist of Merv Khan - Nefes, as well as Kiora-Moll and Kemin, noting among them both romantic poems about the couple in love, and poetry with a bloodthirsty-jubilant description of victorious battles and satirical poems [1, Fund I, file 25572: 6-9].

Agafangel Efimovich completes his analysis with the conclusion that, although the Russian administration created its schools in Ashgabat and the region, it did not give impetus for the creation of new Turkmen literature. He notes that perhaps new power will help the birth of new poets and writers [1, Fund I, file 25572: 11].

The following are enclosed two pages, written with green paste and pencil. Krymsky states that the development of science and culture in Turkmenistan requires the emergence of the Academy of Sciences. The writing style gives the impression that he attached them to make publication of the paper possible [1, Fund I, file 25572: 12-13].

A short article entitled "Literature of Turkestan" was also written in the 1930s. At the beginning of his work, Krymsky makes a big insert about the geography of the research, indicating that modern Uzbekistan is not all the same as Turkestan. Not only Uzbeks speak Turkic here, but also Sarts, Iranians by origin. Agafangel Efimovich notes that, until very recently, old Jagatai literature was preserved here, characterized by "the old, dead language". Local khans and emirs not only acted as patrons of art, but often wrote poems themselves in order to rightfully bear the traditional, honorary title "holder of a saber and feather" [1, Fund I, file 25652: 1]. At the same time, they did not apply the advantages of the new literature at all - Ottoman, Novotar, Kazan [1, Fund I, file 25652: 2].

Further, academician Krymsky writes that in the XVIII-XIX centuries, historical literature was very popular in court circles. The historical works written under the auspices of Omar Khan had many inaccuracies, poetic embellishments and flattering genealogical fictions. In contrast to "Samaria" written in Tajik by Mufti Abu-Tagyra-Khodzha, which describes the antiquities and Muslim shrines of Samarkand. The local population created their own folklore in their native language, often responding with satirical songs to current events [1, Fund I, file 25652: 2-4].

Under the influence of the Kazan Tatars and Azerbaijanis, a theater emerges in Turkestan, at first as travelling with performances in the markets, gradually becoming more professional - with troupes and stage performances. The father of the drama literature in Novodzhagay is considered to be the author of the drama "Peder-kiush" (The Father's Killer) - Behbudi from Samarkand. Krymsky analyzes the works and his contemporary dramatists - Fitrat, Abdullah Badri, Chulpan, Guliam Zafari, Gazi Iunus, Uigur, etc. [1, Fund I, file 25652: 5-6]. He notes that the dramatic literature has no peers yet among the new Central Asian fiction. Almost no scientific literature is available. At the same time, Agafangel Efimovich notes the appearance of historical articles and monographs of contemporary authors, for example, the works by Gazi Halim Iunusov and the compilation "History of Bukhara" by Saliev [1, Fund I, file 25652: 7]. Krymsky also analyzes the periodicals of the region [1, Fund I, file 25652: 2].

Agafangel Efimovich begins the handwritten article "The Azerbaijani Literature" with the thesis that the Azerbaijani literature is closely intertwined with Ottoman literature. And that the pantheist poet "Hurufi" Nesimi of the early XV century can be equally attributed in terms of the language to both Azerbaijani and Ottoman writers. But Azerbaijani literature began to develop truly within the borders of not the Ottoman, but the Persian state, when the Shiite Safavid dynasty came to power in Persia, at whose court they spoke Turkic Azeri, and the founder of the dynasty, Shah Ismail (1499-1524) wrote an entire divan of Azerbaijani poems under the pseudonym Khatai. Further, Krymsky consistently describes the works by Fuzuli, Mesikhi, Kavsi Tebrizskii, Kasym-bek Zakir, Veli Vidadi, Panakh Vakyf [1, Fund I, file 25512: 3-6].

Krymsky writes that the Azerbaijani literature had more opportunities to open up within the Russian state. The works by Mirza Jan Madadov, Fetkh-Ali Akhundov, Nedzhaf-Bek Vezirov, Mirva Shafa Giandzhinskii, poetess Ashik-peri left a noticeable trace. The fate of Shamakhi poet Khadji Seyid Azim, who was killed by a fanatical crowd near a mosque, was tragic. His motto was the words: "Be not a Shiite, not a Sunni, not a Muslim, not a Christian: just do not be a rogue" [1, Fund I, file 25512: 8]. It is mentioned by Krymsky and the publication of the satirical journal Molla Nasreddin, one of the authors of which, Sabir Tagirov, has been memorized in a monument in Baku. At the same time, literature in the Persian part of Azerbaijan (mainly in Tabriz) was less noticeable. Even the Azerbaijani Rasulzade Mehemed Emin in his article in the journal "Turk Yurdu" in 1912 wrote that in Persian Azerbaijan, Turkic literature is not independent but has Persian spirit. Although newspapers were published in Tabriz, they were bilingual – in Azerbaijani and Persian [1, Fund I, file 25512: 9-11].

In Soviet Azerbaijan, new perspectives for creativity emerged, educational and scientific literature appeared in the Turkic language. Salman Mumtaz Askerov, Fridunbek Kocharlinsky, Iusif Vezirov, Ismail Khikmet worked fruitfully. Krymsky reviews their works [1, Fund I, file 25512: 18-21]. This study was probably prepared for the collection "Studios from Azerbaijan", which the academic Turkic commission was planning to publish.

When writing some of the studies mentioned above, Agafangel Efimovich used the materials of his article "The Turkic Literature" from 41 volumes of the Encyclopedic Dictionary of Pomegranates (1931), so that they can be considered partially published. Perhaps these Turkic manuscripts will still be published in full, as happened with the "History of the Crimean Esnafs (Workshops)", which is included in Volume 3 "Turkology" (the five volumes of works of the scientist, prepared for publication by A.E. Krymsky NAS of Ukraine).

### Discussion

In the English literature, the personality of A.E. Krymsky is known much worse as a researcher of the East than the leader of Ukrainian nationalism [3: 5, 35], [4: 189, 199]. In the overwhelming majority of cases, his heritage as an orientalist follows the background, but has never disappeared from the field of view of researchers and was actively quoted [5: 365, 442] [6: 135] [7] [8: 202-203] [9] [10] [11: 100]. The Kazan linguistic school actively explores the cultural and linguistic environment, which served as the material for A.E. Krymsky and his colleagues – Kazan Orientalists [12] [13] [14] [15].

### Summary

In a letter to Ignatii Krachkovskii, academician Krymsky wrote: "You can probably say that I would not study the young Turkic literature so carefully as I did if life would be normal ..." [2]. Although the data from the research by Agafangel Efimovich Krymsky were created by the circumstances of the time, this does not detract from their merits, since they clearly fascinated the author himself. And the fact that they were written many years ago does not diminish their research and educational relevance. Erudition, depth of knowledge, use of the broadest base of various sources are the key components of the Turkic studies of academician A.E. Krymsky. Further study of his manuscripts remains an important area in

modern humanitarian studies of scientists in Russia and Ukraine and a crucial frontier of cultural and scientific cooperation between the peoples of two close states.

### Conclusions

The Middle Eastern and Slavic Orientalist, scholar and public figure A.E. Krymsky (1871–1942), who possessed encyclopedic knowledge, left a significant trace in the history of Russian and Ukrainian and, in general, of world Arabic, Iranian, and Turkic studies. Heroic and tragic biography of the Russian and Ukrainian Arabist, Iranianist, Turkologist and Slavist is associated with three significant periods: Moscow (1889–1918), Beirut (1896–1898) and Kyiv (1918–1942). A.E. Krymsky made his last way between life and death under convoys and in the GULAG camps in Kazakhstan.

At the present stage A.E. Krymsky should be rightfully included in the pleiada of students of V.R. Rozen, as estimated by I.Iu. Krachkovsky, “who could continue and expand his work not only in the scientific field, but also in the sphere of organization and management on a large scale” [9]. This scientific and organizational activity of A.E. Krymsky was clearly manifested in the Kiev period, filled with the tragedy and greatness of its scientific and public destiny (1918–1942).

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AMLETIM

## The Titles of Newspapers And Magazines of The Kazan Governorate: Lexico-Semantic Analysis

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### Abstract

The article presents an analysis of proper names that designate periodicals (gemeronyms) of the Kazan province (a part of Russia) at the end of the 19th – the beginning of the 20th centuries. Based on the application of the method of keywords and key meanings to the studied material, the paper identifies the semantic dominants of the studied epoch, represented by the names of newspapers and magazines – scientific progress, dynamism, commercial transactions, ideological and political pluralism. It has been proved that, unlike the gemeronyms of the Soviet era (1917–1991), which can be presented in the form of a single semantic field with the kernel idea “Building a Society of a New Formation”, in the onomastic media space of the end of the Russian empire it is quite difficult, practically impossible, to single out the pronounced groups that could be combined on the basis of the kernel idea. The material presented in the article enables to confirm the development of additional evaluative stratifications in the semantics of some terms of “right” ideological currents, to reveal the direction vector of changes in the estimated augments of such words. The names of newspapers and magazines of the late 19th – early 20th centuries represented by the words (or include them in their composition), which became obsolete, embody the cultural and historical realities of the era, and therefore, are of interest to lexicographers, cultural scientists, teachers of the Russian language and history.

**Keywords:** name of newspapers and magazines, onomastics, regional onomastics, onomastic space, diachrony

### Introduction

In 1811, upon the initiative and project of professor of the Kazan University I.I. Zapolsky the first provincial newspaper «Казанские известия» / “Kazan News” was issued in Kazan. That is why year 1811 can rightfully be considered the year of the formation of the regional press. If regional onomastics provokes the most intense scientific interest (see, for example, [1], [2], [3], [4] and many others, etc.), then the regional onomastic media space is practically unstudied part of linguistics. The mentioned above determines the relevance of the investigation, the object of which is the names of newspapers and journals that are designated in the Russian linguistic terminology within the framework of this paper by the word “gemeronym” (see for details: [5]).

### Methods

The research material consists of the names of newspapers and magazines published in Kazan province (the current name of this administrative-territorial unit of the Russian Federation is the Republic of Tatarstan) of the so-called “end of the Russian empire” (from the late 19th century to 1917 of the 20th century).

Research material is taken from the catalogs of the Scientific Library named after N.I. Lobachevsky of the Kazan Federal University and the National Archive of the Republic of Tatarstan. The total amount of research material is 50 titles of newspapers and 30 titles of magazines.

The research methods used in the paper are descriptive, sociolinguistic, diachronic methods, the method of seme analysis. In addition, “keywords”, i.e. the words “especially important and indicative for a single culture” [6] at a particular stage of its historical development, and “key meanings” [7] were used as a method for studying gemeronyms as cultural artifacts.

## Results

The onomastic space is under the constant influence of socio-cultural factors. Among all types of onyms, gemeronyms turn out to be the most dependent on historical and socio-cultural, and, accordingly, on ideological factors. In a periodic mass edition, its connection with one or another ideology is reflected in one way or another, which not only imposes a significant imprint on the language of the entire publication but is also reflected in the choice of the name of the newspaper or magazine. The failure in continuity and a sharp jump in the onomastic continuum is observed during the periods when there is a change of ideological landmarks. The renaming of newspapers and magazines observed from time to time confirm this thesis, which illustrates, in particular, the dynamics of the renaming of the newspaper «Республика Татарстан»: «Рабочий» (March 1917), «Знамя революции» (October 1917), «Известия Ревкома ТАССР» и «Известия ТатЦИКа» (1920), «Красная Татария» (1924), «Советская Татария» (1951), «Республика Татарстан» (1993). Publicism, called the chronicle of modernity, always responds to current events, which are also mirrored in the name of a periodical. Demonstration in this regard, in addition to the examples listed above, are the names of periodicals such as «Вторая Отечественная война» (the contemporaries used to call the First World War 1914-1918 as the Second World War) – the newspaper of the Kazan provincial zemstvo, which began to appear in 1914, from the very beginning of the First World War, as well as «Красный террор» (the phrase *красный террор* / *red terror* means the set of punitive measures introduced by the Bolsheviks during the Civil War in Russia) – published in Kazan in 1918, the weekly of the Extraordinary Commission for Combating Counter-Revolution on the Czechoslovak Front.

## Discussion

There are a great diversity of the names of periodicals of the period under study, which is largely determined by the sociocultural ideological mixture of the turning point for Russia epoch under consideration, representation of various types of publications in the media space of that time, intended for different social strata (for example, «Казанская сельскохозяйственная газета» (1897), «Крестьянская газета» / *Krestyanskaya Gazeta* (1906), «Сельскохозяйственный бюллетень» (1914), etc., – for rural community, «Рабочая газета» (1917), «Рабочее дело» (1917), etc. – for workers, «Казанская газета» (1902 г.), «Город Казань» (1913), «Дневник Казани» (1906), «Казанская вечерняя почта» (1909) and many others – for citizens. In addition, during this period many periodicals were published, meant to satisfy various needs of the reading public, especially literary publications (literary and art and socio-political, literary and art and satirical) were widely represented: the newspapers «Казанские повести» (1885), «Волжско-Камская речь» (1907), «Восточный курьер» (1908), the magazines «Тропа» (1904), «Метеор» (1906), «Современный идеалист» (1909), «На рассвете» (1910) «Жизнь» (1912) and many others; purely satirical: the newspaper «Конфетти» (1913), the magazine «Сатирический альманах» (1910), etc. A lot of commercial information and reference publications were published: Немало выпускалось информационно-справочных изданий коммерческого характера: the newspapers «Листок объявлений» (1875), «Листок объявлений покупки, продажи имений, земель, заводов во всей России» (1879), «Казанский листок для справок и известий» (1882), «Листок объявлений торговли и промышленности» (1894), etc. Scientific journals were actively issued: «Известия и ученые записки Императорского Казанского университета» (1865), «Дневник Казанского общества врачей при Императорском Казанском университете» (1872), «Известия Общества археологии, истории и этнографии при Императорском Казанском университете» (1878) and others, political (see about them further). In the catalogs, we found theatre publications: the newspaper «Казанская сцена» / *Kazan Stsena* (1911) and the magazine «Заволжский муравей» / *Zavolzhsky Muravey* (1910), the publications, as they wrote then, of “the sober trend”: the newspaper «Праздник трезвости» (1914)), the journal «Деятель» (1896) and other types of publications.

In contrast to the gemeronyms of the Soviet era, 1917–1991, which can be represented in the form of a single semantic field with the core idea “Building a Society of a New Formation”, revealed in certain key senses: “Struggle”, “Renovation”, “Path”, “Collectivization”, “Organizing and guiding role of the

Communist Party (communists / Bolsheviks)”, etc. (this material is still being prepared for publication, only preliminary results but already quite representative results are presented here), in the onomastic media space of the end of the Russian empire, it is quite difficult, almost impossible to identify brightly presented groups that could be combined using the method of keywords or key words meanings. The distinguished semantic dominants which we would like to discuss in more detail draw attention to themselves at the same time.

The end of the 19th century was marked by a number of major scientific discoveries, the rapid development of industry and culture, and an intense social boom, which is also reflected in the names of the newspapers and magazines under investigation, for the nomination of which the words called “key” are often used.

Scientific and technical advance, the invention of wireless communication based on electrical data transmission leads to the emergence in the Russian language of the new borrowing words such as *телеграф*, *телеграмма* (*telegraph*, *telegram*). The names of the newspapers «Казанский телеграф» (1893) (*Kazan Telegraph*), «Дополнения к Телеграфным бюллетеням Казанского округа сообщения» (1900), (*Supplements to the Telegraph Bulletins of the Kazan District of Communication*) are indicative of the relevance of these words for the Russian vocabulary of the late 19th century. And the presence of the potential seme ‘мгновенно’ (‘instantly’) couldn’t be better correspond to the newspaper’s designation – a quick informing the readers about current events and facts. In addition, these words probably had a symbolic character in the studied period, they reflected the spirit of the epoch – its amazing scientific discoveries and their material incarnations.

The seme ‘очень быстрый’ (‘very fast’) is also present in the word borrowed from French *курьер* (*courier*) (this seme is especially clearly exposed in the derivative *курьерский*, in particular, as a part of the fixed phrase *курьерский поезд* / *courier train*). Judging from the data of the dictionary by A. D. Mikhelson, in the second half of the nineteenth century the word *курьер* begins to oust the original units *нарочный*, *гонец*, *посыльный* (*messenger*) [8]. And not least because of its inherent aura of novelty, it turns out to be so attractive for the names of newspapers, including those published in Kazan province: «Волжский курьер» (1906) (*Volga Courier*), «Восточный курьер» (1908) (*Oriental Courier*), «Курьер» (1909) (*Courier*).

To demonstrate the scientific and technological achievements and the rise of industrial production in Russia from the 19th century until 1917 of 20th century. industrial exhibitions were held regularly, as evidenced, in particular, by the name of the newspaper «Вестник Казанской международной выставки» (1909) (*The Bulletin of the Kazan International Exhibition*) and so on.

At the end of the nineteenth century. there is also a revival of stock exchange transactions. Contemporaries wrote: “All the people, even the illiterate, learnt the concept of interest-bearing securities, freely tradable on stock exchanges, the ideas about various stocks, bonds, etc.” [9]. The activity of this type of economic activity entails the appearance of relevant newspapers with the names that include the adjective *биржевой* (*exchange*): «Биржевая и сельскохозяйственная газета Камско-Волжского края» (1899) (*The Exchange and Agricultural Newspaper of the Kama-Volga Territory*), «Казанский биржевой листок» (1868) (*Kazan Exchange Sheet*), etc.

A powerful public upsurge leads to the appearance in Russia, including in the Kazan province, of various political parties and movements that published their newspapers and magazines. Our card index fixes mainly the periodicals of right-wing political movements with representative, “speaking” names: «Газета "правых"» (1907), «Черносотенец» (1906, the newspaper of the extreme-right socio-political movement for peasants), «Русь православная и самодержавная» (1905, right-monarchist newspaper), «Обновление» (1905, the organ of the Kazan Octobrists – the parties of officials and landowners, of the commercial and industrial bourgeoisie of Russia), «Сошники» (1906, socio-political and literary newspaper for peasants), as well as the journal of the Slavophil direction «Вестник славянства» (1888) and the journal of the extremely right direction «Казанский раёшник» (1907). The newspapers of other political movements: Bolshevik newspaper «Рабочий» (1905), the Socialist Revolutionary newspaper «Социалист-революционер» (1917), «Независимый социалист» (1917), distinguished by a figuratively allegorical form



of a liberal journal «Застенок» (1906) and the magazine «Метеор» (1906), advocating the ideas of socialist revolutionaries (it is interesting to apply the methodology proposed by the authors of [10] to the study of the metaphorical names of newspapers and magazines, but this is still a topic for a separate study). The illegal newspaper of the Bolsheviks «Рабочий» (1905), as well as the army newspaper of the Bolshevik persuasion «Часовой» (1917), are also presented in the card index.

### Summary

Gemeronyms present the material being significant for the study of the development of the semantics of the word. In this case, the point is about the names of the print editions of the so-called “right” ideological currents. The gemeronyms, which include the political terms of this direction, reflect:

1) change of the evaluation vector in the semantics of a word. Thus, the word *черносотенец* originally had to translate positive meanings, since it was associated with K. Minin’ grassroots (called “black”), that brought Russia out of troubled times. However, at the beginning of the 20th century the semantics of the word *черносотенец* was transformed: the word lost its original etymological correlation and diametrically changed its evaluativity: “A member, or participator of pogrom-monarchist organizations in Russia at the beginning of the twentieth century, the activities of which were aimed at combating the revolutionary movement” [11]. The pogroms conducted by chernosotets led to the development of pejorative senses in the semantic structure of the word such as ‘реакционер’ (reactionary), ‘шовинист’ (chauvinist), which are fixed in the vocabulary definitions of modern dictionaries, for example: “In Russia 1905-1917: an extreme reactionary, chauvinist; a member of the monarchist party” [12];

2) development of evaluation layers. According to the data of modern dictionaries, the lexeme *правый* (*right*) as a political term means “hostile to progressive trends in political and public life ...; conservative, reactive” [12]. The impossibility of using the word with pejorative semantics as a gemeronym indicates the absence of an unequivocal negatively evaluative sense of this word in the 19th century. Probably, the word *самодержавие* (*autocracy*) (see in Dahl’s dictionary: «монархическое полновластное, неограниченное, независимое от государственных учреждений, соборов или выборных, от земства и чинов» [13] / monarchy sovereign, unlimited, independent of state institutions, councils or the elected, from zemstvo and officials) was probably relatively neutral in terms of evaluation for a part of the Russian population, which in the years of the Soviet government acquired negative connotations, which, in particular, is illustrated in the dictionary entry «самодержавие» (autocracy) of the Brief Academic Dictionary: «Каждый из нас будет всю жизнь неустанно рыть могилу источнику всех бед нашей родины, злой силе угнетающей ее – самодержавию! М. Горький, Мать» [11] / (Each of us will tirelessly dig our graves for the source of all the troubles of our country, the evil force that oppresses it - the autocracy! M. Gorky “Mother”).

The names of newspapers and magazines of the end of the nineteenth century embody the cultural and historical realities of the epoch, some of the words that form the onym of the word went into passive reserve. The gemeronyms listed above include the words such as *раёшник* (the metaphorical meaning of this word is “rhymed, mostly satirical, a monologue on the topic of the day” [12] hints at the primary meaning of “spectacle”, namely “a box with holes furnished with magnifying glasses, through which the viewers (at fairs of the 18th and 19th centuries) looked at the pictures rotating inside...” [The same], which makes it possible to update the typological characterization of the publication – a satirical magazine), *сошник* (*soshnik*) (“a part of the agricultural instrument – a sharp tip, cutting the layer of earth, making grooves in the earth, etc.” [12], the choice of the word for the nomination of the newspaper in this case was determined by the ability of a lexical unit to give a typological characteristic of a publication – its intended purpose for peasants), *полица* (compare the same name of the newspaper «Полица» (*Politsa*), (1906), the word was most likely to be used in the meaning “a low-pitched part of a steep roof serving to prevent rainwater from pouring onto the walls”).

### Conclusions

Thus, on the basis of the conducted research, it is established that the heterogeneity of the cultural space and the ideological "diversity" of Russia of the analyzed epoch does not allow fixing this research material (most of it) into a certain list of keywords, as it can be done for the gemeronyms of the Soviet era, though some significant semantic dominants of this era – scientific progress, dynamism, commercial transactions, political struggle – were possible to identify on the basis of the methodology of key words and key meanings; gemeronyms which include the terms of the "right" ideological currents demonstrate a change in the vector of assessment or the development of additional evaluation layers of the mentioned terms in the modern Russian language. The names of newspapers and magazines of the late 19th – early 20th centuries embody the cultural and historical realities of the era, and, therefore, the materials and conclusions of the research will find application in the practice of lexicography and the teaching of humanities in schools and universities.

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## Code Switching and Linguistic Identity

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### Abstract

Language is one of the most important aspects of identity. Over the past decades, there has been a boom in publications on globalization and integration, and the authors of articles and surveys agree that we are involved in language and cultural contacts in this situation. Our paper is devoted to the problems of language contacts and identity preservation. Language contact is a consequence of the interaction of two or more languages, or their varieties. Therefore, various kinds of research on language contacts relate to both bilingualism and multilingualism. Our research is devoted to the issues of learning languages and preserving the national language as a symbol of identity recognition: how the language changes in the course of various contacts, the measure, direction and speed of these changes, or whether we will witness the disappearance of languages in the course of mutual influence. Languages whose carriers come into contact with the dominant language environment are in the most vulnerable position. Today, if English language prevails over all the languages of the world in the world space, the state languages are dominant over the national and ethnic languages in the states and countries. Thus, globalization is a controversial phenomenon: on the one hand, it is successful and innovative, and on the other hand, it is contradictory.

**Keywords:** language contact, identity, code switching, Tatars, bilingualism, multilingualism.

### Introduction

Any global processes like globalization, integration have a huge impact not only on the socio-economic, but also on the socio-cultural fields, which are inextricably linked with the people, language, culture, identity. These processes cause the unification and gradual integration of small cultures with the world environment, which leads to the convergence, merging or disappearance of national cultures and languages and "accelerated compression of the modern world and increased awareness of the world as a single entity" [1, p. 4].

This process was one of the reasons for the emergence of the independent direction of "linguistics of language contacts" or "contact linguistics" in linguistics. Linguistics of language contacts is a relatively young branch of linguistics, which is intertwined with the sociolinguistics. Despite the commonality of directions, sociolinguistics as a branch of linguistic knowledge is aimed at describing and analyzing the interaction of languages and cultures in their current state, and one of them, contact linguistics, is interested in linguistic contacts, bilingualism/polylingualism/multilingualism, borrowing and interference, code switching, substratum and superstratum, convergence and divergence, etc. [2]

In our study, we address the issue of language contacts as a factor of the development, change, preservation and language learning. This process of language interaction is relevant in the 21st century from the standpoint of language development, border expansion ("window to the world" and "key to other cultures"), stimulating the learning of new languages. At the same time, the problem of linguistic contacts causes concern in terms of preserving the national culture (loss, unification, mutation, simplification, etc.), preserving the identity of the people, cultural code, etc. The Director General of the UNESCO Kōichirō Matsuura claims that there are about 6,000 languages and 43% of which are currently in danger of extinction. Thus, the number of living languages is reduced with an average speed of at least 1 language in two weeks (or at least 2 languages in 1 month), which is a loss not only in the national aspect, but also in general human one [3]. Being the guides of cultural, moral and traditional values, playing an important role in achieving a sustainable future, each language uniquely meets the purpose of a person, and represents a living heritage, therefore we should protect each language [4, 5].

### Materials And Methods

Being one of the important factors of development and change, language contact is interpreted as the interaction of two or more languages, influencing the structure and vocabulary of one or many of them [6, p. 237]; "Language contact is an extremely wide class of language processes caused by various kinds of language interaction" [7, p. 178].

Undoubtedly, contacting languages have a definite influence on each other in lexical, grammatical, syntactic and other aspects. Each language has its own changes due to linguistic contacts, because it is unlikely that we will be able to find a "genetically pure", "absolute" language in the 21st century. Any language of the 21st century is a fusion of linguistic elements originating from different languages and dialects [8, p. 89].

The globalization process, the transition from bipolar cooperation to a multifaceted one, has led to the demand for a multilingual society and a multilingual personality. Therefore, the modern world is characterized not only by bilingualism, but also by multilingualism, which is a necessary factor for productive cooperation in various areas of society's life, as well as one of the features of a successful person, its flexibility as the ability to vary the ways of actions, orient in communicating with people on their intentions and desires, easily rebuild existing knowledge and move from one action to another, rethink the object functions using it in a new capacity. [9-12]. In 2018, the native language day was marked as "Linguistic diversity and multilingualism: keystones of sustainability and peace", which implies the existence of many languages in a global society in the world.

Bilingualism and multilingualism are the basis for the study of various language contacts. Linguists have been interested in this problem over the past few decades, despite the fact that the language contacts have been described since ancient times. The term "language contact" was introduced by the French linguist André Martinet in the middle of the 20th century, although as early as the beginning of the 20th century, this phenomenon was mentioned by L.V. Scherba. But the broader use of this term arose from the monograph of American linguist Uriel Weinreich "Languages in contact" (1953). According to the scientist, two languages are in contact if they are alternately/alternatively used by the same individual in the individual's language, there can be a mixture of the norms of each of the two languages [13]. Uriel Weinreich considered this phenomenon not as a consequence of the mutual influence of dialects of one language, but as a consequence of the use of more than one language by an individual.

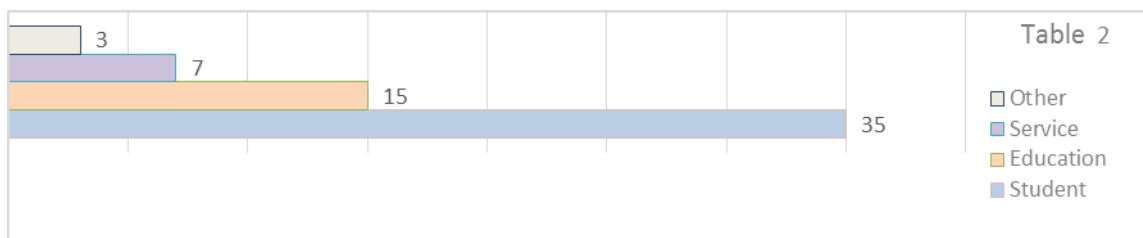
In our study, we consider one of the linguistic phenomena of code switching as 1) alternate/alternative use of two or more languages within one communicative act; 2) implementation of the choice of language on the conscious and unconscious level in bilingual or multilingual communication, due to extralingual and intralingual factors.

### Results And Discussion

Our survey was aimed at finding out how often the respondents switched to Russian or English language, in which situations they did it most often. The survey involved the respondents from 18 to 50 years old. In most part, the respondents consisted of the students and university professors. The questionnaires with questions (of a sociolinguistic nature) were presented to more than 60 residents of the city of Kazan. The sample of respondents was made arbitrarily, but with an attempt to select people with knowledge of two or more languages.

The survey was conducted completely anonymously. The age groups participating in the survey were presented as follows: two largest groups included the respondents aged 18–25 years old; then, according to the number of informants, there were 2 age groups of respondents from 26 to 30 years old and from 36 to 40 years old. A small percentage was represented by the respondents over 40, and this fact can be explained by their knowledge of English language.

There is a chart that reflects the age groups in number and percentage below.



According to the nature and degree of professional employment, the respondents represented the following sample: 58% of respondents study at the university, 25% of respondents work in the education field, 12% of informants work in the service sector. There is chart 2, reflecting the numerical ratio, below.

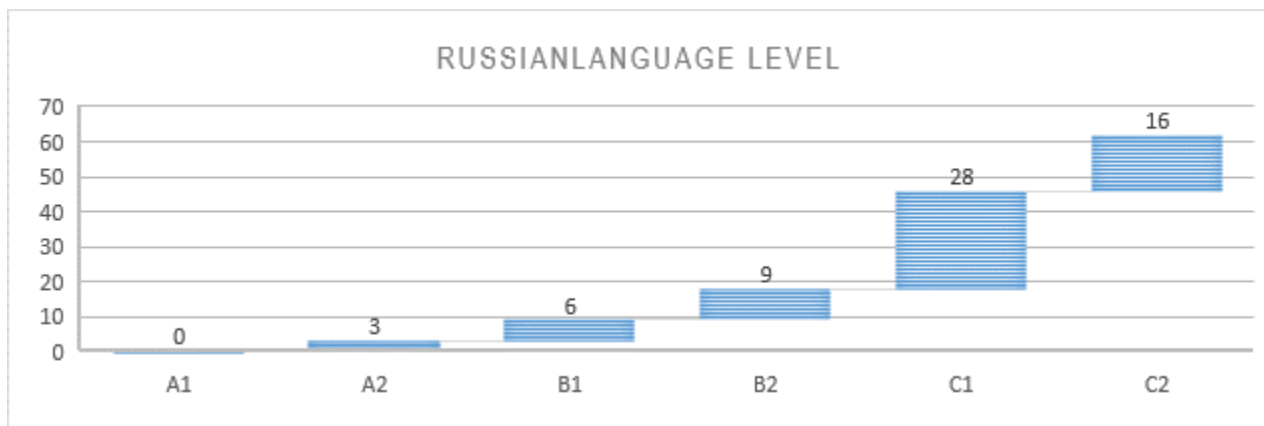
For our survey, it was important that the respondents knew two or more languages. Tatar is the native language for 99.4% of respondents among 60 interviewed informants. 89% of respondents constantly speak their native language, 11% of respondents know, but do not speak Tatar language. The column asking of the reason they do not speak the native language, included such answers as "no one in my environment speaks Tatar language", "because it is more convenient to communicate in Russian". At the same time, 60 respondents speak Russian, 52 people speak English language at different levels, 12 people know Turkish. (see chart 3)



It is noteworthy that 25% of respondents know Russian at the C1 level, that is, they know the language professionally or are native speakers. 48% of respondents speak Russian language at an advanced level. Their main language is Russian. This means that they communicate in Russian in everyday life, on the street, in the store, or during additional disciplines. Only 5% of informants indicated that they knew Russian at A2 level and only 7% of respondents knew the language at B1 level (chart 5)

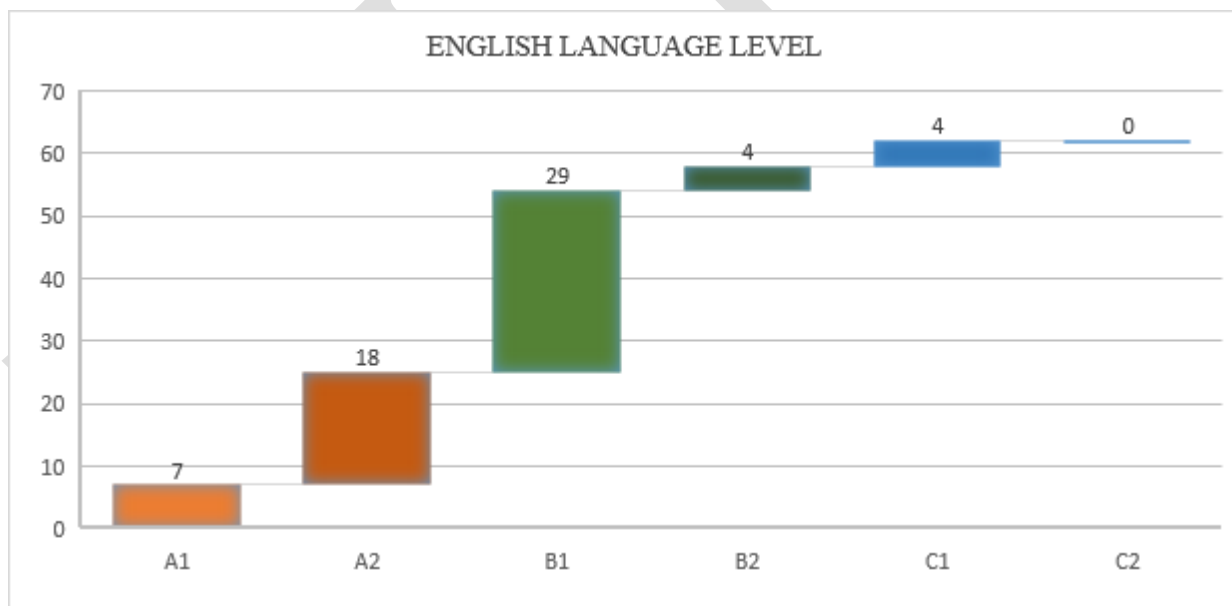
5)

Table 5

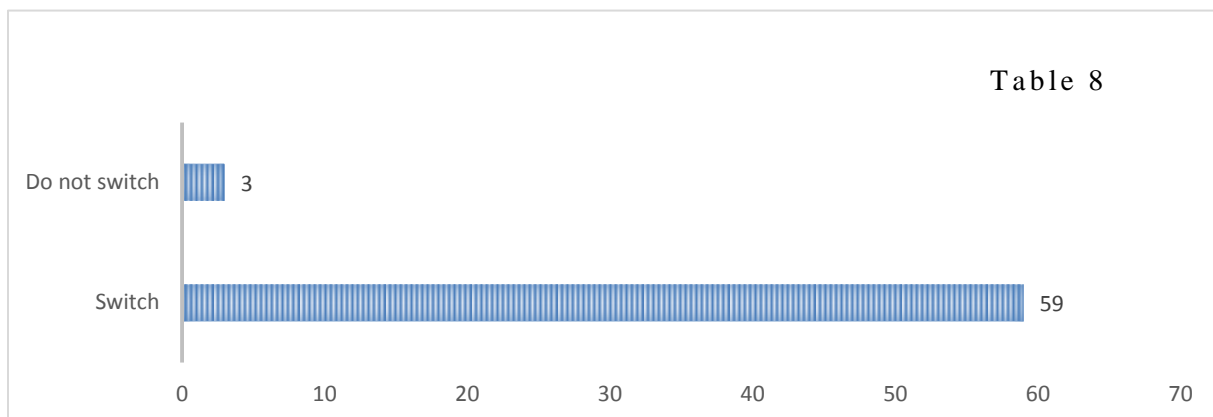


To the question "Please indicate your current level of English proficiency", the overwhelming majority, 56% of people, have chosen B1 level. At the same time, only 6% of respondents know English at an advanced level, and 22% speak at the elementary level (chart 6)

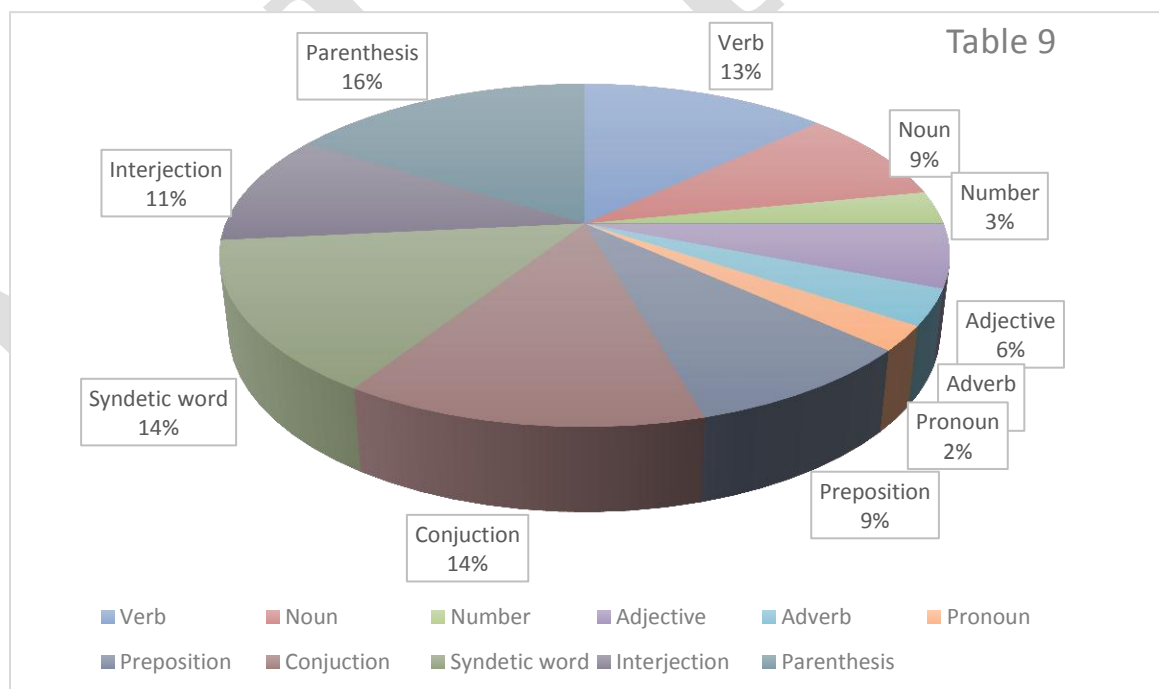
Table 6



The respondents are familiar with the phenomenon of mixing or switching codes, and they recognize language mixing. 59 people out of 62 switch to Russian when speaking Tatar (see chart 7), which is 83% percent. At the same time, 50 respondents out of 60 use the words and constructions of from English language (see chart 8).



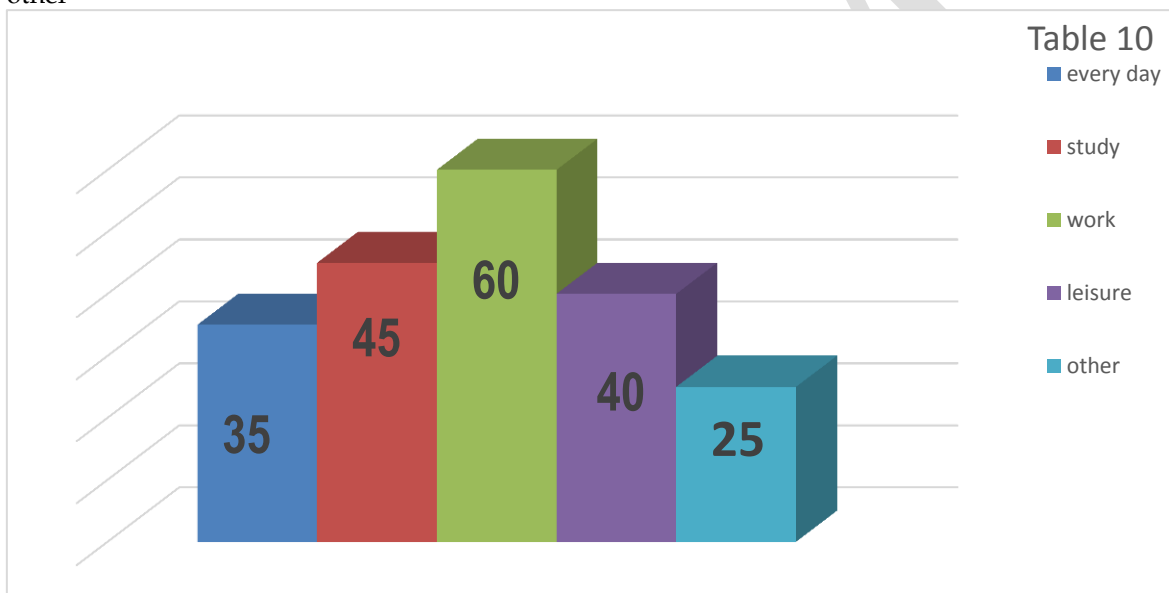
Our research has shown that free switching from one language to another in the framework of one sentence is quite common. Having studied the answers to the question "If the answer is "Yes", then which words or phrases do you use from Russian language together with the Tatar speech" and "If the answer is "Yes", then which words or phrases do you use from English language with the Tatar speech?", we have concluded that most often bilinguals use conjunctions, introductory words, interjections and verbs. Naturally, this is the result of typological similarity: Code switching (both within the same sentence and within the text) occurs when the contacting languages have the same basic syntactic structures. (chart 9)



The study of personal data and other sources showed that switching and mixing the language code is thematic and situational conditionality. The respondents were presented several answers to the question

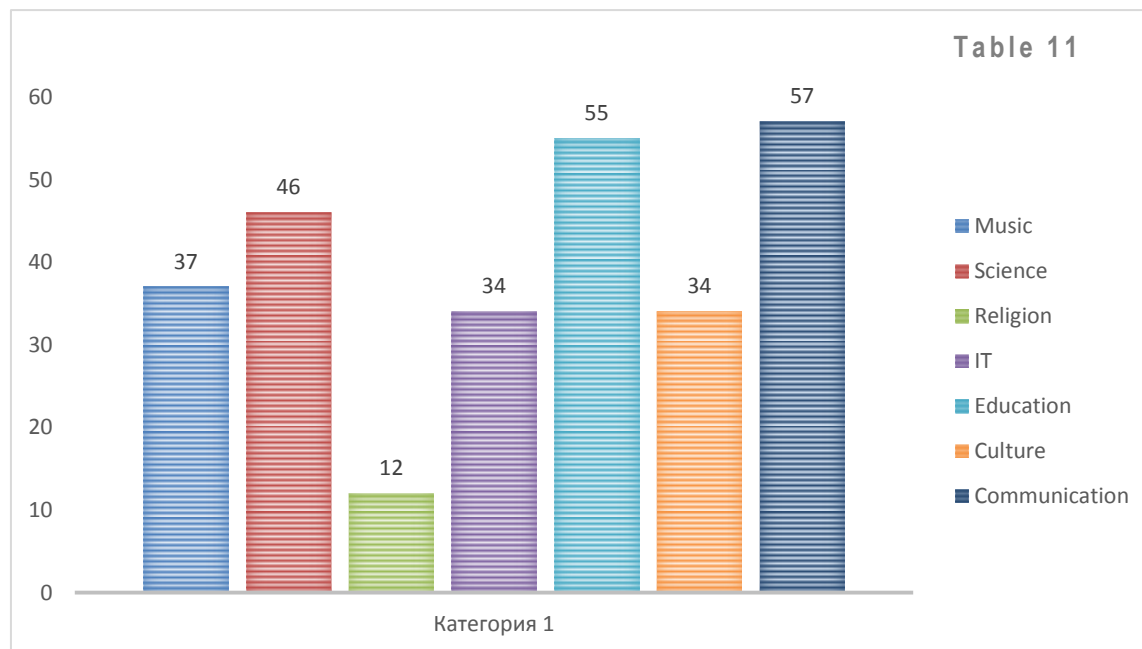
"Please indicate the situations in which you most often use the words, phrases or constructions from another language". They should have noted all the relevant answers. (chart 10)

1. at home: communication with family members, neighbors, shopkeepers, people on the street, in the clinic, talking to friends and acquaintances on the phone, etc.
2. while studying: with fellow students, in the classroom, in correspondence, in communication, with oral presentations, etc.
3. at work: with colleagues, in negotiations, in business correspondence, in telephone conversations with clients, in oral presentations, when reading documents, writing documents, etc.
4. at leisure: with the representatives of various services (employees of the theater, museum, etc.), with friends during visits to cultural events, in nature, etc.
5. other



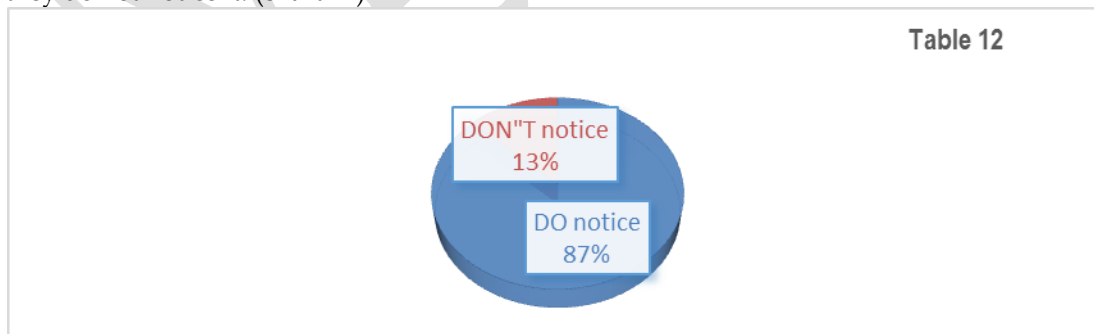
As already mentioned, code switching is related to the conversation participants and the situation. We wanted to find out the field of our public life, in which the respondents, in their opinion, most often use code mixing and switching. The answers included such as music, science, religion, technology, education, culture, interpersonal communication. Almost all respondents chose "interpersonal communication" as one of the answers. We assume that this is due to the fact that all the respondents live in the bilingual world, and their communication circle includes both Tatar-speaking and Russian-speaking people. In this regard, it is not surprising that they have to switch from one language to another during the discussion. The second most important answer is "Education". Most survey participants are the students who receive education in three languages: in Tatar (specialized subjects), in English (specialized subjects), in Russian (non-specialized subjects). Depending on the situation and on the participants in the situation, they switch from one language to another. (chart 11)





The answers of the respondents to the question "Please write why do you think you use the words, phrases and constructions from another language?" is very interesting. The answer field included such answers as "I think in Russian, I don't have time to find the translation of the word", "it is get automatically", "I have poor vocabulary", "It is more convenient", "I can't remember the right word or construction". Having analyzed the answers, we came to the conclusion that the majority of respondents resort to code switching for the convenience and speed of the expression of their thoughts. It's easier for them to switch to another one, in which cases it's mostly Russian, instead of remembering words and building a sentence correctly. Switching to English often occurs consciously, depending on the situation, since the code switching is controlled by a complex set of syntactic restrictions in its speech diversity within one sentence. The predominance of switching to Russian in Tatar speech serves as a basis for further research.

The majority of respondents indicated that the reason for recoding was the unawareness of this action. We have been interested in whether their interlocutor notices that they switch to Russian or English, while they do not notice it. (chart 12)



### Summary

In the city of Kazan, where all respondents of this questionnaire live or reside during their studies, the tendency to use both English and Russian words, phrases or constructions in the speech is inherently stronger than in the areas remote from the capital of the Republic of Tatarstan. This is due to the fact that in those areas where people who speak the Tatar language predominate, Russian and English have less influence on the Tatar language.

Thus, switching to Russian and English in Tatar society is characterized by a number of sociolinguistic features that are the result of the language situation in the Republic of Tatarstan and language contacts of native speakers, as well as the ongoing globalization process. [14-16] Due to the survey, we learned in which cases and situations people most often used code mixing and switching, as well as tried to find out the purpose thereof.

### Conclusions

The language contacts of peoples are the result of the interaction and mutual influence of languages in the process of their joint functioning. Undoubtedly, the globalization process will make its own adjustments to the globalization process. At the moment, linguistic scholars are interested in how much, at what pace, with what speed the languages will change, what will be the positive moment of language contacts. At the same time, the question of preserving the language purity, identity, preservation of national languages, whose speakers come into contact with a stronger language environment, remains open.

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## Comparative Analysis of Emotive Interjections in The English, Russian and Spanish Languages

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### Abstract

The relevance of the study is determined by the problem of translating interjections being little covered, as well as by the low degree of studying their semantic fields. Many ones consider interjections as unimportant elements and may not pay attention to them when translating. However, it is worth remembering that interjections are necessary, they attach vitality and expressiveness to our speech. Incorrect translation of interjections can lead to a partial loss of meaning, as well as to not giving the recipient the communicative effect that the author intended to achieve. Also, because of their "alienity", interjections are considered one of the most controversial and complex groups of words. For centuries, linguists have been trying to understand what place they occupy in the language system, and to create different concepts. To date, there are many concepts, and some of them contradict each other. The basic ones can be expressed in the form of two oppositions: a word is not a word and a part of speech is not a part of speech. Our discussions unfold around two tasks: 1) To identify the role of interjections in the language. 2) To compare the revealed emotive interjections with their equivalents, given in the translation of the book by Jane Austen *Pride and Prejudice* into Russian and Spanish, and to reveal their semantic peculiarities.

**Keywords:** Emotive Interjections, English, Russian, Spanish, translation, context, comparative analysis.

### Introduction

Over the years, interjections have been considered one of the most controversial classes of words in the language. They were studied by such linguists as [Vinogradov, 2000; Shakhmatov, 2001; Germanovich, 1996; Ameka, 1992]. Until now, scientists cannot come to a common opinion and determine the composition of this class of words and its place in the language system. They differently define interjections, but in their works there is one similarity: they are all convinced that interjections are important and necessary elements of the language, since they most clearly and fully help us to express our emotions, feelings and will.

Each language has its own system of interjections, but these systems are quite similar. Also, many interjections in different languages have a similar sound, but they can express completely different emotions. In this regard, we can conclude that studying the semantics of interjections in different languages can help us find the most accurate equivalents and make translations as close to the originals as possible. Translation from one language into another is complicated process [Smirnova, Sadykova & Davletbaeva, 2014; Gafiyatova, (2015); Ayupova, Dullieva & Kulkova (2016) and others] moreover translation of interjections presents difficulties too.

The aim of the study is to compare the semantic peculiarities of emotive interjections used in the book by Jane Austen *Pride and Prejudice*, and their translations into Russian and Spanish, as well as the identification of their semantic peculiarities.

The empirical material for the study is the book by Jane Austen "Pride and Prejudice" in English, as well as its translations into Russian (translated by I. Marshak) and Spanish (translated by Ana M. Rodríguez).

The essence and peculiarities of interjections were considered by [Potapova, 2016; Vezhbitskaya, 1991; Ward, 2006; Cuenca, 2000]. Attempts to determine the status of interjections in the language were made by [Kaushanskaya, 1973; Bloch, 1983; and others]. A fairly complete classification of interjections was

made by [Churanov, 2013]. The study of the emotive interjections' peculiarities was carried out by [Buyanova & Orduli, 2013; Sharonov, 2009; Miller, 2013].

### Materials And Methods

For our research the sources of interjections are the book by J. Austin (Pride and Prejudice, 2016), as well as its translations into Russian (Pride and Prejudice, 2015) and Spanish (Orgullo y Prejuicio) languages. We found that the original book "Pride and Prejudice" uses 16 different emotive interjections (126 units). The interjection *oh* is most often used, followed by the interjections *well*, *good God / Lord / Heaven (s)* and *ah* (see Table 1).

**Table1.** The main emotive interjections in the book by J. Austin "Pride and prejudice"

The main interjections	The quantity of being used
<i>Oh</i>	75 (60%)
<i>Well</i>	8 (6%)
<i>good God/Lord/Heaven(s)</i>	7 (5,5%)
<i>Ah</i>	5 (4%)

At first we'll consider the interjection *oh* and its translations into Russian and Spanish. As a result of the analysis, we came to the conclusion that the interjection *oh* is poly-emotional: it can express almost any emotion, depending on the situation in which it is used.

In Russian, it is most often translated by interjections *o* and *ax*. In this case, *o* is used in rhetorical exclamations, to strengthen the assertion and denial (*oh, yes - o, da; oh, no - o, нет*), and also to strengthen the emotion being transmitted in the utterance. For example:

The original: **Oh!** *how heartily did she grieve over every ungracious sensation she had ever encouraged, every saucy speech she had ever directed towards him* [Pride and Prejudice, 2016, P. 261].

The translation: **O,** *как горько раскаивалась она теперь в каждой своей недоброй мысли об этом человеке, в каждой обращенной к нему вызывающей фразе!* [Pride and Prejudice].

Whereas *ah*, which is also poly-emotive in Russian [Kvesevich, 2001, pp. 38-40], is used not to strengthen, but to express the emotion itself (regret, anger, joy, surprise, anxiety, admiration, curiosity). For example:

The original: **Oh!** *Lizzy, to know that what I have to relate will give such pleasure to all my dear family!* [Pride and Prejudice, 2016, P. 327].

The translation: **Ax,** *Лиззи, подумать только, сколько радости мои слова принесут нашей семье!* [Гордость и предубеждение].

In Spanish there is a complete equivalent of the interjection *oh* - *oh*. However, it is rarely used in modern Spanish books, in speech [Medina, 2009, V. 4, P. 180]. It is more used in old works, which is our case. Below you can see an example of using this interjection:

The original: '**Oh!** *thoughtless, thoughtless Lydia!*' *cried Elizabeth when she had finished it* [Pride and Prejudice, 2016, P. 273].

The translation: **¡Oh,** *Lydia, qué inconsciente!* **¡Qué inconsciente!** --*exclamó Elizabeth al acabar de leer* [Orgullo y Prejuicio].

In modern Spanish, the interjection *oh* is often translated by the interjection *ah* [Medina, 2009, V. 4, P. 180]. It, like *oh*, can express various emotions (regret, anger, joy, surprise, etc.) and in some places of this work it replaces it. For example:

The original: *Oh! - Your uncle! - He keeps a man-servant, does he?* [Pride and Prejudice, 2016, P. 200].

The translation: *¡Ah! ¡Un tío de ustedes! ¿Conque tiene criado?* [Orgullo y Prejuicio].

Now let's consider the interjection *well*. In "Pride and Prejudice", in most cases, it is used to express humility (often with a touch of discontent) and is translated into Russian by an interjection *ну что ж*. For example:

The original: *'Well,' cried Elizabeth, 'have it as you chuse. He shall be mercenary, and she shall be foolish.'* [Pride and Prejudice, 2016, P. 145].

The translation: – *Ну что ж, – воскликнула Элизабет, – пусть все будет, как вам угодно: он – стяжатель, а она – дура* [Гордость и предубеждение].

Also in this work, the interjection *well* is used to express joy and curiosity; in these cases it is translated into Russian by a poly-emotive interjection *ax*. For example:

The original: *Well, Jane, who is it from? what is it about?* [Pride and Prejudice, 2016, P. 27].

The translation: *Ах, Джейн, от кого оно? Что там такое?* [Гордость и предубеждение].

The interjection *well*, expressing humility (with a touch of discontent) is translated into Spanish by the interjection *bueno*. For example:

Оригинал: *Well, if they can be easy with an estate that is not lawfully their own, so much the better* [Pride and Prejudice, 2016, P. 215].

Перевод: *Bueno, si se contentan con una posesión que legalmente no es suya, allá ellos* [Orgullo y Prejuicio].

In those cases where the interjection *well* expresses joy or curiosity, in Spanish it is omitted. However, the emotion expressed by it, is transmitted through exclamation. For example:

The original: *Well! I am so happy* [Pride and Prejudice, 2016, P. 288].

The translation: *¡Qué feliz soy!* [Orgullo y Prejuicio].

The next interjection, which has several variants, is *good God / Lord / Heaven (s)*. This interjection is connected with the religious sphere and usually expresses some strong feeling (in our case, anxiety, excitement, surprise). Into Russian it is translated by the interjection *боже* and its derivatives (in the translation of this work the following ones are used): *боже, боже мой, боже правый, боже милостивый*. For example:

The original: *'Good God! what is the matter?'* cried he, with more feeling than politeness [Pride and Prejudice, 2016, P. 258].

The example: – *Боже мой, что случилось? – вскричал он скорее участливо, нежели сообразуясь с правилами приличия* [Гордость и предубеждение].

In Spanish, the equivalents of this interjection are also phrases related to the religious sphere: *Dios mío, Cielo Santo, Santo Dios*. They are also used to express strong feelings. For example:

The original: *'Good Heaven! can it be really so! Yet now I must believe you,'* cried Jane [Pride and Prejudice, 2016, P. 353].

The translation: – *¡Cielo Santo! ¿Es posible? ¿De veras? Pero ahora ya te creo – exclamó Jane* [Orgullo y Prejuicio].

The last interjection is the interjection *ah*. It is another poly-emotive interjection of the English language [Buyanova, 2013, No. 2 (49), p. 61], but it is used much less often. In our work it is used to express sadness, boasting, admiration. It is translated into Russian by its phonetic analogue – the interjection *ax*. For example:

Оригинал: *Ah, you do not know what I suffer* [Pride and Prejudice, 2016, P. 3].

Перевод: *Ах, вы себе даже не представляете, как я страдаю* [Гордость и предубеждение]...

In Spanish its phonetic analogue – *ah* is also used. For example:

The original: *Ah! sir, I do indeed. It is a grievous affair to my poor girls, you must confess* [Pride and Prejudice, 2016, P. 60].

The translation: *¡Ah! En efecto, señor. No me negará usted que es una cosa muy penosa para mis hijas* [Orgullo y Prejuicio].

However, in some places, the interjection *ay* is used, which is most often used to express pain, grief and regret. For example:

The original: *'Ah!' cried Mrs Bennet, shaking her head, 'then she is better off than many girls'* [Pride and Prejudice, 2016, P. 62].

The translation: – *¡Ay! – suspiró la señora Bennet moviendo la cabeza. – Está en mejor situación que muchas otras jóvenes* [Orgullo y Prejuicio].

### Results

We have studied the semantic peculiarities of the emotive interjections used in the book by Jane Austen *Pride and Prejudice*, as well as the peculiarities of their translation into Russian and Spanish.

In the book, we identified 221 interjections, 126 of which are emotive. We examined various emotions expressed by these interjections, as well as the variants of their translation into Russian and Spanish.

In studying theoretical foundations of interjections, various ideas about the given class of words were generalized concerning its place in the system of language, as well as its composition. Classification of interjections from the structural and semantic points of view was given. In more detail, a subclass of emotional interjections was studied: its peculiarities were examined, and its classification being given.

As a result of the analysis of emotive interjections used in the book by Jane Austen *Pride and Prejudice*, it was revealed that the English quite often use the interjection *oh*, which can express almost any emotion. Other primary emotional interjections, such as *ah, la, alas*, are used much less often. Among the significant interjections, *Lord, good Heaven, good gracious*, etc., are frequently used, expressing different emotions quite expressively.

Having considered the translations of English emotive interjections into Russian, we came to the conclusion that all these interjections can be divided into two groups: the group of interjections that have exact equivalents in Russian are *alas, thank God / Heaven, for God's / Heaven's sake*, and the group of interjections that do not have certain equivalents in the Russian language are all other interjections. Some interjections related to the last group are translated differently according to the emotion they express (for example, *oh, ah* interjections), others have several similar and substituting each other translation variants (for example, *good Lord, good gracious* interjections).

The analysis of translating English emotive interjections into Spanish has shown that in Spanish, only the interjections *thank God / Heaven* and *for God's / Heaven's sake* (*gracias a Dios* and *por el amor de Dios* accordingly) have specific equivalents. The other interjections do not have definite equivalents. It can only be noted that the interjection *oh* is almost always translated by the same Spanish interjection *oh*, and the interjection *well* – literally (*bueno*).

Having completed the analysis of the revealed emotive interjections, we can say that their translation mainly depends on their semantic peculiarities, i.e. on emotions, expressed by them. Therefore, when translating it is very important to pay attention to this aspect.

### Discussion

Interjections are unchangeable words that serve for undivided expression of emotional and emotional-volitional reactions to the surrounding reality. Recently, the problem of translating interjections has become very urgent. Despite the fact that interjections are deprived of lexical meaning, they are very important, and their incorrect translation can lead to a partial loss of meaning and not to give the recipient the communicative effect that the author intended to achieve.

The most common classification of interjections is their semantic classification, according to which all interjections are supposed to be divided into emotional, imperative and etiquette.

Emotional interjections serve the sphere of emotions and emotional evaluations. By their structure they are divided into primary and secondary [Churanov, 2013; Cuenca, 2017].

Primary interjections are simple, monosyllabic units of the language, for example, English *oops, huh*; Russian *аї, ух*; Spanish *ay, bah*.

Secondary (or significant) interjections are interjections formed from significant parts of speech, for example, English *dear, my goodness*; Russian *вuuш, батюшкu*; Spanish *cielos, diablos*.

There is also a semantic classification of emotive interjections, developed by the linguist A.E. Churanov (2013). According to A.E. Churanov, all emotional interjections can be divided into 4 groups:

1) interjections that convey positive emotions (joy, delight, admiration):

- in English: *aiee, gee, gosh*;

- in Russian: *бpаво, ах, а*;

- in Spanish: *bravo, yupi, hurra*.

2) interjections that convey negative emotions (disgust, contempt, anger):

- in English: *agh, fie, ha*;

- in Russian: *черт возьми, ах ты, фу*;

- in Spanish: *rayos, diablos, caramba*.

3) interjections expressing grief, sadness:

- in English: *alas, eh, pah*;

- in Russian: *убы, эх, ах*;

- in Spanish: *auh, ay de mi, ah*.

4) interjections expressing an overall assessment of the situation or something said by the interlocutor (approval / disapproval, consent / disagreement, mockery, doubt, surprise, etc.):

- in English: *Blessed Virgin, huh, phew*;

- in Russian: *дудкu, вот еще, еї-еї, еї-богу*;

- in Spanish: *bueno, aja, claro, ya ya*.

This division is conditional, since some emotive interjections can express different feelings depending on the context. Often such interjections are called poly-emotive. [Buyanova & Orduli, 2013].



### Conclusion

So, as a result of our research, we came to the conclusion that each of the three languages we have examined has its own unique system of interjections. When translating one can not rely only on their external similarity or use the most common translation variant, one must look at their semantics.

At the same time, we found interjections concerning the religious sphere in all three languages to have the same meaning and more or less specific equivalents.

The obtained data expand the base of theoretical knowledge about interjections, form the main points of the theory of translating emotive interjections into Russian and Spanish.

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## Comparative Method In Teaching Latin To The Students-Philologists

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### Abstract

The article deals with comparative method of teaching the Latin language to Russian speaking auditory. The authors review Latin language teaching methodology developed by Russian linguists, as well as offer some new methods for teaching aids. The main advantage of the study of the Latin language is the fact that through a deep understanding of the processes of word formation and syntactic structures in Latin, a student can achieve better results in the study of modern foreign language. Therefore, the authors propose an integrative course: Latin language – history of the studied foreign (Western European) language – modern foreign language – native language. Focusing on the Russian and Tatar students living on the territory of the Republic of Tatarstan, we consider the works of linguists and teachers who are developing a comparative method of teaching languages on the basis of the native language. The proposed integrative course should be based on the comparative analysis of contact languages that provides a comparative study of lexical semantics, word formation, cultural connotations and syntactic constructs.

**Key words:** Latin, ancient culture, speaking skills, word-formation, technology, comparative method

### 1. Introduction

“The Latin Language and Ancient Culture” as an academic subject is one of the comprehensive linguistic disciplines as well as linguistics, history of linguistic studies, and many others. The special status of the considered subject is explained by the fact that the teaching of Latin pursues a very important theoretical goal of forming students’ attitude towards the Latin language; as a language of historical recourses, philosophical treatises, a language which is a treasure trove of wise thoughts and also is the “cornerstone” – original language of the Romanic spoken by 720 millions of inhabitants of the globe. In this respect a picture of how the Latin language evolved and a history of Rome are vividly presented in “Ad Infinitum” by N.Ostler [1]. It is no accident that such a detailed and thorough treatment of Latin inspired the British scientist to turn his eyes to the Turkic languages, in particular, the Tatar language, which, as is known, underwent in the history of its development both the Arabic and the Latin alphabet.

Learning and teaching Latin has also its practical goal, which consists in mastering communicative skills in this language. Training speaking skills, learning to read and write, mastering phonetic skills, developing the right use of lexical and grammatical structures are also parts of the complex goal of teaching Latin [2]. It is not surprising that in the modern innovative Latin textbooks authors include lists of conversational structures (greetings and farewell, expressions of gratitude, asking who is absent and present at the lesson, saying which month and date it is, questions about health, requests of sitting, standing up, answering, etc) [3]. Standard phrases of this type are repeated at every lesson in form of play. Students are asked to produce short dialogues, which arouse interest of the students’ audience.

At the same time those who learn the Latin language realize that this language only exists in its written form, there is no native speaker in real life. That is why mastering communicating activities is mostly reduced to learning to read in this language. Reading permits mastering vocabulary and receiving theoretical information about the language system. Great number of works written by V.N. Yarkho [4], republished several times in Russia, is rigorously academic in presenting educational material, which means it does not contain practical activities on using linguistic phenomena and forms. Nevertheless it contains many interesting sentences with direct speech, rhetorical questions etc. Students are asked to select the examples of “spoken” Latin, put them down in their copybooks, remember them, giving their translation into the foreign language students learn. Students begin this type of work in class, and then

continue during their independent work at home. These linguistic phenomena should be revised in class by doing lexical and grammatical exercises.

## 2. Methods

The work uses the theoretical method (analysis of scientific literature on the topic under study); descriptive method (collection of factual material and its classification); statistical method (processing of linguistic material), the experiment on the basis of "Techno- R" technology, created by V.Vassilieva [5]. Since our investigation is devoted to the comparative method in teaching Latin to the students-philologists mainly consisting of Russians and Tatars, our methodological orient are based on the works of the well-known linguists and educators, such as R.R.Zamaletdinov, T.S Pimenova, I.E.Yarmakeev and others. In their works they turn to the problems of the impact of the speakers' native language on the range of the idioms used in oral discourse [6]. They are considering the new approaches of how and why to learn phrasal verbs [7] and raise questions of realizing the speech through abstract and concrete concepts [8].

## 3. Results And Discussion

While working at the lexical minimum we actively use the Varzonin's model developed in the "Elementary course of Latin" [9]. The basis of this model is a scheme for finding Latin roots in Russian, which is applicable for finding Latin roots in any Western European language. According to the dictionary form of Latin borrowing students find in the dictionary the meaning of the Latin word, and then the borrowing and its meaning are determined in the French language. Thus, students are invited to work on a table "Latin roots in the French language". This type of practice occurs constantly in the following study of the lexical minimum. It largely expands the active vocabulary of the students and creates a potential thesaurus expanding the international lexical fund at the disposal of the students, imparts the skills of the derivational analysis and synthesis. The work with the table requires a lot of attention, time and diligence, but the result is usually very significant and fruitful. When completing the table French-Russian, Russian-French dictionaries, Dictionary of foreign words, Dictionary of Russian and others are recommended to use. Students are encouraged to extend the range of the table given as an example by Yu. Varzonin in the textbook "Elementary Course of Latin" expanding it by adding the graphs "Borrowings in French" and "Meaning of the word in the French language".

## 4. Summary

From the very first lessons students of the faculty of foreign languages should take into consideration multiple connections existing between Latin and modern languages (French, Spanish, English, German), and get an idea of the grammatical structure of the Latin language. Due to the new technologies in teaching the foreign languages it becomes possible to form student's basic linguistic competence. The students clearly understand that the acquaintance with any of these languages begins with the verb "sum, fui, -, esse" (the analogues being *to be; zein; etre*). Indicating the close relationship existing between Latin and modern languages, the teacher should attract students' attention to phenomena in orthography, lexis and derivation which are routine and normally can pass unnoticed. There are many differences explained by phonetic processes that took place at an early stage of development of the Latin language and there are peculiar phenomena in modern languages ascending to the phonetic evolution of the Late Latin. Not only Latin classes, but also the course of the history of the languages can provide students more detailed information on linguistic phenomena of this type.

While learning Latin students pay particular attention to the fact that French, one of the most popular foreign languages in Russia, has many Latin features in its lexis and grammar. Exercises accomplished by students at the first stage of learning make them compare Latin and French words with similar semantics (e.g. *discipulus* (lat.)- *disciple* (fr.), *fabula* - *fable*, *grandis* - *grand*, *centum* - *cent* etc.).

A Latin word frequently comes to French through the intermediate language; its meaning is sometimes subject to semantic narrowing or has a different meaning in the other language. The forms of the Latin verb get their further development in the French verbal system – students can get convinced of it while studying in detail theoretical and practical grammar of the Western European language they learn.

It is well-known that emotionally-saturated slang of modern youth abounds on different suffixes which represent “constructing material” for word-building. The results of our sociolinguistic investigation that was carried on in 2017 in the Kazan Federal University showed that the students willingly use such words as *mamochki*, *bodryachok*, *medlyachok*, *kosyachok*, *lapusik*, *kaprizulya*, *ladnenko*, *prikolnenko* etc., where the intensity prefixes are used as separate independent words (*ultra*, *super*, *extra*, *giper*). As most of the students of the faculty of foreign languages are Russian-speakers, they willingly and almost unconsciously use words of that kind. Whereas the scrupulous study of suffixation (derivation suffixale) and prefixation (prefixation) in the French language compared to similar phenomena in Latin appears to be less interesting for Russian-speaking students. In this instance, students should be reminded of the importance of suffixes in the Latin derivation. As parts of the borrowed words, they entered modern languages. Due to the study of suffixes, students can explain to themselves spelling rules in the French language, as they consider consistent patterns in Latin and French. It is important to arouse the interest of students to these phenomena, which are “alive”, as they are capable of growing old, dying, becoming unproductive and then of regenerating, revitalizing, being applied again (suffixes). They can be productive, active or inactive, devoid of word-formation value (prefixes). Undoubtedly these often-used words add a certain cultural tone to the speech activity. The Latin slang also attracts attention of the students becoming their domain through the sociolinguistic information posted on educational sites [10]. Alive Latin expressions used in the common speech convince the students’ auditorium in necessity, utility, vitality of lingua Latina and enrich their active vocabulary. Here is a short list of the Latin slang examples with their English analogues: *carpe diem*: seize the day; *ad nauseam*: endlessly; *sui generis*: unique; *et cetera*: and so forth; *me ineptum*: silly me; *memento*: keepsake; *de facto*: in reality; *lingua franca*: a common language; *vero*: really; *cum laude*: with distinction; *nullo modo*: no way; *quid fit?*: what’s happening?; *manducabulla*: bubble gum; *per se*: in or of itself; *radicus comes*: really rad dude; *labra lege*: read my lips; *abeo*: I’m out of here.

## 5. Conclusions

In modern Russian and foreign linguistics great attention is paid to the problem of the word [11]. Considering lexical differentiation and secondary convergence of the Romanic basic word-stock, Russian linguists ( I.A.Tsibova [12], E.R.Porshneva[13], E.M. Tchekalina [14] ) notice that the French language is the most representative in its Gallo-Romance language area. The researchers revealed that the French language is the most innovative in the conservation of the basic word-stock vocabulary, which is considered as the steadiest stratum of the vocabulary. It consists of primitive words, which are the most important, stylistically neutral, and of general use in the language given. It turned out that among lost Latin lexemes 16 were not restored afterwards in the French language – it is the most important amount, compared to Spain and Italian: lat. *ardere, calcare, carere, componere, dolere, furari, imponere, manere, miscere, monere, orare, pugnare, solere, timere, tollere, vetare*.

The process of relatinization, taking place in the lexis of the modern French language and based on French morphology and not Latin, is worth students’ attention. It can occur under the influence of English borrowings, such Anglo-Americanisms (Roman in the origin) as conversational, residential etc. We find confirmation of our assumptions and research works in the works of leading foreign linguists, whose methodological provisions serve as the basis for our further work in the field of comparative method in teaching the Latin language to Philology students [15].

Latin and Greek were the creative source of the linguistic terminology enriched mainly by Greek and Latin models and elements of word-formation. The students of the French department compare the principles of expression in Latin and Russian while receiving the information about the system and structure of the language. The ability to find out the meaning of the words containing the Greek-Latin elements and developing the skill of their modeling plays a very important role on the early stages of learning the ancient language. That is why a special attention is paid to the studying of these roots especially because the language consciousness of the Russian-speaking audience already consists of the Greek-Latin elements in such words as "ecologia", "epilog", "monographia" etc.

During the following explanation, the students get a clear idea about the addition of Greek-Latin roots as a morphological process of word formation.

Thus, it becomes possible to compare the ancient and "alive" languages, to continue the expansion of the boundaries of linguistic horizons of the students, to enlarge their linguistic and sociocultural competence and to facilitate the approaches to the study of the Western European languages and culture.

## 6. Acknowledgements

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AMLETUM

## Effects of English Medium Instruction on Developing Executive Functions of Students

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### Abstract

The process of globalization made countries undergo the process of implementing educational programmes in English in order to increase their competitive advantage. The Russian Federation is not an exception. English as Medium of Instruction (EMI) is one of the instruments that can help to acquire English in different professional fields and nurture the work force that can promote Russian science, education the international market. Moreover, EMI is effective for fostering executive functions, specifically cognitive skills. This paper is devoted to the research of EMI influence on student's executive functions. The hypothesis of the experiment states that EMI is beneficial for advancing inhibitory control and working memory of a person. We designed two modules for teaching Economics and Information Technologies in English which we are implementing in two university groups. To see the results of the study students are to take pre-tests and post-tests on the level of English proficiency, inhibition, mental flexibility, verbal fluency and working memory. At the end of the experiment we will use a statistical analysis to process the results to find out if the hypothesis of the study is true or false.

**Key words:** English Medium Instruction, bilingual education, executive functions, neurolinguistics, higher education.

### 1. Introduction

English is lingua franca, it is the language of science, communication, it is spread everywhere, and it will not be replaced soon. English Medium Instruction (EMI) is a relatively new phenomenon, and the discussion about it is extensive in the literature. Scholars argue about the need of English as Medium of Instruction in higher education, and there are at least three groups distinguished. The first group considers EMI to be an innovative approach that can be beneficial for individuals, universities, companies, countries, etc. The second group are sceptics who see English as a way of eliminating their native languages. The third group neither for, nor against EMI due to various factors, one of which is indifference to the new approach. Nevertheless, the popularity of EMI is growing. There may be multiple reasons to implement EMI in higher institutions, but the main one is about universities' desire to be in educational ranking lists. Institutions of tertiary education pursue the goal of being on a higher level of a prestigious ranking list, so that they can be more competitive on the educational market, can have more international students and teachers, can prepare more efficient educational programs. Therefore, eventually universities have to adopt programmes and courses in English due to internalization and globalisation.

In 2014 Julie Dearden published the report on EMI research in other countries. According to the report's findings, "22 out of 55 countries surveyed (40 per cent)" responded on the existence of EMI policies, and "27 out 55 countries (49 per cent) reported that official statements concerning EMI had been made publicly available" [4]. In 2018 the number of the countries, which have implemented EMI in the curriculum, must be higher. These findings mean that EMI is a "global phenomenon" [4] and its popularity is growing fast. Russian Federation, as well as other non-English countries, are eager to level up their education systems, consequently, different English-language programmes are being implemented.



Klarrisa nad Rainer Lueg [6] conducted a study on students' interests in EMI. The results of the study showed that "students generally see EMI as a personal enrichment and as a boon for their future careers". Therefore, EMI is intriguing not only to universities, but to individuals who are striving for personal development. Thus, English Medium of Instruction is a need, however, the question is how to organize its implementation in higher institutions. EMI researchers, such as Julie Dearden, Ernesto Macaro, Katherine Ackerley, Marta Guarda, Francesca Helm, Elena Frumina and Richard West, etc., analyse the challenges that higher institutions face in the process of adopting EMI. The issues include a lack of EMI specialists, resources, clear comprehension of EMI methodology and theoretical basis in order to practice this approach.

As much as we are concerned about EMI beneficial effect on improving the level of English proficiency, we are seeking to investigate if learning through EMI approach has an impact on the development of executive functions of the students, particularly, inhibitory control, verbal fluency and working memory. The development of executive functions is vitally important as they help us plan, organize, make strategies, pay attention, remember details and manage time and space. Practically, evolving executive functions means evolving our life, personality and future.

Inhibitory control is "the capacity voluntarily to inhibit or regulate prepotent (i.e., strong or automatic) attentional or behavioral responses" [8]. The examples of inhibition include life issues such as stopping yourself from eating chunk food, make yourself get up in the morning to go to school or work, learn complicated things (new content, complicated phenomena, etc.). Verbal fluency commonly refers to the speed of speech. Working memory is the ability to hold information in mind and use it to complete a task.

Therefore, our research is devoted to the study of EMI methodology. The hypothesis implies that English Medium of Instruction is beneficial for developing executive functions of the students. To understand EMI approach and prove the hypothesis we are to analyse the background of EMI, theoretical basis, methods and techniques of practicing EMI in class, to design EMI modules on the basis of those methods and techniques and to conduct an experiment. At the end of the research we will design a model of EMI implementation.

## 2. Methods

The study began from researching the literature on EMI methodology. The findings happened to be tenuous as there is still no clear description of the methodological basis. However, some scholars consider EMI to be related to CLIL (Content and Language Integrated Learning) approach. Nevertheless, J. Dearden [4] compared CLIL and EMI and provides the features in which these two approaches differ. First of all, she says that EMI, unlike CLIL, has no specific contextual origin. Secondly, the language of education in EMI approach is English, whereas CLIL programmes may be designed in any language. Thirdly, CLIL has an aim of developing both content and language, and EMI does not have this objective. To a great extent EMI is also focused on teaching a subject matter, rather than language. However, EMI is a bilingual approach which means that a language is part of the learning process in any circumstances. Consequently, EMI and CLIL differ in terms of language acquisition and context, but not in methodology. Leastwise, J. Dearden did not give any information on this issue. Therefore, we can make an assumption that EMI and CLIL resembling methods and techniques, except the fact that EMI is content-driven.

As EMI is content-driven, it implies learning a discipline through English. There is no need to say that this kind of studying take a lot of students' work, especially cognitive one. To understand a sphere of study (Chemistry, Biology, Informatics, etc.) learners are to develop high level of language proficiency which is called Cognitive Academic Language Proficiency (CALP). Acquiring CALP means that learners need to activate their high-order thinking skills among which are analysis, synthesis and evaluation, according to Bloom's taxonomy. Individuals develop these skills by training their brain evolving their

executive functions or, in other words, by evolving their executive functions. Thus, we believe that EMI helps students to advance executive functions and develop Cognitive Academic Language Proficiency.

The next step of our research is to hold the pedagogical experiment which will demonstrate if the hypothesis is true. For this procedure we have designed two EMI modules (“Information Technologies” and “Economics”) and implemented it in three groups of students from Kazan Federal University. We are going to train executive functions through delivering classes in English, the level of which is above the proficiency level of students. To help them learn the content we will provide scaffolding, translanguaging techniques, as well as techniques and methods for developing critical thinking, memory, attention, etc. The number of students totals 43 individuals. To trace the progression of executive functions and the level of Cognitive Academic Language Proficiency the students are to take pre-test and post-test which consist of three types of test – tests on executive functions (inhibition, mental flexibility, verbal fluency and working memory), the level of English proficiency and the knowledge of content (Information Technologies and Economics).

For measuring the level of English proficiency we chose DIALANG test which had been developed by Lancaster University. DIALANG happened to be the only online free test which is relevant for our study as it corresponds to Common European Framework of References for languages and gives more accurate results. To examine the knowledge of disciplines we chose simple tests on Economics and computer literacy.

The executive functions, which we are going to analyse (inhibitory control, verbal fluency and working memory), are to be measured by Trail Making Test (TMT) form B, Verbal Fluency Test (VFT) - F, A and S and Stroop Test.

The Trail Making Test was introduced in 1938 by Partington [9]. It was used in 1944 for assessing general intelligence, and was part of the Army Individual Test of General Ability [10]. The Trail Making Test is now commonly used as a diagnostic tool to examine brain impairments. The executive function measured includes mental flexibility, particularly attention, mental engagement, motor dexterity, and working memory, ability to execute and modify a plan of action, and ability to maintain two trains of thought simultaneously. Form B implies that a participant is to draw lines to connect circled numbers and letters in an alternating numeric and alphabetic sequence (i.e., 1-A-2-B, etc.) as rapidly as possible [9].

The Verbal Fluency Test (VFT) - F, A and S evaluate verbal ability and executive control. In this test participants are to say as many words as possible, within a period of 60 seconds, that begin with letters F, A and S. The total score consists of the sum of all correct words beginning with the three letters. Participant cannot use proper names and words with the same stem. Participants are to retrieve words of a foreign language, which requires them to access their mental lexicon, select relevant words and avoid repetition. Poor performance in the task show deficits in verbal ability and executive control. Therefore, fluency tasks can be used as an efficient instrument of examining verbal functioning [12].

The Stroop Color and Word Test (SCWT) assesses the ability to inhibit cognitive interference (inhibitory control), which occurs when the processing of a stimulus feature affects the simultaneous processing of another attribute of the same stimulus [5]. The test is very sensitive to subtle changes in brain function that affect attention – so lack of sleep, fatigue and minor brain injury may increase the time spent on the test. The test consists of two parts. First, participants require to read the words (Picture 1). Then, in the second part participants need to name the ‘ink colour’ of a ‘colour word’ (Picture 2).

Picture 1. Congruent Condition Test 1

GREEN	WHITE	PURPLE
BLUE	RED	GREEN
PINK	ORANGE	BLUE
PURPLE	YELLOW	GREY
RED	GREEN	ORANGE
BLACK	BLUE	RED
WHITE	YELLOW	PINK

Picture 2. Incongruent Condition Test 2

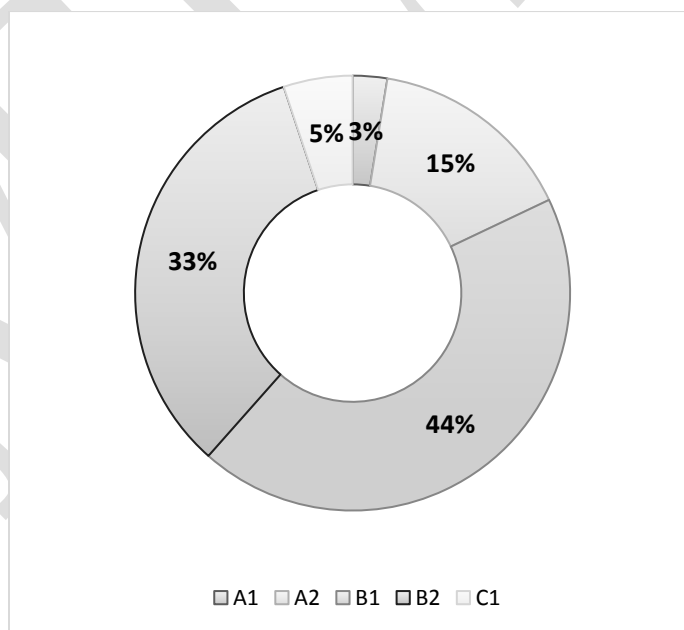
GREEN	WHITE	PURPLE
BLUE	RED	GREEN
PINK	ORANGE	BLUE
PURPLE	YELLOW	GREY
RED	GREEN	ORANGE
BLACK	BLUE	RED
WHITE	YELLOW	PINK

**3.Results and Discussion**

The aim of the study is to infer if the experimental exposure (implementing EMI modules) is effective. The hypothesis presumes that the experimental exposure of EMI approach is advantageous for advancing executive functions of the students and the level of CALP in English.

The results of DIALANG pre-test showed that the overall proficiency the prevailing level of 43 students is B2. You can see the results in Diagram 1.

Diagram 1. The levels of language proficiency in the experimental group.



The results of the pre-test of Trail Making Test (TMT) Form B showed that the average time to fulfil the test equals 68.04 seconds (Table 1). The students who completed the tasks faster than the others scored 24 seconds and the slowest one scored 125 sec (2 minutes 5 second).

**Table 1.** Results of the TMT Form B

	Average	Deficient	Fastest
<b>Form B</b>	68.04 sec	125 sec	24 sec

The pre-test of Verbal Fluency Test (VFT) - F, A and S demonstrated that the average number of words remembered in 60 seconds equal 18.68 words (Table 2). The highest score in groups equals 30 words, and the lowest one - 12 words.

**Table 2.** The results of the VFT (F, A, S)

	Average	Lowest score	Highest score
<b>F, A, S</b>	18.68 words	12 words	30 words

The pre-test of the Stroop task includes two tests. The first Congruent Condition test measures reading speed of the learners without any incongruent interferences. The average time on completing the task equals 7.788 seconds (Table 3). The students who completed the tasks faster than the others scored 10 seconds and the slowest one scored 6 seconds. The second Congruent Condition test measures reading speed and inhibitory control of the learners by interfering with incongruent items (the color of the word). The average time - 25.252 seconds. The slowest students scored 44.4 seconds, the fastest one - 14 seconds.

**Table 3.** The results of the Stroop test

	Average	Deficient	Fastest
<b>Congruent Condition Test 1</b>	7.788 sec	10	6
<b>Congruent Condition Test 2</b>	25.252 sec	44,4	14

#### 4. Summary

The presented results contain only the examination of the experimental group in which EMI was implemented as an educational technology. At the end of the experiment we will provide the analysis of pre-tests and post-tests of the both, experimental and control, groups. The findings do not include the control group because the number of the participants may increase in the process of the research.

At the end of the study to verify the hypothesis, the results of the tests will be statistically analysed by means of Student's t-test. T-values of six tests will be calculated: DIALANG test, Trail Making Test (TMT) Form B, Verbal Fluency Test (VFT) - F, A and S, Stroop test and the tests on Economics and Computer Literacy.

#### 5. Conclusion

Currently, we cannot predict any practical results because the research and the experiment are at its opening stage. At the time we can only state that during the preliminary tests the learners felt uneasy because they were afraid of failure, though there was no particular restrictions on the score scales. In fact, there was no pressure at all, but most of the students panicked because the tests on the executive functions implied challenges for them, they had to "activate the brain". Thus, we can say that in real life, the learners resist any challenges and feel nervous when coping with the problems. Therefore, any incongruent stimuli can hold individuals from actions. If the hypothesis is true, students can evolve not only in the learning process, but in their personal lives too.

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## Integrative Thinking As Basis Of Formation Of Professional Multidimensionality Of A Philologist

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### Abstract

Based on the correlation and analysis of results of theoretical research on integrative thinking with data on the real picture of professional multidimensionality of language education teachers, the authors of the article have come to the conclusion that the cognitive basis of formation of professional multidimensionality of a philologist is gained thanks to the integrative activity of the brain. The combination of several didactical functions, conjunction of solving several pedagogical tasks is implemented by the integrative activity of the brain through the afferent synthesis connected with checking, selection and synthesis of streams of nerve signals from various receptors relating to different functions and production tasks of a multidimensional philologist. Functions of efferent integral and acceptor are connected with distribution of the nerve impulses predicting ways of combination of didactical functions, conjunction of the solution of pedagogical tasks. Efferent-afferent convergence acts as some physiological mechanism of an acceptor of action result: prediction of the future result, intuition, creativity and innovation necessary for functions combination and conjunction of tasks solution. The return afferentation is connected with control over adequacy of the planned purpose and the multidimensionality effect gained by a philologist from combining didactical functions and conjunction of solving pedagogical tasks. Will function of mentality is connected with ensuring necessary mental processes reaction rate, in particular, the speed of switching of attention and contextual-associative memory of a philologist from one kind of activity to another.

**Key words:** multidimensionality of a philologist, multifunctionality, multitasking, integrative thinking, afferent synthesis, efferent-afferent convergence.

### 1. Introduction

Achievement of global competitiveness of national education in modern conditions is impossible without training of multidimensional philologists having integrative thinking, metasubject competences which are beyond concrete specialty, a certain professional sphere. The concept of professional integrative thinking development is connected with a name of Roger Martin who has worked more than 15 years as the dean of Rothmans school of management at the University of Toronto [1]. According to R. Martin integrative thinking is ability of a specialist to combine in the organization of different processes various approaches and models [2]. The specialists who have seized similar thinking show abilities to innovation and an inventiveness in the solution of the complex problems facing the company [3].

We understand ability of a specialist to combine performance of several functions (multifunctionality) and/or to conjoin the simultaneous solution of several production tasks (multitasking) as professional multidimensionality. In other words, the professional multidimensionality of a specialist is defined by presence of such metasubject competences as multifunctionality and multitasking use of which promotes increase in efficiency and productivity [4]. In any field of activity using of multifunctionality and multitasking by the expert results in the boost effect which was named as "Effect of multidimensionality". The boost effect from use of multidimensionality is formed due development of the productivity, increase in efficiency. Under multifunctionality the increase of the productivity is reached due to reduction of number of specialists whose functions are replaced with multipurpose experts. Increase in productivity is proportional to the volume of the saved financial means received owing to the reduced positions. Under

multitasking the increase of the productivity occurs due to increase in volume of development, thanks to a combination of the solution of several specialist's tasks. Increase in productivity is proportional to the volume of the costs saved due to use of multitasking by experts.

In the known saying "Chief cook and bottle washer" is about the people capable to combine performance of two and more functions in professional activity. And there is a lot of people having such abilities among us. When we talk about professional multidimensionality, i.e. combination of professions, conjunction of the solution of several production tasks, we pay attention, firstly, to the outer side of integrative activity of the person. There is the inner side of multidimensionality connected with integrative activity of a brain [5].

Objective of this research is definition of the place and a role of integrative thinking in formation of language teachers' professional multidimensionality [6].

## 2. Methods

In search of a cognitive basis of professional multidimensionality we have used methods of the content analysis, systematization of the semantic massifs received by domestic and foreign authors, results of the empirical researches relating to a studying subject. Questions of education of the interactively conceiving person, the system organization of integrative processes in development of mental capacities of a child have found reflection in Yu. Kozeletsky's, M. Knyazeva's works, [7, 136-167]. So, Yu. Kozeletsky marks the following requirements to training and education of the integrative person: implementation of multidimensional approach to teaching, structuring knowledge from various areas, their association in larger didactic units, realization of the subjectivity recognizing the person not only as the learning individual, but also as the subject generating new knowledge [8].

Integrative activity of the brain, questions of system organization of children's cerebration have found reflection in M.N. Fishman's works. L. Bogataya has made a significant contribution to philosophical comprehension of integrative thinking, to a research of its applied aspects [9]. Research associates of the Nizhnekamsk office of UNESCO department of the Herzen University have made a contribution to a research of metasubject competences of the multidimensional teachers in the field of language studies[10].

Research associates of the Nizhnekamsk office of UNESCO department of the Herzen University were set the task to define a real picture of professional multidimensionality i.e. in what ratio such metasubject competences as multifunctionality and multitasking appear at specialists in different fields. The research has captured representatives of three fields of activity in the city of Nizhnekamsk, the Republic of Tatarstan: 85 language teachers of high comprehensive schools of the city, 52 drivers of intercity passenger buses of JSC Passenger Motor Transportation Enterprise and 43 research associates of Scientific and technological center of JSC Nizhnekamskneftekhim. The data on the level of multifunctionality and multitasking of experts received during the research in three fields of activity are consolidated in one table (Tab. 1).

Table 1

No	The metasubject competences providing professional multidimensionality	The number of performances which bus drivers amongst 52 persons have.		The number of performances which language teachers amongst 85 persons have.		The number of performances which research associates amongst 43 persons have.	
		times	%	times	%	times	%
1.	<b>Multifunctionality</b> (combination of performance of two functions)	7	13.4	15	16.4	11	25.5
2.	<b>Multitasking</b> (conjunction of the simultaneous solution of two production tasks)	6	11.5	16	18.8	13	30.2
3.	<b>Total</b>	13	25	31	36.4	24	55.8

Drivers of passenger buses show professional multidimensionality due to use of multifunctionality and multitasking in routine work on service of passengers. Drivers show a combination of two functions (driving of the bus, execution of control and cash operations) 7 times (13.4%), a combination of the solution of two production tasks (safety of passengers, performance of sales volume) – 6 times (11.5%). Among drivers the professional multidimensionality is shown by every fourth (25%). Representatives of the creative sphere – language teachers, unlike drivers of buses, present the professional multidimensionality more widely (36.4%). Language teachers differ in ability at the same time to solve several didactic, developing, educational problems. The multitasking among philologists appears 16 times (18.8%), multifunctionality – 15 times (16.4%). Staff of scientific and technological center differs in rather high level of multidimensionality, more than a half of them actively show metasubject competences (55.8%) in the activity. 43 research associates show the multifunctionality 11 times (25.5%), multitasking – 13 times (30.2%).

Carrying out integrative activities of a brain by today's perspective is connected with physiological function of a hypothalamus and a nonspecific nucleus of an optic thalamus, a reticular formation of a brainstem, the amygdala and limbic system [11]. Realization of an initial link of integrative process is provided with the sensory system of a brain [12]. Information from various receptors through a lemniscus layer comes to a thalamus area. Further, transformed information is sent to receptive and associative fields of sensory cortex where processes of convergence and divergence of impulses are carried out [13].

Convergence of nervous impulses is a meeting of two or several excitations from various sensory irritants in one neuron. Convergence is called sensory-biological when at the same time two or several excitations from sensory and biological irritants converge to one neuron (noise, hunger, light and thirst). This type of convergence acts as mechanism of training, formation of conditioned reflexes and afferent synthesis of functional systems. Efferent-afferent convergence represents a simultaneous convergence of two or several afferent and efferent excitations to one neuron. This type of convergence is one of mechanisms of an acceptor of action result (prediction of the future result) [14].

Multidimensional professional activity of a driver is connected with combination, i.e. performance at least of two professional functions (driving of the bus, execution of control and cash operations) and a conjunction – the simultaneous solution not less than two production tasks (safe service, performance of sales volume). Formation of a philologist's professional multidimensionality is defined, first of all, by



realization of integrative activity of a brain and manifestation of will function of mentality. We will show this interdependence on the example of multidimensional activity of language teachers. (Tab. 2).

Table 2

External performance of professional multidimensionality	Dependence of professional multidimensionality from integrative activity of a brain
Languages teacher combines performance of didactical functions: - teaching grammar - develops students' speaking skills; conjoin the simultaneous solution of pedagogical tasks: - task of students' development; - task of students' upbringing.	Combination of several didactical functions, conjunction of the solution of several pedagogical tasks is implemented by integrative activity of a brain through: -the afferent synthesis connected with checking, selection and synthesis of streams of nervous excitations from various receptors relating to different functions and pedagogical tasks of a teacher; -formation of complex integral and the starting afferentation providing to the teacher's combination of functions and a conjunction of the solution of several pedagogical tasks; -the efferent integral and an acceptor predicting to the teacher ways of combination of professional functions and conjunction of the solution of pedagogical tasks; -the realization and the return afferentation which is carrying out control over adequacy of the planned purpose and the effect of multidimensionality gained by the philologist due to combination of functions and conjunction of the solution of pedagogical tasks; -function of the mentality providing the necessary speed of switching of attention and contextual-associative memory of the teacher from one type of multidimensional activity to another.

**3. Results And Discussion**

By comparison and the analysis of results of the theoretical researches connected with functioning of integrative thinking with data on degree of multifunctionality and multitasking of the experts occupied in different fields of activity we have received the following results:

1. The cognitive basis of formation of the expert's professional multidimensionality is made by the integrative activity of a brain uniting such psychophysiological processes as afferent synthesis (correlation and checking, selection and synthesis of streams of nervous excitations from various receptors), complex integral and a starting afferentation, efferent integral and an acceptor, realization and the return afferentation.
2. Efferent-afferent convergence acts as one of physiological mechanisms of an acceptor of action result: the prediction of the future result, an intuition and ingenuity connected with combination of performance of several functions, conjunction of the simultaneous solution of several production tasks.
3. Extent of formation of multifunctionality and multitasking is defined by will function of the mentality providing the expert the necessary speed for switching of attention and contextual-associative memory from one type of multidimensional activity to another.

On the basis of the analysis of multidimensional activity of a specialist we have determined dependence of multifunctionality and multitasking on integrative activity of a brain and will function of mentality. N. Geschwind pointed functional complexity, big degree of dynamism in formation of structurally functional system of the person. There are experimental works showing a role of limbic system in

realization of the highest brain functions: active behavior, spontaneity of behavioural reactions. The limbic system plays the leading role in process of training, processing of information. The extensive structure of projective and associative communications with starting and limbic systems promotes deeper information processing coming from receptors.

According to Andrianov recognition of information, its processing and decision-making happens at all levels of integration of sensory system, and each hierarchical structure keeps in itself features of other hierarchical structure according to a functional prerogative. Ways back carry out correctional and coordination interaction between the central and peripheral departments of the sensory systems. If the left cerebral hemisphere provides, mainly, procedures of abstract and logical thinking, and right – art and figurative perception of the world, then interhemispheric neurodynamic interactions are more prerogative for integrative activity of a brain.

#### 4. Summary

On the basis of the received results authors of article have come to the conclusion that cognitive basis of formation of professional multidimensionality of a philologist is made by integrative activity of a brain. Combination of performance of several didactical functions, conjunction of the solution of several pedagogical tasks is implemented by integrative activity of a brain through the afferent synthesis connected with checking, selection and synthesis of streams of nerve signals from various receptors relating to didactical functions and pedagogical tasks of a multidimensional philologist. Functions of efferent integral and an acceptor are connected with distribution of the nerve impulses predicting ways of combination of professional functions, conjunction of the solution of pedagogical tasks. Efferent-afferent convergence acts as one of physiological mechanisms of an acceptor of action result: prediction of the future result, intuition and ingenuity necessary for combination of functions, conjunction of the solution of tasks. The return afferentiation is connected with control over adequacy of the planned purpose and the effect of multidimensionality gained by the expert due to combination of didactical functions and conjunction of the solution of pedagogical tasks. Will function of mentality is connected with ensuring necessary speed of mental processes in general, in particular the speed of switching attention and contextual-associative memory of a philologist from one kind of activity to another.

#### 5. Conclusions

Multidimensional professional activity is carried out on the basis of integrative activity of the brain and will function of mentality thanks to which a philologist becomes capable to combine performance of several didactical functions, to conjoin the solution of several pedagogical tasks, on this basis – capable to gain the desired effect of multidimensionality in the form of increase in the teachers' abilities and increased productivity.

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## Language Means Of Expressing Promise In The Novel Of J.H.Chase 'Mission To Venice'

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### Abstract

In this article communicative acts of promise are considered in the novel "Mission to Venice". The relevance of the study of speech units, especially communicative acts of promise, is preconditioned by the prevalence of dialogical speech in the sphere of modern communication. The attempts to define and arrange basic distinctive features of communicative acts in the English speech, to consider their semantics in a communicative situation and pragmatic forms of use were made in the given research. It was concluded that in most cases the type of promise depends upon numerous pragmatic factors that might influence the interlocutors' choice of means to express promise. The essence of the promise was revealed as such (meaning both the fact of the commitment itself, and the statement-assurance of the speaker). Under this condition, the addressee is aware of the importance of the promise, as well as a high degree of responsibility for their actions.

**Key words:** pragmatics, semantics, communicative act, explicit speech acts, implicit speech acts, promise.

### Introduction

#### The relevance of the study

The aim of this scientific work is to define and arrange the main characteristics of speech acts of promise in the English speech, to consider their semantics in a communicative situation and pragmatic forms in use. It determined the following objectives: selection and arrangement of utterances of speech acts of promise on the basis of English author's oeuvre; definition of distinctive features of promise in terms of pragmatics.

### Materials And Methods

#### Materials of study

Theoretical and methodological background of this research is based on the works of Russian scientists in the field of the theory of linguistic signs, the theory and practice of translation of communicative linguistics, cognitive linguistics, theory of speech acts and discourse analysis [1, 2] and works of foreign scientists [3, 4, 5].

Materials of the research were various scientific articles on linguistics and the English text of the novel written by James H. Chase "Mission to Venice" [6].

#### Hypothesis of research

In our research work we put forward the hypothesis that the work contains permissive speech acts expressed explicitly - direct promises, as well as permissive speech acts expressed implicitly - indirect promises. One way or another way of making a promise in a verbal form depends on the intensity of the speaker's intention to convince the addressee of the obligation to perform a permissive speech act. Having analyzed the material of the work of art on the ways of expression of permissive intentions in the English language, we faced the fact that the presence of variability of the means of expressing the promise (in an explicit and implicit way) points to the variety of forms of expression of this speech act by a wide range of verbal means.

### The experimental base of the study

Through the whole context of the novel we were able to analyze how often the author uses the permissive speech acts and which types and subtypes of it are largely used in the speech of characters.

In the course of the study, both sincere and not sincere promises were found. Sincerely explicit promises are characterized by a high degree of fulfillment of the promise and imply meaningfulness and the search for all possible ways of fulfilling intention. As a rule, this category of promises is based on the desire of the addressee to be true to his word, which depends on the personal characteristics of the addressee (sense of responsibility, sense of duty, etc.). For example, "If it depends on me, it's going to be all right. That's a promise." [6, P.18].

In addition to using such a universalized verb "to promise", which has a high frequency of use, there is certainly a verb "to assure", which is characterized to be no less convincing: "I can assure you the last thing I would like to do is to harm you" [6, P.9]. It is noteworthy that in this example there is an interpretation that contains a condition under which the addressee will perform a certain action.

Here we come across the fact that substituting synonyms is impossible due to their being inequivalent [7].

The following example is related to the situation when Natska, a very influential person and the initiator of the loss of Tregarth, assured Don Micklem that the latter can say goodbye to life if he refuses to return a book containing information capable of sowing discord between countries and on which the future of Natzka directly depended: "I am quite sure you are very brave and your nerves are very steady, but I do assure you that if you don't give up the book, sooner or later you will lose your life" [6, P.148]. It should be noted that in this example, the amplifying verb "do" strengthens the value of the action expressed by the predicate and as a result one can speak of a stronger effect on the target.

In this work there are oaths which are "the so called 'promissives' which while publicly uttered change the professional (social) status of a person [8].

The verb "to swear" is also one of the elements of the above-mentioned synonymous series. Consider its use on the example of how Don Micklem decides to temporarily change his appearance (stick a beard) in order to gain time to continue the investigation and search, trying to hide from the pursuers: "...he (Don) had gone to a theatrical shop and swearing Benvenuto, the owner of the shop, to secrecy he had put himself in Benvenuto's hands to alter his appearance." In this context, the idiom "to swear somebody to secrecy" in the Russian version of the novel is translated as "warning about importance", and not as "taking a vow of silence or swearing to keep in secret."

Thus, it can be concluded that direct promises have a stronger degree of promise than indirect promises, since the speaker himself popularly interprets his intention without questioning the very fact of fulfilling the promise and depriving the addressee of ambiguity, distortion of the original idea.

The meaning of the implicitly expressed speech act of the promise is restored from the context, it is not expressed in a superficial view and the essence of the given situation is not understood. In the course of the analysis of the work, we identified the main types of submissive speech acts expressed implicitly and their linguistic ways of implementation. It has been found that the overwhelming majority of implicit transmissions have a futural structure that is expressed with the help of Future Indefinite "will + V" or "to be going to".

In the course of investigating implicit speech acts of promise, we saw a tendency of widespread use of promises-assurances. However, here, in contrast to the explicitly expressed submissions, the promise-assurance acquires additional meanings. In this case, the emphasis on the very fact of the promise is shifted and partially replaced by a description of specific actions, the execution of which ultimately

entails the realization of the speaker's intentions. For example, Don Micklem assured the spouse of the missing person that he would directly take part in the search for her husband:

"Anything I can do, I'll do." [6, P.12].

"He promised to make immediate inquiries." [6, P.16] "I'll make some inquiries." [6, P.17].

When considering the social status of the addresser and the addressee, we identified two groups of promises-assurances: asymmetric relations, under which the addresser is higher in rank than the addressee (the one who promises to perform something). Each group of people has its own typical features determined by the environment [9]. Here there is a pronounced desire of the addresser to serve the addressee by fulfilling the promised. For example, the assistant of Don Micklem - Giuseppe - expresses sincere enthusiasm, involvement in business, enthusiasm and willingness to help the boss by enumerating the actions, which momentarily come to him in the head and which he is immediately ready to fulfill:

"I'll come at once," Giuseppe said "and I will bring my friends. Do not worry, we will find it signore. We will be with you some time tonight." [6, P. 122].

The use of the "to be going to" construction reflects the intent of the addresser to promise a certain action. For example, throughout the entire process of searching for Tregarth Rigby, Don Micklem expresses his firm readiness and assurance that he will find the missing: "I'm going to find him. This is right up my alley." [6, P.23].

Sincere promises-assurances can be addressed not only to people around us, but also to ourselves for the purpose of encouraging us in the time of pain. So, Don Micklem, having found the missing Tregarth, assures him of the fulfillment of the last posthumous will of his friend: "He did not hesitate to take up Tregarth's challenge" [6, P.118].

It should be emphasized that promise-assurances can be expressed not only in the form of simple sentences, but also complex ones, in which the subordinate clause is introduced by the conjunctions "if", "when", "unless", "as soon as". In this case, the use of compound sentences is conditioned by the existence of specific conditions that are necessary to fulfill the promise: "Unless Mason and my gondolier are set free you haven't a hope of getting it back" [6, P.109].

Promises-assurances may imply the performance or failure of certain actions not only directly by the addresser himself, but also by the third persons. It is necessary to emphasize that the degree of responsibility of the addresser increases, as he bears a double responsibility to his counterpart. For example, Don Micklem was warned by Tregarth's ill-wishers that any search for the missing would entail undesirable consequences: "If you get tempted and stick your neck out ... it's your personal funeral" [16, P.25]. There is no mention of a specific person, to which the fulfillment of this promise will be assigned, but it is obvious that the speaker himself will attract assistance from outside for this.

Another example relates to the transfer of responsibility to the police for the purpose of expressing a promise of assurance when Don Micklem and Marian Rigby planned a plan of action after the loss of Tregarth: "I think it's almost certain the police will watch your mail" [6, P. 27]

The next no less significant group of submissions is promises-warnings. The main idea of promises-warnings is the intention of the addresser to force the interlocutor to avoid danger and not act against one's or others' interests after notifying about it [6, P.41].

The most common way of introducing statements of promises-warnings is a conditional proposal with the "if" conjunction. For example:

"He said if any publicity about John's disappearance would only react back on John" [6, P.17].

Promises-warnings turn into promise-threats, when the accomplishment of adverse consequences implies the appearance of any serious, irreversible, unpleasant problems at the addressee. As a rule, promises-threats are realized in the form of intimidation and intentions to harm the health and property of others. The group of promises-threats differs by the presence of variable shades of meanings, as well as a variety of intentions. First, one should consider promising threats without having a certain clarity in the statement, with no specificity about the future consequences for the addressee. As a rule, the verb in such sentences is expressed in Future Indefinite. For example: "Show me this man, signore, and I will take care of him" [6, P.42]. Secondly, promising threats can be reduced to statements of a vague nature with the meaning of regret. Sentences of this type can contain the verbs *regret*, *sorry*. For example:

"If this is a device to waste time, Mr. Micklem, 'Natzka said, with an edge at his voice,' it is a poor one, and you and you may regret it' [6, P.106].

Thirdly, there is a group of promises-threats that are characterized by a pronounced degree of assertiveness and a desire to influence the addressee in every possible way and force him to do the only possible way. This type of promises also contains, in addition to indicating certain consequences, the conditions that the addresser will face with these problems. As a result of the research, we found out such conditions as appealing to the police, excessive curiosity, non-observance of certain conditions of more influential and highly placed persons: "I said if I didn't get some satisfaction I intended to go to the Daily Gazette offices and tell them the whole story" [6, P.17].

In the Mission to Venice, the prevalent number of threat promises comes at the end of the work, when an extremely influential person and Don Micklem are actively negotiating a package which value, as it turned out, is equated to the life of not only one person, but perhaps much more people, and because of which there was a loss of a person: "I will give you two minutes to decide. Give me the package and they will go free. Refuse, and I will give orders for both of them to be shot! I'm not bluffing. I mean exactly what say" [6, P.103].

"I'll give you ten seconds to hand it over, and then I'll shoot!" [6, P.167].

The next group of promises is promises-consents which mean the intention of cooperation on the proposal offered by the addresser. In the process of conducting the study, we found full promise-consent, when the opinion and intention of the speaker are similar in essence to the addressee, which is reflected in the response. Don Micklem promises the father of the murdered girl to lynch the criminals: "They must be punished, signore' - 'They will be' [6, P.72]. Another example relates to the assignment of a person being higher in the rank: "I want that package within two hours from now. I will leave the finding of it to you' 'Yes,' Curizo said between his teeth. He looked at Don, a tight, cruel smile fighting his face. 'You shall have it within two hours'" [6, P.107].

In the course of the study, we discovered promises expressed through the use of lexemes which were not considered above. These are the so-called non-standard ways of expressing promises, which by definition are such only when you pay attention to the contextual frame:

"I intend to find Tregarth" [6, P.20].

"I'll see him right away" [6, P.18].

Thus, the five groups of promises described in the framework of a work of art can be differentiated according to the degree of intention. Also, this classification allows you to judge the degree of compatibility of promises with acts of assurances, warnings, threats.

### Results

During the research we found that in a work of art the speech acts of promise are divided into acts with an explicit and implicit expression in accordance with the degree of manifestation of the communicative intentions of the promise.

For the explicit expression of permissive speaking speech acts, verbs such as "to promise", "to swear", "to assure", "to bet" are usually used.

To the group of permissive acts expressed in an implicit way promises with elements of assurance, assumptions, warnings and threats are referred. When it comes to implicit promises, we must remember that the intentions of the addresser need to be restored from the context, from a situation that does not have a clear expression that is not expressed on a superficial level. In modern English, which is used in works of art, implicitly pronounced permissions are divided into: *assurances, warnings, threats*.

As for the syntactic side of the issue, it should be noted here that all of the above types of promises are characterized by simple or compound sentences.

### Discussion

The categorical apparatus of the act of promise includes the factor and status of the addresser and addressee, the degree of responsibility of the addresser, the degree of independence of the addresser's statement, non-verbal characteristics, oral and written spheres of use, and the degree of intensity. Involvement of the addresser and addressee makes acts of promise as the type of social behavior as any 'social behavior is an intentional system of stimuli and responses in the form of the chain of actions' [10]. In artistic speech, permissive intentions are expressed both explicitly (direct promises) and implicitly (indirect promises). The way in which the promise is made is in accordance with the purpose of persuading the listener and in definite realization.

Nowadays, the problem of using linguistic means to express the various communicative intentions of the speaker is especially acute. Since the same utterance can express various communicative intentions, it is possible to use various language means to express a certain intention.

### Conclusion

Having considered the examples taken from the novel written by James Hadley Chase "Mission to Venice" on the ways of expression of permissive intentions in the English language, we came to the conclusion that the presence of variability of the means of expressing the promise (in an explicit and implicit way) testifies to the diversity of the forms of expression of a given speech act by a wide range of speech means.

Explicitly expressed permissions are represented by the verbs *to promise, to swear, to assure, to bet, to guarantee*. These permissions imply the semantics of *assurance, suggestions, assumptions, warnings and threats*.

The study of implicitly expressed speech permissive intentions on the material of a work of art showed that the forms of their expression possess a much wider set of variants of means of realization in artistic speech. Each variety of the speech act of promise has a certain set of distinctive characteristics inherent in this particular group.

Thus, each permissive intention possesses a certain set of linguistic markers on both the lexical and syntactical levels.



**Recommendations**

Research materials and results may be used by the teachers of foreign languages to develop and improve the speaking skills with understanding of the main content of the dialogues at the lessons.

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## Ma Students' Perceptions of Professor's Ability To Use Clil Strategies

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### Abstract

The last two decades have witnessed a huge growth in the number of English-language academic programmes that are aimed at attracting foreign students to European universities. As a result, there appeared a necessity to implement an educational technology providing successful communication and academic results. Content and Language Integrated Learning (CLIL) is an educational technology that provides an opportunity for successful acquisition of both content and language. The paper describes the way Master students of Kazan Federal University evaluated professor's ability to use content and language integrating strategies in teaching CLIL study course. The content and language integrating strategies include: using cognitively demanding authentic materials including videos, flash, web-quests, podcasts from English resources; active scaffolding aimed at reducing cognitive and linguistic load; intensive interaction and productive foreign language usage; integrating cultural component into content; developing higher order thinking skills when learning a foreign language. The article defines a number of challenges when implementing CLIL study course that require further research.

**Key words:** bilingual education, applied linguistics, EFL class, content and language integrating strategies, CLIL study course.

### 1. Introduction

In the end of the 20<sup>th</sup> century European Universities started numerous English-language academic programmes. However, real-life experience showed that using English for teaching existing study courses as well as professor's ability to read academic literature in a foreign language and participate in international conferences were not enough for teaching a study course in English. As a result there appeared a necessity to develop a new educational technology with a foreign language being a medium of instruction.

Content and Language Integrated Learning (CLIL) is an educational technology that has been gaining popularity in the leading universities. In CLIL, subjects or topics within subject content are taught in a foreign language [1-3].

The fact that numerous universities offer a variety of study courses proves that CLIL has become a popular educational technology. It is possible to get a Master's degree in bilingualism and CLIL: MA In Bilingualism And CLIL (Spain), Postgraduate Certificate In Education (CLIL) (Australia), etc.

Kazan Federal University (KFU) tends to enter the list of 100 top universities of the world. Assessment criteria include students' and professors' academic mobility, number of foreign students, postgraduates and MA students, number of English-language educational programmes. To reach this goal, the CLIL study course was introduced in KFU 3 years ago. CLIL is the leading educational technology in this study course for MA students - pre-service teachers of English in high school and universities. English is used as the language for learning and the language of learning. The following approach provides students with extralinguistic object of cognition; thus cognition is accompanied by communication; content and foreign language acquisition happens simultaneously. Consequently, students do not face the problem of content and communication disconnection when using a foreign language.

J. Cummins' cognitive theory of bilingualism forms the basis of CLIL [4]. It provides transition from context-embedded, cognitively undemanding communication to cognitively demanding communication with reduced context. Among other theories, forming CLIL theoretical basis, are constructivist theory,

zone of proximal development theory and Bloom's taxonomy. Constructivist theory states that the aim of communication is not to discuss the language or grammar structures but to discuss and construct the content that leads to its comprehension and understanding [5].

The following teaching strategies, aimed at integrating both content and language, should be used in the educational process [6-10]:

1. using cognitively demanding authentic materials including videos, flash, web-quests, podcasts and other interactive materials from English resources. Web 2.0 services are used for creating artificial foreign language environment and cognitively demanding creative tasks with high motivating potential;
2. active scaffolding aimed at reducing cognitive and linguistic load of the studied content;
3. intensive interaction and productive foreign language usage. The so-called «gap-principle» implies that authentic communication occurs in case of communication gaps;
4. integrating cultural component into content. It gives an opportunity to consider various topics from different cultural view points;
5. developing higher order thinking skills when learning a foreign language. The ability to verbalize complex thinking processes requires systematic training in both native and foreign language.

## 2. Methods

The research, conducted at Kazan Federal University, we analyzed how MA students evaluated professor's ability to use the abovementioned strategies in teaching CLIL study course.

There was conducted the experiment on using CLIL for three years. 45 MA students of KFU (pre-service EFL high school and university teachers) took part in it. The average age of MA students was 23 years. 73% have Bachelor degrees in Applied Linguistics, the remaining 27% have Bachelor degrees (BA) in Economics, Mathematics, Information Technology, Psychology, Geology, etc. There were several foreign students from Turkey, Kazakhstan, Azerbaijan. MA students took the CLIL study course on the second-year programme. The study course was taught by two professors.

The educational process at KFU is implemented on the basis of Federal state educational standards (FSES) [11], using competence approach. The CLIL study course is aimed at formation and development of the following general professional (GPC) and professional (PC) competences:

1. readiness to provide oral and written communication in Russian and foreign languages for solving professional activity problems (GPC -1);
2. ability to form an educational environment and use professional knowledge and skills in implementing objectives of innovative educational policy (PC-2);
3. readiness to develop and implement methods and instructional techniques, to analyze their usage in educational institutions (PC-4);
4. readiness to design the content of study courses, methods and instructional techniques (PC-10);
5. readiness to develop and implement methodological models, methods and instructional techniques, to analyze the results of their usage in educational institutions (PC-11);
6. readiness to systematize, generalize and disseminate Russian and foreign methodological experience in the professional sphere (PC-12).

Following Cummins, at the same time, it is aimed at forming English- Language Cognitive Academic Language Proficiency [12].

The content of the study course is based on the recommendations by David Marsh [1]. The total course workload is two credit units (72 academic hours). 22 hours of them are in-class work, 50 hours - independent work of MA students, formative assessment.

The content of the study course is as follows [1]:

Topic 1. A window on CLIL

- 1.1. What is CLIL?
- 1.2. The development of CLIL.
- 1.3. What are the driving forces behind CLIL?
- 1.4. Why is CLIL relevant to contemporary education?
- 1.5. Why is CLIL relevant to the teaching profession?

Topic 2. Curricular variation in CLIL

- 2.1 Operating factors.
- 2.2 Scale.
- 2.3 Examples of curricular models.

Topic 3. CLIL as a theoretical concept.

- 3.1 Connecting and integrating content learning and language learning.
- 3.2 Language learning and language using.
- 3.3 From cultural awareness to intercultural understanding.

Topic 4. Creating and evaluating materials and tasks for CLIL classrooms

- 4.1 Factors influencing materials and task evaluation and design.
- 4.2 Evaluating, assembling and modifying materials.
- 4.3 Creating materials.

Topic 5. Assessment issues in CLIL

- 5.1 What are the main issues for assessment in CLIL?
- 5.2 Peer- and self-assessment.
- 5.3 Summary of assessment principles.

We used the survey questions (Table 1), to analyze MA student's opinion on professor's ability to use content and language integrating strategies in teaching CLIL study course.

The survey questions include five parameters and four variants of indicators that characterize the degree/level of professor's ability to use content and language integrating strategies in teaching CLIL study course. The answers are scored in points (Never - 1 point; Sometime - 2 points; Frequently - 3 points; Always - 4 points).

### 3. Results And Discussion

MA students evaluated the way professors used content and language integrating strategies. Evaluation results are presented in Table 1.

**Table 1.** Results of MA students' survey

1	The professor uses authentic materials, videos, flash and web-quests.	3.5
2	The professor uses scaffolding techniques to reduce cognitive and linguistic demands when acquiring both content and language.	2.1
3	The professor uses interactive methods and instructional techniques to promote communication in a foreign language.	3.2
4	The professor actively integrates cultural component that helps to observe various topics from different cultural viewpoints.	2.8
5	The professor offers (foreign) language frames to verbalize higher order thinking skills (analyzing, synthesizing, evaluation, etc.) when acquiring both content and language.	1.9

The analyzed data showed the following results. MA students considered that professors actively used cognitively demanding authentic materials including videos, flash, web-quests, podcasts and other interactive materials. It motivated MA students for further self-development and knowledge acquisition (the average result was 3.5). The following content and language integrating strategy got the highest points because it was significant and easy to implement.

According to MA students, the professors considered various topics from different viewpoints (the average result was 3.2), taking into account the difference of knowledge acquisition by various nationalities. This strategy was of special importance as MA students represented a wide range of nationalities (Russians, Tatars, Chuvash, Mari, Turks, Kazahs, [Azerbaijani](#)).

The professors widely used interactive methods and instructional techniques to promote intensive communication in a foreign language. These methods and techniques were aimed at productive usage of English (the average result was 3.0).

The average point of 2.0, evaluating cognitive and linguistic scaffolding from the professor, that reduced students' demands when learning content through a foreign language, demonstrated its insufficient level. Teachers' understanding of scaffolding techniques and methods should be developed further on.

The way professors implemented language frames to verbalize higher order thinking skills (analyzing, synthesizing, evaluation, etc.) when acquiring both content and language got the lowest points (the average result was 1.9). Consequently, ability to verbalize complex cognitive processes requires systematic training both in native and foreign language. Thus, special methods and techniques should be developed and applied.

### 4. Summary

When conducting the research the authors faced a number of challenges regarding CLIL implementation. Firstly, 72 academic hours are not enough for acquiring content through a foreign language. It is preferable to have a CLIL study course for at least one academic year or even more. Secondly, as CLIL tasks are usually rather challenging MA students may need scaffolding from professors and students who have a better command of a foreign language. Practice shows that students who possess developed logical thinking, accuracy, concentration and memory demonstrate better results when performing challenging CLIL tasks. To avoid these, a professor should consider students' academic abilities, use various texts and tasks that students are able to comprehend and fulfill. In other words, a professor

should correctly state the Zone of Proximal Development. Thirdly, scaffolding plays an important role in this particular situation. That is especially true for the basic course.

Thus, the stated challenges demonstrate that in order to gain better results it is vital to pay more attention to MA students' psychological characteristics as well as their cognitive skills.

### 5. Conclusions

The empirical study revealed a number of challenges when teaching CLIL study course to MA students at Kazan Federal University. The abovementioned challenges can negatively affect the study process. They require further investigation and thorough research from professors who are implementing CLIL or are planning to do it.

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## Michael Chabon's novels: from Irony to Sarcasm

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### Abstract

Michael Chabon is a modern American writer, one of the most popular novelists in the United States. He wrote *Wonderboys* (1995), *Amazing Adventures of Kavalier & Clay* (2000), *The Yiddish Policemen's Union* (2007), *Moonglow* (2016) etc. The main feature of his art is genre diversity. His last published novel *Moonglow* (2016) is a sample of principle of pluralism. This is a mixture of biography, the real grandfather's story and his family; and alternative biography or pseudo biography. Author based on one particular historical moment and revealed the narration into fiction. The aim of using structures of different genres is to reconceive not only the history of his own family but the world history. The irony and sarcasm plays an important role in his creativity. In this research we analyse the aims and functions of the usage of irony in the numerous Chabon's novels. Mainly it is used for different reasons, but nearly all of them connected with his ethnical identity.

**Key words:** novel, irony, sarcasm, image, Jewish American literature, multiculturalism.

### Introduction

Chabon's art is complex in its variety. On the one hand, he is descendant of Roumanian Jews, who emigrated to America, that reflects his bordering consciousness as a writer. On the other, he joins different genres peculiarities and techniques on the basis of his texts and drives to extremes. It produces comic effect. There can be alternative history, elements of classic detective story and hard-boiled one and even comic genre in one piece of art.

Comic effect is a gathering term according to Chabon's art. There is a creation of some comic situation, grotesque, reducing to an absurdity intentionally and combination of incongruous.

One of the main aspects of Chabon's sense of humor is his American Jewish identity, which influences on the comic effect. Firstly, the author attached to American "wild" humor. He often uses the comedy of cases, situations. Secondly, traditional Jewish technique "laughter through tears" becomes one of art feature. However both of these methods exist not in their pure connotation but in the modified version. Irony is a key comic device in Chabon's creativity. Due to it he interprets features of American reality, history or contemporaneity and national or ethnic stereotypes. Irony moves to sarcasm frequently. If we look at the literary dictionary, will see that author uses classical terms of definitions as irony and sarcasm. They have already existed in the ancient time. Irony has Greek roots and means mockery, hypocrisy. According to the Oxford Dictionary it is the expression of one's meaning by using language that normally signifies the opposite. Ironic manner implicates a gentle laughter and some indulgence, but it doesn't exclude hidden skepticism and mockery. Other term is sarcasm means from Greek 'tear flesh'. Such literal genesis of word gives the opportunity to grasp the meaning of literary device. Sarcasm is the highest degree of irony, acrid mockery of depicted events. It's widely used as a method of representation in fiction and journalism.

Chabon expresses a household or everyday part of life, besides such global topics as history, modern society, and national stereotypes. Due to that fact we can name his irony as of manners. It may seem that Chabon is Philip Rote's adherent, who created grotesque and ironical depiction of American Jewish life in many his works.



### Methods

Our research is strongly connected with such notions as Jewish American literature and multiculturalism. The question of identity is widely studied among the scholars nowadays [1] [2]. It is necessary to mention that contemporary American literature is understood with the means of interaction of all kinds: literature and music [3], literature and theatre [4], literature and music [5]. The question of defining M. Chabon as Jewish American writer need the full understanding of his ethnical origin and identity [6] [7].

### Results And Discussion

Nearly in all his novels besides global themes such as history, modern society, national stereotypes Chabon portrays the everyday life and in this case his irony can be named a domestic one. He can be named a follower of Philip Roth, who managed to create funny and grotesque picture of life of American Jews in a set of works of literature.

Author through the words of his characters sneers at the rituals of his ancestors, which he considers preserved in the US at the end of the XXth century in a rather absurd way.

The author's irony expressed through the character is addressed not only to the strange rituals, incomprehensible in the modern world, but also to the American society itself, where representatives of different ethnicities and confessions celebrate holidays that they do not understand. However, this irony, concerning the everyday aspects of life, is rather kind and is meant to cause the reader's smile not condemnation. Chabon depicts his great-grandmother the novel *Moonglow* in the following way:

“ In my grandfather’s recollections his mother appeared as a strong back and a heart of gold, a “saint” indentured to the service of her husband and sons. In photographs she is a boxy woman, girdled with steel, shod in coalblack stompers, her bosom so large it might have housed turbines. She was all but illiterate in Yiddish and English but obliged my grandfather, and later Uncle Ray, to read to her daily from the Yiddish press so that she could keep abreast of the latest calamities to beset Jewry. From every week’s household budget she managed to siphon off a dollar or two for the pushke can. Orphans of pogrom were fed, refugees berthed on steamships to freedom. Entire hillsides in Palestine bore the oranges of her compassionate embezzlement” [8; p.22].

This very episode shows such device as “laughter through tears”, the “calamities of the Jewish people” are perceived by the great-grandmother as a matter of course, as part of everyday life. A part of this daily routine is a tradition based on the Torah, hence the charity for donations.

From one novel to another the archaic nature of the Jewish tradition and the ritual side of Judaism becomes the object of authors irony. Thus, in the novel *The Yiddish Policemen's Union*, the author sarcastically depicts the population of Sitka, a fictional Jewish colony created in Alaska after World War II. The plot scheme is quite traditional - it's a “hard-boiled fiction” with murder, a policeman conducting an investigation, shootings and chases.

However, its plot turns to be unexpected: the protagonist Meyer Landsman, like the entire population of Sitka, speaks only Yiddish, wears paces, and fights against the local mafia of verbovers - the inhabitants of Verbova Island, ultra-Orthodox Jews. The main object of Chabon’s satire is the ultra-Orthodox Jews fanatically committed to the principles of Judaism, the ultra-Orthodox Jews derived in the plot as verbovers or, as they are called by the local police, “black hats”, which reminds the reader (primarily the American, who knows about the Jewish religious neighborhoods of Brooklyn) images of Hasidim. They are religious Jews, still wearing traditional attire, which has not changed since its ancestors carried them in Polish cities and towns - black hats, lapserdaks, white stockings, etc. A reference to Hasidism is absolutely unambiguous, and also the author explicitly calls Hasidism a sect:

"They started out, back in the Ukraine, black hats like all the other black hats, scorning and keeping their distance from the trash and hoo-hah of the secular world, inside their imaginary ghetto wall of ritual and faith. Then the entire sect was burned in the fires of the Destruction, down to a hard, dense core of something blacker than any hat. What was left of the ninth Verbover rebbe emerged from those fires with eleven disciples and, among his family, only the sixth of his eight daughters. He rose into the air like a charred scrap of paper and blew to this narrow strip between the Baranof Mountains and the end of the world. And here he found a way to remake the old-style black-hat detachment. He carried its logic to its logical end, the way evil geniuses do in cheap novels. He built a criminal empire" [9; p. 56].

The use of sarcasm in this novel emphasizes the author's dislike of religious fanatics and their way of life, thus the element of the comic performs its primary function.

The Jewish colony in the novel exists in Alaska, the characters identify themselves as Americans, carriers of the American national culture, but with ethnic specifics (probably approximately like New Mexican residents, Hispanic Americans). The author creates original caricature images, giving them typical Jewish features. For example, while talking about the criminal world of the island of "black hats", the writer satirically depicts the traditional symbols of Jewish life:

"But legal gambling is out now, banned by the Traditional Values Act, and the casino building houses a KosherMart..." [9; p.61].

### Summary

Some critics reacted negatively to the novel and accused the author of anti-Semitism, saying that the *The Yiddish Policemen's Union* is an anti-Zionist novel and shows open disdain for the state of Israel. Readers who are committed to the Jewish tradition and who perceive it literally, also very severely condemn Sheibon, as seen in their reaction in social networks to reports of his new works and their translations.

Such reviews do not seem to us to be very justified. Chabon can hardly be blamed for anti-Semitism or anti-Israeli sentiment (this is quite obvious if we consider the novel in the context of his entire creativity). Chabon's sarcasm rather goes back to the basics of American postmodernism, to the traditions of the "school of black humor", which allows to laugh upon the themes that are not accepted. Moreover, the Chabon's satire is addressed not to the Jews in general, nor on Israel, it's aim is religious fanaticism. Author chooses ultra-orthodox Judaism (obviously more familiar to him by virtue of his origin) as the best example. The grotesque descriptions of the "verbover" mafia, and then the description of the terrible terrorist attack in Jerusalem, organized by the recruiters, highlight the problem of fanaticism, which is terrible in its essence, no matter what religion lies at its core. All this makes the reader draw some parallels with what happens in real life.

Creating an image of the main character, detective Landsman, the object of author's irony is not religion itself but what he regards as an anachronism - a commitment to incomprehensible and sometimes absurd traditions and rituals in the XXIst century, inertia and archaic views.

We see different kinds of author's irony. The first one is kind, provoking tenderness of the reader, it is used in the description of the everyday life of the Jews. It is connected, above all, with how strange and ridiculous religious rites often look for those who do not see a high spiritual meaning there.

Another type of irony is condemnation, in part implacable and turning into sarcasm. It concerns religious fanaticism, and here the author allows himself quite harsh attacks on Hasidism and his followers, portraying them as mafia, murderers and terrorists.

In addition to the comic description of the way of life in Chabon's works, "laughter through tears" appears in his novels, where the most terrible events of the XXth century, the Holocaust, are described. It should be noted that this topic is directly and indirectly touched upon by the author in every novel. The

motive of memory and traumatic experience is present almost everywhere. Ironically, even here one can and should talk about irony and sarcasm and “laughter through tears”. Firstly, through the prism of humor, the author raises really serious and important topics and problems. Secondly, such humor becomes a means of comprehending and overcoming the terrible psychological shock caused by the events of the Holocaust and transformed into a collective memory that has been passed on to new generations.

Chabon's most famous novel *The Amazing Adventures of Kavalier & Clay* tells the story of the cousins Josef “Joe” Kavalier and Sammy Klayman, a.k.a. Sam Clay, who create a comic strip about *The Escapist*, superhero, which frees those who are in the hands of the Nazis. The use of the comic genre itself, which is considered to be frivolous and entertaining, shows how the author takes the image of the tragedy of the XXth century as a basis, and adds a comic layer. When it is impossible for Chabon's characters to survive and forget all the horrors, they can only sneer at their fate and the fate of others. Here the principle of “laughter through tears” is best revealed. Chabon creates a phantasmagoric, incredible picture of the escape of the young Josef Kavalier from occupied Prague - he is taken to the coffin with Golem, dressed up and made up like a dead man. This entire “operation on the removal of the Golem” resembles a circus performance, a farce, but in reality it is followed by a terrible tragedy, which, of course, the reader does not forget for a moment.

In *Moonglow* the main character (the author's grandfather) describes the events of the war as following:

“The old priest's name was Father Johannes Nickel. He had been the rector of St. Dominikus-Kirche until the Lord, in the form of an 88mm shell from a King Tiger, had seen fit to deprive him of his home and place of employment” [8; p. 305].

Here the sad irony is no longer in the situation itself, it is shown through the feelings of the hero (and the author also), it is pain and an attempt to overcome it.

### Conclusions

Thus, we can trace the evolution of author's irony and its transition to sarcasm according to the regard to individual phenomena of life. Mainly the irony is used to show how terrific parts of human history can be evaluated and reconsidered. The reader's attention is attracted with the help of different comic effects. Also Michael Chabon both preserves his national identity and makes it an object of his irony, what is rather common for Jewish American Literature of the XXth century

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## On The Aesthetic Resources of Russian Nouns In The Category of Case

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### Abstract

Case forms of the Russian language are studied in the article, which is one of the actual problems of modern linguostylistics. The purpose of the article is to carry out complex analysis of case forms of nouns as aesthetically significant elements of poetic texts. The following methods were used in the study: descriptive-analytical, semantic-stylistic, distributive and quantitative. Poetic texts of the 20th century extracted from the national corpus of the Russian language were chosen as the material for analysis. The main characteristics of the cases of the Russian nouns are analyzed. Several scientific works dealing with related problems of cases of Russian nouns are presented in this article. The study of aesthetic potential of the case forms of substantives demonstrates that the most productive type of analysis is carried out in the following aspects: participating in the reflection of a particular aesthetic category; serving function of text versification; forming figurativeness; functioning of the given units as stylistic devices. The results achieved comprise novelty of the scientific research. The conclusions and generalizations made can be used for further development of the concept of language and speech aesthetics.

**Keywords:** poetic text, the problem of the aesthetics of language, the category of the case of nouns, the aesthetic resources of the case, views of problem researching.

### Introduction

Problems of describing aesthetic resources of language units in modern linguistics are understood ambivalently. There is no consensus among linguists on how to understand the essence of aesthetic potential of language units. Language units that can evoke addressee's aesthetic response haven't been studied yet. It should be mentioned that researchers paid attention mostly to aesthetic properties of lexical, syntactical and phonetical means of the Russian language. Several works dealt with analysing grammatical means of the Russian language in the given aspect [2; 3; 11; 12; 13; 14]. At the same time, not all segments of morphological language subsystem were completely and systematically studied. The category of case is considered to be one of the segments.

Morphological category of case of Russian substantives remains in the list of difficult problems of the Russian grammar. Aspects of its description (position in classification models of morphological categories, semantic structure, expressive potential) have been examined in numerous works [7; 8; 9; 10]. Considering main characteristics of case of nouns we shall follow G. I. Panova's opinion which defines the category of case as inflectional category with structural and semantic significance of morpho-syntactic nature [5: 111].

In linguistics literature there are several particular observations considering studies of aesthetic resources of the given category. However, thorough description of aesthetic potential of category of case of substantives in the Russian language is of high significance not only for stylistics but for cross-cultural studies as well. However, the description is yet to be made.

### Materials And Methods Of Research

The purpose of the article is complex analysis of case forms of nouns as aesthetically significant elements of poetic texts. As the source of materials poetic texts of the XX century were taken from the «National corpus of the Russian language» [4] as well as several poetic collections. The methods of our research are descriptive-analytical, semantic-stylistical, distributive and qualitative.

### Results And Discussion

Category of case of nouns and its potential has attracted researchers' attention for a long time. A. I. Efimov analyzes expressive means of literary speech such as cases of using plural form of nominative case (for example, *feldyegerya, oblaki*), singular form of genitive case (*svetu*), distorted plural forms of genitive case (*mestov, blyudov*), as well as indeclinable nouns, used for the purpose of describing a character in speech [1: 136-137].

According to V. P. Kovalev, using noun cases as expressive means generally consists in playing on their formal side but rarely on their meaning. The author describes examples of using distorted, mistaken forms of plural forms of genitive case, indeclinable nouns, obtrusive repetition of different case forms of one and the same word, playing on different meanings of singular form of genitive case. The researcher suggests that non-normative case forms can be used for the purpose of character's description in speech and creating comic effect [3: 103-104].

I. A. Ionova connects expressive potential of category of case with description of morphological expression of animateness – inanimateness of nouns, stylistically marked case forms and archaic forms of vocative case. According to the author, the most interesting are «results of studies of artistic potential of animateness – inanimateness in the category of case of nouns» and case archaisms [2: 122].

In the given works there are only separate remarks dealing with aesthetic aspect of category of case: several cases are analyzed regarding using case forms to enhance figurativeness of a text and creating comic effect. However, there is no definition of aesthetics of language units including grammatical forms of case of nouns. Our research follows G. A. Khairutdinova's point of view who presents a wider understanding of the problem. This point of view is based on the conception of "the aesthetical" as the most general and fundamental of the category of aesthetics. Aesthetics of language units should be regarded in the context of studies of linguistic pragmatics. The language units are considered to possess aesthetic resources if they have aesthetic impact on a person. Aesthetic properties of language units can manifest in different spheres of speech. But its primary sphere is literary speech. The essence of aesthetic impact of language units consists in getting spiritual satisfaction when reading literary texts pieces of literary art. The fundament of spiritual satisfaction is aesthetic pleasure, play of spiritual energy, feeling of joy, fullness of existence [6: 27].

Analysis of aesthetic potential of the given morphological phenomenon is carried out in several aspects:

1. The first aspect is connected with description of case forms as means of reflecting particular categories of aesthetics – the elevated and the comic<sup>1</sup>.

According to our observations, archaic case forms (remains of archaic grammar system of the Russian language) and variant case forms (characteristic of literary style) are used to reflect elevated phenomena. Yu. Verkhovskiy when describing a Christmas dream uses an archaic form of ablative case in plural – *krylami*, which along with other elements (*uzrela, khvalami, likuyut, vyshnikh, siyanye, osiyannoy*) contributes to creating the elevated effect in religious sphere: *Rozhdestvenskoyu nochyu, / Proshcheniya molya, / Uzrela by voochyu / Pritikhshaya zemlya – / Mechtu, chto yasnym vzoram / Svetla tvoim, ditya: Vsplyvaya legkim khorom, / Svoayas i letya, / Vot – angely krylami / Siyayut v vysote, / Besplotnymi khalami / Likuyut o Khriste / I slavu v vyshnikh Bogu – / O, slyshish ty! – poyut ...* («Rozhdestvenskoyu nochyu»). Let's examine the following example of the poem by M. Tarlovskiy «The fourth Rome». The author engages in controversy against the monk Philotheus's statement («... Dva Rima padosha, a treti stoit, a chetvertomu ne byti!»), taken as an epigraph, and creates a unique ode to Moscow rising from the ashes «like a phoenix». Along with other

<sup>1</sup> As morphological means in the Russian language have significant role only in creating the elevated and the comic effects, we shall concentrate on those case forms which are used to serve the given functions.

elements a variant case form *nad Rossiyeu* which is widely used in poetry: *I nad Rossiyeu prostertoy / Iz trizhdy vyzhzhennoy travy / Vzoshel pobedoyu chetverty / Na krasnom znameniy Moskvy ...*

Comic effect is rarely created with the help of case forms of nouns. Studying poetic texts shows that comic effect can be created with semantics of case forms and prepositional-nominal forms of nouns. For example, playing on meanings of prepositional-nominal forms of substantives can be found in the poem I. Selvinskogo «Sovetskaya skazochka»: *Posadili dedku za repku, / Babku za dedku, / Vnuchku za babku, / Zhuchku za vnuchku, / Koshku za Zhuchku – / Taskali, tyanuli, / Semnadsat let protyanuli*. This poem contains allusion reference to the famous Russian fairy tale. Playing on grammar meanings along with function of play of other language elements is perceived through intertextual connection between the literary text and the piece of folklore. However, in the fairy tale analytical case forms (preposition *za* + *accusative case*) express the meaning of an object and in the poem they have the adverbial meaning of reason that determines comic effect. Let's examine another example where comic reaction of a recipient is created with the help of polyptoton, i.e. repetition of the word in different cases. This method is used by A. Ivanov in his parody on the poet N. Glazkov where he uses the poet's surname in nominative, genitive, dative and ablative cases: *Chto vizhu ya vo tme vekov? / Kto mne pod stat? Ne vizhu... Slovom, / Stoit Glazkov, sedit Glazkov / I vostorgayetsya Glazkovym. / Chto nyne glaz Glazkova zrit? / Kto smeyet ne uchest takogo: / Glazkov Glazkovu govorit / O genialnosti Glazkova! / Vse – chush, ne bud moikh stikhov! / I v budushchem, poverte slovu, / Opyat Glazkov! Odin Glazkov!! / Dorogi vse vedut k Glazkovu!!! / Koroche, vyvod moy takov, / I bolshe netu nikakogo: / Yest bog v poezii – Glazkov / I ya, Glazkov, prorok Glazkova ...* (A. Ivanov «Glazkoviada». Parodii na N. Glazkova)

2. Aesthetic potential of the category of case is connected to the function of versification of a text. We should first take a look at the part of language material that deals with making a rhyme. According to our study of our catalogue, the following elements are used: variant case forms, archaic forms of nouns and case word forms which are deviation from the grammar norm. Masculine nouns of the first type of declension that have flexion *-a (-ya)* also have variant forms with ending *-u (-yu)*. Variant endings are characteristic of mainly substantial nouns (like *tchay, syr*), expressing partitive meaning, and words with abstract semantics (like *noise, crack* and others). In the following fragment for the purpose of creating ending consonance variant singular form of genitive case is in the word *tchayu*, characteristic of informal speech instead of the neutral form *tchaya*: *Bayu-bayu-bayu-bayu, / Ty uzhe napilsya tchayu, / Kashku syel i naigralsya, / Nashalilsya, naboltalsya, / Tak teper uzh zasypay, / Bayu-bayu-bayu-bay.* (I. Selvinsky. «Kolybelnaya»).

Following this type of analysis it is important to examine functioning of case forms of nouns that provide rhythmic organization of a poetic text. Studying language material proves that for this purpose the following elements were used: variant case forms of nouns, archaic forms and word forms deviating from the grammar norm. In one of the poems by I. Zhdanov metrical foot of tetrametric anapest is implemented with the help of archaic forms of prepositional case in plural form of *vozdusyakh* with the preposition *na*: *Kak vzyskuyemy grad, vozorashchenny tebe spolna, / i kak slava mirov, pod toboyu razverstykh, na / vzdusyakh levitatsii reyet kremnisty par – / ot sterilnoy pustyni tebe pripasenny dar.* («Preobrazheniye»).

3. Our attention is attracted to the other aspect of the research: case forms of nouns are analyzed from the point of view of creating figurativeness of a literary text. According to our observations, genitive and ablative cases of nouns are used to reflect figurativeness of a text. Genitive case is used to create figurativeness of a poetic text in genitive metaphors. For example, S. Tcherniy in the poem «S detstva lyublyu zakhlostniye lavki...» uses genitive metaphor *lenta dorogi: Kaktus za dveryu vzdymayetsya tugo, / Lenta dorogi sbegayet k krylechku*. Ablative case is normally used as metamorphosis: *Zrachok gorel almazom, / I puk volos prilip / K syromu lbu.* (S. Gorodetsky. «Prishla i postuchalas...»).

Repetition of one and the same case form formed from different nouns contributes to figurativeness of a text. For example, D. Kedrin in his poem «Priroda» uses several nouns in the prepositional case with preposition *na*: *Zabyvshi khozyaev nedaonikh, / Ves dom odryakhlel i zaglokh, / Na stenakh, na kryshakh, na stavnyakh / Uzhe probivayetsya mokh*. This repetition of nouns which belong to descriptive lexicon allows the author to enhance figurativeness of description and clearly reflect the main idea of the poem in its final lines: *Kak bystro sledy cheloveka / Stirayet prirody ruka!*

4. Analysis of cases of nouns in composition of a literary text comprises the fourth aspect of the study. Stylistic device is considered one of the means to organize composition of a text. Analysis of language material demonstrates that case forms of nouns are used as 14 stylistic devices: amplification, amphithesis, anaphora, antanclasis, [homeoteleuton](#), nominative of theme, metamorphosis, genitive metaphor, disjointed rhyme, [polyptoton](#), apostrophe, solecism, chiasmus, echo-rhyme. The most widespread devices are amphithesis, anaphora, genitive metaphor, metamorphosis and polyptoton. In the following example amphithesis is implemented with the help of genitive case of different nouns with prepositions *ot* and *do*: *Ved s Vami svyazany zhestoko / lyudey ushedshikh imena: / ot imperatora do Bloka, / ot Pushkina do Kuzmina*. (Ya. Smelyakov. «Anna Akhmatova»).

### Summary

The study of aesthetic potential of case category of nouns has been carried out in four most perspective aspects of analysis: reflecting a particular aesthetic category; serving function of versification of a text; creating its figurativeness; functioning of the given language units as stylistics devices.

When reflecting elevated phenomena authors tend to use archaic forms of case forms which are remainings of the old grammar system of the Russian language, and variant case forms characteristic of bookish style. To create comic effect semantics of the case form or prepositional-nominal forms played on or different case forms of one and the same noun are used.

For the purpose of versification the following means are used: variant case forms, archaic forms of nouns and case word-forms which present deviation from the grammar norm.

Figurativeness of a text is created with the help of objective cases (mostly genitive and ablative cases) as well as repetition of the same case form deriving from different nouns.

From the point of view of organizing text composition case forms are used as 14 stylistic devices, most wide-spread being amphithesis, anaphora, genitive metaphor, metamorphosis and polyptoton.

### Conclusions

Study of aesthetic potential of the case category of nouns brings us to the following deductions. The most reasonable approach to the study is the wider approach which concentrates on the category of the aesthetic. This approach proved to be useful in studying poetic texts as integral aesthetic objects. The most perspective aspects of the study of the category of case of nouns are: reflecting a particular aesthetic category; serving function of text versification; creating its figurativeness; functioning of grammar units as stylistic units. Most of the cases implementing aesthetic potential of category of case serve the function of text versification.

The obtained results can serve as a basis for conducting a comparative study of the aesthetic potential of the case on the materials of two or more languages. The prospect of our research can be applied to the study of the aesthetic potential of other morphological categories of the nouns.

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## Progress of Cognitive Component of Adolescent Readiness for Project Activity

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### Abstract

The article deals with the results of scientific research with the objective of studying adolescent readiness for the project activity and its cognitive element, in particular. As an effective means helping to develop cognitive component, we propose fine arts, which efficiency is proved during pilot experiments, arranged in three successive stages: stating, forming and testing.

To determine evidence of cognitive component of adolescent readiness for the project activity, the levels and indices were defined. On the basis of detected indices, there were selected the diagnostic methodologies towards determination of levels of progress of cognitive component of adolescent readiness for project activity. The authors developed and implemented an optional author's program "Art-Crossroads", which promotes the growth of the need for communication with art, the formation of adolescents sustainable interest in the study of works of art and the implementation of creative project activities. The organized project activity made it possible within three years term to achieve consistency and systematic character in developing teenager readiness for project activity, overall, and developing cognitive element, in particular.

**Key words:** project activity, cognitive component, fine arts, schoolchildren's, education.

### Introduction

Art as a whole and fine arts in particular as effective means of education and upbringing are reflected in studies of different contemporary authors in terms of determining various pedagogical issues, such as: forming of schoolchildren' image thinking [1; 2]; developing of schoolchildren's creativity [3; 4]; developing of patriotic education [5; 6; 7; 8], etc. The authors suggest using fine arts as effective means towards progress of cognitive component of adolescent readiness for the project activity.

### Methods

To verify the advanced hypothesis of progress of cognitive component of adolescent readiness for the project activity through fine arts instruments and analysis of efficiency of educational ensuring, a pilot experiment was organized and held in two general educational institutions of the Republic of Tatarstan: "Gymnasium №96" in Kazan and "Gymnasium №3" in Chistopol. There were 106 schoolchildren of 6, 7 and 8 grades, divided into two groups of 53 children – experimental group (EG) and testing group (TG), who participated in the experiment.

To determine evidence of cognitive component of adolescent readiness for the project activity, the following levels and indices were defined. The elevated level is characterized by integrated knowledge in the area of art and design, and wide artistic perspective. Sufficient knowledge in the sphere of fine arts and design, moderate artistic perspective, indicate average level of progress of cognitive component. The low level possesses attributes of weak knowledge in the area of fine arts and design, narrow artistic horizons. On the basis of detected indices, there were selected the diagnostic methodologies towards determination of levels of progress of cognitive component of adolescent readiness for project activity. The estimation of formation level of adolescent readiness for project activity implied determining of knowledge in the area of fine arts, composition and chromatics, in wideness and deepness of artistic perspective. For the teenagers taking part in the experiment, a theoretical test on principles of

composition, patterns of chromatics, basic artistic categories with their manifestation in particular examples of synthesis of arts, was arranged. With the aim of analyzing the results within the frames of our research, the maximum of testing points for the 6<sup>th</sup> grades was roughly divided into three groups of high level of knowledge readiness (from 12 to 18 points), average level (from 6 to 11 points) and low level (from 1 to 5 points).

Reliability of differences among average significations of the obtained results over diagnostic methodologies was carried out with the help of statistical tool of Student's T-test, of which numerical value for independent selection is calculated by formula

where  $M_1$  - arithmetic average of the first selection;  $M_2$  - arithmetic average of the second selection;  $\delta_1$  - standard deviation of the first selection;  $\delta_2$  - standard deviation of the second selection;  $N_1$  - volume of the first selection;  $N_2$  - volume of the second selection.

Planning of the experiment's forming stage was based on verification of hypothesis about the possibilities of fine arts in progress of cognitive component of adolescent readiness for project activity, being correct.

In this regard, in the experimental group was realized an optional author's programme called "Art-Intersection", facilitating growth of want for communication with art, formation of adolescents' sustained interest in studying artistic works and implementation of creative project activity. The programme presented consists of four interrelated sections (the art of illustration, my room, in museum, my working area), culminating in individual or group project on a chosen topic. The programme training takes 40 hours, with 10 hours per every section (4 hours of theory and 6 hours of practice).

The first topical section of the programme called "The Art of Illustration" is determined by active use of illustration technique in the contemporary book printing. During investigation of the section, the classes were held, devoted to ideas of beneficial and necessary reading, involving creative project activity. The contents of the section included the following themes: "The Poets of the Time", "The Painter's Studio", "Art of Photography", "What do we know about creative project and its arrangement", and some others. The contents of this section are focused on promoting interest of adolescents to art, developing their creative capacities, raising of a qualified reader with a well-shaped aesthetic taste, able to argue his or her opinion.

The second division of the programme called "My Room" is dedicated to elementary design and is caused by the fact that changes, made by man, are to some extents the products of design.

In the theoretical classes entity and contents of elementary design notions are being unfolded, for example notions of a project, engineering, project activity, interior, style and others.

The practical classes provide not only enhancing of theory acquisition, but also performing of creative tasks like: a presentation entitled "The Role of Design Today", a sketch of an interior details design, an essay on "The Room of my Dreams", presentation on "Modern Arts: for or against" and others.

Mastering of the topics is directed to development of originality, aesthetic taste, creativity towards different educational and vital problems.

Pertinence of the next section "In the Museum" is caused by various and extraordinary museums, such as a Museum of Bread, Museum of Bicycle Culture, Museum of Soviet Slot Machines, Museum of Socialist Household, Museum of Happy Childhood, Museum of Chak-chak (in the Republic of Tatarstan) and many others. Its programme includes the following topics: "Museum World", "N Cities' Museums", "From a Feather to a Ball", "My City's Museum", "Computer Technologies and Fine Arts" and some others.

The contents of these topics aim at growing of overall cultural level of teenagers, increasing interest in history and culture, fostering solicitous approach to the surroundings, both within and outside of a museum.

The last division of “My Working Place” program is devoted to arrangement of one’s home spatial milieu, taking into consideration importance of home to every human’s life and activities. Within the frames of the division, the following themes are being studied: “The Colour Harmony”, “The Colour and Senses”, “The Principles of Ergonomics”, “My Home is My Way of Life”, “Creativity Portfolio” and some others.

Learning of these themes promotes developing of fine taste, competence in finding well-balanced combinations and, what is more, it focuses on skills oriented to create comfortable living and working environment, to preserve one’s health, to make one’s working activities more effective, to reduce fatigue and to maintain cheerful mood.

The organized project activity made it possible within three years term to achieve consistency and systematic character in developing teenager readiness for project activity, overall, and developing cognitive element, in particular.

During the pilot experimental work, the schoolchildren of EG regularly visited socio-cultural events, held both inside and outside of the school. Discussions and exchange of acquired impressions were conducted both in collective and individual talks with the teenagers. Furthermore, there was held regularly an educational work with the young adults, which aimed at instilling their confidence and fostering their cognitive activity within creative activity.

For effective education of adolescents in contemporary conditions, apart from conservative methods, new active methods were suggested, like: group discussion, it-training, web-quest, geocaching, case-study, business game, heuristic interview, brainstorm and others [9; 10; 11; 12].

The testing stage dealt with measuring of final data over the levels of growth of adolescent readiness for project activity and, notably, over the levels of progress of cognitive component, on the basis of which efficiency of the forming stage could be determined. The diagnostic methodology for the final test implementation, was similar to that, which was used for obtaining initial data at the stating stage of the experiment.

**Results And Discussion**

The results of cognitive component diagnostics in experimental and testing group on stating and testing stages are presented in Table 1.

The summary chart on schoolchildren’s distribution by levels of cognitive component progress on the stating and testing stages of the experiment (in %)

Goups/Levels	Experimental group				Testing group			
	Stating stage		Testing stage		Stating stage		Testing stage	
	people	%	people	%	people	%	people	%
High	5	9,4	14	26,4	6	11,3	6	11,3
Average	16	30,2	26	49,1	18	34	19	35,9
Low	32	60,4	13	24,5	29	54,7	28	52,8
Total	53		53		53		53	

**Table 1.**

After processing and analyzing the received data, the initial results were obtained over the levels of progress of cognitive component of EG and TG adolescents' readiness for project activity, the outcome being presented in Table 1.

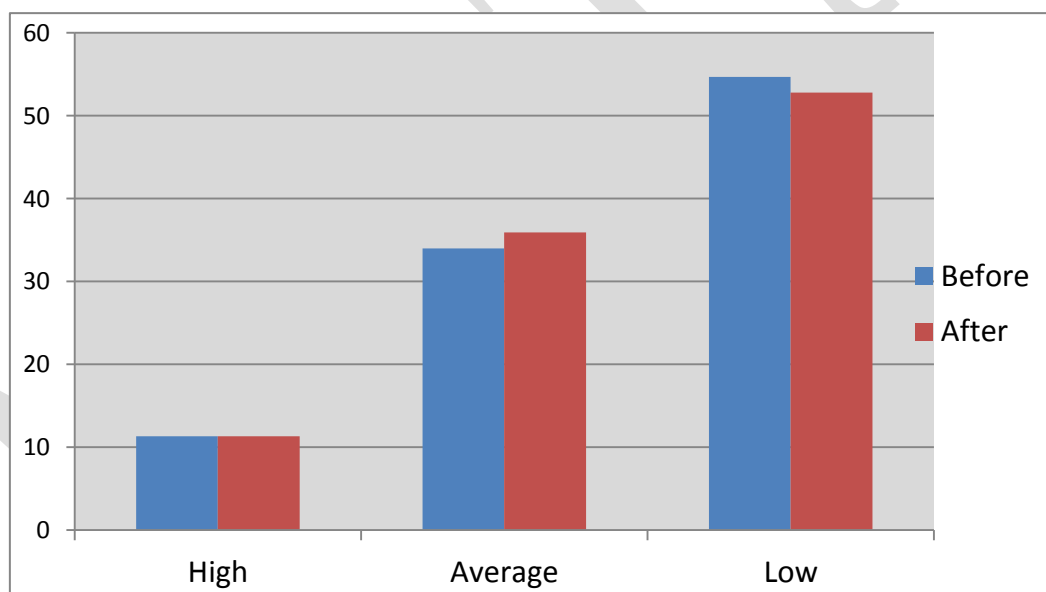
On calculating Student's T-test in terms of the so-called "cognitive component" in TG and EG empirical value of  $t_{\text{эмпи}}=0,38$ , was obtained, when  $t_{\text{кр}}$  is equal to 1,98 (when  $p \leq 0,05$ ),  $t_{\text{кр}}=2,62$  (when  $p \leq 0,01$ ), making the area of insignificance. Accepting  $H_0$  hypothesis, the difference between average indices values is absent.

After conducting a formative stage of the experiment, repeated diagnostic procedures were held and outcome obtained over the levels of cognitive component growth of EG and TG adolescent readiness for project activity on the testing stage of the experiment, the results being shown in Table 1.

As seen from the Table, on the testing stage of the research a dominant level of cognitive component growth within EG is sufficient level, constituting 49,1% of the test subjects, creative level is found with 26,4% of the test subjects, and formal level is diagnosed with 24,5% EG test subjects.

In TG on the testing stage of the experiment the dominant is formal level of cognitive component growth, making 52,8% of the test subjects. Sufficient level is diagnosed with 35,9%, and creative level is determined with 11,3% of the test subjects.

The dynamics of the levels of cognitive component progress in experimental group is shown in Figure 1.



**Figure 1.** The dynamics of the levels of cognitive component progress in experimental group

From Figure 1 we can see, that there are significant changes on the levels of progress of cognitive component: formal level fell from 60,4% to 24,5% (making 35,9% change), sufficient level increased from 30,2% to 49,1% (making 18,9% change), creative level increased from 9,4% to 26,4% (making 17% change). Accordingly, there can be stated, that the level of cognitive component in EG increased significantly.

### Summary

When calculating Student's T-test in terms of the so-called "cognitive component" in EG and TG on the testing level, empirical value of  $t_{\text{эмп}}=7,7$  was obtained, when  $t_{\text{кр}}$  is equal to 1,98 (when  $p \leq 0,05$ ),  $t_{\text{кр}}=2,62$  (when  $p \leq 0,01$ ), making the area of significance. Accepting H1 hypothesis, the difference between average indices values is reliable.

When calculating Student's T-test in terms of the so-called "cognitive component" in EG before the experiment and in TG after the experiment, empirical value of  $t_{\text{эмп}}=8,4$ , was obtained, when  $t_{\text{кр}}$  is equal to 2,008 (when  $p \leq 0,05$ ),  $t_{\text{кр}}=2,6778$  (when  $p \leq 0,01$ ), making the area of significance. Accepting H1 hypothesis, the difference between average indices values is reliable.

When calculating Student's T-test in terms of the so-called "cognitive component" in TG before the experiment and TG after the experiment, empirical value of  $t_{\text{эмп}}=0,6$ , was obtained, when  $t_{\text{кр}}$  is equal to 2,008 (when  $p \leq 0,05$ ),  $t_{\text{кр}}=2,6778$  (when  $p \leq 0,01$ ), making the area of insignificance. Accepting H0 hypothesis, the difference between average indices values is absent.

### Conclusions

During the pilot experiment, positive results were obtained, on the basis of which there are reasonable grounds for believing, that realization of the "Art-Intersection" author's programme, based on use of fine arts instruments, facilitates progress of cognitive component of adolescent readiness for project activity.

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## Representation of The Concept “Woman” In English, Russian and Tatar Linguocultures (on The Material of Proverbs and Sayings)

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### Abstract

The concept “woman” is one of the basic concepts of the world. It is universal for every linguistic world-image; nevertheless, in different cultures the concept is presented in its own way with characteristic features of this linguoculture. As a result of the analysis of English, Russian and Tatar proverbs and sayings, expressing the image of a woman, there were distinguished 326 proverbs (102 in English, 108 in Russian and 116 in Tatar languages) by the method of continuous sampling. The analysis of proverbs and sayings of the concept “woman” was carried out according to the following features: 1) proverbs and sayings describing the personal characteristics of women; 2) proverbs and sayings describing the status and role characteristics of women. The paremiological fund of the Russian language is distinguished by its diversity, because it has 12 social roles, when in the Tatar and English languages there are about 11 and 8 roles, respectively. Personal characteristics of women include the following categories: character traits and appearance. The vices of women's nature in English, Russian, Tatar proverbs and sayings are similar. It should be noted that there is a predominance of proverbs and sayings describing a woman with negative connotations. For proverbs and sayings it is characteristic to evaluate a woman from a male point of view, from the point of view of her values.

**Key words:** concept; linguoculture; proverb; saying; paremiological fund; status and role characteristics; personal traits.

### Introduction

The aim of the study is to identify the features of conceptualization of women in the proverbs and sayings of such genetically unrelated languages as English, Russian and Tatar.

As the object of the study there were taken proverbs and sayings, representing the concept “woman” in compared languages, selected by the method of continuous sampling from monolingual phraseological and explanatory dictionaries and collections: S.F. Kuskovskaya “English proverbs and sayings”, V.I. Dal “Proverbs of Russian people”, N. Isanbet “Tatar Halyk Makallare / Tatar folk sayings”.

The scientific novelty of the research is in studying proverbs and sayings, verbalizing the concept “woman” of the English, Russian and Tatar languages, which allow to carry out the comparative analysis, revealing the peculiarities of national worldview in multilingual cultures.

The results of the study can be used in courses of general linguistics, linguoculturology, conceptology. The research methodology can be applied to the study of other individual concepts based on the texts of different genres and languages.

The research of linguocultural concepts becomes an important component in studying peculiarities of national communicative behavior and mentality [1, 2, 3, 4]. The “concept” is one of the fundamental notions in the study of cognitive linguistics, linguoculturology and cross-cultural communication. One cannot understand the mentality of the nation or the country without knowledge about concepts. The comparison of concepts of three different cultures (English, Russian and Tatar) gives an opportunity to comprehend one’s own and the other culture.

The concept is what corresponds to reality and has significance for a particular culture. Different cultures can consider different aspects of the same concept. Linguistic means reveal the essence of the concept. Thus, one word cannot fully reveal the content of a concept. A concept is widely viewed as a mental education, which contains the specificity of a linguoculture [5, p. 96]. The concept contains impersonal, all-round notions with ethnosemantic personality traits that are basic in the system of language



semantics. The most clearly ethnosemantic features are manifested in the meaning of proverbs and sayings reflecting the cognitive feature of the concept [6, p.26].

The paremiological fund, a nationally and culturally marked element of the linguistic world-image, embodies a person's view of the surrounding reality, an assessment of behavior in some life situations. The way of thinking that was adopted by this linguocultural society is realized in a set of practical knowledge, customs, traditions that represent the heritage of previous generations [4].

Proverbs and sayings are complex elements that exist at the same time, both in the field of language and in the field of speech; they are a brief work of folk art and a language component [1]. Proverbs and sayings are known for their universal mental characteristics, despite the uniqueness of the image system, which serves to reflect the specificity of culture. Speaking about the content and the functional plane, we can note the proximity of aphoristic expressions with proverbs and sayings.

Proverbs and sayings are the units which are based on statements of reason. Being grammatically completed communicative units and possessing text attributes, proverbs perform appellative and metatextual functions, and they are also a source of information about national identity, mentality, set of values of the folk. Thanks to its metatextual function, borrowed proverbs in a foreign language discourse serve as a reference to realities of native culture [3, 4].

In our opinion, it is possible to reveal the cultural identity of the language community by paremiological fund of the language. Proverbs, sayings, phraseological units are unique representatives of the cultural heritage, which represents a unity of linguistic and cultural semantics [3, p. 87]. Proverbs and sayings, being a part of the language system, serve as a repository of cultural traditions, as a reflection of the most significant moments of a person's life. A special role in proverbs and sayings is given to a woman, because this image is the core in any linguoculture.

Description of the collective image of an ideal woman becomes possible due to linguocultural analysis [7]. This method allows to identify positive and negative qualities of women which are naturalized in the worldview of native speakers and representatives of the culture [2, p. 2].

### Methods

The methods applied in the research process are the linguo-cognitive method (description of cognitive structures through the analysis of their language means), the descriptive method, and the method of component analysis, methods of contrastive analysis of languages, and the statistical method.

For analyzing the image of women in paremiological funds of English, Russian and Tatar, there were distinguished 326 proverbs (102 in English, 108 in Russian and 116 in the Tatar languages) by the method of continuous sampling. The analysis of proverbs and sayings of the concept "woman" was carried out according to the following features: 1) proverbs and sayings describing the personal characteristics of women; 2) proverbs and sayings describing the status and role characteristics of women.

### Results And Discussion

The following social roles of women were identified in proverbs and sayings of the compared languages: *devka / maid / kyz, zhenal wife/ hatyn, mat / mother / ana, doch / daughter / kyz, tyoshcha / mother-in-law / kaenana, vdova / widow / tol hatyn, macheha / stepmother / ygi ana, svekrov / mother-in-law/ biem*. In Russian and Tatar proverbs the social roles of women as *zoolooka / kaenigech, nevestka / kilen, soaha / yauchy* were also identified. The social role "grandmother" was not found in proverbs and sayings of the Tatar language. This social role was typical only for the Russian language.

On the analysis of the quantitative data it can be concluded that the most frequent social roles are wife and mother. This is due to the fact that such roles as wife and mother are considered the most important ones from a social point of view.

The social roles of English, Russian and Tatar women are presented in Figure 1.

Social roles of women			English	Russian	Tatar
Maid	Devka	Zhitken kyz	4,08%	9,72%	4,64%
Wife	Zhena	Hatyn	21,42%	27%	25,52%
Mother	Mat	Ana	9,18%	10,8%	26,68%
Stepmother	Machekha	Ugi ana	3,6%	6,48%	3,48%
Daughter	Doch	Kyz	5,1%	3,24%	9,28%
Mother-in-law	Tyoshcha	Kaenana/Biem	5,1%	4,32%	3,48%
Widow	Vdova	Tol hatyn	4,08%	8,64%	8,12%
Mother-in-law	Svekrov	Biem/ Kaenana	2,9%	6,48%	6,96%
	Nevestka	Kilen	-	7,56%	8,12%
	Zolovka	Kaenigech	-	6,48%	1,16%
	Svaha	Yauchy	-	5,4%	3,48%
	Babushka		-	9,72%	

Figure 1. Social roles of English, Russian, Tatar women in proverbs and sayings

It is interesting that there is a link between social and family roles of women in the compared languages. The patriarchal way of life of the society has caused a strict differentiation of male and female roles, where a woman was forced to obey her brother, father or husband and to keep the house.

As it is known, it is characteristic for Russian and Tatar cultures to live under the same roof of several generations, to follow and respect folk customs and traditions. Therefore, it is not surprising that family relations played a dominant role for Russians and Tatars. In this regard, there is a close relationship between social and related roles of women in the proverbs and sayings of the Russian and Tatar languages. The close correlation between family ties in society was not revealed in the English linguistic world-image.

Having studied social roles of women, we came to the conclusion that paremiological fund of the Russian language is more various, since it has 12 social roles, and there are about 11 and 8 roles in the Tatar and English languages, respectively. This fact is explained by the peculiarity of life of Russian peasants who lived in large families, following the rigid hierarchy.

Such social roles of a woman as a wife and mother are found in the greatest number of proverbs and sayings. The woman receives mainly a positive evaluation in both roles: Engl. *A good wife makes a good husband; A mother's love never ages; Plenty of husbands but only one mother; etc.* [8]; Rus. *Net luchshego druzhka, chem rodnaya matushka; Ot solnyshka teplo, ot matushki dobro; etc.* [9]; Tat. *Ana – shehfkat dingezze; Ana zhylysy – koyash zhylysy; etc.* [10].

The image of the mother is marked positively in proverbs and sayings of all three linguocultures. They emphasize the importance of the mother in the life of children and family. Proverbs advise to appreciate, love and respect the mother, because she gives life, her care, and she is ready to sacrifice everything to help the child.

Since old times there is an opposition between mother and stepmother in folklore. This tendency is observed in all three compared languages, where *machekha / stepmother / ugi ana* receives a negative evaluation in proverbs and sayings. The stepmother is unable to replace the mother, because she is not so caring and attentive: Engl. *He that will not hear mother-hood, shall hear stepmother-hood; With the arrival of the stepmother the father becomes a stepfather; Take heed of a stepmother: the very name of her suffices; etc.* [8]; Rus. *Mat' gladit po shersti, machekha protiv; Ruki dolgi: vidno, chto ne u machekhi ros; Machekha vsemu domu otrava;*

*V lesu medved', a v domu machekha; Machekha dobra, da ne mat' rodna; etc.* [9]; Tat. *Tugan anan kuly suksa – arkannan syjpyj kebek, ugi ana syjpasa – arkana suga kebek; Ugi ana – yaftrak, yz ehniem yahshyrak; etc.* [11].

The image of a widow, which is a social phenomenon of humanity, is closely related to the family. It is worth noting the fact that the widow in the European medieval society had a special status, she was entitled to a separate place on the social and property status. Despite this, in most English proverbs widow receives a negative evaluation for her greed: Engl. *A good occasion for courtship is when the widow returns from the funeral; The rich widow cries with one eye and laughs with the other; Take heed of a person marked and a widow twice married; He that marries a widow will often have a dead man's head thrown in his dish* [8].

There are mixed feelings to the widow in Russian proverbs. On the one hand, the widow is seen as a defenseless, unhappy and heartbroken creature: Rus. *V devkah pritorno, zamuzhem natuzhno, a vo vdov'ej cherede, chto po gorlo v vode; Vdov'e delo gorkoe; Hudo polyu bez izgorodi, a vdove bez oborony; Vdovicu bog berezhet, a lyudi ne beregut; Shej, vdova, shirokie rukava, chtoby bylo, kuda klast nebylye slova; Vdova chto neogorozhennyj stog: vsyakaya skotina mordu tychet.* On the other hand, the widow was given a negative evaluation in society, because she was a symbol of a slutty, dishonest life: Rus. *Na vdove zhenitsya, chto starye shtany nadevat, ne vosh, tak gnida; U vdovy obyčaj ne devichij; vdova – protorennaya tropa* [9].

The image of the widow / *tol khatyn* in the Tatar language is marked negatively: Tat. *Tol hatyn tolyp belehn tin; Tol hatynnyn bashynda tolyp kadehr syz; Tol hatynnyn ike syery bulgan: berse jortka kermehgen, berse jorttan chykmagan; Tol hatynnyn kapka tobe tavyshtyz bulmyj; Tol hatynnyn uchagy toti* [10].

Personal characteristics of a woman include the following categories: character traits and appearance. Women's vices marked in English, Russian, Tatar proverbs and sayings are similar. A list of characteristics of women is given in Figure 2.

Characteristics	English	Russian	Tatar
Gab	4,08%	5,4%	5,8%
Rage and grumbling	4,08%	3,24%	4,64%
Obstinacy, free-will	4,08%	4,32%	1,16%
Falsity	3,06%	4,32%	2,32%
Cunning	3,06%	3,24%	2,32%
Lavishness	4,08%	2,16%	3,48%
Immorality	5,1%	3,24%	3,48%
Absurdity	5,1%	7,56%	4,64%
Unpredictability	3,06%	5,4%	3,48%
Beauty	5,1%	8,64%	4,64%
Female mentality	4,08%	4,32%	4,64%
Hard-working nature	4,08%	10,8%	8,12%

Figure 2. Characteristics of women in English, Russian, Tatar

Immorality is the most frequent negative trait of character in English: *women may blush to hear what they were not ashamed to do; dishonest woman cannot be kept in, and an honest one will not; woman and a glass are ever in danger; etc.* [8], in Russian it is stupidity: *kurica – ne ptica, zhenshchina – ne chelovek; volos dolog, da um korotok; u devki zagadki, u parnya smysl; sobaka umnee baby, na hozyaina ne laet; u baby uma, chto volos na kamne* [9]; in Tatar it is a gab: *hatyn telen tyjmas, ir kulyn tyjmas; hatynnar ochen in avyr ehsh – ser saklau; avylchy hatynnyn kolagy ozyn, tele annan da ozyn; etc.* [11].

A relatively large percentage accounts for such negative traits as rage and grumbling. According to our research the more typical characteristic feature is rage for Russian and Tatar women: Rus. *zlaya zhena svedet muzha s uma; kuda serdce zhenshchinu potyanet, tuda i nogi, ponesut; lyubit baba plakat – s gorya plachet, s radosti – plachet* [9]; Tat. *yaman hatyn – jort kazasy; yaman hatynnan diyu kurykkan; yaman hatyn iren keshe aldynda hur iter*, for an English woman it is grumbling: Engl. *fleas and grinning wife wakeful bedfellows; husbands are in heaven whose wives scold not; three things drive a man out of his house: smoke, rain, and a scolding wife; etc.* [11].

Lavishness appears to be a category with the smallest number of proverbs and sayings in Russian. Falsity and cunning have the lowest percentage of frequency in English. The smallest amount of paremiological units has such characteristics as obstinacy, free-will, falsity and cunning in the Tatar language.

Mental abilities of women take a special place in paremiological fund of the compared languages. A woman is described as an inconsistent, not very intellectual person: Engl. *because is a woman's reason; when an ass climbs a ladder, we may find wisdom in a woman; men have many faults, poor woman only two, there is nothing right they say, and nothing right they do; women in state affairs like monkeys in glass-shops; etc.* [8]; Rus. *babij um bab'e – koromy slo: i krivo, i zubisto, i na oba konca; mezh babyom da i net ne prodenezh igolki; perekatipole – babij razum; zhenskie umy – chto tatarskie sumy; u baby sem pyatnic na needle* [9]; Tat. *hatyn-kyznyn cheheche ozyn, akylly kyska; hatyn-kyzga akyl kyryktan son kere; etc.* [10].

It should be noted that the lack of intellectual abilities is not considered as a disadvantage. On the contrary, there is an opinion that a man should be smarter than a woman: *a wife knows enough, who knows the good man's breeks from weilycoat; every woman would rather be beautiful than good; etc.* [8].

In proverbs there expressed different attitude to the attractive appearance of a woman. In the English, Russian and Tatar cultures female attractiveness is perceived as not the main quality. In Russian and Tatar proverbs and sayings a hard-working woman, keeping the house, sweet nature are of great importance instead beauty: Rus. *ne bud krasna i rumyana, a chtoby po dvoru proshla da kur sochla; rodilas prigozha, da po nravu ne gozha; krasota prigladsitya, a um prigoditsya; krasavica bez uma, chto koshelek bez deneg* [9]; Tat. *ungan hatyn kar ostendā kazan kajnata; kyz maktala ehsh belen, tugel ehnzhe tesh belen* [11].

Dominance relations are reflected in all compared languages, particularly in proverbs and sayings with marriage. Authority is in the hands of men in the family: Engl. *women are like elephants to me: they're nice to look at, but I wouldn't want to own one; a good wife and a good cat are best at home; a woman is to be from her house three times, when she is christened, married and buried* [8]; Tat. *hatynsyzlyk mihnet, hatyn almak – zekhmet; bekhetnen bashy – hatynnan uk* [11]. In Russian proverbs there emphasized the right of a husband to punish his wife: Rus. *bej zhenku k obedu, a k uzhinu opyat, bez boya za stol ne syad; bej zhenu do detej, a detej do lyudej; chem bol'she zhenu b'esh, tem shchi vkusnee; bej zhenu obuhom, pripadi da ponyuhaj; dyshit da morochit, eshche hochet* [9].

### Conclusions

Having studied proverbs and sayings that represent the concept “woman” in the compared languages, we came to conclusion that the concept “woman” has both positive and negative connotations. However, it should be noted that there is a predominance of proverbs and sayings describing a woman with

negative connotations. For proverbs and sayings it is characteristic to evaluate a woman, her values from the point of view of a male.

Despite the fact that the English, Russian and Tatar languages belong to different groups, each has its own history of development. Most sayings coincide with each other fully or partially and match semantically. These are mostly international proverbs which create opinions about women from the point of view of common values.

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## Semantics and Functionality of The Lexical Unit Sadness In The Russian Poetry of The 20th Century

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### Abstract

This article focuses on the use of the lexical unit *sadness* in poetic speech. The word has not yet been subjected to a comprehensive examination when it comes to distributional analysis and description of the imaginative potential. The research also widens our understanding in the sphere of human emotions and fills the gaps in related sciences dealing with genre peculiarities, individual styles, etc. The goal of this research is a comprehensive analysis of the semantics and functionality of *sadness* in 20<sup>th</sup> century Russian poetry, using works included in "National Corpus of the Russian Language". We have defined the peculiarities of the word's compatibility with adjectives and traced its combinatorial connections with lexical units denoting objects. The following paradigms have been detected: "sadness → creature", "sadness → atmosphere", "sadness → mental state", "sadness → water", "sadness → light" and "sadness → substance". We have also established the criteria of combining *sadness* with other words acting as the image of comparison.

**Key words:** poetic text, semantics of the lexical unit, *sadness*, imaginative potential of a word, imaginative paradigm.

### 1. Introduction

Many recent studies are devoted to artistic image categories of linguistic means (see, for example: [Bochina 2016; Dullieva 2016; Rahimova 2017; Valiullina 2016]).

Words designating feelings are among the primary means of conveying emotions and experiences of a persona and play an important role in expressing the meaning of a literary work. A significant amount of research has been devoted to the analysis of emotive words [Andersen and Guerrero 1997; Arutunova 1999; Cowie and Cornelius 2003; Shakhovskiy 2008; Ververidis and Kotropoulos 2006]. In our opinion, one of the most promising aspects of studying emotive lexical units is the description of their functioning as elements of poetic speech. The analysis of semantics and special aspects using such lexical units in a literary text allows us to widen our understanding of the emotional realm of humans through its speech manifestations. Characteristics of naming emotions also lets us fill in the gaps of interdisciplinary studies related to the description of genre peculiarities of a literary work, the author's individual style, etc. In that respect the lexical unit *sadness*, while being one of the most widely used emotive words in poetry, remains one of the least studied.

### 2. Material And Methods

The goal of the current research is an analysis of the semantics and functionality of the lexical unit *sadness* in 20<sup>th</sup> century Russian poetry. The research has been based on poetic works included in [The National Corpus of the Russian Language] (<http://ruscorpora.ru/search-poetic.html>). More than 1,100 textual examples have been subjected to a comprehensive analysis. To reach the designated goal, the following basic methods of scientific research have been used: analysis of word definitions; componential analysis; distributional and semantic-stylistic methods.

### 3. Results

Let us first of all look at the semantics of the lexical unit “sadness”. Examination of certain lexicographical resources helps us to define the word as mono-semantic [Chernyshev 1954; Ozhegov 1985; Gorbachevich 2006; Ozhegov and Shvedova 2007; Kuznetshov 2003]. Based on the analysis of the lexicography and the illustrations that we possess, we think that the most acceptable definition of the word is that given in the dictionary of S.I. Ozhegov: “the feeling of melancholy or light despondency” [Ozhegov 1985: 230].

Let us now examine the functioning of the lexical unit *sadness* in Russian poetry. The results of the distributional analysis show that peculiarities of the use of the word in question can be detected mainly from its combinations with lexical units denoting its qualities. Within the boundaries of the current article we shall only look at the cases where the word *sadness* is combined with adjectives. When attributes are used with the lexical unit in view, they are in most cases qualitative adjectives, such as *quiet, radiant, tender, eternal, sweet, light*, etc. Color vocabulary deserves special attention: adjectives such as *white, light-gray, yellow, blue, light-blue, emerald* meaning “the color of emeralds” [Ozhegov 1985: 211], point to special features of the emotion in question from the point of view of its “color vision”. Regarding relative adjectives, a few groups of words can be highlighted. Those are, in particular, adjectives motivated by substantives which mean: a) country or ethnicity (*Russian, Spanish, Gypsy*); b) time period (*spring, evening*).

When describing the functioning of the lexical unit *sadness* a particularly interesting question is the issue of the imaginative potential of this word which is quite relevant in light of certain interdisciplinary problems in humanitarian sciences, such as language and speech aesthetics. There is a long-standing tradition of studying imaginative capacity of lexical units. Various approaches to analyzing the problem have been offered by scholars. This particular aspect of our research has been based on the works of scholars (for example, N.V. Pavlovich) who have developed the ideas of imagery paradigms. According to this concept, poetic image is not influenced simply by its immediate context, but also draws meaning from the invariant. To understand the image means to learn the idea, a law of meaning, or a paradigm. The more parts of the paradigm we find, the more promptly the law will be defined, and the deeper our understanding of the image will become. In the opinion of N.V. Pavlovich, the invariant of an image is the compound meaning that comes out of the comparison of contradicting ideas. The range of images where the invariant is realized is thus called a paradigm of images [Pavlovich 1995: 24–28, 48]. In every imagery paradigm (or model) there are usually two main elements: X (the left side member of the paradigm, the object of comparison) and Y (the right side member of the paradigm, the image of comparison). Within the boundaries of the current article we shall only look at the material where the word *sadness* as an element of a lexical group belonging to the idea of the mental takes the left side of the imagery paradigm. The analysis of the poetic texts of the designated period has allowed us to determine the following largest paradigm types (from this point onward quotations are taken from the National Corpus of the Russian Language).

3.1. First let us look at fragments of texts where the lexical unit *sadness* has an obvious and intentional affinity with words denoting living creatures, which amounts to 23% of all cases of imaginative paradigms. In most cases the imaginative potential of the lexical unit in view is unlocked because of the use of such nouns as *grandmother, virgin, guest, Serbian woman, recluse, nun*, etc. in the right side of the model. Here are some examples of poetical texts: ‘The girls’ songs call me love for the sweetheart, / **Grandmother Sadness** calls me love for the times long gone.’ (Leonid Martynov, *Love*); ‘My **sadness**, like a captive **Serbian woman**, / Gives me her usual talk.’ (Boris Pasternak *My sadness like a captive Serbian*).

As the analysis shows, the above examples, as many others, point to a certain feminization of the inanimate noun *sadness* which is shown by two factors: both words in positions X and Y belong to the same class of feminine substantives, and the nouns in question (*grandmother, guest*) having the gender denotative element, i.e., they point to the sex of a person.

We have found creaturely nouns used as in the image of comparison (*horse, bird, snake*), the most frequent being birds – *little bird, jackdaw, sea-gull, kite*. The following illustrations confirm this: ‘He saw that the weakness and the hungry **sadness** / Had disappeared like a **horse** overcome by glanders,..’ (Nikolai Tikhonov *The speaker breathed out bluntness without regrets*); ‘Why, then, has the quiet **sadness** hidden / In the corners of the mouth like a **jackdaw** shivering with cold?!’ (Vadim Shershenevich *Spleen plus bewilderment*).

In some cases the image of comparison is expressed covertly or implied; the two-dimensional character of the lexical unit *sadness* can only be seen because of the predicates like *wander* or *weep*: ‘This is **sadness wandering** in the dark / Torturing my soul in its wet net,..’ (Edward Bagritsky *The weeping autumn*); ‘In our souls brought up by fairy-tales / **Sadness wept** quietly about the past.’ (Marina Tsvetayeva *The encounter*);

3.2. We have found a large number of cases (approximately 17%) when the word *sadness* related to the mental state is paired with other lexical units from the same notional category, i.e., units naming feelings and emotional states (*joy, longing, grief, horror, yearning*). For example: ‘I live not knowing / Whether this is real or a dream. / **Sadness** pampers my heart like **joy**...’ (Sergey Klychov *I Have Been Dreaming of Paradise All My Life*); ‘**Sadness** for all people / is **grieving** for nothing!’ (Valery Brusov *Like the autumn leaves*).

3.3. The next model can be traced when analysing those poetic texts where the word *sadness* is used with lexical units such as *smoke, wisp, fog, clouds, air*, that, in the opinion of N.V. Pavlovich, are related to the notional category of a substance in the atmosphere (over 13% of all cases). In our opinion, the semantical analysis of the words above does not allow us to exclude them from the notional category of substance, which is confirmed by their dictionary definitions. For example, *smoke* is “upward moving dark clouds – the volatile product of combustion containing small particles of carbon”; *mist* is “opaque air saturated with water vapor as well as dust, smoke etc.” [Ozhegov 1985: 158, 708]. Let us turn to some fragments of poetry: ‘Someone will whistle, someone will hoop, / And **sadness** will melt away like a **wisp**...’ (Alexander Tvardovsky *In the baths*); ‘Is it transparent **sadness** coming / Over the heather of the ruins, / Like a pink **fog**, / Is it a bride coming out / Of the darkness of the chambers...’ (Vyacheslav Ivanov *Everything that is Round as a Sphere*);

3.4. There are quite a few poems where the word *sadness* is related to lexical units (*light, ray, sundown, gleam*) meaning “light” (approximately 11% of all uses). Here are some examples: ‘My **sadness** burning out in ages past / – Is the **light**!’ (Andrey Bely *No*); ‘**Sad** or not sad at **sundown** / – Still no princess or black horse.’ (Yuri Kuznetsov *Once I go to the heugh...*).

3.5. The analysis of poetical texts allows us to see another paradigm in which the image of sadness is seen in its comparison to water (about 10% of the cases). The concept of water includes such lexical units as *water, sea, brook, drop*, etc. Let us confirm this with examples: ‘Even though in my chest / **Sadness** is like **water** in the Dvina!’ (Marina Tsvetayeva *Renegades*); ‘He wants the timid balalaika / to weep like a violin, to shake in a fit, / So that the boy’s **sadness** / Flows like a **brook** from his bench.’ (Yaroslav Smelyakov *The adolescents’ poem*).

3.6. There are also cases (more than 9% of the uses) when the lexical unit in question is paired with words meaning substances (*incense, venom, poison, marble*). This imagery model can be seen in the following examples: ‘And that is why / **Sadness** like a bitter **venom** / Entered my soul.’ (Sergey Yesenin *My journey*); ‘The admonitions that came by / Promise a bitter delight, / By pouring out the blasting **poison** / Of the sleepless and restless **sadness**.’ (Eugeny Gessen *Admonitions*).

Having looked at the most frequently employed imagery paradigms utilizing the word *sadness* as the point of comparison, let us now, in the way of a scientific discussion, notice this: analysis of the use of the



word *sadness* in poetic texts included in the Russian National Corpus does not confirm all of N.D. Arutunova's conclusions made on the basis of the analysis of predicates paired with feeling nouns. From the point of view of the researcher, the imaginative description of feelings is strongly prompted by the use of words having the meanings of moisture, fire, wind and creatures. The most frequent is the "understanding of feelings as a liquid body filling the human soul or heart" [Arutunova 1999: 389]. The results of the analysis of the lexical unit *sadness* in the works of the Russian poets of the 20th century show that the portrayal of this emotion as a creature (either a human being or an animal) is more prevalent than its portrayal as a liquid body.

#### 4. Discussion

In the process of defining and describing imaginative paradigms another important question arises: what are the grounds for combining the lexical unit in view with words that play the role of the image of comparison? We suppose that pairing the word *sadness* with names of living creatures shows the tendency of our conscience to view the surrounding objects and our own emotions and states as living beings, or objects endowed with the priceless, in our understanding, gift of life.

A special place among such examples of the creative reconstruction of reality belongs to the cases of anthropomorphization of various aspects of a human's spiritual life, which is conditioned by the archaic worldviews of many nations, particularly their myths and legends. Combining the word *sadness* with other feelings and emotional states (see model 2) is also quite understandable because they represent the same semantic zone. A frequent pairing of the word *sadness* with the word *joy* has an additional motivation that consists in strong associative ties between two opposite emotions. The intentional combination of the lexical unit in question with words representing the concepts of "substance" and "water" can be interpreted in the following way: the feeling of sadness in our soul is likened to a substance that fills a certain vessel (see models 5 and 6; such interpretation can be applied in part to model 3). When analysing the criteria for combining the left and right side members of model 5, it should be noted that we have to agree with the opinion of N.D. Arutunova who suggests that the likening of the emotions to fluids or water is determined by such common features of both as mobility, inconsistency, and the wide range of grades or states, etc. [Arutunova 1999: 390].

It is probably more difficult to explain combinations with words like *light* or *ray* (see model 4). It is possible that the use of such words plays the role of highlighting the designated emotion and provides an opportunity to make it more "visible" and present it in a different way, which is confirmed by the connotations of the word *light*. At the same time, we cannot deny the fact that this gives a positive connotation to the feeling of sadness because both national and Christian traditions associate light with the ideas of order, righteousness and the rule of the divine power [Toporkov 1995: 349].

#### 5. Conclusions

As a summary of the research the following conclusions have been made. Most often the lexical unit *sadness*, being mono-semantic, carries the meaning expressed in dictionaries, that is, "the feeling of melancholy or light despondency", although poetic speech frequently makes semantic transformations explained by special features of combinatorial associations of the word with other elements of the text. The distributional analysis of the lexical unit shows that the distinctiveness of the word's use within poetic discourses is determined to a large extent by its combinations with adjectives.

It is particularly interesting, from the point of view of the functioning of the word *sadness*, to describe its imaginative potential which is realized mainly by pairing it with lexical units referring to specific objects. As a theoretical and methodological basis for this part of our work we have used the work of the scholars who have developed the idea of imaginative paradigms. Having analyzed the poetic compositions of Russian authors, we have found the following major paradigm types: "sadness → creature", "sadness → atmosphere", "sadness → mental state", "sadness → water", "sadness → light" and "sadness →

substance". The original interpretation of the combination of the word *sadness* with lexical units as the image of comparison has been given.

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## Socio-Pedagogical Conditions and The Content of Elementary Music Education In Kazan Province (Xix - Early Xx Centuries)

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### Abstract

The article presents the results of the study of the process of development of the elementary music education in the Kazan province (XIX – early XX century), which was a territory and state subject of Russia, currently referred to as the Republic of Tatarstan (since 1991). The research is carried out in the context of the sustainable interest of society to the historical and cultural heritage of the region, as well as the modernization of education aimed at identifying the creative potential of the individual from childhood, including the learning process in children's music schools. Activities of cultural institutions are indicated in legislative acts, on the basis of principles of continuity, conformity to culture, based on regional features and traditions that require their study and updating in teaching practice.

The study was carried out on the basis of historical (A.F. Losev) and cultural (S.I. Hessen) approaches, the following methods were used: the study and systematization of archival and other sources; analysis, explanation, generalization of materials; historical and logical methods, method of historical reconstruction.

In the course of research in the field of the elementary musical education development *socio-pedagogical conditions* (need of society in musical education; formation of pedagogical and student contingent, cultural city environment; existence of private initiative and financial equipment of education) and *the content* of primary musical education (the purposes, tasks, forms, methods of work) are revealed; the article considers the gradual process of development of the elementary music education in the region (XIX – beginning of XX century) – from the first private music lessons to the emergence of professional musical and educational structures under the auspices of the Russian music society (RMS); the historical reconstruction of this process was carried out; the importance of the elementary music education in the development of musical culture in the region is shown.

**Keywords:** music school, elementary musical education, music kindergarten, regional music culture, Kazan province.

### Introduction

The ongoing modernization of Russian education is due to the change of education paradigm and new socio-economic conditions. This process, which led to a significant update of the content of education, should be based on the principles of continuity, cultural conformity, taking into account regional peculiarities in educational activity, as indicated in the Federal Program for the Development of Additional Education for Children in the Russian Federation until 2020. The process of following these principles requires studying the historical development of musical education, not only in the capital centers of the country, but also in the provinces [1: 2], so that along with the application of innovative technologies, one could rely on pedagogical experience in solving the problems of actualizing the creative potential of young people. Thus, "the preservation and transfer of cultural traditions to the younger generation becomes one of the important tasks of modern society" and the state [2:296].

The analysis of scientific sources has shown that the issues of musical education and upbringing are considered in different contexts (G. M. Kantor, G. K. Vayda-Saydasheva, A. L. Maklygin, E. V. Porfiriyeva, L. T. Fayzrakhmanova, Z. M. Yavgildina, etc.), but there is no comprehensive research on the development of primary music education in the Kazan province (XIX - early XX century). In the context

of the above, the study of this historical process with the aim of revealing and comprehending the musical and educational traditions of the region is highly relevant.

### Methods

The methodological basis of the research is the historical (A.F.Losev) and culturological (S.I. Hessen) approaches. The study is based on the principles of historicism, systemic nature, continuity, cultural conformity, ensuring a comprehensive analysis of the phenomena under study, a holistic view of the reconstructed process. The study used the following methods: study and systematization of various sources; analysis, explanation, generalization of the received materials; logical and historical methods, the method of historical reconstruction.

The main materials of the study are archival documents (the National Archive of the Republic of Tatarstan, the personal archive of R.A. Gummert, kept in the Kazan State Conservatory named after N. Zhiganov); historical chronicles, publications in the periodical press; reference books; scientific research in the field of history, culture and education of Tatarstan and Russia, Internet sources.

### Results And Discussion

The article reflects the results of the study of the process of development of primary music education in the Kazan province (XIX - early XX century) – a large territorial state subject of Russia, now called the Republic of Tatarstan (since 1991). In the process of research, *socio-pedagogical conditions* were revealed (the need of the society in music education, the formation of the pedagogical and student contingent, the cultural urban environment, the availability of private initiative and financial equipment for education) and the content of primary music education (goals, tasks, forms, methods of work); a step-by-step process of development of primary music education in the region (XIX - early XX century); a historical reconstruction of this process was carried out; the significance of the initial musical education in the development of the musical culture of the region is shown.

Intensive socio-economic development of Kazan, which received in the XVIII century the status of the administrative center of the Kazan province, decisively influenced the development of the educational infrastructure of the city. According to the status of the provincial capital, religious and secular educational institutions were opened in Kazan, in the educational programs of which music lessons were included. For example, music classes were an obligatory part of the educational program of the Kazan Slavic-Latin School at the Fedorovsky monastery (1723), transformed into a Seminary (1732). The pupils of the school studied church and secular singing, as well as playing musical instruments [3:15]. At the same time, musical education of children in other educational institutions (public primary schools) for a long time was limited to studying common prayer songs.

With the opening of the First Kazan Male Gymnasium (1758), which functioned according to the charter and program of the Moscow University, music lessons became compulsory for all gymnasium students who attended singing and music (instrumental) lessons from the first years of training [3:20]. With time, one of the main forms of music education in the gymnasium was ensemble music making - duets and quartets (pianoforte, violin, cello, wind instruments) [4: Fund 87, inv.2, file 989:3, 87].

The traditions of chamber and orchestral music making laid by the teachers of the First Male Gymnasium were preserved by the teachers of Kazan University (1804), which took one of the leading positions in Russian science and exerted a comprehensive influence on the formation of the cultural environment of multinational Kazan. The university taught singing, playing piano, violin, orchestral and quartet classes. However, as a result of the reforms in the 60-s of the XIX century musical lessons were withdrawn from the regular university schedule, while the students of Kazan University during the extracurricular activities conducted "Quartet evening parties", visited the music museums of N. Sorokin and R. Gummert [5: 852].

A great contribution to the formation of the traditions of the primary musical education of Kazan was made by one of the first Women's educational institutions of the city - the Rodionovsky Institute of Noble Maidens (1841-1917). At first, in the process of musical studies, the tasks of general aesthetic education were solved, later (1895) the goals of instruction acquired a professional orientation. Pupils prepared for musical and pedagogical activity, as well as for admission to special musical educational institutions. [4: Fund 80, inv.1, file 1550: 25]. Kornilova and co-authors, referring to the "Laws on Women: A Compendium of All Resolutions of Current Legislation Concerning Women", published by Yu.A. Kantorovich in 1899, write that in Kazan "in 1874, in women's gymnasia it was allowed to teach classical languages (Greek and Latin) as optional subjects or just Latin, French and German, drawing, music, dancing, singing" [6: 220]. The program of elementary musical education included solo singing, church and secular choral singing, piano playing, elementary music theory. Great importance was paid to playing in the ensemble on the piano [3: 42, 43]. The system of music education that was formed in the institute took into account the individual possibilities and preferences of pupils, which made it possible to combine pre-professional preparation and the "amateur" applied nature of training.

A significant contribution to the development of primary music education in Kazan was made by private music teachers. Nuriyeva and co-authors wrote that "The first private music schools in Kazan gave the general music education" [7:140]. So the teacher G.G. Aristov organized music classes (1864), and with them a special department for children 5-7 years old, where the teaching was based on the technique of F.V. Froebel aimed at providing every pupil with "all-round guidance for his all-round development" [8:397]. There is also another "school of music and singing" under the guidance of L.A. Fullon (1883), in the schedule of which classes with children from 7 to 14 years were listed [3:106].

One of the first schools corresponding to the status of an educational institution, might be named the musical school of L.K. Novitsky (? - 1886) - pianist, conductor, composer and teacher, who opened music classes in Kazan in 1870 [4: Fund 1, inv. 3, file 2245:1, 3]. The high level of professionalism of the teacher is reflected in the work he had prepared: "A Complete Theoretical and Practical School, or a Guide to the Achievement of a Proper and Substantial Piano Play" (St. Petersburg, 1849), addressed to children from 8 years old [9:92]. The school produced a significant number of professional pianists and vocalists, who subsequently successfully worked in Kazan. The school was an important stage in the development of primary musical education in its transition from amateur level to professional.

An interesting musical and educational project "school-theater" tried to implement another well-known Kazan musician - a composer and a conductor AA. Orlov-Sokolovsky (1855 - 1892). The musician conceived the school as a training center, preparing specialists for the theater. Training program was oriented by AA. Orlov-Sokolovsky to the requirements of the Moscow Conservatory (Statute, 1878). It included a wide range of subjects: music theory, harmony, vocal, piano, choral class and all classes of orchestral instruments. The term of study was designed for 9 years and was divided into junior (grades 1-5) and senior (4-9 classes) departments [10: 14]. The pupils of the school were divided into "disciples" and "free listeners", and the subjects on "special" (playing on one of the orchestral instruments, pianoforte, harmonium, singing the solo, the theory of composition) and "auxiliary" (orchestral and quartet play, choral singing, joint piano playing with orchestral instruments "(musiqued' ensemble), elementary music theory, solfeggio, harmony, etc.). In accordance with the concept of A. A. Orlov-Sokolovsky, students were "required to participate in concerts, musical evenings and other meetings" [10:17]. The choir and orchestra participated in the opera performances of the city theater. Attempts were made also for school performances of the operas. This disrupted the educational process and required significant financial costs, which led to bankruptcy and the cessation of school activities. Despite this completion, the activities of the school (1886 - 1891) left a significant mark on the development of musical education in Kazan; the creative ideas of A.A. Orlov-Sokolovsky and the experience of the educational institution found a kind of refraction in the organization of modern children's music and theater studios).

Further development of initial musical education in Kazan is connected with the name of R. A. Gummert (1861-1921) – pianist, teacher, conductor and composer. His private school (1891-1904) became the leading musical institution in the Volga region and was transformed into the Kazan music College under IRMO (1904) Studying at the music school of R. A. Gummert had a professional orientation, the goal of the school was "to prepare the pupils through serious studies for admission to the St. Petersburg and Moscow conservatories, and at the same time to give those wishing to acquire a complete musical education an opportunity to master both the virtuoso performance and pedagogical activity" [Archive of R. A. Gummert]. The school accepted "persons of both sexes, both children and adults," who have withstood admission tests [11]. The full course of study was divided into: "inferior: a) preparatory, b) elementary; middle and higher "[10: 20]. The programs were focused on the Conservatory course, and since 1895 - on the curricula and programs of the music schools of the IRMO [11].

Disciplines were divided into "special" (singing solo, playing various instruments, the theory of composition) and "obligatory" (elementary theory, solfeggio, auditory exercises, harmony, counterpoint and forms, instrumentation, music history, joint play, choral singing, transposition, quartet class for students of string instruments classes, orchestral class, reading from the sheet, accompaniment).

The desire of R.A. Gummert to improve the pedagogical process and awareness of the need for early development of musical abilities of children led him to the idea of creating a new division of the music school - "Children's Musical Garden" (1898), which became the starting point of musical education. To implement this project, he thought through the program and methodology of teaching. The Children's Music Garden invited children 8-12 years old.

The survived documentary data related to the activities of the Children's Musical Garden indicate the progressiveness and prospects of pedagogical ideas of R.A.Gummert. The training was based on the principle of the sequence of development of musical abilities of each child, taking into account his age features and personal characteristics. The content of the training included exercises for the development of a sense of rhythm, hearing, memory and creative tasks. These exercises were performed in choral singing lessons. "Materials for the formation of correctly delivered choral class. 1 part", developed by R.A.Gummert, was used as a textbook. In addition to general developing choral classes, children attended piano lessons or violin lessons. In total, Gummert's private music school successfully functioned for 13 years, and then, on the initiative of the IRMO, it was transformed into the Kazan Musical College (1904), which operated under the leadership of R.A. Gummert until the summer of 1918.

### Summary

The conducted research allows to draw conclusions that in the Kazan province (XIX- beginning of the XX century) there were necessary socio-pedagogical conditions for the development of primary music education (the need of the society in music education, the formation of the pedagogical and student contingent, the cultural urban environment, the existence of private initiative and financial equipment of education). In the process of the research, the content of the initial musical education was revealed (goals, objectives, program requirements, lists of subjects studied, forms and methods of teaching, educational literature, names of organizers of music schools were named); historical reconstruction of the process of development of primary musical education in the Kazan province was carried out.

### Conclusion

The study showed that in General education and music institutions of the Kazan province (XIX-early-early XX century) the foundations for the development of primary music education in the region were created.

Despite the limited duration of activity, children's educational musical institutions left a bright mark in the cultural life of Kazan and had a fruitful impact on the process of further development of music education in Tatarstan in the XX century.

At present, the activities of children's music schools in the Republic are based on the principles of continuity, cultural identity, taking into account regional peculiarities and traditions.

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## Subject-oriented Approach To The Distance Music Education

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### Abstract

The conditions of modernization of the Russian education system require the introduction of new teaching methods that take into account the subjective needs of the individual and provide her with the opportunity to build an individual trajectory of development. The introduction of a subject-oriented approach seems promising in order to ensure the free self-realization and self-development of the individual.

In this research work we are used theoretical methods: psychology and pedagogical analysis, methodical scientific literature; general scientific methods: analysis, synthesis; empirical methods. Subject-oriented approach was the practice-oriented research tactic.

As part of this study, the pedagogical experience of leading US universities was studied on the example of distance learning courses. This allowed to identify the leading principles of music education from the standpoint of subject-oriented approach, such as providing students with the scope of the free initiative and independent creative activity. The study concluded that it is possible to improve the methods of music education at the University by introducing the experience of foreign online education.

**Key words:** Education, subject-oriented approach, higher education, distance learning, music, art

### Introduction

The conditions of modernization and "globalization processes which engulfed the world space" [1] require the introduction of new teaching methods that take into account the subjective needs of the individual and provide her with the opportunity to build an individual trajectory of development. The introduction of a subject-oriented approach seems promising in order to ensure the free self-realization and self-development of the individual.

However, it was noted the lack of methodological elaboration that hinder its implementation in the educational process, particularly in the field of music education. The development of pedagogical science in the field of musical education presupposes the strengthening of the role of the creative personality in art [2]. One of the leading trends in modern pedagogical science is a "growing interest in the subject-oriented educational concepts" [3]. The free development of the individual is relevant on a global scale and characterizes the main trends in the development of world consciousness. According to literature research "The problem of free will, one of the most serious ones for the Western civilization as a whole" [4]. This led to the goals of this study, which is aimed to improving the principles of teaching in the system of musical higher education on the basis of the provisions of the subject-oriented approach.

The main theoretical aspects of the subject-oriented approach have been widely studied in the works of such scientists as K.A. Abulkhanova-Slavskaya [5], N.M. Borytko [6], A.K. Osnitsky [7]. The main categories of this approach are the principles of self-development and self-actualization, construction of individual trajectory of education, subject position. In the national pedagogics there is a need to improve the methodological support for the implementation of these principles: "the higher school itself should have the uniqueness of style, methods, pedagogical technologies that most fully reveal the individual creative potential of each person" [8].

The analysis of the structural components of the system of musical education makes it possible to identify the possibilities of introducing a subject-oriented approach into the educational process. The purpose of musical and pedagogical education is the formation of a teacher-musician, his musical culture, adequate to the contemporary realities of the worldview and outlook of the teacher-musician, and therefore, in the development of a personality capable of comprehending the surrounding reality, his inner world, the



diversity of problems of human existence through musical intonation. The particular importance in this context is the task of education an "individual capable of artistic and creative re-comprehension and the development of the surrounding world in accordance with the laws of beauty" [9]. The special place in the training of a musician-teacher is given to an individual form of studies such as distance learning, the purpose of which is to develop the creative musical and performing abilities of students.

### Methods

In this research work theoretical methods were used: psychology and pedagogical analysis, methodical scientific literature; general scientific methods: analysis, synthesis; empirical methods. Subject-oriented approach was the practice-oriented research tactic.

The materials of this study were remote courses placed on the Coursera platform. Today this platform is one of the largest resources of mass online education. The study used paths of direction Performance, is placed in the section Music and art, such as: "Developing Your Musicianship", "Jazz Improvisation" (Berklee, USA), "Fundamentals of Rehearsing Music Ensembles" (North Carolina, USA), "The World of the String Quartet", "Exploring Beethoven's Piano Sonatas" (Philadelphia, USA), "Write Like Mozart: An Introduction to Classical Music Composition" (Singapore), "How Music Can Change Your Life" (Melbourne, Australia), "The Place of Music in 21st Century Education" (Sydney, Australia), "Introduction to Classical Music" (Yale, USA).

### Results And Discussion

The study of musical and pedagogical experience of foreign universities (USA, Western Europe, Australia) allowed to reveal the subject-orientated of educational technologies that contribute to the activation of creative self-development of personality. Proof of this is the long-term experience of academic mobility of students at all levels of education, which is provided by the free choice of courses and the provision of grant support for training under one educational program in different universities.

Priority in the educational process of foreign universities such tasks as the development of communication skills, confident argument of their own position, the ability to conduct a dialogue becomes the basis for building subject-subject relations and serves as an indicator of readiness of graduates to cooperate at different levels. The traditions of the American and European education system, presented in the format of online training courses posted on the Coursera educational platform, serve as a favorable ground for stimulating initiative and self-actualization of the individual, and are of research interest for the subsequent improvement of the principles of national musical performance training.

The national piano school has always been characterized by an attentive attitude to the personality of the student and her right to free expression. The most promising way in this system for the development of subjective activity so far has been the expansion of the performing repertoire. A number of authors emphasize the importance of the introduction of national traditions and "actualize the analysis of pedagogical potential of the Tatar musical traditions embedded in the piano repertoire" [10].

At the same time, the technique of learning to play the piano in the XX century was characterized by exaggerated attention to musical text. The learning system was dominated by a subject approach, according to which the student had to master the program of the appropriate class. In this process such parameters as creative expression in performance were practically ignored. The main goal of pedagogy was the desire to develop the correct performance in accordance with the established stereotypes of impeccable taste of the traditional performing school. The subject orientation of the Soviet music school is particularly strongly reflected in the principles of choice of repertoire. Using as criteria the student's advancement in the complexity of the technical problems has led to the emergence of a unified program

requirements, the need for which gradually supplanted the task of creative interpretation of the artistic image as an indicator of mature performing style.

In accordance with the principles of the subject-oriented approach, the choice of repertoire should be considered as to the possibility of manifestation of creative individuality in it by the performer. For this reason, the introduction of this approach in practice would eliminate the shortcomings of the previous system of training. In addition, the same principles can be used in the selection of applications and methods of solving artistic problems when learning a new product.

Based on the analysis of distance courses, we have concluded that there is a wide range of issues of musical art and performance, the content of which is considered here. This factor allows to provide one of obligatory conditions of the subject-oriented education providing opportunity of receiving information on the subject of training in the fullest possible volume. This is confirmed by the deep development of the content of the courses as educational resources, including in addition to lectures links to additional Internet resources (performing records, music libraries, information sites), as well as their availability for study regardless of geographical, temporal, social conditions.

In the process of studying distance courses were found evidence of the effectiveness of their study to improve creative activity. Thus, the teacher of the course "Introduction to public speaking" (Washington, USA) highlighted two important factors: the possibility of choosing models for imitation and the availability of conditions for productive independent practice. It should be noted that the first factor is significant for mastering the traditions of any performing art as a way of mastering the most perfect samples by copying them. In addition, it allows for free choice among a variety of existing models and schools.

No less significant is the fact that the existing model, which was presented by the teacher himself in a remote format, as well as provided with detailed comments, will allow to organize the process of self-development of its development by repeated listening in accordance with individual educational needs. This is made possible by the absence of restrictions on access to the resource, which is absent in full-time education, due to the fact that the teacher can not repeat the same many times. In addition, access to the resource at home at a convenient time for the student to provide a comfortable environment for the development of new skills necessary for the productive process.

This makes it possible to adopt a variable approach to the volume, complexity and quality of the preparation of the program as a process that removes the rigid restrictive framework associated with the need to pass tests and exams, or performances at the competition. This is also important because it eliminates the possibility of psychological stress or loss of desire to engage in the absence of significant results.

We consider it important to pay attention to the fact that in the distance course of Yale University where the Professor emphasizes the importance of music as a factor of unification of people. This allows us to denote the opposite vector of the meaning of music for the upbringing of the person contrary to the purpose of forming an exclusive leadership, the retention of which requires great strength of mind and willingness to cope with this role in the absence of which can provoke a devastating impact on the psyche of the child. One of the ways to avoid such negative consequences can be an independent correction of the content, goals and objectives of training based on the individual characteristics of the student and the experience of auditory representations, formed in the process of distance education, means to ensure an optimal balance of personal achievements and the present emotional needs of the child.

The peculiarity of online learning is the implementation of subject-subject communication with a wide range of participants through the resource forum, which is a mandatory component of the structure of any course. In some courses, topics for discussion based on the problem questions of the study material

are suggested by the teacher himself. Research work on the study of forums allows to state a high level of activity of students who share their opinions in the dialogue. In the course "Jazz improvisation" the teacher asked all participants to post their own performance media files for comments and joint discussion.

### Summary

According to the results of the study highlighted the basic principles of music education based on the study of online courses from platform Coursera are:

- ensuring the free choice of the content, goals and objectives of education through the availability of resources, the removal of time, geographical and social restrictions on education;
- a variable approach to the volume, complexity and quality of mastering the performing program based on the experience of auditory representations, in accordance with the existing educational needs in order to build an individual trajectory of personality development;
- flexible approach to the creation of performing interpretation based on copying models, the choice of which is carried out by the subject;
- providing comfortable conditions for training, serving as an important factor of productive performing practice;
- organization of subject-subject dialogue between the participants of the educational process for free commenting and joint discussion of any issues arising in the course of the course.

### Conclusions

As a result of the conducted research it was concluded that the principles of distance learning allow to realize the basic provisions of the subject-oriented approach, in particular, providing students with the sphere of manifestation of educational initiative and independent creative activity. The introduction of such principles in the system of national music education will improve the system of performance training of University students. This can be done both through the introduction of methodological support in a remote format similar to online courses, and by updating the principles of intramural and extramural educational process in higher education.

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## Terminologization of Common Literary Words in Medical Term System of The Tatar Language (In The Context of Naming Diseases)

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### Abstract

The article is devoted to the study of metaphorization and metonymization of general literary vocabulary in medical terminology system of the Tatar language. The authors' interest is caused by the insufficiency of studies of this topic in terminological processes of general literary lexicon in medical terminology system of the Tatar language. The analysis of theoretical and supporting data comprises the usage of such methods as continuous sampling method; inductive-deductive method; lexicographic analysis; method of statistical analysis.

In the course of the study there were analyzed 580 medical terms of disease names, 162 terms from this sample were formed by means of terminologization (metaphorization and metonymization) of general literary vocabulary. According to the analysis, the most productive method used in the process of lexical and semantic formation of Tatar medical terms-names of diseases is the metaphorical transfer of meaning of words of general literary and special vocabulary – 93 examples (57%); less productive is metonymic transfer of meaning of words of common vocabulary – 69 examples (43%).

During the analysis of metaphorization and metonymization methods, the authors carried out a classification of the most productive ways of transferred meaning of words.

The authors come to the conclusion that in contrast to general literary language, where the semantic transformations are the result of a long evolution of the word, the terms are characterized by a faster inclusion into term system that proves that semantic method of term formation still retains its relevance and high productivity.

**Key words:** terminologization, metaphorization, metonymization, term motivation, transfer of meaning, medical term, the Tatar language.

### Introduction

The interaction of medicine vocabulary with general literary vocabulary as well as tendencies to differentiation, integration and specialization have always taken place throughout the history of medical science. This issue is also considered by most terminologists: V.P. Danilenko (1971, 1977), T.R. Kiyak (1989), S.V. Grinev (1993), V.M. Leichik (1986, 2006) and others. The problems of semantic praxis of general literary vocabulary within the framework of medical terminology of different languages are considered in the works of I.V. Motchenko (2001), S.L. Mishlanova (2002), L.I. Teplova (2002), G.A. Abramova (2003), S.V. Shvetsova (2005), E.D. Malenova (2006), V.N. Prokhorova (2011) and others.

The authors' interest in medical terminology of modern Tatar language can be proved by lack of knowledge of this issue, both in theoretical and practical aspects. Urgency of the research is determined by necessity to study problems of formation of terminological system of medicine in the Tatar language, its social and linguistic condition. The Tatar language is the second most widely spoken language in the Russian Federation. Most educational, journalistic and scientific literature, hundreds of newspapers and magazines are being published in the Tatar language. The Tatar language belongs to the Kypchak group of Turkic languages.

Semantic processes of terminology of general literary vocabulary of the Tatar language are chosen as the subject of the study. The aim of the research is to analyze the names of diseases of Tatar terminology from the point of studying metaphorization processes and metonymization of general literary vocabulary in medical terminology system.

The sample of medical terms of the Tatar language allows us to find a significant number of terms formed as a result of transition of commonly used words into terminology, which is predetermined by specificity of concepts expressed. These concepts are related not only to scientific medical field, but to a greater extent they are connected with objective social processes which receive a verbal mark in real life even before the appearance of science itself. Analyzing terminology of diseases you can find many examples of common vocabulary insight, in particular, names of organs, parts of human body and their disease.

### Research Methodology

Terms and terms-collocations selected from single and bilingual dictionaries, medical encyclopedias of the Tatar language serve as the subject matter of analysis. In the course of the study there were analyzed 580 medical terms of disease names. The analysis of theoretical and supporting data comprises the usage of such methods as continuous sampling method (selection of factual data); inductive-deductive method (comprehension and integration of theoretical information and observation); lexicographic analysis (defining semantic features of terms by studying vocabulary definitions); method of statistical analysis (statistical calculations).

As methodological basis of the study there were analyzed fundamental works of Russian linguists devoted to terminological problems [1; 2; 3; 4].

### Study Results And Their Discussion

Terminologization of common vocabulary is a complex process associated with the output of a lexical unit from its own sphere of use and its assimilation into a foreign terminological environment [5, p. 7].

Terminologization of meaning can be understood in two ways: as the ability of the same word to function in non-terminological and terminological terms and as the development of special terminological meanings in common-literary word. In the second case, the transition of a lexical unit from common vocabulary into medical terminology is accompanied by the change in its semantics. The word acquires a new connotation of meaning which is then formalized into a new lexico-semantic variant of this word [6, p. 38]. There can occur some changes in the semantic structure of a lexeme and in a separate lexico-semantic variant [7, p. 45].

Thus, terminologization of a common word is a semantic process accompanied by metaphorization (or metonymization), which consists in appearance of common words contents of new terminological meaning. The word or phrase operates in its previous non-special lexical meaning contexts, and as the term in a specific language terminology subsystem of common-literary language [8, p. 106]. In the first case it expresses the everyday concept: *ysente* - 1. copse 2. sprout; *kara su* - a black water; in the second case as scientific: *ysente* - process; *kara su* - glaucoma.

Formed in this way terms often differ in imagery. "An obligatory inner form determines the presence of connotations of imagery, emotional disposition and expressiveness which contribute to attaching of a term as a name of the concept, memorization and assimilation of it", as V.N. Prokhorova writes [5, p. 8]. "The image is the expressive motivation of a term", as the author points [5, p. 8]. The motivation of a term is expressed in various kinds of associations: *tavyk kyz* (literal translation: a chicken eye - night blindness, nyctanopia), *tamak bakasy* (literal translation: a frog of throat - tonsillitis), *buma yutəl* (literal translation: a suffocant cough - whooping cough), *zhil chəchəge* (literal translation: flower of the wind - chicken pox), *soyak cheru* (literal translation: bone decay - gangrene), *kykrək bakasy* (literal translation: a breast frog - breast-pang, etc. In some nominations association is caused by mentioning a literary or mythological character: *Myunhauzen sindromy* - Munchausen Syndrome, *narcisslyk* (narcissistic personality disorder).

The reason for the emergence of such terms is in desire of the carriers of terminology to give a bright, unusual, and therefore memorable name. The connotations of expressiveness and emotional disposition stand out clearly in such terms.

Terminology researchers note that even at the present stage of scientific development metaphor has not only lost, but even strengthened its positions in terminology. A.E. Sedov, who studied the terminology of genetics and described systems of metaphoric fields in the works of Russian geneticists, emphasizes that "metaphors are the basis of new formulations" [9, p. 530].

During the analysis of metaphorization mode as a method of forming medical terms – names of diseases in the Tatar language, the following ways of transfer of meaning were revealed:

1) Terms based on similarity in shape and other external features: *bure avyzy* (anomalous structure of the palate resembling a wolf's mouth) – cleft palate), *kuyan iren* (rupture or cleft on the upper lip, similar in appearance to a hare lip) – cheiloschisis, *dungyz yanagy* (because of swollen behind-the-ear lymph nodes, the face looks like a pig's snout) – parotitis, *chəchək* (inflamed pockmarks look like flowers by appearance) – smallpox, *tənkəsyman timrəy* (mass on the skin resemble scales of fish) – psoriasis, *kychytkan bizgəge* (external manifestations of the disease are similar to the response to nettle burn) – urticaria fever, *toensyman zob* (an enlargement of the thyroid gland with the appearance of nodes in the neck) – nodular goiter, etc.

2) Terms based on color associations: *kyzylcha* (*kyzyl* – red) – German measles, *sary su* (*sary* – yellow) – hydrops, *sary bizgək* (*sary* – yellow) – amarillic typhus, *kyzyl timrəy* (*kyzyl* – red) – lichen acuminatus, *tosle timrəy* (*tosle* – colored) – Eichstedt's disease, *sary zəhməte* (*sary* – yellow) – scrofula, *ala tən* (*ala* – many-colored) – white leprosy, *kyzylcha* (*kyzyl* – red) – scarlatina, *ak kanlylyk* (*ak* – white) – leukemia, etc.

3) Terms based on similarity in function or some external manifestation: *ehch kity* (literal translation: the belly is escaping) – diarrhea, *soyak kiby* (literal translation: the bone dries up) – central osteitis, *kolak atu* (literal translation: shoots in the ear) – otitis, *tesh korty* (literal translation: dental worm) – caries, *yorək sikery* (literal translation: the heart is leaping) – tachysystole, *soyak chery* (literal translation: the decay of bone) – gangrene, *ehch kiby* (literal translation: the belly dries up) – constipation, etc.

4) Terms based on mythological images: *Gera sindromy* – Hera's syndrome (it was formed by the name of the wife of Zeus – the symbol of zealous performance of marital duty), *Myunhgauzen sindromy* – Munchausen Syndrome (by the name of the literary hero Baron Munchausen), *narcisslyk* – narcissistic personality disorder; autophilia (the name came from the hero of Greek mythology Narcissus), *Diana kompleksey* – Diana complex (the name is associated with the mythological goddess-hunter, who was characterized by male hobbies and lack of interest in the opposite sex), *Diogen sindromy* – Diogenes syndrome (the name came from the name of the ancient Greek philosopher Diogenes, who was a supporter of extreme minimalism and according to legend he lived in a barrel), etc.

The productive way of lexico-semantic term formation is metonymy. N.D. Arutyunova notes that "Metonymy is a mechanism of speech consisting in regular or occasional transfer of name from one class of objects to another class or a separate object associated with the data on contiguity, involvement in one situation" [10, p. 300].

In most cases the metonymic transfer is carried out from factors of a disease contraction to the disease itself or a separate characteristic of the object or phenomenon becomes a motivating sign for the name of the entire object or phenomenon. The following groups form motivating attributes by means of metonymic transfer in formation of Tatar medical terms of diseases:

1) Metonymic transfer by association with etiology of a disease: *sugysh chory nevrozy* – battle war, military neurosis, *eraktan kырмəychelek* – near-sightedness, myopia, *talpan bizgəge* – (talpan – mite) – eruptive fever,

*tychkan bizgəge* – (tychkan – a mouse) – rabbit fever, *katyp kalu avyruy* – (katyp kalu – to freeze) – tetanus, *avyzsyn* – (avyz – a mouth) – stomatitis, etc.

2) Metonymic transfer by association with the character of described phenomenon: *tire kygəry* – (literal translation: blue stain) – morbus caeruleus, *akylđan yazu* – (literal translation: to go mad) – madness, *maj basu* – (literal translation: to grow plump) – obesity, *diffuz shesh* – (shesh – oncoma) – diffuse goiter, etc.

3) Metonymic transfer by association with localization of an object: *keche taz sheshe* – (keche taz – small pelvis) – pelvic abscess, *adenit – limfa bizləre yalkynsynu* (limfa bizləre – lymphonodus) – adenitis, *boryn-jotkylyk anginasy* (boryn-jotkylyk – epipharynx) – naso-pharyngitis, *sukyr ehchək ysentesə yalkynsynu* (sukyr ehchək ysentesə – cecal appendage) – appendicitis, *bash oyanəge* – (bash – head) – bilious headache, etc.

4) Metonymic transfer by association with clinical manifestation of a disease: *kan siyu* – (literal translation: pass urine with blood) – uremia, *ehch katu* – (literal translation: the belly hardens) – constipation, *kyp sidek kily avyruy* (literal translation: a disease with much urine) – diabetes, *sary su avyruy* – (literal translation: yellow water disease) – dropsy, *buyn bugelməy* – (literal translation: inability to flex joints) – ankyloses, etc.

### Results

In the course of the study there were analyzed 580 medical terms of disease names, 162 terms from the given sample were formed by metaphorization and metonymization of common vocabulary. According to the analysis, the most productive method used in the process of lexical and semantic formation of Tatar medical terms of diseases is the metaphorical transfer of meaning of words of common literary and special vocabulary – 93 examples (57%), less productive was the method of metonymic transfer of meaning of words of common vocabulary – 69 examples (43%).

Four groups of terms were identified by the analysis of mode of metaphorization as a method of forming medical terms – names of diseases in the Tatar language: 1. Terms based on similarity in shape and other external features. 2. Terms based on color associations. 3. Terms based on similarity in function or some external manifestation. 4. Terms based on mythological images.

The following groups form motivating attributes by means of metonymic transfer in formation of Tatar medical terms of diseases: 1. Etiology of a disease. 2. Character of described phenomenon. 3. Localization of an object. 4. Clinical manifestation.

### Conclusion

The semantic mode of term-formation has retained its relevance and high productivity. But unlike common literary language, where semantic transformations are the result of continuing evolution of the word which forms homonyms [11, p. 117], this method has quite different character in terminological education. There can be observed adaptation of current words without continuing evolution.

It is characteristic for some terms formed by semantic method to have rapid entry into terminology and have consistency in it. That is the formation of a new lexical unit as a term.

The semantic mode of word-formation for terminology has its own special meaning. Terminology has the ability to meet the needs of society, the language of science in new terms by the given mode.

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## The Key Characteristics of Russian and Tatar Bilingualism

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### Abstract

The article is devoted to problems of Russian and Tatar bilingualism on the example of the population of the Republic of Tatarstan. The problems of bilingualism and relevant phenomena in the period of developing globalization and narrowing of borders between states and people are of particular interest to researchers. Despite various scientific works and monographs on bilingualism, national bilingualism, especially Russian-Tatar bilingualism has not been thoroughly studied and represents the sphere for scientific researches. Such language pairs as Russian/English, Russian/German are also widely studied on the level of interlingual interference within bilingualism, while Russian and Tatar bilingualism was either ignored or studied not deeply for a long time. The given article includes the questioning of urban district residents and the analysis of the results. It should be noted that Tatarstan and Naberezhnye Chelny city, in particular are an example of natural bilingualism, where the second language is studied in the process of socialization and communication with people of different nationalities and religions. However, artificial bilingualism is also common, since the Tatar language is the second state language in the republic, its teaching in schools and kindergartens is a must and often the main source of knowledge about the non-mother tongue for many children. In view of artificial bilingualism in Tatarstan, it should be mentioned that the main type of bilingualism is early bilingualism, since citizens from childhood are keen to acquaint themselves with the language, realities and mentality of the Tatar nationality. Most bilinguals in Tatarstan can be classified to a mixed type, because languages are used to varying degrees and depend on the situation. However, one can observe pure bilingualism when an individual in the family speaks predominantly or exclusively one language (different from the language of the society), but in the society on the language he accustomed to speak. According to the classification based on the number of actions performed by bilingual, it can be noted that reproductive and receptive types of bilingualism predominate.

**Key words:** Russian, Tatar bilingualism, interlingual interference, codeswitching, types of bilingualism, kinds of bilingualism.

### Introduction

The phenomenon of bilingualism was widely considered in the works of Russian and foreign scientists (Nelyubin [1], Minyar-Beloruchev [2], Weinreich [3]). A.D. Schweitzer notes that the first language of bilingual is usually his native one, and the second is a non-mother tongue which is widely used by one or another ethnic community [4]. The degree of mastery of these two languages can differ. Bilingual can only speak oral or written literary form of one of the languages, and in some cases equally. The concept of bilingualism, in the narrow sense, assumes that bilingualism is perfect knowledge of two languages and in the broadest sense, bilingualism is knowledge of a second language with the possibility of using it in certain spheres of communication. It is important to note that the bilingual situation in the territory of the Republic of Tatarstan undergoes significant changes over time. Before the Tatar population was more aimed at preserving its traditions, foundations, and the national language. Currently, in the context of globalization and the rapid development of technology, an increasing number of people are striving to become popular all over the world, and not just in their own land. To achieve this goal people are increasingly paying attention to the international language – English as well as the Russian language.

### Research Methodology

The study was aimed at reviewing and describing the change in the language situation in Naberezhnye Chelny city of the Republic of Tatarstan based on results of a group survey. The questionnaire included

aspects which seemed to be essential for considering the problem of bilingualism, namely issues about belonging to any nationality; the degree of proficiency of the Russian and Tatar languages; whether the respondent is a resident or a visitor and which of the languages dominates in the practice of its interaction with other citizens of the region.

In the questionnaire there took part 147 respondents, some of them knowing both the Russian and Tatar languages: 143 of them are of 18-23 years old. The most numerous age group of respondents is the age of 21; 65% of respondents belong to it. 15% are of 20-22 years; 18-year-old respondents account for 14% of the total number of respondents, and the smallest categories are 19 and 23 years – 6%. The results were evaluated by the following methods: statistical analysis and comparison.

### Study Results and their Discussion

Linguistic scholars still disagree about the nature of the phenomenon of bilingualism. Since each researcher distinguishes his own features inherent in an individual bilingual and dominant, in his opinion, then the bilingual classifications differ significantly.

L.V. Shcherba has considered the concept of bilingualism as the basis for his classification, which is understood as the ability of certain groups of the population to express themselves in two languages. According to the scientist, this meant the simultaneous belonging of bilingual to two different groupings, that is, bilingual can use one language for communication in a family, another in society. In this case the researcher called it as a pure bilingualism. Under mixed bilingualism the scientist understood transitions from one language to another; regardless of the situation, when bilinguals themselves do not notice what language they use [5].

One of the basic classifications of bilingualism is its division into natural and artificial one which are presented in opposition to each other; and now it is considered the most common one. Natural bilingualism assumes the mastery of the second language in the process of socialization in the corresponding linguistic environment with spontaneous speech practice, while with artificial bilingualism language learning occurs through the teacher with the help of strong-willed efforts, it can be delayed for the purpose of using it in the future.

Depending on the age at which the second language was acquired by the bilingual, the bilingualism is divided into earlier and later. Based on the number of actions that bilingual can perform, there can be receptive bilingualism, when a bilingual individual understands only speech products of a secondary language system and is limited to this and reproductive bilingualism, in which bilingual can reproduce what has been read and heard; productive bilingualism, where bilingual understands, reproduces and creates verbal works belonging to the secondary linguistic system [6].

One of the characteristic types of bilingualism is contact bilingualism for the peoples of the CIS in general, and for Tatarstan in particular, where the second language is acquired through a long direct communication between two linguistic communities. In the non-contact form of bilingualism there are no regular contacts with native speakers of the second language, the language is used purely for limited purposes [7].

The existence of such different classifications of types and varieties of bilingualism shows how criteria can vary in the evaluation of bilingualism. Depending on the personal views of the scientist, it is customary to pay attention to the conditions for the formation of bilingualism, which includes the characteristics by which it becomes possible to characterize the features of bilingualism and use this or that classification.

It should be mentioned that the concept of bilingualism is considered not only in linguistic, but also in some other aspects: pedagogical, literary, artistic, psychological and social.

Scientists (in particular, W. Weinreich) emphasize that the most significant factor in the linguistic aspect of bilingualism is the study of the degree of originality of interference and its manifestation in the process of applying bilingual for both languages [8, p. 27].

While the linguistic aspect of bilingualism is largely connected with the consequence of linguistic phenomena that are generated by language contact; psychological, in turn, reflects the specificity of the psycho-physiological mechanisms of human speech, which uses two language systems in its communication. This kind of aspect of bilingualism pays much attention to the thinking of the individual and the impact of bilingualism on him.

The psychological aspect of bilingualism refers primarily to the mechanisms of production and perception of speech. There are experimental data that contain information that a bilingual individual has a single system of perception, but two separate systems of speech production in native and non-native languages. In modern studies, the psychological aspect of bilingualism covers an extensive field of various kinds of problems, such as foreign language abilities as a psychological precondition for the formation of bilingualism in the future; the relationship of psycholinguistic problems of bilingualism and the methods of teaching the second (non-native) language; conditions for motivating the formation of bilingualism; mutual influence of speech development in native and foreign languages on each other, etc. [9].

The sociological aspect of the study of bilingualism includes the definition of “the scope of social functions and spheres of application of each of the two languages used by the bilingual population” [10].

The tasks of sociolinguistic study of bilingualism are also the identification of the role of social factors in the development of mass or group bilingualism and the impact of the scientific and technological revolution on the development of public functions of languages in conditions of bilingualism. The sociolinguistic approach to bilingualism was reflected in the concepts of many scholars who viewed bilingualism as “the coexistence of two languages within the same speech community, using these languages in appropriate communicative spheres, depending on the social situation and other parameters of the communicative act” [4, p. 481].

The pedagogical aspect is based on previously described linguistic, psychological and sociolinguistic aspects. The main goal of pedagogy in this case is the development and application of “methods of teaching two languages, methods of studying the process of mastering, mastering the two languages in bilingualism” [10, p. 38]. Relying on the natural processes of mastering a non-native language, the didactic aspect of bilingualism is being developed [11]. The pedagogical aspect of bilingualism considers questions of passive (reading and listening) and active language skills (speaking and writing).

Questions of studying the speech characteristics of characters in works of art, analysis of fiction, created by bilingual writers and perceived by a bilingual society, deals with the literary and artistic (literary) aspect of bilingualism [12].

Each of these aspects of bilingualism, as M.M. Mikhailov points out, “sometimes appears as an interdisciplinary problem, requiring the efforts of a number of related sciences, since the linguistic aspect inevitably intertwines with the psychological one, and the psychological aspect with the pedagogical aspect, literary and artistic with the linguistic aspect” [13, p. 12]. The modern theory of bilingualism has evolved into an independent branch of knowledge, where the interests of many sciences are closely intertwined. Bilingualism is often viewed as a phenomenon of “a social plan that characterizes the language situation in contrast to language contacts that characterize language relations” [14, p. 23].

Tatarstan, like any other national republic that is part of the Russian Federation, has its own features. The main feature of the republic is its bilingualism which has its own characteristics. According to the 2010 census of the Russian Federation, the Tatars are the second most numerous in Russia, and in the Republic

of Tatarstan – more than half of the population (53.15%). The Russian and Tatar languages are recognized as equal throughout the territory of the Republic of Tatarstan in accordance with the 8th article of the Constitution of the Republic of Tatarstan [15]. Both languages are used equally in the bodies of state power, state institutions and local self-government bodies. The Tatar language is the second national language by the prevalence and number of speakers in the territory of the Russian Federation (after the Russian language). Thanks to this situation, the question of Russian and Tatar bilingualism has been repeatedly raised in the articles of such researchers as L.R. Sabirova, Yu.D. Desheriev, and others.

The given study focuses primarily on the answers of respondents who spent their childhood in Tatarstan (it confirms the existence of a contact with a non-native speaker in a more age-sensitive language). In this context, the answers of 139 people to the questionnaire are significant. The fact that the respondent grew up and spent most of his childhood in Tatarstan plays an important role: the bilingual environment as well as the influence of bilingual relatives or those who had a significant impact on the respondent's preferences, which are essential aspects for determining the specificity of his bilingualism. Within this study the great attention is paid to the contact type of bilingualism, in which people interact closely and can face language contacts with speakers of another language. Considering the issue of nationality, we can say that 46% of respondents recognized themselves as Russians, 36% of respondents named themselves as Tatars. The remaining part – 18% consider themselves to be non-representative nationalities, including such concepts as “baptized Tartar”, “Volga Bulgar”, and the most common so-called “mixed type”, how children of parents of different nationalities consider themselves (the mother of Tatar and the father of Russian nationalities or vice versa). In addition to 18% of respondents who identified themselves as a mixed type of nationality or half Russian or Tatars, we noticed another feature. Parents not only of these respondents are representatives of different nationalities and cultures. Among those who identified themselves as Russians and Tatars, there are also respondents whose national family composition is heterogeneous, but the overwhelming majority of such respondents preferred their mother's nationality. The number of such people is about a quarter of all respondents. However, the choice of nationality does not give any guarantees that the child will be perfectly able to know or communicate in the language of the nationality that he indicated in the questionnaire. There are cases when a Tatar grandmother, on the line of a father or mother, refuses to talk with a child in Russian, giving preference to their mother tongue for any reason (poor knowledge of the language, national prejudices, and desire to teach the child a culture of their nationality). In this regard, the child begins to learn a second language independently or with considerable assistance from his grandmother and freely speak it without going through such communication in the Russian language in general. Children in such families can speak two languages freely, talk with their grandmother in Tatar, and at home and in society – in Russian without experiencing any difficulties in communication. A similar situation can be noted among respondents who grew up in single-parent families and are raised only by their mother or father. Their number is small – about 5% – but you can set a link between the influence of relatives in the choice of language of communication, the nationality of the parent and the final decision of the respondent. Thus, it was revealed that among the respondents the greatest influence in favor of the Tatar language was rendered by families where the child was brought up by the mother of the Tatar nationality, who along with the relatives communicated with the child in childhood mainly in the Tatar language, and continues to communicate at home. As a result, the child has a comparatively rare type of pure bilingualism in modern Tatarstan, according to the classification of L.V. Shcherba. In the family and with relatives he communicates in the Tatar language, in society – predominantly in Russian. In families where the child was brought up by a mother or father of Russian nationality, there was no close acquaintance with the Tatar language: the maximum knowledge that he could pick up about a non-native but second language in the republic is a kindergarten or a school. This can be observed everywhere in Tatarstan: the naming of stops in public transport in both languages, the names of institutions, shops and other socially significant places are indicated in two language systems, but Russian is the dominant one, and the

overwhelming majority of the population prefers to speak this language. According to the answers of the majority of respondents, almost all families speak Russian in the society. It can be assumed that this is due to the fact that almost all media (with the exception of specialized Tatar media), educational and entertainment institutions practice Russian as their primary language. Instead of the formerly productive bilingualism, reproductive and receptive types of bilingualism are obtained, when a person can perceive information in another language, understand it, but only to a certain extent reproduce it in his speech. Quite rare is pure bilingualism, in which the individual speaks Tatar in the family, and in the society – Russian. Also an extremely rare case in the city is communication only in the Tatar language as well as in the family and in society.

It should be noted that there is a certain percentage of families who communicate with each other and with relatives only in the Tatar language in Tatarstan. This situation is much more common in Tatar villages, where there is no acute need to contact the Russian-speaking population and where the level of the Tatar and Russian language is proportional to the situation in the city. In such conditions communication in the native language within the family inevitably prevails over the language of the society. As a rule, these families are very religious, strictly adhere to the canons of Islam and keep themselves apart from the Russian-speaking population, but there are exceptions. Such families often do not need to contact Russian native speakers: they preach Muslim traditions and closely adhere to their own society, which also speaks the Tatar language in most cases.

Nevertheless, it is much more profitable to know the state language, in which most of the inhabitants speak, namely Russian, because not all, even modern Tatars can speak freely in the language of their nationality. Preservation of stability among multiethnic population of the republic and interethnic relations is one of the priority tasks for today, therefore the language policy pursued by the leadership plays an important role in this respect. The problems of bilingualism are acquiring wider public resonance and thereby attract the increasing attention of linguists, sociologists and teachers to the study of key characteristics of communication of bilinguals in Tatarstan.

### Results

According to the results, in childhood under the influence of the family respondents mainly spoke Russian – 61% of respondents. Some of them used to communicate mostly Russian with a bit of Tatar (usually in the family) – 15%. Among those who spoke mainly Tatar there were 8% of respondents, those who spoke only Tatar constitute a small part of the respondents – 3%. 13% of respondents spoke Russian and Tatar in the same way in their childhood. However, there is practically no one among the respondents who spoke only in the Tatar language. The number of those who spoke mainly Tatar decreased to 3%, and the number of speakers of both languages increased equally to 18%. Only 59% speak Russian, 59% speak Russian, 20% and 18% of respondents use it equally, mainly in Tatar – 3%.

### Conclusion

Despite the fact that the Tatar language is the second largest native language in the Russian Federation, Russian and Tatar bilingualism is very asymmetric. There was not a single answer from the category “only in Tatar” and “mostly in Tatar” when asking about the choice of language for communication in society, state institutions and shops. At the state level the Russian-speaking population is also taught the Tatar language, the level of competence is not high, since the dominant position is occupied by the Russian language. The fact that society in the republic speaks Russian, almost all Tatar speaking population is more or less bilingual which gives the greatest opportunities for researchers of this phenomenon for a better understanding of its key characteristics.

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## The Role of Scientific Research Work In Students' Professional Competence Formation

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### Abstract

Scientific research work of students is regarded as the most important part of the system of training highly qualified specialists who have to be able to search for the best solutions to socio-economic and socio-cultural problems. Therefore, scientific research work of students is a key issue in the higher education system. Scientific-research work of university students presupposes:

- mastering the scientific methods of cognition;
- learning educational materials;
- practicing means of independent solutions to scientific problems.

Scientific research work of students allows identifying the most gifted students with a strong motivation to research activities. In this study, the authors claim that research work can captivate all students regardless of whether they have scholastic aptitude, or not. Moreover, the authors assert that scientific research work forms students' scientific creativity and develops their skills of [autonomous](#) and team work. The authors put forward and advocate the idea that scientific research work plays a significant role in students' professional competence formation. To prove their hypothesis, the researchers conducted a pedagogical experiment. The research instrument used in the experiment was the copyright e-learning resource "Scientific Research and Project Activities of Students". The e-learning resource presents general rules as well as detailed instructions for carrying out research work, describes the structure and the main elements of scientific research work. It contains methodological recommendations for students and advisers on conducting research and project activities [1]. The experiment consisted of three stages and was aimed at forming students' competence in performing scientific research work. The findings of the research can serve as general recommendations for faculty and student body of the university.

**Keywords:** e-learning resource, independent solutions of scientific problems, research work elements, scientific research work, skills of autonomous and team work, students' professional competence, students' scientific creativity.

### Introduction

Research is defined as "creative and systematic work undertaken to increase the stock of knowledge, including knowledge of humans, culture and society, and the use of this stock of knowledge to devise new applications" [2]. This basic definition of research is taken into consideration when scientific research work of students is organized at university [3], [4], [5].

The role of scientific research in students' professional competence formation is recognized by a number of Russian scholars [6, 7, 8, 9, 10, 11] who state that while doing research work at university, students earning BA degree in Pedagogy learn how:

- to observe the pedagogical process and to make a critical analysis of a particular situation and the whole process;
- to find and solve the problem by applying knowledge from various areas and using scientific methods;
- to diagnose and predict the possible consequences of the various decisions;
- to improve their tools for a more successful and appropriate method for solving professional problems;
- to conduct a pedagogical experiment etc.



According to Fahrutdinova, Fahrutdinov and Konopatskaya [12] students can develop the capacity for creativity and self-realization in terms of educational and cultural integration via research work. In Gabdreeva, Yakhina, Salekhova, and Grigorieva's viewpoint [13], nowadays the modern learning process cannot be imagined without the use of information and communication technologies (ICT), e-learning resources including. The authors believe that the implementation of ICT increases the effectiveness and intensity of training due to new forms and methods of teaching in a virtual learning environment.

Nevertheless, literature review showed that no investigation on how e-learning resources can be applied to activate students' participation in scientific research work has been made so far. In this study, the authors assume that students' involvement into scientific research work on educational issues helps students to navigate in problematic pedagogical situations and to use scientific methods while defining and solving professional problems. Moreover, students' participation in scientific research work reveals the abilities of students to analyze the subject of pedagogical phenomena from methodological, scientific and theoretical points of view. When doing scientific research work, students master various scientific methods, practice their skills of autonomous and team work, learn terminology, carry out investigations, outline problem cores, and come to independent conclusions. The researchers first undertook special studies and then conducted an experiment to prove the above described assumption. Under special studies it is meant the creation of the e-learning resource "Scientific Research and Project Activities of Students", which became the research instrument in the experiment. The electronic resource was created for students as a tool to help them to write a thesis on the discipline "Theory and Methodology of Teaching Foreign Languages and Cultures". The experiment consisted of the ascertaining, forming and control parts with the aim in view to form and/ or improve students' competence in performing scientific research work.

The findings of the research highlight the importance of students' scientific research work and the relevance of this study.

### **Research Method And Study Materials**

#### **Students' Background**

Number, age and gender characteristics: 62 students, 19-21 years old, mixed who made up two groups: 1 control (group 10.1-508) and 1 experimental (group 10.1-509).

Students' status: junior students who are qualifying for the BA degree.

#### **Research Site**

Leo Tolstoy Institute of Philology and Intercultural Communication of Kazan Federal University (Russian Federation).

#### **Goals and research method**

The main goal the authors set in this study was to prove that scientific research can significantly increase students' theoretical knowledge and develop professional competence in a meaningful way.

One of the targets for the researchers in this study was to elaborate and launch an e-learning resource for students comprising all substantial scientific issues.

An experiment was chosen as a leading research method.

### **Results And Discussion**

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 scientific research in mastering students' knowledge and developing professional competence.

The experiment consisted of three stages:

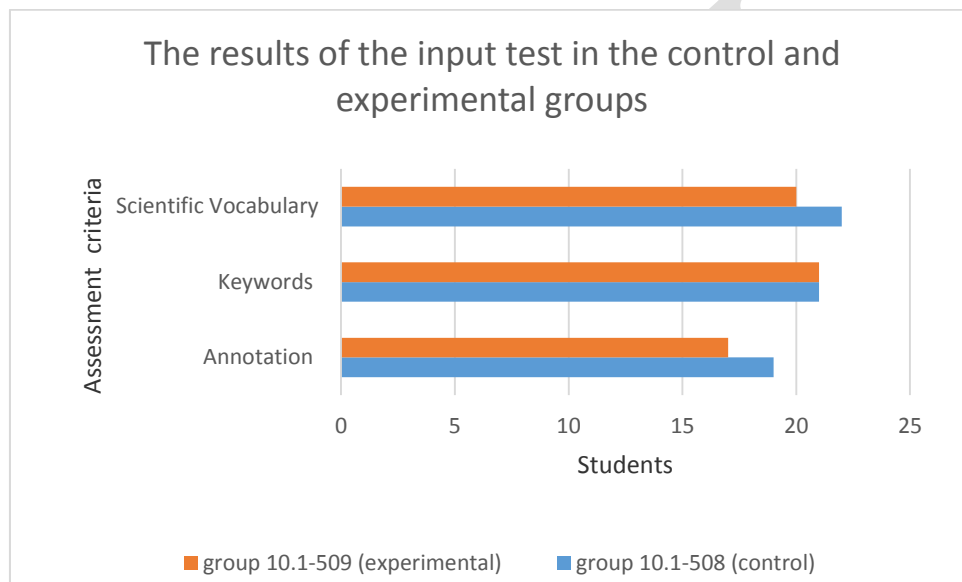
1. Ascertaining experiment.

2. Forming experiment.

3. Control experiment.

A series of tasks were given to the students at the ascertaining stage of the experiment to reveal the initial knowledge in the sphere of science. Firstly, students attended close to the task of matching the content of the articles with annotations in the jumbled order, secondly, pointing out 5-6 key words on the given articles, thirdly, accomplishing a test on the knowledge of specific scientific vocabulary.

The results of the input test in the control and experimental groups are shown in Figure 1.



**Fig. 1.** The results of the input test in the control and experimental groups

The overall results show the correct answers given by the students of the control and experimental groups.

As can be seen from the diagram, it proves that less than half of the students are unaware of their level of knowledge in the given area, mostly in proper matching annotations to the scientific articles.

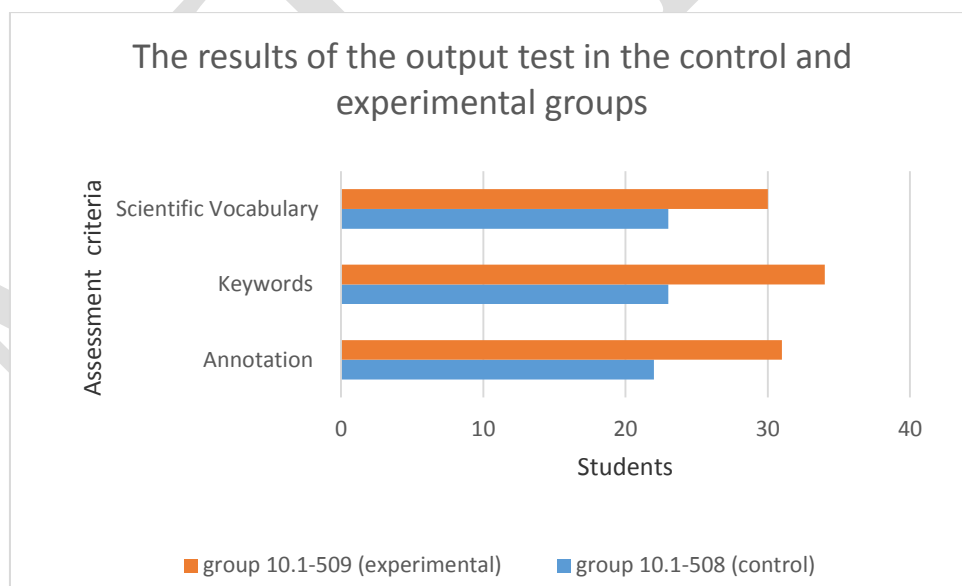
A further investigation of the problem was carried on at the formative stage of the experiment where an e-learning resource named "Scientific Research and Project Activities of Students" was implemented to introduce students to the main issues of scientific work and improve the quality of the term papers. The e-learning resource describes the basic rules for content and design of research and project work. Moreover, the structure of the research work (project) with its key elements is thoroughly outlined. This e-learning resource contains examples of scientific articles, theses, projects and requirements of the layout, guidelines for students and teachers to conduct research and design activities, a list of recommended literature and guidelines for the study of the scientific literature. The following modules were accomplished by the students in working with the named materials:

1) Theory of teaching foreign languages as a science. The subject and objectives of the theory of teaching foreign languages. Teaching English in the modern socio-cultural space. Educational programs. State standards.

- 2) The scientific article: definition. The main components of a scientific article. The methodological components of teaching foreign languages. The analysis of modern methods of teaching foreign languages.
- 3) The scientific project. The types of projects. Communicative-oriented methods of teaching foreign languages in the humanistic paradigm of the educational process. Pedagogical and intercultural aspects of teaching foreign languages.
- 4) The scientific abstract. The formation of secondary linguistic personality as a strategic goal of FL teaching.
- 5) The scientific experiment. The role of motivation in the study of linguistics. The classification of the types (subtypes) of motivation. Ways and means of improving the motivation of students in learning foreign languages.
- 6) The student research report. Psychological characteristics of primary, secondary and high school in the study of linguistics/ psycho-linguistic basis of teaching foreign languages.
- 7) The basic rules of scientific rhetoric. Problems of blended language and culture learning in the course of a foreign language.
- 8) The criteria for the evaluation of research work.

The control experiment was aimed at assessing the effectiveness of using scientific research work in the students' professional competence formation. The control battery of tests was used to monitor and analyze its effectiveness.

The results of the output test in the control and experimental groups are shown in Figure 2.



**Fig. 2.** The results of the output test in the control and experimental groups

Comparing the results of both groups we obtained discrepant results. Overall, they confirmed the positive trend in the change of students' knowledge in scientific and research areas via the use of e-learning resources. Significantly, the quality of students' knowledge increased that, to some respect, can prove the formation of their professional competence, educational abilities and skills.

### Summary

What aspects of teacher knowledge are prime for students' learning? How does teacher knowledge evolve? In this article, we represent a study that examines these questions focusing on the professional competence of pre-service teachers. The research concentrates mainly on the assumption that scientific research (in various forms: scientific reports, term papers etc.) is regarded as an influential tool boosting the students' professional competence formation. Our study aims to generate both fundamental theoretical knowledge and practical knowledge for the professional development of a teacher.

We share Taubaeva' standpoint [14] that one of the components of pre-service teachers' competence is that of conducting research. The need to develop this competence of students of pedagogical specialties is conditioned by the peculiarities of professional activities of the modern teacher. According to the researcher, under present-day conditions, teachers must have the ability:

- ◆ to be flexible in scientific situations;
- ◆ to make a critical analysis and evaluation of the work and the situation;
- ◆ to research the problem using scientific methods;
- ◆ to address the problem by applying knowledge from various areas;
- ◆ to pick up effective and adequate methods for solving professional problems;
- ◆ to carry out a pedagogical experiment.

In the current research, the term 'professional competence' is used to describe the personal prerequisites that are necessary for teachers to successfully master the requirements of the profession. It is claimed that professional competences can be learned and taught in line with scientific research work. For this purpose a combination of preliminary, preparatory, diagnostic studies are to be conducted.

### Conclusion

The formation of the teacher-researcher is a long, dynamic and continuous process that requires certain conditions to ensure at all stages. Therefore, there is a necessity of a permanent, ongoing process of the professional development, a formed system of the continuing professional education. The authors draw attention to the fact that the potential of scientific research available to the student can lead to ideas which are fresh, novice and efficient. The approbation of the materials, thoroughly selected by the researchers for this study, proved itself positively and allowed the authors to come to the conclusion that the formation of research (as a constituent part of a professional competence) is implemented according to following principles of:

- ◆ cognitive learning;
- ◆ scientific character;
- ◆ students' constructive discourse;
- ◆ reflectivity.

The findings of the research can serve as general recommendations for high school faculty and can be effectively used in the classroom.

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## The Sources of Origin And Motivation of Phraseological Units With Anthroponymic Component In The German And Russian Languages

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### Abstract

The study is devoted to the comparative analysis of semantic features and internal form of phraseological units (PUs) with anthroponymic component in German and Russian.

The scientific novelty of the research is based on the analysis of phraseological units of two different, genetically distant languages with the use of a single research approach.

As a result of the analysis of German and Russian PUs with anthroponymic component, there were distinguished 317 PUs of the German language and 278 PUs of the Russian by the method of continuous sampling. All PUs were classified into three groups by the origin of the used proper noun: 1) PUs with an anthroponym, denoting a real historical person (Germ. 18%; Rus. 17%); 2) PUs, including personal names from literature and Scripture (Germ. 44%; Rus. 49%); 3) PUs with traditional male and female names (Germ. 38%; Rus. 34%).

The analysis of the motivation of an anthroponym in PUs' structure allowed to distinguish the following groups and subgroups: 1. According to the degree of retaining anthroponym's semantic completeness: a) retaining semantic individuality of anthroponym; b) semantic reduction and partial change of anthroponym meaning; c) loss of anthroponym meaning. 2. According to the ability of anthroponyms to be engaged in the process of phraseology (phraseologization), three degrees of phraseological abstraction were distinguished: maximum, intermediate and minimal.

The undertaken research allows to come to a conclusion about the connection between motivation and internal form of PU with linguistic and cultural information contained in phraseological systems of the compared languages.

**Key words:** phraseological unit, anthroponym, motivation, internal form, phraseological abstraction, linguistic and cultural information.

### Introduction

As a means of human communication, language can be considered as a social and national phenomenon. On the one hand, it is an instrument of world cognition by a person and storage of his individual and social experience, and on the other hand, it reflects the worldview, expresses the national character, and preserves ethnic and cultural values of the people. Therefore, most linguists have recently been studying the problem of interaction between language and culture [1, 2, 3, 4, 5].

Phraseology of each language shows a figurative linguistic world-image according to the world perception of the people. But at the same time according to D.O. Dobrovolsky, V.T. Malygin, L.B. Kokanina the way of seeing the world through the system of images contained in phraseology is based "on general logical-psychological and actual-linguistic grounds for all people" [5, p. 49]. As a result, we can talk about general laws of phrase-making in different languages, the presence of identical or similar phrase-forming models, the universality of ideographic principle of phraseological units' classification [6, p. 41].

National and cultural component separation of semantics of phraseology, which is an anthroponym in this study, gives an opportunity to study information about national culture in PUs, to reveal the original motivation of a proper name, to show that the ways of manifestation of national-cultural specificity of phraseology depend on the psychology of the people, individuality in world perception, various associations of native speakers.

Despite the fact that proper names according to their linguistic status are considered as contentive lexical units, they resist to lexical signs both on their semantics and functionally holding a peripheral position in the lexical system of any language [7].

The aim of the study is to determine the role of phraseological units with anthroponymic component in the German and Russian languages.

From theoretical point of view, the relevance of the undertaken research is in applying methods of comparative analysis both in semantics and etymological description of phraseological units with anthroponymic component of the compared languages. From practical point of view, this study contributes to the development of oral and written speech in the classroom and translation practice from German into Russian.

The scientific novelty of the research is based on the analysis of phraseological units of two different, genetically distant languages with the use of a single research approach.

### Research Methodology

The goals and objectives of the study determined its methodology. There were used the following research methods: the method of continuous sampling; the descriptive method; the method of component analysis, the comparative method; the method of classifying; the method of quantitative analysis. There was also involved the etymology of proper nouns which constitute components of phraseological units.

As the material of the study there were taken PUs, selected by the method of continuous sampling from monolingual and bilingual phraseological and explanatory dictionaries of the German and Russian languages. Totally, 317 PUs of German and 278 PUs of Russian were analyzed.

### Study Results and their Discussion

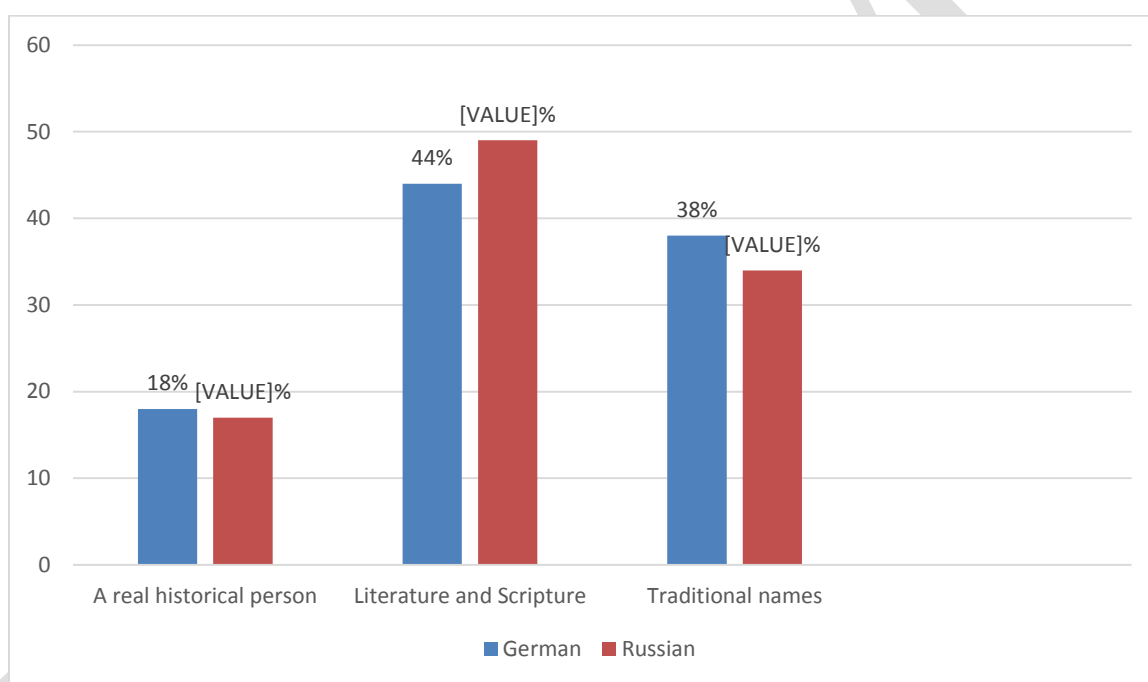
The corpus of phraseological units of the studied languages is represented by proverbs and sayings, which are classified as phraseological units (A.V. Kunin, A. G. Nazaryan, etc.) [8, 9].

All PUs were classified into three groups by the origin of the used proper noun. The first group includes PUs with an anthroponym, denoting a real historical person: Germ. *Mein Name ist Hase* – I do not know anything (after the German by the name of Haze); *ein wahrer Schinderhannes* – a real outlaw (after the nickname of the leader of the bandit gang Johann Buckler); *so was lebt, und Schiller musste sterben* – expression of indignation; *einen Knigge verschaffen* – to recommend a book about etiquette rules (Knigge is the author of famous books about etiquette rules); etc. [12, 13]; Rus. *Mamaevo nashestvie*; *I Mamay pravdy ne s"el* (it is connected with the name of Khan Mamai, who ruled the Golden Horde from the middle of the XIV century and made devastating raids on Russia until 1280); *Ezopovskiy (ezopov) yazyk* (expression of thoughts by using allegory. The expression is connected with the name of the legendary Greek fable writer Aesop); *klyatva Gippokrata* (the Hippocratic Oath); etc. [10, 11]. Numerous are German PUs with anthroponym of the Prussian King Friedrich Wilhelm I, known for his greed and the nickname *der Alte Fritz* – *das ist für den Alten Fritzen* – is for Old Fritz, i.e. in vain; *den Alten Fritzen besuchen* – to visit Old Fritz, i.e. to die; etc. [12, 13].

The second group includes PUs with personal names from literature and Scripture: Germ. *Strubbelpeter*, *Struwwelpeter* – mop head (the character of the children's book by G. Hoffman "Struwwelpeter"); *die Gretchenfrage stellen* – to enquire closely (connected with the name of the character of the tragedy of Goethe "Faust"); etc. [12, 13]; Rus. *Trishkin kaftan* – "the situation when one corrective measures cause to occur the new" (an expression from the fable by I. A. Krylov "Trishkin kaftan"); *Demyanova ukha* – "something imposed by anyone" (title of a fable by I. A. Krylov "Demyanova ukha"); etc. [10, 11]. Many proper nouns of biblical origin included in PUs become international symbols and phraseological internationalisms: *Gog and Magog*, *Kainova pechat / the mark of Cain*, *potseluy ludy / der Judaskuss* – kiss of Judas, etc.

The third group includes PUs with traditional male and female names. Such names like Germ. *Hans, Peter, Fritz, Otto, Thomas, Grete*; Rus. *Ivan, Maria, Malanya, Emelya, Makar, Kuzma* have an additional connotative meaning, specific traits. For example, the name *Ivan* is associated generally with a Russian man, who is simple and good (*Velika Fedora, da dura, Ivan mal, da udal*); *Malanya* – the “old maid” (*Delo sdelali, Malanyu zamuzh vydali; Naryazhayetsya, chto Malanya na svadbu*); *Makar* – an ill-fated person (*Ne ruka Makaru kalachi est; V dome u Makara koshka, komar da moshka*); *Kuzma* – angry (*Nash Kuzma vse byet so zla; podkuzmit*) [10, 11]. The German name *Hans* like the Russian name *Ivan* denotes a man in general. However, this name is associated mostly with negative traits: *Hans Hasenfuß* – a little coward, *Hans Immerdurst* – a drinker, *Hans Liederlich* – a frivolous person, *Hans Unfleiß* – an idler, *Hans Ohnesorge* – a careless person [12, 13].

The Diagram 1 illustrates the quantitative analysis of German and Russian PUs with the corresponding proper name as the main component, distributed according to the classified etymological groups.



**Diagram 1.** The quantitative analysis of etymological groups of German and Russian PUs

The comparative analysis shows that the sources of origin of PUs with anthroponymic component are characterized by approximately the same quantity both in German and Russian. PUs have as its component a proper name, belonging to a real or mythical person, whereby it is easily recognized by people of a particular linguistic community and evokes associations which serve as the basis for the formation a phraseological image. Phraseological funds of the compared languages also include the interethnic component of cultures under the influence of which the PUs were created. The basis of equivalent links of interethnic PUs is 1) the parallel occurrence of phraseological units in different languages; 2) the calquing of phraseological units of one language to another.

The distribution of language material by etymological groups allows to characterize the studied material from the point of view of its origin and to compare the actual material of the studied languages.



The analysis of the motivation of anthroponym in the structure of PUs was based on the following two criteria [14, p. 68]: 1) the ability of the proper name to maintain its semantic completeness and individuality; 2) the ability of the proper name to be involved in the process of phraseology.

1. According to the degree of retaining anthroponym's semantic completeness, three cases are distinguished:

a) retaining semantic individuality of anthroponym: Rus. *v kostyume Evy* – naked; *Pusto, slovo Mamay proshel* [10, 11]; Germ. *das ist eine Idee von Schiller!* – Good idea!; *aber sicher, sagte Blücher* – of course, surely (Blücher was a Prussian field marshal famous for his extraordinary resolution and courage), etc. [12, 13].

b) semantic reduction and partial change of anthroponym meaning, as a result of which there is a partial change of meaning: Rus. *Vasilij, beri po sile, V lyudyah Il'ya, a doma svin'ya* [10, 11]; Germ. *Hans Taps – blimp, Otto Normalverbraucher* – a man in the street [12, 13].

c) loss of anthroponym meaning: Rus. *Kondrashka hvatil [stuknul]; kondrashka hvatila [udarila]* – someone is suddenly paralyzed; someone died suddenly [10, 11]; Germ. *große Pauline* – coffee pot, *der flotte Heinrich* – accident, etc. [12, 13].

2. According to the ability of anthroponyms to be engaged in the process of phraseology (phraseologization), three degrees of phraseological abstraction were distinguished: maximum, intermediate and minimal.

a) the maximum degree of phraseological abstraction occurs in PUs, the component of which was fully idiomatized, has undergone a complete change of meaning: Rus. *pet' Lazarya* – to pretend to be poor, *po Sen'ke i shapka, po Erenke – kolpak, a po Ivashke – i rubashki* – somebody deserves no more than he has [10, 11]; Germ. *keinen Ton, nicht mal Anton!* – No noise!; *das ist ein Otto* – it is a hard case, etc. [12, 13].

b) on intermediate degree of abstraction components of PUs differ from each other, one of them retains a literal meaning and the other has a semantically complicated meaning, partial or complete change of meaning: Rus. *Foma nevernyy [neveruyushchiy]* – a person in constant doubt, *sharashkina kontora, Fil'kina gramota* – an illiterate document [10, 11]; Germ. *ansonst, Herr Lüther, ist alles in Butter* – It's all right; *Kaufhaus Rubens* – a painter, exhibiting dozens of his paintings; etc. [12, 13].

c) the minimum degree of abstraction takes place in those PUs in which the phraseological meaning manifests itself in the form of a non-reinterpreted but complicated meaning: Rus. *Ne ver' Vlasu, a ver' svoemu glazu* / Don't trust Vlas, and trust your heart [10]; Germ. *keinen Duden im Blut haben* – not to know the rules of spelling; etc. [12].

The analysis of the motivation of anthroponym in phraseological units allows to conclude that the onomastic component of phraseological units keeps maintaining a close genetic relationship with the proper name, which is constantly ready to be actualized. Being open for actualization due to the correlation of onomastic and appellative characteristics of anthroponym promotes representation of the specificity of the functioning of the latter in the structure of a phraseological unit.

### Conclusion

Considering a lexical meaning in a proper name, we can talk about the connotation of personal names, their ability to have national and cultural connotations, because their group and individual meanings are directly derived from the history and culture of the people – native speakers. All these lead to consider anthroponym as a figurative component of PU. A proper name in itself expresses some fragments of linguistic world-image, being a primary sign towards PU.

The research allows to draw a conclusion about the correlation of motivation and internal form of PUs with linguistic and cultural information contained in phraseological systems of the compared languages.

Names from folklore, myths or Scriptures become a symbol, their reinterpretation occurs due to displacement of direct and figurative meanings of the onomastic component.

Phraseological funds of the analyzed languages have universal and national-cultural contents, which reflect similarities and differences in the worldview of the nation. The universal can be explained by the similarity of human existence, world reality, cultural and linguistic interaction of the people. National and cultural peculiarities can be explained by belonging to different cultures, the way of life, mentality, national psychology and historical development of the people.

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## The Organization of Independent Work on The Basis of Competence Approach In Higher School as a Pedagogical Problem

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### Abstract

Modern trends in higher education require changes not only in the content of disciplines, but in the effective organization of the educational process as well. The need for effective organization of independent work in higher education came into being due to the transformation of the whole educational process in the university in accordance with the competence-based approach, the presentation of new requirements to the competences of future specialists, the need to enhance the existing knowledge and encouraging students to self-education, deepening and broadening their knowledge. The effective organization of independent work contributes to the formation of professional competence of future specialists as the most important criterion of the effectiveness of the educational process at the university. The article considers independent work as a pedagogical category. The authors suggest their own interpretation of the concept "independent work", define the stages of independent preparation. With the help of different empirical methods of research, such as observation, comparison and abstraction, the differences in the organization of independent work at cognitive and competence approaches are revealed, the purpose, tasks, principles, stages and results of the organization of independent work are defined.

**Key words:** independent work, cognitive approach, competence approach, educational process, higher school

### Introduction

The need for effective organization of independent work in higher education was revealed due to the transformation of the whole educational process in the university [1]. The competence-based approach [2], the presentation of new requirements to the competences of future specialists, the need to enhance the existing knowledge and encouraging them to self-education, deepening and broadening their knowledge will contribute to the formation of professional competence of future specialists as the most important criterion of the effectiveness of the educational process at the university.

The problem of effective organization of independent work in higher education becomes particularly relevant in the context of implementation the competence approach, when the nature and content of educational activities change significantly, the proportion of time, devoted to independent work, increases, the emphasis is shifted to independent activities of students. Therefore, the independent work is considered as the highest form of educational activity and requires changes in the approaches to planning, design, organization of independent work and methods of monitoring the results of independent work.

### Methods

The following empirical methods of research are used: *observation* as a method of cognition, which has allowed to obtain primary information in the form of a set of empirical statements and has given primary schematization of the considered concept interpretation; *comparison* is the process of establishing similarities or differences in the interpretation of independent work, as well as finding common, which is inherent in two or more interpretations of this concept. In addition, the method of *abstraction* is used for the purpose of mental distraction from nonessential properties, relationships in determining the concept of independent work and the allocation of several parties of interest to the researcher [3].

*Direct analysis and elementary-theoretical analysis* were carried out, which showed that there is no unambiguous interpretation of the concept of "independent work" in the theory and practice of higher education. Researchers define independent work in different ways: it is the *form of organization of educational activity* [4], and the *means of organization of independent activity* [5], also independent work is defined as a *method of training* [6], *type of educational activity* [7] and *reception of the doctrine* [3].

### Results

Due to the own experience and conclusions, it seems possible to identify the pedagogical category as follows: a **separate work** was considered by the authors of this article as a planned organized education process, internally motivated and purposefully carried out by the trainees in classroom and extracurricular time during the implementation of the educational, industrial and research objectives in the context of gradually reducing direct or indirect methodological assistance of the teacher, the result of which is the gradual acquisition of cognitive learner, active and contextual experience.

We distinguish **three stages of self-study**: the cognitive one, involving the acquisition of knowledge in relevant disciplines; the active one, implying the formation of students' skills to apply the accumulated knowledge in the implementation of learning tasks; the contextual one, determining the ability of students to use the tools mastered in their professional activities.

The differences in the organization of independent work in cognitive and competence approaches are revealed: the emphasis on the results of education, the idea of ways of formation of value orientations and personal qualities of students, the ways of the material learning, the nature of students' activities, the monitoring and evaluation of their independent work, the possibility of taking into account the personal qualities of the student, as well as the position of a teacher [8]:

- *the emphasis on the results of education* – the priority in the cognitive approach is the development of some theoretical knowledge, skills, as for the competence-based approach it is the formation of competencies, the ability and readiness of the student to effective activity;
- *the idea of ways of formation of value orientations and personal qualities of students* – in the conditions of the traditional approach to education the formation of values of students is through the acquisition and increase of knowledge; competence approach allows to achieve this through the acquisition of personal experience of independent output of various problem situations;
- *the ways of the material learning* – independent work in the traditional (cognitive) approach is carried out by students often described in detail by the training material, which is presented in a more accessible and detailed form. In this case, a high degree of algorithmization of educational "independent" actions of students is typical. Independent implementation of algorithms prescribed by the teacher should lead to the formation and consolidation of practical skills of students. The student's activity in the course of independent work is orderly, and he remains a slave, which develops the executive discipline of the student, due to external coercion. Independent work, organized in terms of competence approach, allows students to develop research skills, they have to form a self-educational competence, which in the future, of course, will contribute to the self-development of students necessary for further activities of knowledge and technology and, thereby, the formation of their professional competence;
- *the monitoring and evaluation of their independent work* – in the cognitive approach continuous monitoring of the entire process of independent work is carried out, the teacher evaluates both intermediate and final results. At the same time, a student does not have a significant need and the need for self-control and self-assessment of the acquired knowledge. Competence-based approach to the organization of independent work in the university allows the teacher to control the direct result of independent work of students;

- *the possibility of taking into account the personal qualities of the student* – the absolute disadvantage of the cognitive approach to the organization of independent work of students is the fact that there is not fully taken into account such student's qualities as: critical thinking, bright personality, creativity, reflection, etc.; while the competence approach puts the student's personality on the top of higher education;
- *the position of a teacher* – the teacher in the cognitive approach is presented as a kind of carrier of "objective knowledge", which must be transferred to a student. In modern conditions, the university teacher must create conditions under which the student will be able to realize their abilities, develop critical thinking, take the initiative and independence, master the skills of cognitive activity and self-education and, ultimately, form a key competence as a result of higher education.

There are also significant differences in the stages of the organization of independent work. The main stages of the organization of independent work in the cognitive approach are: the first one, i.e. setting goals for students, tasks, providing tasks with instructions and explanations for their implementation, and secondly, the stage of self-organization of students, their direct activities to perform tasks proposed by the teacher and, thirdly, self-control of the assimilation of knowledge by students, as well as the evaluation and summing up of independent work by the teacher.

In terms of competence-oriented education the essence of these stages of the organization of independent work of students in higher school changes. Competence approach in education dictates new requirements for the organization of independent work of students, and therefore, the gradual division of the organization of independent work should be carried out taking into account the task of independent work, the features of its organization in higher education and the main component of the management of independent work of students.

It was determined that different approaches are used in the organization of independent work in higher education: explanatory-illustrative, problem-based, student-activity oriented, modular and contextual [9].

The purpose, tasks and principles of the organization of independent work of students are defined. *The purpose of the organization of independent work of students* is the quality training of future professionals, the formation of critical thinking, providing conditions for self-organization, self-development of students. *The tasks of the organization of independent work of students* include the formation of the professional competences necessary for future professional activity, development of cognitive abilities and activity of students, self-development, self-improvement of students. *The principles of the organization of independent work of students* consist of consciousness and creative activity; accessibility; consistency; scientific; connection of theory with practice; differentiated approach to students; clarity; strength of knowledge.

### Discussion

We have identified the following stages of organization of independent work in higher education: planning, training, direct organization and self-organization, self-control and control, adjustment [10].

The curriculum includes a set of professional competencies of Federal State Educational Standard of Higher Education (FSES) (Professional Competence (PC) -1, PC-3, PC-4, PC-6, PC-8) formed in the process of independent training. For each of the structural elements, the formation of which is carried out sequentially on the cognitive, active, and contextual steps. As an example, it is shown on the following structural elements of PC-3 FSES of Higher Education – Element 3.2: from the ability to acquire knowledge of mathematical methods and models at the cognitive level to the ability to apply mathematical methods and models in the preparation of economic plans with the indirect participation of the teacher at the activity level and further – to the ability to independently analyze and apply mathematical methods and models for forecasting economic processes at the context level.

Thus, the independent work in higher education becomes the highest form of educational activity. It brings to the formation of a highly qualified specialist with a modern mobile personality.

### Conclusions

The independent work in higher education is considered as the highest form of educational activity, the most important component of the process of students' formation as a modern mobile personality and a qualified specialist. Therefore, it is necessary to have an adequate method of organizing students' independent work that meets the modern trends of higher education and the requirements of educational standards.

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## Semantic Features Of Phraseological Units Expressing Emotions and Feelings of a Person In German and Russian Languages

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### Abstract

The study is devoted to the comparative analysis of semantic features and internal form of phraseological units (PUs), expressing emotions and feelings of a person in German and Russian.

The scientific novelty of the research is based on the analysis of phraseological units, expressing emotions and feelings of a person, of two genetically unrelated languages (German and Russian), general and cultural features of PUs. Here are also taken the attempts to classify the analyzed PUs into phraseosemantic groups and subgroups.

As a result of the analysis of German and Russian PUs, expressing emotions and feelings of a person, there were distinguished 258 PUs of the German language and 250 PUs of the Russian one by the method of continuous sampling. All PUs were classified into two groups: "Negative emotions of a person" and "Positive emotions of a person". The group "Negative Emotions" was divided into four phraseological subgroups: 1) PUs, expressing fear and its derivatives; 2) PUs, expressing anger and its derivatives; 3) PUs, expressing sadness and its derivatives; 4) PUs, expressing shame and its derivatives. The phraseosemantic group "Positive emotions" is represented by two subgroups: 1) PUs, expressing joy and its derivatives; 2) PUs, expressing love and its derivatives. Both studied languages are characterized by approximately the same ratio of PUs for each phraseosemantic subgroup.

**Key words:** feelings, emotions, phraseological unit, phraseosemantic group, phraseosemantic subgroup.

### Introduction

Currently both processes that occur within the language and also the interrelation between language and thought, language and culture, language and society, language and psychology, are of great interest to linguists [1, 2]. In this connection, it seems necessary to study the language not just as a sign system, but also as a psychological phenomenon.

Phraseological units occupy a large stratum of any developed language. PUs, reflecting in its semantics a long process of culture development of people, fix and convey cultural attitudes, the originality of life, traditions, national mentality and character of any people [3, p. 599].

Phraseological units, expressing human emotions and feelings in German and Russian, have not been the object of comparative research yet. At the same time PUs represent a fairly large and unique group of units that have their own distinctive features.

The importance of systematizing phraseological units in a comparative aspect, insufficient knowledge in the semantic aspect are undoubtedly indicate the relevance of the given research.

The study of this issue is one of the most controversial since the important feature of emotional experience is their inaccessibility to direct observation [4, p. 40].

Being a psychological and physiological phenomenon, the emotion is usually understood as an experience, emotional excitement. In the broadest sense of the word as M.D. Gorodnikova points out, emotion is "the experience of a person's attitude to reality, to the facts of social and personal life" [5, p. 29].

According to G.Kh. Shingarov, "emotions can be understood as two kinds of phenomena; on the one hand, these are physiological reactions, and on the other hand, those internal states of the human psyche which are usually called experiences" [6, p. 3].

K. Izard gives the following definition of emotion, "the emotion is something that is experienced as a feeling that motivates, organizes and directs perception, thinking, and actions" [7, p. 27].

### Methods

The purpose of the given study is to analyze semantically PUs, expressing emotions and feelings of a person, in German and Russian.

There were used the following research methods:

- 1) the descriptive method;
- 2) the comparative method;
- 3) the method of semantic analysis;
- 4) the method of classifying;
- 5) the method of continuous sampling;
- 6) the method of quantitative analysis.

As the material of the study there were taken PUs, selected by the method of continuous sampling from monolingual and bilingual phraseological and explanatory dictionaries of the German and Russian languages. Totally, 258 PUs of German and 250 PUs of Russian were analyzed.

### Results And Discussion

The study shows that phraseological units, naming emotions form a linguistic field, i.e. they are organized systematically, paradigmatically. The phraseosemantic field is understood as the structural organization of a set of phraseological units that are in definite systemic relations and are united by common semantic subject-matter and expression of one concept [8, p. 27].

The article deals with the phraseosemantic field "Emotions and feelings of a person" in German and Russian. The phraseological semantic groups include "Negative emotions of a person" and "Positive emotions of a person", which in turn are divided into phraseosemantic subgroups that reflect specific emotions and their derivatives, for example, anger, fear, joy, love, etc.

#### 1. The semantic analysis of PUs, expressing negative emotions and feelings:

##### a) PUs, expressing fear and its derivatives, in German and Russian

Fear is one of the basic emotions caused by biological nature of a person. There were revealed 36 PUs, expressing fear and its derivatives in the German language and 42 PUs in the Russian language.

The physiological response to fear is explained by the fact that the organism changes the behavior pattern at the moment of danger: for example, it is expressed in the complexion change: Ger. *die Farbe wechseln, bleiches Entsetzen*; Rus. *stat belyim kak polotno; poblednel, kak mertvets; litsa net* [11].

During the fear often there is an outflow of blood, and the person ceases to feel his limbs: Ger. *kalte Füße kriegen, der Schrecken ist durch alle Gliedern gefahren, Gummibeine haben / bekommen* [11].

Fear can cause intense work of the muscles, which is manifested in the trembling of the body, which is also reflected in PUs: Ger. *die Knie zittern, zittern wie Espenlaub* [12]; Rus. *podzhilki tryasutsya, drozhat / tryastis kak ovechij / zayachij hvost, zadrozhal nozhki and nashego Troshki* [9].

Sometimes fear, on the contrary, can cause complete numbness of the muscles: Ger. *jmdm. erstarnt / gefriert / gerinnt / stockt das Blut in den Adern, Salzsäule spielen, wie angewurzelt stehen bleiben* [12]; Rus. *obmer so strahu, ni zhiv ni mertv* [10].

Fear can also have an effect on speech: a person is speechless, unable to say anything: Ger. *vor Schreck die Sprache verlieren, jmdm. bleiben die Worte in der Kehle stecken* [12]; Rus. *dusha v pyatki ushla, serdtse eknulo ot straha* [9].

The analysis of PUs, expressing fear and its derivatives, in German and Russian, shows that most phraseological units are associated with the physiological manifestations of this emotion. In our opinion, this conclusion is connected with the fact that fear is a basic category for both animals and humans.



**b) PUs, expressing anger and its derivatives**

Anger is also the basic emotion, conditioned by the biological nature of a person. Anger is the most negative and strong of the underlying emotions. In total, we distinguished 78 PUs, expressing anger and its derivatives in German, and 71 PUs in the Russian language.

The main distinctive feature of anger is its active nature. Hence, PUs of this phraseosemantic subgroup are mostly often encountered, closely relate to the behavioral response of a person, which can be either verbal or physical: Ger. *das Blut kochte j-m in den Adern, einen Bauch voll Zorn (Wut) haben, einen dicken Hals haben / bekommen / kriegen* [11]; Rus. *goret v ogne; krov brosilas, nalitsya krovyu, sverkat glazami, skrezhetat zubami, v glazah temneet, brosililo v zharm* [10].

Externally, anger and its derivatives can manifest themselves through gestures, facial expressions, body language: Ger. *die Augen rollen [vor Wut], die Faust in der Tasche (im Sack) ballen, einen Flunsch ziehen / machen, mit den Händen / mit Händen und Füßen reden, mit den Zähnen knirschen vor Wut* [12]; Rus. *roat na sebe volosyi, sverkat glazami, smotret koso* [10].

The analysis of PUs, expressing anger and its derivatives, allows us to conclude that this emotion receives an extremely negative assessment in both German and Russian culture, and therefore, it is associated with such a large number of PUs of this phraseosemantic subgroup.

**c) PUs, expressing sadness and its derivatives**

Phraseological units, related to the selected phraseosemantic subgroup, are united by the general meaning of “being in a bad, depressed mood”. We have identified 47 PUs, expressing sadness and its derivatives in German and 41 PUs in Russian.

A person experiencing sadness has the outward signs of this condition: a drooping head, a gloomy expression, an extinguished look. In this regard, the internal form of some PUs of a given subgroup conveys these characteristics: Ger. *die Ohren hängen lassen, den Kopf sinken lassen, ein langes Gesicht / lange Gesichter Machen, den Kopf hängen lassen, mit hängenden Schultern* [11]; Rus. *veshat nos, kak prishiblenyiy, pechal tumanit / zastilaet glaza / litso* [9].

Emotions of the given group are often accompanied by pain in heart, hence some PUs in the German language contain the component “Herz”: *jmdm. blutet das Herz, jmdm. dreht sich das Herz im Leibe [her] um, jmdm. ist / wird das Herz schwer, jmdm. das Herz abdrücken* [11], etc. In the Russian language, along with the “heart” component, there can be the component – “soul”: *dusha / serdtse ne na meste, dusha bolit, kamen na dushe / serdtse, pechal tesnit / schemit serdtse, s ponikshim serdtsem, serdtse krovyu oblivaetsya, serdtse roetsya na chasty, serdtse / dusha toskue* [10].

As can be seen from the examples, most of PUs are metaphorical or metonymic, their diversity allows us to convey the state of sadness and its shades: sadness, melancholy, despondency, grief.

**d) PUs, expressing shame and its derivatives**

Shame refers to negatively colored emotions, because it is expressed in moral condemnation of one’s behavior, dissatisfaction with oneself, and regret about the perfect deed. We have identified 33 PUs expressing shame and its derivatives in German and 27 PUs in Russian.

When a person feels a sense of shame, it seems to him that he will become the object of contempt and ridicule. The following PUs transmit this state: Ger. *jmdn. sprachlos machen, jmdm. fehlen die Wörter* [12]; Rus. *gotov skvoz zemlyu provalitsya* [10].

One of the most common manifestations of shame is the facial redness, of ears. In this regard, most PUs transmit this physiological change: Ger. *mit roten Ohren abziehen, feurige / glühende Kohlen auf jmds. Haupt sammeln, einen Ballon kriegen / bekommen, jmdn. zum Erröten bringen, das Blut stand ihm in den Ohren, einen*

*roten Kopf bekommen* [12], etc.; Rus. *vognat v krasku, kraska, rumyanets styida, krov / kraska kinulas / brosilas v litso, sgorat ot styida* [10].

The internal form of PUs of the given subgroup in both languages express the involuntary behavioral response of a person and his inner experiences.

## 2. Semantic analysis of PUs, expressing positive emotions and feelings:

### a) PUs, expressing joy and its derivatives

Joy is a feeling of great spiritual satisfaction. We have identified 33 PUs, expressing joy and its derivatives in German, and 34 PUs in Russian. Joy is closely connected with happiness. Happiness is the feeling and condition of full, supreme satisfaction.

Part of PUs expressing happiness and joy convey the shift of negative emotions to positive ones: *Glück im Unglück haben – ne bylo byi schastyia, da neschaste pomoglo*. Another part of PUs expresses being in heaven, in clouds, in paradise, above the earth, which also mean a state of happiness and joy: Ger. *jmdm. hängt der Himmel voller Geigen, den Himmel offen sehen, im sieb [en] ten Himmel sein* [11]; Rus. *byit na sedmom nebe ot schastyia, byit naverhu blazhenstva* [10].

The state of joy and happiness manifests itself in physical reactions: Ger. *sich vor Lachen biegen, vor Freude an die Decke springen, einen Luftsprung vor Freude machen, einen Freudeschrei ausstoßen, Freudentanz aufführen* [12]; Rus. *pryigat do potolka, pryigat ot radosti, smeshinka v rot popala, ulyibatsya vo ves rot, ulyibatsya vo vse 32 zuba, brosat v vozduh shapki / chepchiki, idti veselyimi nogami* [10].

Thus, the majority of PUs of this subgroup convey lightness in movement, laughter, gesture of a joyful person.

### b) PUs, expressing love and its derivatives

Love is a deep, self-sacrificing affection to another person or object, a feeling of deep sympathy. We have distinguished 31 PUs expressing love and its derivatives in German and 35 PUs in Russian.

The internal form of PUs of the given subgroup conveys the inner state of a loving person. Some PUs transmit this state through images of a burning heart, boiling blood: Ger. *in Liebe brennen, Feuer fangen* [11]; Rus. *vspyihnut, vospylat lyubovyu, strastyu* [10]. Often the feeling of love is accompanied by strong inner experiences: Ger. *einen Affen an jmdn. gefressen haben, sein Herz [an jmdn.] verlieren, bis über die / über beide Ohren verliebt sein, für jmdn. die Kastanien aus dem Feuer holen* [12]; Rus. *bez pamyati vlyubitsya, lyubovnaya lihoradka, opyanennyiy lyubovyu, poteryat golovu, pyanyiy ot lyubvi, teryat golovu* [9].

The presence of a large number of phraseological expressions of the given phraseosemantic subgroup shows the importance of this emotion in human life. PUs of this subgroup is metaphorical in meaning and convey an inner experience, despite the fact that their inner form often contains physical actions.

### Summary

As a result of the analysis of phraseological units of the phraseosemantic group “Negative emotions and feelings”, there were distinguished 193 PUs of the German language and 181 PUs of the Russian language by the method of continuous sampling. The given PUs were classified into four phraseosemantic subgroups: 1) PUs, expressing fear and its derivatives; 2) PUs, expressing anger and its derivatives; 3) PUs, expressing sadness and its derivatives; 4) PUs, expressing shame and its derivatives. The phraseosemantic group “Positive emotions” is represented by 65 PUs in German and 69 PUs in Russian: 1) PUs, expressing joy and its derivatives; 2) PUs, expressing love and its derivatives.

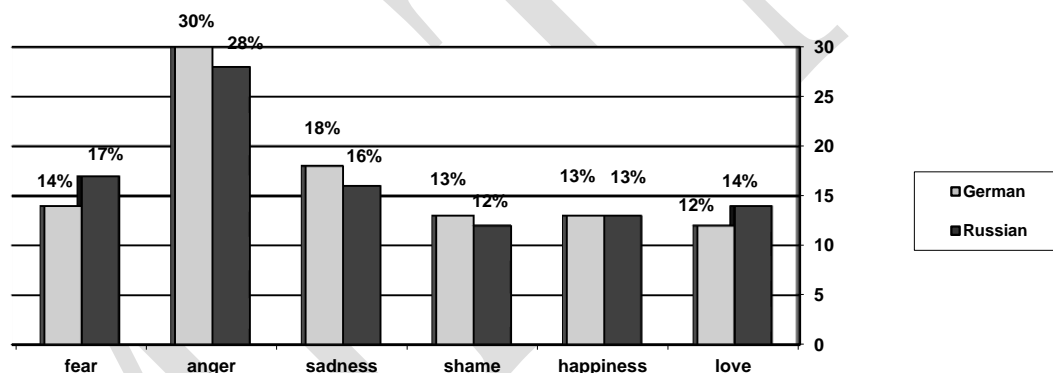
The following figure (Fig. 1) shows the quantitative characteristics of PUs, expressing negative and positive emotions and feelings of a person in the German and Russian languages described in the study:

Fig. 1. Quantitative characteristics of PUs expressing emotions and feelings of a person in German and Russian languages

Phraseosemantic field	The number of German PUs	The number of Russian PUs
Fear	36	42
Anger	78	71
Sadness	47	41
Shame	33	27
Happiness	33	34
Love	31	35
Total amount:	258	250

For more graphic demonstration of quantitative ratio, we submit the diagram (Diagram 1). Vertically there given the percentage of PUs, horizontally - phraseosemantic subgroups.

Diagram 1. Quantitative ratio of phraseosemantic subgroups of PUs expressing emotions and feelings of a person in German and Russian



The Diagram 1 clearly shows approximately the same ratio of the amount of PUs for each phraseosemantic field. The most numerous in both languages is a subgroup of PUs, expressing anger and its shades. This fact indicates, in our opinion, that this emotion is characterized by the most vivid expressiveness, since the values of the majority of the PUs of a given subgroup are based on internal images that convey a person's behavioral response.

PUs with negative appraisal connotation in both studied languages predominate over the amount of PUs with a positive appraisal connotation, which is explained by a person's greater emotional response to negative phenomena, and by the fact that any evaluation carries an element of criticism.

**Conclusions**

The semantic analysis shows that the internal form of most studied PUs in the German and Russian languages is associated with the physiological response of a person to a particular emotion. Most PUs are determined by the nature of the physiological functions of the body, which are manifested externally (rubor, blanching, trembling, etc.).

Similarities of qualitative and quantitative research data are explained by the presence of a common component composition and values of the analyzed languages. Similarity is also explained by universal semantic mechanisms of phrase-formation. PUs, built on physiological sensations, gestures, facial expressions, are generally similar in two languages due to a weak part of human control, universal character of sensations, universal tendency to phraseologization of metaphorical phrases that call these sensations.

National and cultural characteristics are determined by intra- and extra-linguistic factors: different number of lexical and semantic variants of expressing emotions with the help of PUs, historical, social and economic development, geographical location of countries, their way of life, national culture.

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## Functioning of Nosological Terms In Figurative Metaphorical Meaning in English

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### Abstract

Contemporary understanding of metaphor as a secondary indirect nomination with obligatory preservation of semantic duality and figurative element is taken as a basis in the given research. Such an interpretation of the linguistic metaphor, on the one hand, equates it with a trope (by the presence of imagery), and at the same time forces us to search for the criteria for delimiting the linguistic metaphor and the trope along linguistic features. On the other hand, it also considers the linguistic metaphor as a figurative linguistic means in the lexico-semantic system of language and as the lexical categories correlated with or opposed to other categories.

English nosological terminology is taken as the object of the study. This terminology reflects the current state of science and requires detailed study because of the lack of systematization and unification in the given sublanguage [1]. Therefore, the main goal is to conduct lexico-semantic analysis of metaphorization in medical terminology in the field of "Nosology".

The study can contribute to further development of general theory of terminological nomination, the extension of knowledge about the evolution of ways and means of nomination in the English language [2]. Conclusions from the analysis of modern medical terminology system can make a definite contribution to the theoretical study of professional medical lexical systems, to the general theory of the word and the theory of the term, to the development of questions of terminology formation. The results can have practical access to lecture and seminar classes in lexicology, find application in lexicographical practice and it will also serve as a material for further studies on terminology.

**Key words:** medical terminology, metaphor, metaphorization, recoding, linguistic unit, nosology, text formation, transfer of meaning, lexico-semantic analysis.

### Introduction

Scientific terminology, stepping outside special usage, becomes the property of common vocabulary. As a result of the process of determinology, the boundaries of word-stock of common-literary language were significantly extended. "The lack of logic in ordinary language is compensated by the use of metaphors" [3, p. 5], which are created completely freely, emanating from a rich source, and "not in need, not for the sake of language poverty" [4, p. 208].

The following scientists worked on the functioning of medical terms in figurative metaphorical meaning: L.M. Alekseeva (1998), S.M. Drokin (1990); O.V. Galkina (2003), N.B. Gvishiniani (2003); L.V. Ivina (2003), S.L. Mishlanova (2002, 2003), L.A. Morozova (2003); N.V. Pozdnyakova (1995); S.D. Shelov (2003), B.A. Uspensky (2004).

Sociolinguistic analysis of English medical terminology system formation proves that metaphorical transfer of meaning of a common word with the purpose of term formation was extended in the time of Antiquity. However, modern interpretation is most fully represented in the statements of well-known authors. Under the terminological metaphorization, L.M. Alekseeva understands "The metaphorical process is found in the sphere of term-creation and it is connected with the verbalization of scientific knowledge in the form of its conceptualization, which is ambiguous and contradictory in its basis, contains comparison and opposition" [5, p. 162]. The role of metaphor in scientific cognition is undoubtedly great and in many respects due to the hypothetical nature of metaphor. By means of metaphor the researcher has the opportunity to pay attention to such properties of analyzing object, the

existence of which was previously not allowed. However, L.V. Ivina warns against excessive exaggeration of the role of metaphor in the process of term formation: "One does not need to go to extremes, giving metaphor a decisive importance in term formation, since other linguistic mechanisms participate in this process" [6, p. 66].

The study of metaphorization as recoding attributes in the process of text formation presupposes revealing of types of metaphorization, the construction of a hierarchy of them, matching a certain type of communicative situation [7]. We may conclude that metaphorization is a natural process of recoding linguistic signs in the text. The principle of linguistic units' production in the process of text formation led to the appearance of tropes as specific units of recoding and language changes.

Metaphorization reveals the derivational history, the dynamics of text-forming units' production, i.e. the production of units in a specific text and their use in the further development of the text [7]. The metaphor model is a hierarchy of new linguistic units formed in the process of text formation. This is the way signs pass the process of their recoding.

Since we define medical text as a complex scientific text consisting of developing symptomatic, diagnostic and nosological texts [8], it can be assumed that there revealed those stages of adapting a word to the system, where it appears as a new linguistic phenomenon.

Thus, the complexity of scientific text makes it possible to study the linguistic sign (word) at various stages of its transformation, turning into a theoretical term, i.e. process of metaphorization. In this case text formation is a process of recoding a natural sign into a linguistic sign [9], the result is the term where the mechanism, the way of forming the term is metaphorization – recoding the text of linguistic sign into a new linguistic sign – secondary nomination (metaphor).

Metaphorization is not the production of complex units from simple ones, not the redistribution of the meaning of the associated linguistic units. This is the processing of new knowledge obtained in the process of human cognitive activity. In any case, we postulate the interaction of a person (subject) with the surrounding world. The degree and form of this interaction are different, so we get different texts, and as a result of their compression – different signs.

### Research Methodology

The analysis comprises the integrated usage of such methods which are utmost in modern linguistics as traditional analytical method of observation and generalization of linguistic facts; continuous sampling method; semasiological and onomasiological approaches; elements of component and etymological analysis, a method of linguistic statistics [10].

### Study Results And Their Discussion

The study of metaphorization in the process of text formation has not exhausted the variety of possibilities yet. However, reaching the level of the text raises the question of semiotic systems participating in its formation. At the same time the focus is on the mechanism of recoding a sign into metatext in the process of text formation and a text into a sign in the process of text compression. Therefore, when studying text formation processes, contamination and compression are carried out simultaneously. When both identifying (substitution theory) and predicate (predicate theory) metaphors are formed in the sign-metatext, metaphor performs one universal function – the function of maintaining the dynamic balance of the system (text), i.e. maintenance function. Metaphor regulates the depth, degree of transformation of the components of the system, supporting it in a functional state.

Metaphorization is understood as a semiotically directed process stimulated by human activity, which means the developing knowledge by man about the world in such a way that it can be used in further activity.

In the process of analyzing the mode of metaphorization as a method for medical terms formation in English, there were revealed the following ways of transfer of meaning, grouped according to the motivating attributes underlying associations with objects of reality or abstract concepts:

1. Transfer of meaning by similarity in form: cancer of eyeball; cancer-associated retinopathy; trench mouth – acute, sometimes recurrent lesion of the gums that looks like the shape of a hollow; pancake / cake kidney – a discoid-shaped kidney, the shape of a pancake; nystagmus, eye pathology expressed in the unintentional rhythmic movement of the eyeballs, it means “eyelid tremor”; bladder ears, the shape of ears; myopia – the meaning “close one’s eyes partly”, which indicates a known property of myopic to see into the distance better by closing eyes partly; buttonhole fracture, like a loop on clothing; presbyopia – ill-sustain accommodation by the age-related decrease in the elasticity of the lens, that is senile vision [11].

2. Transfer of meaning by similarity with the action: *spring finger* – with a certain effort or with passive extension the blocked phalanx sharply like a spring unbends; *hilar dance* – rapid movements of the arteries resemble a dance; *echovirus, spumavirus; funnel-shaped retinal detachment* – retinal separation, it creates a picture of a funnel; *doll's eye syndrome* – the separation between movements of eyes and a head, resembles the behavior of doll’s eyes; *writing hand* – reduction in the muscles of the hand by Parkinson disease, somewhat resembling the shape of a hand when writing [11].

3. Transfer of meaning by similarity with the substance: *cheesy pneumonia* – butcher’s warts are coughed in the form of a curd and a cavity is formed at this place; *jelly trachoma* – conjunctivitis with a gelatinous structure; *urea frost*, resembles frost in structure; *morning glory atrophy* – due to retinal edema around the optic nerve on the fundus of the eye, you can observe a colorful picture of the rising sun; *cataract coralliform* – a mutation of the lens, in which you can see on it a picture that resembles a coral; *cherry-red spot sign* – if the retinal artery is damaged, blood circulation is disrupted, since the retina is white, a red spot is formed on its background, which strongly resembles a cherry-bone; *geographic keratitis* is a viral lesion of the cornea, in which the transparent cornea acquires a pattern which reminds a geographical map; *dendric keratitis* is an inflammatory disease of the cornea of the eye, characterized by the fact that individual infiltrates and ulcers are joined together by gray lines and form figures that look like the branches of trees [12].

4. Transfer of meaning by similarity of characteristics of groups of people/animals: *dengue fever* – acute viral disease common in subtropical and tropical zones, which is transmitted by mosquitoes, a characteristic symptom is a swaying gait which reminds the gait of the English dandy; *social disease* is a term used to refer to venereal diseases, especially gonorrhea and syphilis, since such diseases can occur only under conditions of society.

Animals have always played a significant role in human life. For example, *crocodile tears syndrome* – by this syndrome there can be factitious lacrimation while eating due to paralysis of the facial nerve; *bovine eye* can be in glaucoma, where the efflux of fluid is disturbed which leads to an increase of eyeball, and then it resembles the eye of the bull; *leopard fundus* – the fundus has a figure of the leopard skin because of uneven distribution of the pigment; *cat's eye syndrome* is on retinoblastoma, the pupil has a yellowish-green glow that resembles the cat’s eye [13].

5. Transfer of meaning by similarity in color and genetic composition/smell: fire measles, acute exanthematous viral infection, one of the symptoms of which is a convex red rash, the color of which resembles fire; harlequin fetus is the form of ichthyosiform erythroderma, in which the body is covered with a greyish cracked shell resembling a harlequin suit; maple syrup disease, accumulation of metabolites in blood and excretion in the urine, with a characteristic smell of maple syrup [11].

6. Transfer of meaning by association with sensations: *heartburn* is a congestive condition, which is felt as a burning sensation in one part of the heart; *frozen shoulder* is a condition with limited mobility in the joint, contributing to the development of the syndrome of the “frozen shoulder”, there is a feeling that the joint is stuck together; *proud flesh* is an excessive accretion on the wound surface, the process of accretion becomes uncontrollable [13].

7. Transfer of meaning by similarity in quality and location: *kinky hair disease* is congenital metabolic defect; *achill reflex* is shortening of the gastrocnemius muscle by analogy with Greek mythology, where the heel was the only vulnerable point of Achilles [11].

### Results

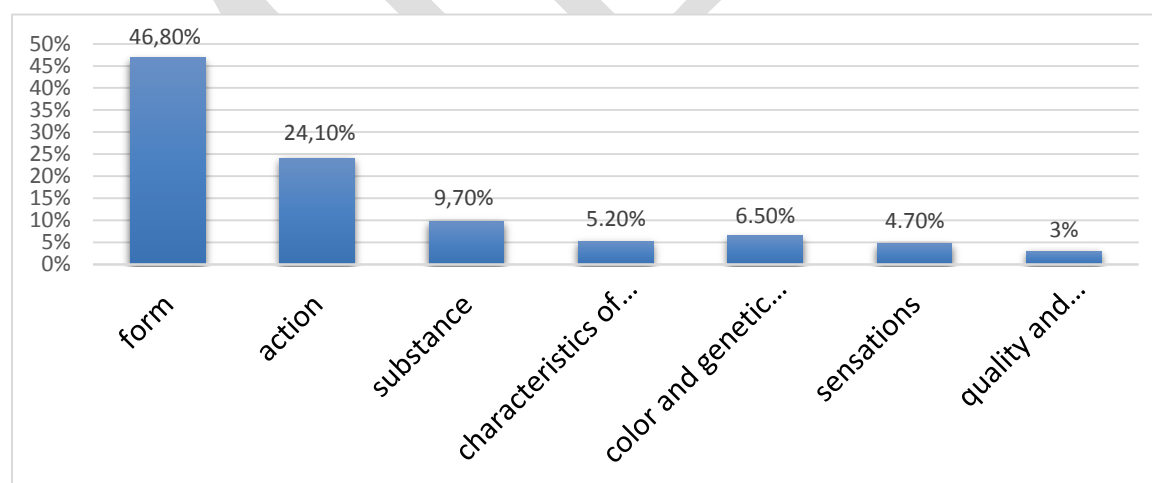
It should be noted that a hypothesis is always possible in metaphor and there prevails the subjectivity which explains its wide use in the qualification-evaluation activity of consciousness.

The analysis of modes of transferring of meaning allows us to reconstruct the naive picture of the world reflected in English medical terms. In the course of the study there were analyzed about 1180 medical terms of the field “Nosology” in the English language, 402 terms of which were formed by metaphorization, which amounted to 34% of the total number of analyzed terms.

In the process of investigating metaphorization as a method of lexico-semantic formation of English medical terms, the following productive groups of motivating attributes were revealed: the transfer of meaning by similarity in form (46.7% -188 terms), action (22.3% - 89 terms), human characteristics (6.2% - 25 terms). This regularity is explained by the fact that the naive picture of the world is reflected in associative terminology: objects and phenomena located in the world are in the closest vicinity of a person. The groups of motivating attributes are clearly divided into the following categories: object/substance and its characteristics (shape, color, and quality), person/group of people, animals (sensations, model of behavior, action and result).

The research data can be represented in the following diagram.

#### The quantitative ratio of motivating attributes by means of metaphorization in English medical terms



### Conclusion

The lexico-semantic method of nosological terms formation in the English sublanguage of medicine has a significant influence on the formation of terminological composition. The most productive type of lexico-



semantic method of term formation is metaphorization. The motivating attributes of metaphorical term formation reflect a certain character of the world in which the necessary components present man and nature, having certain features and performing certain functions, which correspond to the basic object of studying medical science as human body. The object of medical science is a person, studied by analogy with impressions obtained in the process of cognition of reality that is the cognitive process is repulsed from the reflection of the surrounding world in the mind of a person.

#### Acknowledgement

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## Types of Abbreviations of Multi-Structural Nosological Terms In The Tatar and English Languages

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### Abstract

Terms are the most important part of any branch of science, the basis of the language of communication among scientists both within their field and cross-sector scientific communication. There arise new concepts which mean new terms by means of professional concept of medicine. Scientific discourse is fulfilled with information where its compression is inevitable. The basic means of compression is abbreviation, i.e. the creation of abbreviations.

The research is aimed at studying general and specific features of abbreviations of multi-structural nosological terms in the Tatar and English languages; identifying the specific character of Tatar medical abbreviations in the process of their classification in a sign of English conformity.

The abbreviations of the Tatar and English languages which are used for naming diseases (nosological terms) are chosen as the object of the given research.

The expressed analytic abilities of the English language unlike the agglutinative nature of the Tatar language allow it to borrow ready-made foreign terms and also to form terminological abbreviations based on them.

The relevance of description and analysis of Tatar nosological abbreviations in terms of their English analogues can be explained by insufficient knowledge of correlation and interaction of medical abbreviations in the given languages.

The analysis of theoretical and supporting data comprises the usage of such methods as continuous sampling method of abbreviations from scientific literature and medical dictionaries as well as their structural and typological analysis; method of statistical analysis (with statistical calculations).

Abbreviations are the reduction of multi-structural terminological combinations by means of their initial letters.

According to the articulatory characteristics, there can be distinguished three groups of abbreviations in nosological terminology of the analyzed languages: 1) alphabetic abbreviations; 2) sound abbreviations; 3) phonographic abbreviations.

Alphabetic abbreviation is presented in the analyzed languages by three types: two-letter, three-letter and four-letter abbreviations.

The most part of terms are abbreviations represented in one of the languages by abbreviating term and in another language by corresponding term-phrase.

The material of the study shows that abbreviation of medical terms is an active way of term formation. Medical abbreviations received the highest productivity in the English language, while Tatar medical abbreviations are in a formative stage.

**Key words:** medical terminology, abbreviation, nosological term, multi-structural term, term-collocation, compression, nomination.

### Introduction

Much attention is currently being paid to the problems of studying the language of science as a special functional style and a special category of linguistic means.

Firstly, this is due to the progress of scientific knowledge, growing complexity of scientific research, development of new independent research areas that are impossible without the exchange of information both within a separate speech community and at the level of international contacts.

Medical terminology is a special vocabulary which has the basic concepts of medicine as a science and sphere of professional activity. The volume of medical lexicon includes thousands of words and phrases as well as terminological units used in scientific medicine related to it (biology, chemistry, physics, genetics, psychology, etc.) [1, p. 41].

Despite the fact that medical terminology is a complex of interconnected fields of a large number of medical, biological, clinical, and pharmaceutical disciplines, its core is terminology of "Nosology", that is the names of diseases.

Medical abbreviations are an integral part of the development of medicine, and consequently, the development of medical concept sphere and change of professional world view.

Two tendencies are clearly traced in the sublanguage of medicine: one is the usage of multicomponent terminological units in the form of terminological combinations [2, p. 44], and the other is widespread use of abbreviated forms of these units.

The creation of abbreviations is a characteristic feature in the field of modern medicine since the need for this reception is determined by the fact that multi-structural complicated names interfere with medical specialists' communication [3].

The mechanism of compression is observed in abbreviation process as soon as a rigid referential conformity is established between the form of the sign (term or term combination) and the notion it expresses. This mechanism allows folding multi-structural nomination to certain elements. The abbreviated terms appear in the language as full terms [4].

The increased tendency to abbreviated terms many scientists associate with extralinguistic (the era of information explosion, new discoveries) and linguistic (the desire for language compression) factors [5; 6; 7; 8].

Abbreviations are of particular interest in the linguistic aspect, i.e. terminological units which are composed of initial letters of the original term-collocation. They are typical for scientific written discourse and they represent significant difficulties when translating English medical articles [10, p. 190].

The relevance of the analysis of abbreviations of nosological terms in a comparative aspect is stipulated by insufficient study of the correlation and interaction of abbreviations in the sublanguage of medicine in English and Tatar. There should also be noted the importance of replenishing lexicographic materials in the languages studied.

The abbreviations of the English and Tatar languages used for the nomination of diseases are chosen as the object of the study.

The aim of the article is to study general and specific features of abbreviations of multi-structural nosological terms in English and Tatar.

### **Research Methodology**

Abbreviations selected from single and bilingual dictionaries, medical encyclopedias of English and Tatar, from scientific literature serve as the subject matter of analysis.

The analysis of theoretical and supporting data comprises the usage of such methods as continuous sampling method of abbreviations from scientific literature and medical dictionaries as well as their structural and typological analysis; method of statistical analysis (with statistical calculations).

### Study Results And Their Discussion

As the study has showed abbreviations in nosological terminology have their own structural features. Acronyms are the abbreviations of multi-structural terminological collocations by using their initial letters: PUD (peptic ulcer disease), PS (pulmonic stenosis), IDDM (insulin dependent diabetes mellitus), DU (duodenal ulcer), CLL (chronic lymphocytic leukemia), AML (acute myelogenous leukemia), ASHD (arteriosclerotic heart disease), AAA (abdominal aortic aneurysm), COPD (chronic obstructive pulmonary disease) etc.

From the given material of the study it possible to distinguish three groups of abbreviations according to the articulatory characteristics in nosological terminology:

1. Alphabetic abbreviations, which have 272 nominations, constituting 68% of the sample of abbreviations in the English language, are pronounced as a set of alphabetic names letters included in them: CLL [si:-el-el] (chronic lymphocytic leukemia), SBE [es-bi:-i:] (subacute bacterial endocarditis), AML [ei-em-el] (acute myelogenous leukemia), CHF [si:-eiʃ-ef] (congestive heart failure), etc.

2. Phonetic abbreviations, which have 72 nominations in the English language (amounted to 18% of the sample of abbreviations), are pronounced not in alphabetical names of individual letters included in their composition, but as an ordinary word. Such abbreviations are usually called acronyms: AIDS [eidz] (acquired immune deficiency syndrome), BOOP [bu:p] (bronchiolitis obliterans-organizing pneumonia), CADASIL [kædæsɪl] (cerebral autosomal dominant arteriopathy with subcortical infarcts and leukoencephalopathy), CAD [kæd] (coronary artery disease), etc.

3. Phonographic abbreviations, which have 56 nominations in the sample of the English language, representing 14%, combine both of the above methods in pronunciation: ARDS (acute respiratory distress syndrome), ANLL (acute nonlymphocytic leukemia), etc.

The alphabetic abbreviation is represented in the English language by the following types:

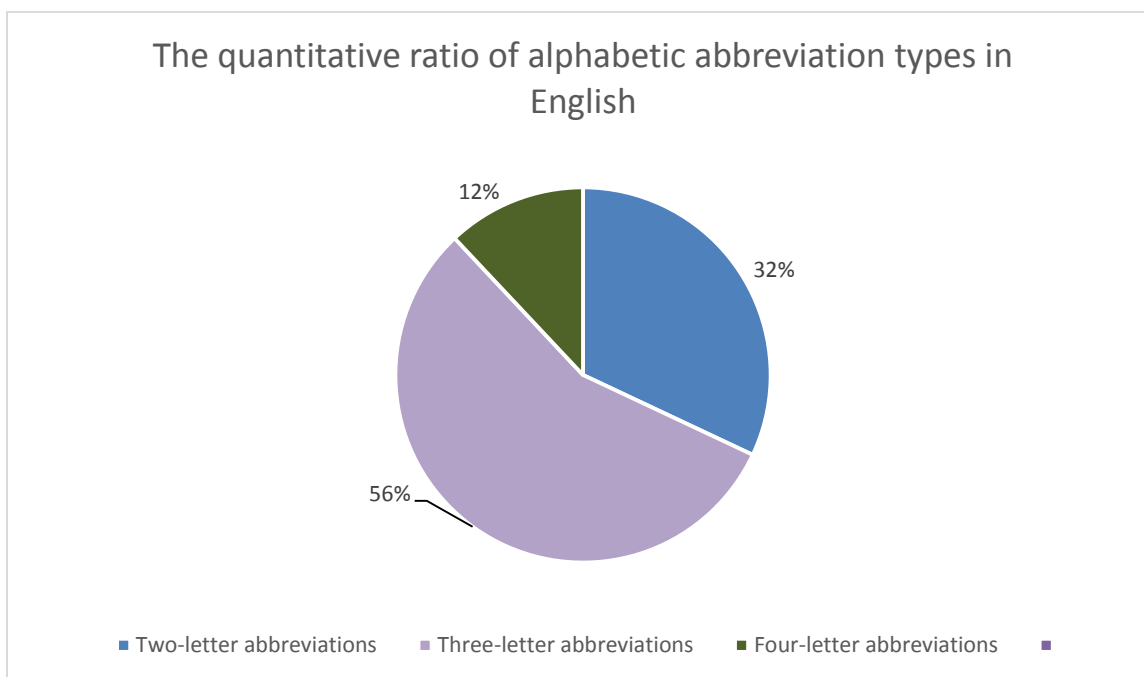
1. Two-letter abbreviations: AD (Alzheimer's disease), AS (aortic stenosis), PS (pulmonic stenosis), AF (atrial fibrillation), CH (cluster headache), DM (diabetes mellitus), DU (duodenal ulcer), HD (Huntington's disease), MH (malignant hyperthermia), JE (Japanese encephalitis), MS (multiple sclerosis), MD (muscular dystrophy), etc.

2. Three-letter abbreviations: AAA (abdominal aortic aneurysm), MAT (multi-focal atrial tachycardia), CHF (congestive heart failure), PAT (paroxysmal atrial tachycardia), ATN (acute tubular necrosis), PBC (primary biliary cirrhosis), BPH (benign prostatic hypertrophy), etc.

3. Four-letter abbreviations: ADEM (acute disseminated encephalomyelitis), RPGN (rapidly progressive glomerulonephritis), ANLL (acute nonlymphocytic leukemia), COPD (chronic obstructive pulmonary disease), IDDM (insulin dependent diabetes mellitus), etc.

The quantitative ratio of alphabetic abbreviation types of nosological terms is presented in the following diagram:

Diagram 1.



Analyzing the material of Tatar medical terminology, it was possible to reveal only a small number of abbreviations (about 0.3% of the total number of analyzed terms). It should be noted that revealed abbreviations refer not only to the subject area "Nosology", but to medical terminology in general: ADF (adenozindifosfat kislotasy), AMF (adenozinmonofosfat kislotasy), ATF (adenozintrifosfat kislotasy), BKG (ballistokardiogramma), DNK (dezoksiribonuklein kislotasy), IDF (inozindifosfat kislotasy), IMF (inozinmonofosfat kislotasy), ITF (inozintrifosfat kislotasy), NADF (nikotinamidadenindinukleotidfosfat), NAD (nikotinamidadenindinukleotid), ATsTs (atsetiltsistein), BTT (bazal ten temperaturasy), GGT (gamma-glutamintransferaza), GLP (giperlipoproteinemiya), LP (lipoproteinnar), TsMV (tsitomegalovirus) and some others.

Thus, the scale of the phenomenon of abbreviation in the Tatar sublanguage of medicine is insignificant in comparison with English.

As it is known, the Tatar language belongs to the Turkic group of languages and it is defined as agglutinative-analytical. In many Turkic languages the formation of abbreviations is a very rare phenomenon. As the research material shows the majority of medical abbreviations existing in modern Tatar language is borrowed (mainly from the Russian language), i.e. the abbreviation created on the basis of its own lexical material is an unproductive way of term formation. This partly explains the small number of Tatar medical abbreviations and consequently, a few studies on the abbreviation in the Tatar language in general and their complete absence in the Tatar sublanguage of medicine, in particular.

It is appropriate to mention the observation of L.K. Kondratyukova that "Terminology is characterized by descriptiveness at the initial stage of its development, but as it develops there arises a tendency to compression, which causes the appearance of various acronyms and abbreviations" [10, p. 39].

Thus, the abbreviation in English is more productive than in the Tatar language. As F.A. Ganiev points out "The formation of abbreviations is basically a regulated process, therefore, all its main aspects of development can be operated. And there are no principal barriers to forming abbreviations based on your own lexical material in the Tatar language" [11, p. 42].

As for the semantic features of the abbreviations under study, most of terms are abbreviations, represented in one of the languages by the abbreviation term, and in another language by corresponding term-collocation: URI (upper respiratory tract infection) – oske sulysh yullary infektsiyase, PS (pulmonic stenosis) – upke keusesse klapany stenozy, IDDM (insulin dependent diabetes mellitus) – olkenner diabety, ALL (acute lymphoblastic leukemia) – ute kochle limfoleykoz, MI (myocardial infarction) – miokard infarkty, ARF (acute renal failure) – boer zhitkeleksezlege, CAD (coronary artery disease) – yorek ishemiyase, DM (diabetes mellitus) – shiker diabety, etc.

### Results

Abbreviation is an effective means of reducing complicated terms in English, since the main function of abbreviated terms is the lean principle of a complex scientific concept. The most productive ways of forming contractions can be considered initial ones. Among the selected acronyms in the English language the predominant type of abbreviation is alphabetic abbreviations. It is represented in the analyzed languages in three types: two-letter, three-letter and four-letter abbreviations.

Analyzing the material of Tatar medical terminology, it was possible to reveal only a small number of abbreviations. As the research material shows the majority of medical abbreviations existing in modern Tatar language is borrowed (mainly from the Russian language), i.e. the abbreviation created on the basis of your own lexical material is an unproductive way of term formation.

Most of terms are abbreviations represented in one of the languages by the abbreviation term and in another language by corresponding term-collocation.

The material of the study shows that the tendency to abbreviation of nosological terms is most productive in English, which can be explained by historically developed tendency of the English language to save language means, manifested in loss of flexions, preferential use of single or disyllabic words, abbreviated grammatical forms.

### Conclusion

Despite the fact that scientists call abbreviation as the latest mode of term formation, this method undoubtedly acquires more and more productivity. Abbreviation is an effective means of reducing complicated terms, since the main function of abbreviated terms is the lean principle of a complex scientific concept.

### Acknowledgement

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## An Information Approach To The Linguistic Analysis of Terms In The Field "Nosology" In The Russian Language

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### Abstract

The given article is devoted to the linguistic analysis of terminology in the field "Nosology" by means of an information approach. Within the information approach the term is considered as the carrier of information about a special concept.

The analysis of theoretical and supporting data comprises the usage of such methods as continuous sampling method; inductive-deductive method; elements of component analysis; method of etymological analysis.

Being units of both general and professional-scientific knowledge, terms accumulate linguistic and special information. It becomes obvious on creating terms by means of differentiation the basic meanings of commonly used words.

On the basis of the summarizing motivational characteristics of the names of diseases, the authors single out six groups of nominations of the field "Nosology" in the Russian language and come to the conclusion that generally accepted categorical opposition of special terminological and general literary vocabulary is not entirely justified because these sectors of vocabulary are characterized by a certain correlation of their elements.

Analyzing the productive terminology elements in medical terms in the field "Nosology", the authors come to the conclusion that terminological information, which is encoded with the help of specific terminological elements, is invariant information that determines corresponding word-term to the open term-formation series.

**Key words:** medical terminology, nosology, information approach, inner form of the word, motivation of the term, terminological element, terminological nomination.

### Introduction

Russian and foreign scholars pay great attention to the problems of studying the language of science, which is associated with the extension of scientific and technological progress, an increase in the cumulative volume of special knowledge, activation of the process of interethnic and intercultural cooperation [1, p. 188].

A great contribution to the development of various problems of terminology was made by the works of the founders of the terminology: E. Wooster, E.K. Drezen, D.S. Lotte, G.O. Vinokur, A.A. Reformatskiy and their followers, and modern terminologists: V.V. Vinogradov, V.P. Danilenko, K.Ya. Averbukh, M.N. Volodina, A.S. Gerda, S.V. Grinev, V.M. Leichik, R.G. Piotrovsky, A.V. Supernanskaya and others.

A rich fund of scientific works on terminology problems have been accumulated in world linguistics. There should also be noted the works of the following linguists: S. Borg, B.W. Brown, M.T. Cabre, F.W. Edmondson, W.E. Flood, S. Halverson, J.N. Hough, D. Meyer, A. Rey, S.R. Sehon, H. Walter, etc.

The given study, being in one rank with general problems of studying various terminologies, peculiarities of methods of nomination and interaction of terms with common literary vocabulary, is aimed at studying Russian medical terms of the field "Nosology" by means of an information approach. As part of the information approach, the term is regarded as the carrier of information about a special concept. Updating information contained in the term, a person not only uses it for specific purposes, but also interprets and enhances efficiency of it.

Being the linguistic expression of special concepts, terms represent special knowledge needed in the process of professional and scientific communication [2, p. 24]. As carriers of special knowledge and



intermediaries in special communication, terms are also an important means of storing and transforming terminological information. In accordance with it, terminology can be considered as a kind of storage of professional and scientific information.

Based on the importance of information for humanity, A.V. Sokolov identifies an information approach, the product of which is information which is an artificially created mental construct. At the same time the author notes that the information approach is primary. This is the methodological principle of scientific knowledge, consisting in the examination of objects of study in terms of the category of information [3].

It is not by chance that new terms are formed on the basis of words (or words stem) available in one or another language [4, p. 38]. The information contained in the meaning of common word must somehow coincide with the properties of terminated notions.

### Research Methodology

The analysis of theoretical and supporting data comprise the usage of such methods as continuous sampling method (selection of factual data); inductive-deductive method (making sense and integration of theoretical information and observation); elements of component analysis (when studying the semantic structure of medical terms); method of etymological analysis (when studying the origin of medical terms).

The linguistic description of terminological units was carried out by means of an information approach, which consists in examining the objects of study in terms of the category of information.

### Study Results And Their Discussion

The inner form of the term that uses semantic or morphological information can fix an essential sign of terminated notion which delivers necessary terminological information. Therefore, it is difficult to overestimate the role of inner form in the process of terminological nomination. The "transparent" inner form of the term often gives its technical interpretation.

Being the units of common and professional scientific knowledge, such terms accumulate linguistic and special information. This is obvious when creating terms by basic meanings of common words [5, p. 405]. For example, the name of the disease "kor" (measles) is explained by skin flaking which is very similar to the bark (kora → kor); the name of the disease "lishaj" (tinea) is formed by terminational manner of derivation from "liho" in the meaning of "bad, evil" (liho → lishaj); the name of the disease "ospa" (smallpox) is derived from "osypat", because it is characterized by enanthesis (osypat'/syp' → ospa); the name "izzhoga" (heartburn) is derived from "izzhech", because a person has a burning sensation behind the sternum (izzhech' → izzhoga); "vetryanka" (chickenpox) is a disease passed by wind, by air (veter → vetryanka); the name of the disease "zheltuha" (icterus) comes from the adjective "zheltyj", because during this disease the skin of a person acquires a yellowish tinge (zheltyj → zheltuha); the name of the disease "krasnuha" (measles) originated from the adjective "krasnyj" because of rashes on the human body (krasnyj → krasnuha); the name "malokrovie" is formed with the words "malo" and "krov" and means a decrease in the amount of hemoglobin in the blood (malo + krov' → malokrovie); transparent inner form of the disease "kosoglazie" (strabismus) (kosoj+glaz → kosoglazie); the name of the disease "svinka" (mumps) originated from "svin'ya", because of the strongly swollen behind-the-ear lymph nodes the face looks like a pig's snout, etc.

Thus, the inner form of term gives an additional source of information about the history of its creation.

By generalizing motivational characteristics of the names of diseases, it was possible to identify the following groups of nominations:

1. Names based on expressing a sense of pain in general. They consist of the name of an anatomical organ and the word “*bolezn*” / “*zabolevanie*”: *bolezn' legkih, bolezn' serdca, zabolevanie dyhatel'nyh putej, bolezn' glaza, bolezn' pishchevoda, bolezn' kozhi*, etc. These names are generic names of diseases.
2. Names based on specifying the pain: *ostraya serdechnaya nedostatochnost', kolyushchaya bol' v serdce, mercatel' naya aritmiya*. These names are specific names of diseases.
3. Names, reflecting the characteristic changes in color or color in the diseased organ or on the skin of the disease: *zheltaya lihoradka, belokrovie, zolotuha, belaya goryachka*, etc.
4. Names based on certain physical changes that occur during the course of illness: *vzdutie zhivota, stolbnyak, sypuha, sindrom podrezannogo zhivota, rasshirenie zheludka*, etc.
5. Names based on metaphorical meanings: *zayach'ya guba, verblyuzh'e bryuhu (bolezn' pecheni), volch'ya past', krapionica*, etc.
6. Names of diseases according to the principle of correlating the anatomical organ to a certain type of physical condition: *rak pishchevoda, varikoznoe rasshirenie ven, opuhol' gortani vozdušnaya, nervnaya slabost'*, etc.

It should be noted that terms with a transparent inner form, compared with the number of borrowed terms or having in their composition Greek or Latin terminology element, are presented in a much smaller volume. But they are included in the composition of common literary language as they are known to a wide range of native speakers and are not limited to special or professional vocabulary. It is demonstrated by the fact that there are no impassable borders between common and terminological vocabulary: the latter has an outlet into common usage, and common words can be used in the role of naming special concepts. Hence, the categorical opposition of special terminological and national vocabulary is not entirely justified for the reason that these layers of vocabulary are characterized by a certain interconnectedness of their elements.

The term formation elements of Latin and Greek origin are included in the structure of many terms of modern science [6, p. 45]. According to one of Lotte's definitions, “Self-significant terminological elements are recognizable root bases and affixes” [7, p. 63]. The usage of specialized term-forming morphemes in the process of terminological nomination is explained by the necessity to build informative motivated terms with predictable semantics.

The main criterion for choosing a particular terminology is its meaning in the terminology system of a particular language [8, p. 107]. For example, the prefix “*a- / an-*” (Greek: *a- / an-*) means “absence”: *anemiya* (Greek: “*gemma*” – blood) – a reduction of quality of red blood cells; *aritmiya* (Greek: “*rhythm*” – rhythm) – lack of rhythm; *asteniya* (Greek: “*stenos*” – strength) – an abnormal loss of strength, etc.

The prefix “*dis-*” (Greek: *dys-*) in the names of diseases means “disorder”, indicates a difficulty in the functioning of an organ: *distrofiya* (Greek: “*trophy*” – nutrition) – dysnutrition; *distoniya* (Latin: “*tonos*” – tone/tonus) – absence of vascular tone; *dizenteriya* (Greek: “*enteron*” – gut) – an intestinal upset, etc.

The root morpheme “*alg*” (Greek: *algos* – pain) functions with the meaning “pain” in the structure of terms: *gastralgiya* (Greek: “*gastric*” – stomach) – pain in the stomach; *neuralgiya* (Greek: “*neuron*” – nerve) – a painful condition of nerves; *mialgiya* (Greek: “*mios*” – muscle) – pain in muscles, etc.

The Greek terminological element “*-it*”, usually found at the end of terms, indicates an inflammatory disease: *artrit* (Greek: “*arthron*” – joint) – inflammatory joint disease; *gastrit* (Greek: “*gastric*” – stomach) – an inflammatory disease of stomach mucosa; *dermatit* (Greek: “*dermis*” – skin) – inflammatory skin disease, etc.

The names of tumorous diseases usually end with “-oma”: *nefroma* (Greek: “nephros” – kidney) – a kidney tumor; *angioma* (Greek: “angion” – vessel) – tumor of vessels; *mioma* – a tumor of muscular tissue, etc.

The flection “-pathy” (Greek: “pathos” – suffering) denotes diseases of any organ or system: *artropatiya* – the common name for joint diseases; *nefropatiya* – kidney disease; *psihopatiya* – anomaly of character, etc.

The terminological element “phobos” (Greek: phobos – fear, phobia) is included in a large group describing diseases caused by fear of something: *jatrofobia* – fear of doctors; *radiofobia* – fear of radiation; *anemofobia* – fear of the wind; *gidrofobia* – fear of water; *heliofobia* – fear of the sun; *claustrofobia* – fear of closed spaces, etc.

The prefix “hyper-” (Latin: hyper – higher) means an abnormal increase in the function of an organ, the prefix “hypo-” (Latin: hypo – lower), on the contrary, means an abnormal decrease in function: *giperesteziya* – increased sensitivity; *gipotrofiya* – undernutrition, etc.

The following conclusion can be drawn on the analysis: terminological information that is encoded by specific terminology elements is invariant information that determines corresponding word-term to the open term-formation series.

### Results

The article is devoted to the linguistic analysis of terms in the field “Nosology” by means of an information approach. Terms and terms-collocations selected from single dictionaries, explanatory dictionaries, and medical Russian encyclopedias serve as the subject matter of analysis. In the course of the study there were analyzed about 1000 medical terms of the field “Nosology” in the Russian language.

The authors came to the conclusion that the inner form of the term is an additional source of information about the history of its creation.

By generalizing motivational characteristics of the names of diseases, the following groups of nominations could be singled out: 1) names based on expressing a sense of pain in general; 2) names based on specifying the pain; 3) names, reflecting the characteristic changes in color or color in the diseased organ or on the skin; 4) names based on certain physical changes that occur during the course of illness; 5) names based on metaphorical meanings; 6) the names of diseases according to the principle of correlating the anatomical organ to a certain type of physical condition.

The active creation of terms from classical terminological elements led to a conscious influence on terminology: medical terms have a high degree of motivation and they are semantically transparent. The main criterion for choosing a particular terminology is its meaning in the terminology system of a particular language.

### Conclusion

The information contained in the term can provide facts about realities, sources of their appearance, contacts of native speakers with other people, the level of culture development. It gives the possibility for obtaining cultural information that helps to restore many socio-historical events and to present the process of acquiring professional scientific knowledge in general.

Second coding of corresponding terminological information occurs in the process of term creation [9, p. 123]. Information condensed in the term is regarded as a special knowledge that is fixed in the conceptual representation of native speakers and is introduced into linguistic consciousness.

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## Modern Mobile And Information Communication Technologies In Teaching University Students

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### Abstract

In the article modern mobile and information and communication technologies (ICT) and their usage in teaching different subjects in higher education in general and, in particular, in the study of a foreign language are described. The purpose of this article is giving practical recommendations of improving the efficiency of foreign language teaching using ICT. The authors give their own definition to the concept "mobile education", describe a list of the most effective mobile technologies and ICT used in foreign language teaching (e-mail, blog- and wiki-technologies, podcasts, web-forum, electronic dictionaries, informational and reference internet-resources, means of video internet communications, etc.), oriented on the development of foreign language communicative competence of university students. The inclusion of ICT in the process of teaching a foreign language positively influences achievement of the education modernization main goal – the creation of high quality of education, promoting the harmonious development of the individual, capable of a comfortable existence in the information space, possessing knowledge in the "information culture" field that corresponds to the social demands of humanity in the era of digitalization.

**Key words:** mobile technologies, information and communication technologies, university students, communicative competence.

### 1.Introduction

The present stage of Russia's development in the context of political, economic and sociocultural changes has shown that there is the need to improve the quality and availability of education, increase the academic mobility and integration into the world's community.

The process of intensive introduction of new information and communication technologies (ICT) in education creates new original forms of foreign language teaching. There are different approaches to the definition of ICT concept. In the scientific literature the following terminology can be found: "mobile learning", "IT training", "computer-based training technology", "new information technologies in education" or "NIT education", "multimedia educational technology", etc. [1,2].

Information and communication technologies is the complex of objects, actions and rules related to the preparation, processing and delivery of information in personal, mass and industrial communication. The main means of ICT for the information environment of any education system is a personal computer, the capabilities of which are determined by the installed software.

The main purpose of innovation in education is the development of the teacher's skills to motivate student's actions, independently navigate the received information, form creative thinking using the latest achievements of science and technology [3]. Technology becomes the main characteristic of the teacher's activity today and means the transition to a higher level of organization of the educational process.

Knowledge and skills become priority values in human life in the information society, including in international context. In this regard increasing need for the formation of communicative competence in a foreign language causes the importance of modernizing the teaching of foreign languages for university students.

Mobile learning is realized through mobile technologies – mobile means of interaction between people. As far as the teaching of foreign languages is concerned, the following mobile technologies can be effectively used: e-mail service, blog and wiki technologies, podcasts, electronic dictionaries, tools of synchronous video internet communication, navigators, etc. all of which have didactic properties, didactic and methodical features [4].

Traditionally, teaching a foreign language for university students was focused on reading, understanding and translating special texts, as well as studying the features of scientific style syntax, which was determined by the curriculum in accordance with the educational standard. Modern methods of foreign languages teaching are based on communicative approach and include the use of various Internet technologies that contribute to the educational process of democracy, openness, mobility.

Currently, the process of language training for university students takes different forms and scales [5]. Changes in the process of learning English occur in many leading Russian technical universities. Innovations relate to a variety of aspects of the learning process, starting with the change of the organization of space in classrooms, equipping classrooms with modern technical means and ending with the testing of new educational technologies in practical classes and during self-training of students using a large number of online components and online resources.

Mixed learning technology (or blended learning) is becoming the most popular in the study of a foreign language, because on the one hand, it allows to organize the most productive time of the teacher and the individual student, and on the other hand, makes the process of learning interesting and accessible [6].

Mixed learning involves the use of mobile technologies and ICT in the educational process. It can be defined as the union of strict formal means of education (classroom work, study of the material of the language course) with informal (discussion of the most important aspects of the educational material through e-mail and Internet conferences). On the other hand, it is a combination of different forms of the learning process organization and methods of presenting material (full-time face-to-face form, electronic and online learning, independent self-study learning) using teaching knowledge management [7].

In a mixed learning environment, the teacher needs to effectively manage the blend (a combination of classroom and extracurricular work of the student), stimulate independent and group work of students, create online support for students. Students, in turn, need to formulate the ultimate goal of learning, define their own style of learning, develop their own individual plan of action. The teacher and students work together, thus, the learning process is based on an independent, useful, effective and development-oriented approach [8].

## 2. Methods

Methodological functions, referred to the foreign language teaching, are the methodical opportunities of these technologies in development of speech abilities, language skills, and also formation of socio-cultural and intercultural competences of students [9]. Effective educational process depends on a number of factors, the most important of which is how the course structure and the content are presented. Modern foreign specialists in the field of education use the term “pedagogical design” to indicate the methods, principles and approaches to registration, structuring and filling of the educational course on the ICT base.

Due to the rapid development of mobile technologies and ICT, the attention to the problem of methodological support of this learning format (e-learning) is growing. At the same time, it becomes important to pay attention to the teaching methods, and to the systematization of the learning process.

The traditional method of foreign language teaching is communicative. The course of a foreign language, supported by ICT base [10,11], is the most effective way of forming foreign language communicative

competence of university students. At the same time, the most common options for the usage of ICT in education are the usage of a number of ICT tools based on different platforms or the use of a single training platform that allows to integrate a number of ICT applications on its basis.

It should be noted that general teaching methods organically include the use of ICT. The following methods are the most effective:

- method of transferring new knowledge. This model is based on digital educational resources of the Internet, which facilitate mass access to educational materials. The disadvantage of this method is that the student is a passive recipient of information;
- method of forming skills and abilities. Use of ICT allows to create repeatedly used fund of educational and methodical resources, practice regularly feedback that increases degree of mastering the necessary material. The systematic application of this method fully reveals the potential of ICT, changing the role of the teacher. Limitations of this method may consist in insufficient information competence of the teacher;
- method of forming new knowledge is based on the experience of using ICT of the above models. Due to this method, students should independently build a strategy for solving educational problems, critically evaluate information, analyze approaches to solving the given problems. The role of teacher is to support the educational process. This model significantly increases the responsibility of teacher to achieve the results of the learning material. This method involves high motivation, critical thinking, effective interaction of students. Motivational factors such as the ability to learn continuously, responsibility, commitment are important tools for acquiring knowledge. The disadvantages of this method are the high requirements for information and communication culture of the teaching staff.

### 3.Results

The priority task of teaching a foreign language for university students is the formation of students' communicative competence to solve professional problems by means of the studied language [12,13]. The use of ICT in the process of learning a foreign language has the following advantages: the attractiveness, interactivity of educational materials that promote interest; the ability to adapt the educational process to the needs of each student. An integral part of the educational process is the use of the world wide web to communicate with native speakers of the studied language, exchange information, watch movies and broadcasts in a foreign language, including online. ICT provide a high informative capacity of the material, increase the students' motivation, stimulate their cognitive activity, allow to solve many didactic problems, such as:

- formation of skills and abilities of all types of speech activity;
- enrichment of active and passive vocabulary of students;
- formation of socio-cultural and intercultural competencies of students;
- simulation of the language environment.

A wide range of e-learning tools and virtually unlimited possibilities, which they provide in teaching foreign languages for the university students, can be grouped in the most popular educational services:

- hypertext, which creates a system of cross-references in text array of information;
- media that allows to record and transmit audio and video files. As an example, it is worth mentioning podcasts that help the teacher of a foreign language to develop listening skills of students;
- hypermedia gives the opportunity to combine hypertext, creating cross-reference system, and multimedia;

- wiki technology is used to create web sites content. The wiki environment provides the possibility of a permanent site content editing, adding files of any type to audio and video resources. The popularity of the wiki-products makes the ICT experts talking about the so-called virtual space as one of the latest trends in the development of modern software tools training;
- electronic library, dictionaries are used in training professionally oriented vocabulary and professionally oriented reading for university students;
- telecommunication technology provides the ability to participate in the dialogue through audio and video conferences.

Multimedia technologies increase students' interest in independent work. Multimedia system of e-learning or learning management system is created for these purposes, in which both students and teachers have the opportunity to effectively move forward to cognitive goals. These systems are characterized by a high level of interactivity, contain a huge number of individual and group tasks and operate in real time. The operation of these systems is provided by the so-called "electronic platforms" (or online platforms), with the help of which one can create the environment and conditions for active learning.

Among the tools of the "electronic platform", necessary for individual and group work in the field of teaching foreign languages, are the following: chat (it is a form of group communication on the Internet in real time); blog (that is an Internet diary, the main content of which is regularly added in posts, containing text, videos or images); forum (it is a set of sections for exchange of certain topics in a virtual form); wiki (it is an Internet site which structure and content users can modify on their own, using the tools provided by the site itself).

The use of electronic tools gives students the opportunity to choose their own learning pathways in learning a foreign language (the student works with ICT at a convenient time, in a convenient place and with the ability to repeat the material the number of times that he/she needs, as well as selecting the right content) and the ability to control their own cognitive processes in the organization of work in extracurricular time. On the other hand, the usage of ICT increases the level of students' motivation in learning a foreign language.

#### 4. Discussion

Russian and foreign teachers identify five main areas of ICT usage in the educational process of foreign language teaching:

##### 1. Use the ready-made multimedia products and computer training systems.

This direction is the most widespread in the sphere of teaching foreign languages by means of ICT. There is a huge number of computer programs for learning a foreign language. Each of them consists of ready-made computer training courses with a huge number of exercises to consolidate the study of phonetic, grammatical and lexical materials. Educational material in such training programs often includes two parts: theoretical and practical, and the training itself is based on interactive exercises on various aspects of a foreign language. Computer training programs are recommended for use at all stages. But, unfortunately, the result of the analysis of existing software products was their practical ineffectiveness, as the main types of exercises in the programs are the choice of the correct answer and filling in the gaps.

##### 2. Create own multimedia and training programs.

The computer gives us the opportunity to store and use a large amount of educational information: various texts, exercises, audio and multimedia information. In addition, it can be supplemented, modified or presented in a new form. However, to take full advantage of all these advantages, you need to create your own training computer program. All components of the computer training program must meet the



goals of teaching a foreign language. The program should contain the main parts: information section (presented in the form of thematic text), assignments section and exercises (to work out the studied material), reference section (to provide assistance in working with the program, as well as a variety of dictionaries and reference books).

### **3. Create your own multimedia presentations.**

Often teachers complain that it is very difficult to pick up the necessary visual material for the lesson. To solve this problem, teachers themselves create presentations on the relevant topic, including all necessary material in them. Classroom presentations is a very effective way to have a positive impact on students. Creating tables, animations, embedding text information, video and audio – all this, and more, can be placed in a presentation.

### **4. Use the ICT in extra-curricular activities.**

Today ICTs are being introduced not only in the traditional classroom, but used in the conduct of extracurricular students' work. When working on educational projects, students resort to various information resources: electronic encyclopaedias, Internet search engines. Students work with text and graphics editors to process and collect the information, and often present the results of their work through presentations, photos or videos.

### **5. Use the Internet resources.**

There are many online educational programs for learning a foreign language. The Internet allows students to take part in all-Russian and international competitions in a foreign language [13].

Usage of ICT in education improves the motivation for self-learning of the learner, formation of personality through the development of the ability to education, self-education, self-actualization, self-realization.

### **5. Conclusions**

The use of ICT in education helps students to develop the ability to independently plan and organize, evaluate and adjust their educational activities, focusing on the result. Students learn to make decisions, choices and take responsibility for them, develop skills and abilities to work in the information space, search, select and analyze information, present the result using various modern technologies, thus, forming the necessary necessary vocabulary, speech skills and socio-cultural competencies.

In addition,, it is equally important for the student to acquire skills and abilities that promote self-education and self-improvement. At the same time, the choice of certain educational strategies largely depends on the individual characteristics of students, primarily cognitive style of teaching.

Of course, when introducing innovative methods and technologies in teaching a foreign language, it is necessary to evaluate the effectiveness of implemented innovations on the educational process quality, since innovations require critical approach and comprehensive analysis.

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## Capabilities of Techno-R Technology In The Improvement of Education Quality In The Field of Teaching Foreign Languages

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### Abstract

The article considers the capabilities of corrective technology Techno-R in the improvement of quality of education, namely in the field of teaching foreign languages, in the process of development of communicative competence of students. Techno-R technology is developed at Kazan Federal University, on the basis of experimental studies at school and university, on the example of the French language. The article presents the scientific substantiation of technology, its thematic and procedural structure. The authors emphasize the humanistic nature of technology, since the methodology of work provides for a creation of technological sequence of pedagogical actions, strictly in accordance with the goal, and with a guarantee of results achievement by each student. This allows foreign language learners to develop their self-confidence, to increase their motivation in mastering a foreign language, and to achieve the necessary results. The authors described diagnostic procedures, which contain criteria and tools for assessment the results of experimental activity, on the example of teaching speaking (expression orale) as a type of speech activity. The parameters for comparing the results before and after the experiment are expressed in the numerical assessment of quality of foreign language speech. They are calculated using the Student's T-test. The result is  $T > 2$ . This indicates the validity of obtained results, and the effectiveness of Techno-R technology in the improvement of education quality.

**Keywords:** technology, training, competence, experiment, foreign languages, quality of education.

### 1. Introduction

Against the background of global computerization and informational capabilities of mass media, various technologies have appeared in the world educational space for teaching knowledge, skills and abilities, and later - competencies. There are many information and communication technologies in the form of Internet technologies and computer-based learning programs. The purpose of this article does not include a detailed analysis of existed technologies, however, we briefly outline their main points, in order to show the place of Techno-R, developed by us, in the niche of pedagogical technologies. This refers to Web-quest technology, TED-technology, Web 2.0 technology, project technology, the kind of which is digital storytelling [Dodge B., 2018; Markey D., 2015; Lamb A., 2004; March T., 2017; November A., 2008]. To use these technologies in the educational process, a sufficient level of students' communicative competence is needed. The purpose of Techno-R technology, developed by us, is to ensure this level as in the form of phonetic, grammatical, lexical and spelling skills, as in the form of speaking (expression orale), listening (compréhension orale), reading (compréhension écrite) and writing (expression écrite). It should be noted, that gaming technologies, designed for mastering of speech skills and abilities; test technologies, as a means of controlling the level of learning; modular technologies, designed for the organization and implementation of educational process, are successfully combined with Techno-R technology, without any conflicts.

In order to present the capabilities of Techno-R technology in improving the quality of education in the field of foreign languages, it is necessary to state the characteristics of this technology, its methodological basis, the content and procedural components. We have published materials on Techno-R technology and experimental work on its base. [Vassilieva V., Kuzmina E. 2017; Kuzmina E., Vassilieva V., Valeeva A. 2018; Vassilieva et al.2017; March T., 2017; November A., 2008].

The name of technology - the abbreviation "Techno-R" means the way, leading to the desired result, i.e. "Techno" - means "Technology", "R" - "Result". The methodological basis of technology is the theory of transference, the theory of internalization of mental actions of P.Ya. Galperin, and the theory of methods of cognitive and practical activities of Kazan didactic school [Vassilieva, 2016].

In terms of content, the structure of technology consists of eight blocks, aimed at the formation of communicative competence of students. The structure of language competence includes such blocks as vocabulary, grammar, phonetics, and spelling. Speech competence is represented by speaking, listening, reading and writing. All these blocks have the potential ability to form sociocultural competence, which, like linguistic and speech, is a part of communicative competence.

The procedural side of Techno-R technology is described by us in previous articles [Vassilieva V., Kuzmina E. 2017; Kuzmina E., Vassilieva V., Valeeva A. 2018; Vassilieva et al. 2017]. However, we believe that it is necessary to show the connection of methodological basis of the technology with the procedural stages. So, Techno-R technology includes:

- setting the learning task;
- organization of indicative basis for the fulfilment of task;
- training of the task fulfilment;
- fulfilment of tasks for transferring of speech skills and abilities to new conditions;
- control actions;
- assessment of the level of formed competence.

At the stage of setting the learning task, background assumptions are needed to transfer speech skills and abilities to new conditions, to other situations. The indicative basis of speech actions in Techno-R technology is based on generalizations, which allow to make the transfer for the solution of new problems. We organize an indicative basis for speech actions, according to three types of training, selected by P.Ya. Galperin [Galperin, 2003].

The most effective type of training is the third, which differs from the first and second types by the developing effect. Although the first and second types are sometimes applicable, depending on the object of mastering, for example, grammatical forms, phonetic phenomena. When performing creative tasks, the third type of training opens the possibilities for independent knowledge and development of cognitive interest in students.

The stages of training and performing of control tasks provides for the multi-level formation of trainees' speech independence, namely the formation of the ability to copy, reproductive-creative, and constructive-creative speech independence. The level depends on the nature of the phenomenon under study. For example, when mastering the phonetic phenomena of a foreign language, training takes place at the level of copying independence, and training of motivated speech act - at the level of reproductive-creative, and constructive-creative independence.

It should be noted, that the scientific theories, adopted by us as a methodological basis, complement each other and help to organize the educational process on a scientific basis. Before outlining the research methods, we note the peculiarities of the use of Techno-R technology in the field of teaching foreign languages:

- generalizability of the tasks;
- transfer of formed skills and abilities for the solution of new educational tasks, on the basis of generalized approach;

- level approach to the formation of speech independence, adequate to the object of mastering.

It is necessary to emphasize the corrective character of Techno-R technology. It is useful for improvement the quality of education, namely for the achievement of the main goal of learning in the field of foreign languages - the formation of communicative competence.

## 2. Methods

In our studies, the methods of mass survey are used to establish pedagogical facts. The methods of mathematical statistics are applied to determine the validity of experimentally obtained data. They play supplementary role. The experiment is the main method of the research of technology, developed by us. In this article, we describe the experiment for the block "Speaking", which is a part of the formation of students' speech competence. We created a special group, consisted of 20 people. We also developed experimental material on the topic "Sport", defined the parameters for evaluation of statements in numerical interpretation, and chose the method of mathematical statistics "Student's T-test". The students of the Institute of Philology and Intercultural Communication of Kazan Federal University, studying French as a second foreign language, took part in the experiment. The students were offered to speak on the topic "Sport", which they had studied earlier. The control test was made, based on the established parameters: the total number of used phrases, the number of mistakes (phonetic, lexical, grammatical, gross, light), such criteria as consistency of utterance, lexical richness, semantic completeness were presented with grade points within ten units.

The students, participating in the experiment, had the following educational task: to learn to talk about sports as an important phenomenon, necessary for people's health; about kinds of sports, which are practiced in the family, institution, country, world.

According to the set educational task, the indicative basis of speech activity was prepared. It consisted of generalized speech patterns, and allowed to perform any speech task, related to this topic.

The generalized outline of the statements is the following:

- Le sport occupe une place importante dans la vie des hommes (dans notre vie, dans tous les pays, partout...);
- On dit "pour être fort, il faut faire du sport". Je suis d'accord. Quant à moi, j'aime beaucoup le sport (quant à notre famille, nous aimons le sport, mes amis sont sportifs...);
- Je pratique la natation (le cyclisme, la voile, l'aviron, la course, le hockey sur gazon... Ma mère, mon ami pratique...);
- En hiver mes amis font du ski (du patinage, du hickey sur glace...);
- En été on fait du cyclisme, de la course, du surf...;
- Dans notre pays les jeunes filles préfèrent l'aérobic (le patinage artistique, la gymnastique...);
- Les garçons aiment le judo, la musculation (la boxe, le football, le basketball...);
- Dans notre pays on aime le football et le hockey sur glace;
- Dans notre ville il y a des stades (des palais du sport, des piscines, des patinoires...);
- Il existe le sport professionnel et le sport amateur. Dans notre ville il y a des équipes de football (de volleyball, de hockey...);
- Je peux parler du championnat du monde de football de 2018 qui s'est tenu en Russie...;
- Dans notre famille tous aiment le sport (mes soeurs, mes cousins...);

- Quand ma grand-mère était jeune, elle pratiquait le sport. Elle aimait surtout...;
- Maintenant ma grand-mère aime le sport, mais assise devant la télé, en fauteuil, en pantoufles regardant les compétitions sportives... (Ma tante, mon oncle...);
- Parmi les événements sportifs le plus importants il faut citer...;
- Je peux tirer la conclusion; pour être en bonne forme nous devons pratiquer le sport.

At the next stage, training session was organized for the fulfilment of the task: students prepared statements about themselves, their family, and friends on the topic "Sport", and expressed their attitude towards sports.

At the control stage, the students were asked to give an interview to a journalist about sports in your city.

During the control test, from 20 to 37 phrases were recorded in the statements of students.

It should be emphasized, that in the statements, as in the previous experiment on the topic "Self-portrait", there were the elements of "super learning", new vocabulary, independent construction of a statement.

According to the procedural side of Techno-R technology, in addition to the teacher's assessment, each student evaluates himself.

### 3. Results And Discussion

To determine the significance of experimentally obtained data, based on numerical values of speech quality, we used the formula of "Student's t-test":

$$t = \frac{M_1 - M_2}{\sqrt{m_1^2 + m_2^2}}$$

where  $M_1$  and  $M_2$  are the compared average values of the parameters,  $m_1$  and  $m_2$  are their average errors [Grabar, 2007].

If the calculated value of  $T$  is less than 2 ( $<2$ ), then the value between the average values is considered as random, statistically insignificant. At  $T > 2$ , this difference remains significant.

In this experiment,  $T = 5.57$ , that indicates the validity of the data obtained.

As noted earlier, Techno-R technology does not conflict with other existing technologies, and occupies a certain niche in the educational process.

It is designed to improve the quality of education in the field of teaching foreign languages, namely in the formation of communicative competence of the students. It can be applied as in the natural process of teaching foreign languages, when the level of competence does not meet the requirements, as in the individual work with students.

### 4. Summary

Techno-R technology is based on humanistic paradigm. It gives confidence to the trainees in their abilities, and prompts to achieve the desired results in training.

It successfully combines with information technologies, projects, gaming and evaluation technologies.

All experimental studies were conducted on the example of the French language. We have obtained the results for teaching of vocabulary, grammar, and spelling in French; for teaching speaking and writing, as productive types of speech activity. These studies indicate the effectiveness of Techno-R technology for the above blocks.

We will investigate the application of Techno-R technology in the field of French phonetics, and in the field of training the receptive types of speech activity - listening and reading.

We carried out the experimental studies on the formation of language competence, on the example of learning Latin. They confirmed the effectiveness of Techno-R technology [Kuzmina E., Vassilieva V., Valeeva A. 2018].

At present, there is the intention to carry out experimental studies of Techno-R technology application, based on English and German.

At the moment, we can't make the conclusion on the full volume of developed technology, because this is a time consuming and long process. However, we hope to complete experimental studies in the years to come, and to present statistically significant results for all languages.

## 5. Conclusions

The capabilities of Techno-R technology in the improvement of quality of education in the field of teaching foreign languages are as follows:

- 1) Techno-R technology is based on the trustful cooperation of teacher and student, and that increases motivation in learning.
- 2) The philosophical basis of Techno-R technology humanism, the scientific construction of indicative basis of speech actions according to the third type of training of P.Ya. Galperin, the formation of skills and abilities, which can be transferred, and the gradual formation of speech independence of the students ensure the development and manifestation of communicative abilities of the trainees.
- 3) Technological sequence of pedagogical actions together with the adequate educational material and in accordance with the goal allows to achieve the desired results.

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## Formation of Competency-Based Model of a Foreign Graduate of Medical University By Means of Russian as a Foreign Language

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### Abstract

The article considers the problem of formation of single competency-based model of a foreign graduate of medical university by means of the discipline "Foreign Language (Russian as a Foreign Language)", which is the condition for successful socialization of a student in Russian university. The sphere of communication is a necessary part of social space, where the person exists. There, the individual implements his professional intensions, demonstrating the formedness of communicative skills and abilities - the means, which ensure his constructive communication, showing the culture of a person as a whole. Therefore, constructive and communicative activity acquires special significance in the process of specialists training. The absence of officially approved standards leads to the uncertainty of boundaries and blurring the field of discipline application.

The analysis of current curricula and practical experience allows us to outline the ways of overcoming this problem. It is proposed to emphasize several disciplines, directly related to "Russian as a Foreign Language" (RFL), and consistently developing the competencies, provided by the Federal State Educational Standard (FSES). Mastering of various types of communication (oral and written) in the Russian language in educational and professional activities will allow a foreign student to complete all the required disciplines successfully. As a result, this will form the necessary competencies and socialize the learner in new conditions during the period of study.

An important conclusion was made about the need to change the educational paradigm from informational to semantic, in order to build a new type of education. The model, formed in this way, can be discussed, improved, tested and subsequently adopted as the basis, while implementing the 4th-generation standards.

**Keywords:** competency-based model, Russian as a Foreign Language, communicative level, interdisciplinary relations of disciplines with RFL, medical students

### 1. Introduction

With the transition of Russian higher education system to work on the ground of a competence-based approach, which meets the requirements of the Bologna Agreement [1], the language disciplines became the basic (mandatory) part of the humanitarian, socio-economic unit, according to the Federal State Educational Standard of Higher Education of the third generation. These disciplines are focused on using the potential, in order to develop the maximum possible number of competencies and personal qualities of future specialists in various fields of activity, including health care.

In order to achieve professional success, the specialist today must have a sufficiently high communicative level, so that the processes of adaptation to constantly changing working conditions take place under normal conditions; so that the use of professional information and communication with people from other cultures allow not to reduce the level of competitiveness; and the access to new knowledge and social mobility allow to increase the cost of a specialist in the labour market [2]. To achieve all of these goals, knowledge of foreign languages is required. And foreign students, studying in Russian universities, have to learn the Russian language as a foreign (RFL).

The discipline "Russian as a Foreign Language", which is the language of instruction for the citizens of foreign countries in Russian universities, is not established in the FSES HE. At present, there are no regulatory documents for the transition of university to a foreign language (as a teaching medium), in

order to develop experimental bilingual education programs, already existing in some universities. However, the project "Export of Education", announced in Russia from May 2017 to November 2021, involves the creation of a special "consortium of exporting universities", with the aim to form an attractive image of Russian education for foreign students and, accordingly, to increase the revenue from the export of educational services [ 3]. Thus, it is the time to create the models for development of competencies of foreign students of different profiles, aimed at the progress of various types of communication, effective ways of socialization and adaptation of a foreign student in the multicultural environment of Russia.

Of course, when forming the competency-based model of a graduate, it is necessary to take into account, that it must include the concept of qualification, which is able to connect future activities with the subjects and objects of labour, and it must reflect modern integrated interdisciplinary requirements for the result of education. The involvement of a foreign student in the learning process, the improvement of his communication skills for participation in professional and scientific activities can increase his interest in continuation of study in Russia at the next level (postgraduate, advanced training, multicentre researches in international scientific groups, etc.). One of the important steps on this path was the practical activity of the Department of Russian Language of Medical Faculty of Peoples' Friendship University of Russia, summarized in the scientific monograph of the head of department V.B. Kurilenko [4]. This work must certainly be continued.

Teaching and educational process in a higher education institution should be aimed at development of foreign students' skills of intercultural interaction and social mobility, manifested in the possession of a competence, defined as a "generalized characteristic, including the following components: cognitive (knowledge), operation-technological (skills, abilities, experience), as well as personal (motivational-value, emotional-volitional, ethical, social and behavioural components)" [5].

The competence, as a result of education, is an integrated product of learning, which is shown and exists in the form of activity; "it is associated with a great number of action objects, it improves together with other competences, forming professional literacy. Competence, as an action, manifests not automatically, but consciously and repeatedly; it forms professional experience" [6].

## 2. Methods

In modern pedagogical science, the content of higher education is divided into metadisciplinary field, universal in relation to the content of education, general interdisciplinary field, which is professionally oriented, and special field, corresponding to the scope of received education. Moreover, for each area of training, three levels of competence are defined on the basis of requirements, established by FSES HE: general cultural (above-professional), general professional, and professional (including special). University graduates should possess these competencies; the holistic competency-based model is built on them. RFL in a medical university organizes the process of forming of integrated belief system, prepares a cognitive basis for the medical thinking, necessary for a doctor [7]. It combines different levels of competencies. Paramount competencies are those, whose development is necessary and sufficient for different educational purposes. Segregation of the component, related to the language of instruction, from the common system is the most important task, which cannot be solved without consolidation of the efforts of RFL professionals. It is also necessary to arrange competences on the levels of mastering the language, and to define the disciplines, related to the central, developing relevant knowledge and skills.

The stated problems require their investigation on the part of general educational support of educational process. It is necessary to make a holistic linguodidactic description of medical discourse as the sociocultural environment for the formation of speech and communication skills of specialists of this area, and as the general linguistic (already psycholinguistic), taking into account the influence of bi(multi)lingualism on the process of competences development. The analysis of the material must be

carried out using the methods and methodologies of two adjacent sciences, integrating them to obtain a comprehensive pedagogical and methodical result.

### 3. Results And Discussion

In accordance with the educational standard, graduates of medical universities prepare for such professional activities as: preventive; diagnostic; therapeutic; rehabilitation; psychological and pedagogical; organizational and managerial; scientific-research. Each type includes two compulsory components, associated with the level of development of student's cognitive abilities [8, 9] and the level of his language skills. Of course, in case of teaching in the native language, both components are the parts of a single whole, but for foreign students the learning of instruction language is a forming competence, complex, holistic, multiaspectual, and which is beyond the scope of a standard GPC-2.

The main task, determining the nature of university education of foreign students in Russia, is that the Russian language is considered not only as a discipline of mastering, but also as the main element of education system, the means of professional realization of personality. The students should master the Russian language along with professional knowledge, skills, and also the system of key, general cultural competences in intellectual, civil, communicative, informational and other spheres. This requires taking into account the leading trends in the field of education, which include:

- a) the increase in the multi-cultural nature of educational activities;
- b) the ability to study throughout life in the context of both personal professional ("continuing education") and social life [10];
- c) training, oriented to labour market;
- d) training in the context of globalization and internationalization;
- e) optimal use of distance learning;
- e) open and free education.

The analysis of curricula of the bachelor's training program ("Nursing") and the specialties "General Medicine", "Paediatrics", "Dentistry", and "Pharmacy" shows, that as a result of training, the student must form **general cultural competences**: the ability to abstract thinking, analysis, synthesis (GC-1); readiness for self-development, self-realization, self-education, the use of creative potential (GC-5); readiness to work in a team, tolerantly perceive social, ethnic, confessional and cultural differences (GC-8); **general professional competences**: readiness to solve standard tasks of professional activity, using information, bibliographic resources, medical and biological terminology, information and communication technologies (GPC-1); readiness for communication in oral and written forms in Russian and foreign languages, in order to solve the tasks of professional activity (GPC-2); readiness to keep medical documentation (GPC-6); **professional competences**: readiness to instruct the patients about basic hygiene measures of a health-improving nature, teach them how to control basic physiological indicators, contributing to preservation and promotion of health, prevention of diseases (PC-15); readiness for analysis and public presentation of medical information, based on evidentiary medicine (R&D, PC-20); ability to participate in research (R&D, PC-21); readiness to participate in the introduction of new methods and techniques, aimed at the protection of human health (R&D, PC-22).

Of course, it is impossible to master such a number of competencies within one academic discipline, especially not established by the Federal State Educational Standard, so in practice RFL teachers are used GPC-2, traditional for the discipline "Foreign Language". Herewith, the requirement of educational organization for mastering other competencies remains.

The Russian language proficiency and the ability to translate medical literature [11] is a necessary competence of a modern specialist. The ability to express own thoughts properly, work with scientific information, communicate with the interlocutor, based on the norms of behaviour accepted in society, are the most important components of professional culture. Therefore, it is important to give preference to such organization of educational process, which:

- 1) orients to training, socially and personally significant for the learner, assessed by the learner himself, and aimed at improvement of personal experience and development of various kinds of competencies, understood as “generalized ways of actions, ensuring productive professional activity” [12], and manifested in the readiness of a graduate to apply knowledge, skills and experience for a full-fledged professional activity;
- 2) creates the necessary conditions for the assignment of actual cognitive-creative tasks, which require advanced verbal and cogitative abilities, related with professional activities, performed at a sufficient level.

The analysis of the current state of problem of cognitive-creative development of high school students shows, that forms and mechanisms of such development are not sufficiently designed, since they do not orient to the formation of the mode and way of thinking, adapting to the rapidly changing realities of the surrounding world. In addition, the presentation of knowledge, the verbal rendering of educational material and the reproduction of information no longer meets the requirements of modern society. As a result, the students acquire knowledge of factual material, but they are not able to form the skills of independent critical thinking, the ability to solve problems of analytical and problematic nature, to set new tasks, to determine the optimal, non-standard techniques for their performing, and to use own knowledge in practice creatively. Today, these qualities are in demand. They are the goal of competence-based orientation of modern educational standard, which ensures the improvement of student’s cognitive activity and his capabilities. Professional standards are created on the same basis.

So, the key concept of a modern university educational system is *development* as an alternative to the concept *training* [13]. It should be noted, that *development* (this entails the student’s personality) is understood as a process of natural change, transition from one state to another, from old to new, from simple to complex, from lower to higher, bringing to some degree of spiritual, mental maturity, consciousness, culture, etc.

Being, in fact, the basic discipline, RFL promotes the mastering of competences, acquired and developed when studying such important disciplines as “Professional communication”, “Doctor’s dialogue with the patient”, “Working with scientific text in the specialty”, “Scientific activity of a doctor”, “ Speech communication”, “Social aspects of language ”, etc. They include important information for the implementation of future professional activities, teach the actions, necessary for the formation of social, instrumental and profession-oriented competencies. Thus, the Russian language helps foreign students to see the interdisciplinary communication of studied disciplines, and to understand their importance for professional activities [14].

#### 4. Summary

Cardinal reconstruction of traditional systems with regard to content (integrative approach to involvement of disciplines, directly related with RFL), as well as organization of mastering the educational material, technologies and teaching methods (primarily interactive), contribute to the formation of consistently developing competencies of a graduate of medical university.

Years of experience in a foreign audience confirm that when students master Russian as the language of professional activity, competences are formed effectively, under the condition of active use of material, which should be learned, through its processing from the point of view of own experience. For this

purpose, it is necessary to teach students how to solve various types of interactive tasks independently, by means of creation the systems of actions, first simple and then more complex. Their aim should be not so much in training, but in promotion of professional development of future specialists [15]. Particular attention should be paid to the process of planning, action and evaluation of the results of work, i.e. self-control, through which students' actions become organized.

### 5. Conclusions

The Russian language skills of foreign students are the necessary step for activities at all levels of speaking and writing. It serves as a mode of expression of any thought in any situation, for the full formation of all types of competences. Such a foundation can and should become the basis for the subsequent self-education, further linguistic, speech, general cultural and professional development and improvement of specialists of any age.

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## Phraseological Units of The Siberian Tatars With The Component-Somatism Ec "Belly", Formed on The Basis Formulas of The Evil Desire

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### Abstract

The article analyzes phraseological units, formed on the basis of the formulae of evil wishes. The material for the analysis is dialectological texts collected as a result of expeditions to Tatar settlements in the Vagai district of the Tyumen region in 2017-2018.

The object of study is the secondary nomination of the formulae of evil desires. The subject of study is the phraseological units of the Siberian Tatars, formed on the basis of the formulae of malevolent wishes. The paper shows that phraseological units formed by the models "noun + verb of the optative mood" are relevant to the dialects of the Siberian Tatars → "noun + noun / -кыр / -гыр". Particular attention is paid to the semantic analysis of the linguistic units that are not described de facto in lexicographical practice.

Modern studies of territorial dialects in Tatar linguistics concern various aspects: descriptive, contrastive study with other languages, historical, areal. In our opinion, dialect phraseological units (in the Tatar language) are phraseological units that function in the speech of the indigenous population of a certain territory. The following features of a phraseological unit are attributed to the main ones: 1) two or more components; 2) fixedness; 3) reproducibility; 4) one word in a phraseological unit is always used in a figurative sense; 5) possession of the majority of phraseological units of expressive meaning.

The focus of scholars is on phraseological units in standardized language, while dialectal names remain little-studied. In addition, there is insufficient study of geographically limited phraseological units of the Tatar language. The relevance of the study of dialect phraseological units in modern conditions of "blurring" the boundaries of national dialects only increases.

The aim of our study is a linguistic-culturological analysis of phraseological units of the Siberian Tatars, formed on the basis of the formulae of malevolent wishes. On the one hand, the dialect being a natural form of language development retains the ancient foundations, interpreted in a completely unique way, on the other hand, it reflects the processes of contacting with other nations. Therefore, the study of secondary nomination in dialects proves to be relevant [Nailieva S.R., et.al 2015], [Nurullina G.M., et.al, 2015]. The scientific novelty of the work consists in attracting the field material that is demonstrated for the first time, and a detailed analysis of the semantic structure of phraseological unit.

**Keywords:** the Siberian Tatars, the formulae of malevolent wishes, phraseological unit, Tobol-Irtysh dialect, secondary nomination.

### 1.Introduction

The relevance of the study of phraseological units of the Siberian Tatars, formed on the basis of the formulas of malevolent wishes, is as follows. Firstly, this topic is poorly known. Secondly, the formulas of evil wishes are the most ancient layer of vocabulary and the basis for the formation of phraseological units. Therefore, over time, the valuable layer of vocabulary has lost and there is a need for its fixation. Thirdly, there are such phraseological units that function both in the literary language and in the dialect. This phenomenon is known to be associated with variability at the phonetic level.

In linguistics, the interest in respect with different aspects of studying phraseological units has been rising [Melikyan V., et.al 2015; Rysbayev A., Temenova G. 2018; Elsen H. 2017; Basaneže K.D. 2017, etc.]. It should be noted that the phraseology of the Tatar language has been studied at a quite high level. The study of Tatar phraseology with somatisms in a comparative plan is covered in the works by R.R.

Zamaletdinov, G.Ch. Faizullina, F.R. Sibgaeva and others. [Zamaletdinov R.R., Faizullina G.C. 2015; Sibgaeva F.R., et.al 2017]. Currently, there has been a tendency to study phraseological units in line with linguistic culturology. One of the directions of this branch of linguistics is dialect linguistic culturology. G.Ch. Faizullina studies the issues of dialect phraseological units. In his works, the scholar draws attention to the formulae of evil wish with the meaning “a person who wishes to die” (damnation), which include the lexeme *остоган* “dead body”: *остыганы цыққыр [кеше]* (corpse + emerging [person]) and *остыганы тейәлгер* (corpse + submerged) [Zamaletdinov R.R., Faizullina G.C. 2015].

There is an absence of the term “evil wish” in the lexicographic sources. A synonym for this term is the lexeme «проклятие» / “curse”, which is in the explanatory dictionary of the Russian language by S.I. Ozhegov is given in four lexico-semantic variants: 1. Official excommunication. 2. Extreme and irrevocable condemnation (elevated): *Предать отступника проклятию.* / *to curse an apostate* 3. A swear word, an expression of indignation: *Осыпая проклятиями кого-либо* / *Rip off anyone*. 4. Expresses anger, annoyance (colloquial): *Проклятие! Опять ливень хлынул!* *Damn it! Again it poured!* *Тьфу ты, проклятие! Ключи забыл!* / *Bother it, damn it! I've forgotten the keys!* [Ozhegov S.I. 1994].

In the dictionaries of the Tatar language, the word *проклятие* / *curse* is interpreted as follows: 1) *каһәр, каргыш, ләгънәт*; 2. (*bad language*) *каргау, сүгенү*; 3. В знач. межд. *каһәр сукқыры, ләгънәт төшкере* [Ganiev F.A. 1997].

According to our observations, a comparative analysis of these terms used in the explanatory dictionaries of the Tatar and Russian languages suggests that the semantics of the Russian word «проклятие» / “curse” is not equivalent to the semantics of the Tatar word «каһәр». Therefore, further on we will use the term «зложелание» / “evil wish”, which to some extent corresponds to the meaning 3 – a swear word, an expression of indignation.

## 2.Methods

The material of the study is the field notes of the Tatar folk dialects and folklore materials of the Vagai district of the Tyumen region, which we collected during the folklore-dialectological expedition in 2016-17. The materials used are lexicographical and folklore sources; dialectological and etymological dictionaries, as well as information from scientific works on the culture of Siberian Tatars.

The study of phraseological units with the somatic component *эц* “belly” is possible, thanks to such methods of scientific research as a survey of informants, descriptive-analytical, comparative, linguocultural analysis. A literary language was used in identifying a dialectal unit, the method of comparison with the definitions of.

## 3.Results And Discussion

In lexicographic sources, the lexeme *эц* / *иц* (Barabinsky dialect, Tobolsk dialect, literally: *эц*) is interpreted as “the inner part” [Tumasheva D. G. 1992]; «живот, брюхо, утроба» / “Belly, paunch, womb” [БДСТЯ 2009]; *ис* «внутренность» / “innards” [Ancient Turkic Dictionary 1969]. In the Tatar literary language, the lexemes *эц* and *қорсақ* are synonymous.

Phraseological units in the system of language have a pronounced ethnic specificity, have deep historical roots and “... as abridged cultural texts allow reconstructing archaic ideas” [Dutova T. E. 2004]. Indeed, one of the ancient echoes are phraseological units as “minimized cultural texts” – the formulas of evil wishes. Phraseological units that contain the names of parts of the human body constitute a specific class of somatic phraseology.

For all nations, the formulae of evil wishes draw condemnation, there are numerous moral prohibitions on uttering them. According to our observations, malevolent wishes are often used by women than men in speech. The researcher of the Kazakh language, G.A. Meyrmanova writes that it is forbidden for a



pregnant woman to use four-letter words, one should not say these words in the presence of children, it is impermissible to curse children. Popular ethics prohibit the use of the formulae of invectives and curses in the presence of men and women “avoiding” each other. Nevertheless, there are the formulae of malevolent wishes, wishes of death, disease, and unhappiness. Strong disappointment, injustice compel resort to this form of expression of discontent. The word-combinations were frequently used in curses, such as: “*Еки дүниеден жаксылык кормегир!*” (You cannot see happiness in the two worlds!), The words were directed to the men: “*Ерте әйелинен айырылгыр*” (Have your wife dead halfway!), but at the same time they are afraid to pronounce . < ... > Using these words, people believe that unkind wishes materialize and the object of anger can really be bad [Meyrmanova G. A. 2009].

The synonymous units *эц* and *қорсақ* “belly” mean the place to where the food goes. Phraseological units with the component *эц* belong to the middle level, which reflects the earth level, that is connected with the body of a person, the material nature of his being, his activity.

We have fixed four phraseological units with the component *эц*, that contain the formulae of the wish of evil:

*эцең йарылсын* → *эцең йарылгыр*

have your belly burst → a person who has his belly burst (literally)

*эцең шешсен* → *эцең шешгер*

have your stomach puffed up → a person who has his stomach swelling (literally)

*эцең күпсен* → *эцең күпкер*

have your stomach puffed up → a person who has his belly swelling (literally)

*эцең тишелсен* → *эцең тишелгер*

let your belly be holed → a man who has hole his belly (literally)

Pattern: noun + optative verb → noun + noun + *-кер* / *-гер* / *-қыр* / *-гыр*.

The forms derived with the help of suffixes *гыры*, *-гере*, *-кыры*, *-кере* are used to indicate bad wishes, in a rare instances, to indicate satisfaction.

It should be noted that in the Tatar literary language, phraseological units with the somatic component *эц* are formed according to a similar model. For example, *эцең бирән булгыры* – кеше хакын ашаучыны каргап әйтәм; *эцең ертылгыры* – өзлексез акырып елаган балага яратмыйча, ачуланып әйтәм. – *Елама, шулхәтле акыралармыни, эцең ертылгыры!*; *эцең чыккыры* 1. Кеше хакын басып калучыга, ашаучыга карата. 2. к. *эцең ертылгыры; эцеңә пычак кергере* – кычкырынган, кеше хакын тыгынган кешегә [Татар теленәң 1990].

Moreover, in the Bashkir language, this phenomenon is also observed – the formation of phraseological units on the basis of the formulas of wishes of evil, which may be marked by means of the Turkic component. For example, *бүре алгыр [кеше]* (oath, the wish of evil: «чтоб ты пропал» / “may your chooks turn emus and kick your dunny down”; literally: may the wolf to take you), *бүре ашагыр [кеше]* (the wish of evil чтобы волк съел; literally: may the wolf eat you).

In our opinion, the basis of the wish of evil is primarily an appeal to a higher power, namely the request to punish the offender, which has a magical origin. Consequently, the direction vector of information passes from the surreal subject to the real one – the offender: *аның эце йарылсын* (let his belly burst) → *эцең йарылсын* (have your belly burst).

Let us dwell on the analysis of the transition of the formula of the evil desire to phraseological units on the material of the above-mentioned linguistic examples in more detail. It should be noted that the analysis actualizes the communicative situation, which consists in identifying the cause of the desire. The formulae of wishes of evil with the component *эц*, formed with the help of the verbs *йарылу*, *шешү*, *күб<sup>6</sup>ү*, *тишелү* are addressed to the person who is misleading, deceiving. Therefore, the synonymous phraseological units *эцең йарылгыр*, *эцең шешгер*, *эцең күпкер* и *эцең тишелгер* denote a cheater, a liar. However, these units are distinguished by semantic nuances associated with the degree and line of action of the manifestation of the desired punishment. The basis of the formula *эцең йарылсын* is the desire to injure (someone) in order to have a rapid lethal outcome. In this case, the addressee is a shameless person who brazenly cheats the addresser. So, the phraseological unit *эцең йарылгыр* has the meaning "unscrupulous deceiver, arrogant liar": *Ойатсыс, эцең йарылгыр, марас сулэйсен тә йөрөйсөн* (You are a shameless, arrogant liar, who is always telling lies). The formulae *эцең шешсен* и *эцең күпсен* are based on somebody's desire to do harm to health, and the addresser becomes a person who is deceiving because of envy. Therefore, the doublet nomination *эцең шешгер* and *эцең күпкер* are used to designate an envious liar.

Culturological material corroborates the functioning of a rich phraseological fund. Let us give the examples of paroemiological material: *эцеңне йырып цыкмас* (literally: your bowels will not be turned inside out) "be not overburned with something", *эцен алган цорагай* (literally: the pike with exposed entrails) "skinny man", *эцентә ут йөртөү* (literally: to carry fire inside oneself) "a man who has bad intentions", *эцкә кер керевү* (literally: one who has the dirt engrained inside) "to becomes bad (about man)", *эцеңә сый* (literally: to be inside oneself) "to keep oneself in hand".

Of interest are the small genres of oral folk art of the Siberian Tatars, which reflect the popular wisdom and ingenuity.

*Йулауцы кунгалы пер гешегә кергән. Куча:*

– *Эцгәле цойым та йуқ, ашагалы икмәгем тә йуқ, - тип сарланган.*

*Йулцы аңа:*

– *Йатыр қорсақ йаңшамас,*

*Йаңшаса та – сурамас, - тигән.*

*Куча үсенең кирткән:*

– *Йатар қорсақ йаңшар,*

*Йарты икмәк тартар, - тигән имеш.*

Translation into Russian: путник попросился переночевать у одного человека. Хозяин не захотел его пускать:

– У меня нет ни чая, ни хлеба.

Путник ему:

– На ночь живот не захочет,

А захочет, так и не попросит.

А хозяин дома всё по-своему:

– Все равно живот захочет,

И полхлеба потребует.

A traveler asked to crash with one person. A host did not want to let him in:

"I have nor tea, nor bread."

The traveler to him:

- At night, the stomach does not want,

If it wants, it will not ask.

And the owner of the house is all his own way:

- All the same, the stomach will want,

And it will require half a loaf.

One of the features of somatic phraseological units is the folk peculiarities of the associative-symbolic rethinking of similar somatisms. For example, in Russian, the component belly is used in the meaning of life: *класть живот, не щадить живота своего, не на живот, а на смерть* (die, without regard to one's own life, make war to the knife). The rethinking of the component эч in the meaning "soul" is inherent in the Tatar phraseological units: *эч пошу* (literally: «живот горит»).

### Summary

Thus, the study of secondary nominations resulted in the following conclusions:

1. The analyzed phraseological units with the somatism эч are the products of the secondary nomination, most of which have been introduced into scientific circulation for the first time.
2. Linguoculturological analysis demonstrates not only the originality of the material under study, but also makes it possible to reveal the etymology of dialect names, which are reflected in the folklore of the Siberian Tatars.
3. The dialect is the possessor of the historical memory of the people: ancient elements are harmoniously preserved in it in a unique interpretation.

### Conclusion

The phraseological units based on the formulae of wishes of evil are complex combinations. They name not only the person to whom the desire is addressed, but they are also the units the semantic structure of which directly depends on the situation of communication. For example, the evil desire *эцен йарылсын* is addressed to a person who deceives without a twinge of conscience. Accordingly, the phraseological unit *эцен йарылгыр* acquires the semantics of "deceiver, shameless". One can qualify these lexemes with synonyms that have different semantic shades. Therefore, we mean by malevolent desire a negative figuratively expressive speech unit that has acquired the status of a cliché, a formula that serves as a basis for the formation of phraseological units.

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## Proper Names In The Works By Russian Science Fiction Writers: Features of Usage

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### Abstract

The article analyzes the structure and functions of onyms in the texts of seven science fiction works by different authors. The object of research is artificial proper names. 174 units were studied.

The most numerous group is anthroponyms (81%). The structural organization of anthroponyms includes: 1) a name (Rumata, Gromozeka) 2) a name + a surname (Pal Lin, Edik Amperyan) 3) a name + a surname + a patronymic (Yanus Poluektovich Nevstruyev).

The second numerous group of onyms in the science fiction works are cosmonyms (9%), the third – placenames (8%).

The studied units include proper names formed with the help of a motivated sign; for example, the names imitate the models of names specific for the Japanese language (Rumata, Reba, Tameo, Okana) or are phonetically similar to the names of Assyrian or Phoenician languages of the peoples who inhabited Mesopotamia and Iran (Guan-Atagueragan, Shishen-Itza, Atzro-Shanu). Numerous are new words using unmotivated sign (Taltsetl, Soatsr, Erg Nohor Niz Kriti).

The phonosemantic analysis showed that the phonetic content of anthroponyms coincides with their internal form, and the sounds used in them set the note of the entire work, the whole emotional coloring of the text.

The function of onyms identification consists of determining the characters in a science fiction work and introducing them into the text. The function of creating the effect of reality is implemented by linking the name to a character, a place or a time of action of a science fiction work. The stylistic function of proper names in science fiction works is not reduced to indicating the author's way of using them in the text, but also determines the style of word-formation of each particular author.

**Key words:** onym, proper name, onomastics, toponymy, science fiction

### 1. Introduction

In recent decades, an interest of modern linguists to the problems of onomastics has increased. The reference books, monographies [1] and the works concerning various branches of onomastic science appear: the study of the anthroponymic of certain peoples [2, 3], ergonyms [4], etc. It must be said that a heightened interest does not always contribute to the emergence of qualitative studies (see [5]).

At the same time, the scholars' attention is drawn to the problems of the functioning of proper names in the texts of fiction (see [6] and others). The study of onomasticon of the works of fiction is one of the leading areas of onomastics. Proper names created by writers can be both real and completely assumed. All of them carry deep symbolism and help to reveal both the character of a personage and an era [7, 8].

The object of our research is the proper names that form the onymystic space in the texts of science fiction.

According to the prevailing scientific opinion, science fiction (hereinafter – SciFi) belongs to the leading genres of mass culture that are not of scientific interest, therefore, the language and style of this field of literature has not been sufficiently studied. Traditionally, when analyzing the works of SciFi, linguists pay attention to the neologisms, which are widely represented there and therefore are considered to be a constitutive feature of the style of this direction (see [9, 10, 11], etc.). Meanwhile, as in any other literary work, in the texts of the science fiction genre proper names (anthroponyms, toponyms, etc.) take on importance.

Within the bounds of this study, we analyzed the structure and functions of onyms using the material of seven works of science fiction by various authors: "It Is Difficult To Be a God", "Monday Begins on Saturday" by Brothers A. and B. Strugatsky, "The Andromeda Nebula", "The Time of a Bull" by I. Efremov, "Alice's Adventures" by Kir Bulycheva, "Aelita" by A. Tolstoy, "The Last Man from Atlantis" by A. Belyaev.

The subject of the study are the onyms relating to artificial names, selected by the method of continuous sampling from the texts. The originality of the onym proves the absence of a unit in the dictionaries of proper names ("The Dictionary of Russian Personal Names" by N. A. Petrovsky and "The Dictionary of Proper Names of the Russian Language" by F. A. Ageenko, as well as in online dictionaries). A total of 174 units has been identified.

## 2. Methods

The following research methods and techniques are used to analyze proper names:

- descriptive method that enables to render the structural features of the onyms;
- statistic method - to identify the frequency of using the onyms in fiction;
- method of continuous sampling - to elicit the proper names in the works of SF.

## 3. Results And Discussion

To analyze proper names in the selected works of science fiction, we have divided them into the following groups (this classification is traditional in the onomastic literature; see, for example, [1]).

The largest proved to be the section of *anthroponyms*. In the analyzed works, they account for 81%. This is due to the fact that the names of the characters are one of the most important elements of the work, which carry information not only about the character, but also about the time and place of the narration. In addition, in the SciFi they also serve to create the effect of the unusual and unreal events. For the most part, the authors who wrote in the genre of SciFi give fictional names to those creatures that are not part of the world that is usual for the reader. It can be the extraterrestrials (for example, the Martians Aelita, Tubal, Iha and others in the novel "Aelita", representatives of Gromozek's extraterrestrial civilization, Krabakas from Barakas and others in "Alice's Adventures") and the representatives of other cultures or eras (for example, Erg Noor, Dar Veter, Mven Mas and others in the works by I. A. Efremov, Guan-Antegueragan, Adishirna-Guanch, Kuntinashar and others from the works by A. R. Belyaev).

In this case, brothers' Strugatsky story "Monday Begins on Saturday" should be singled out, which is a satirical work. The assumed names in it serve to create a comic effect and to highlight certain qualities of the characters; for example, Modest Matveyevich Kamnoyedov, Kristobal Khozeevich Khunta, Ambrose Ambruazovich Vybegallo, etc.

The structural organization of personal names in the studied works comprises:

- 1) Name (Aelita, Tuskub, Tubal, Gu-Shyr-Tsa, Ashura, Sel, Gromozeka, Krys and others). One should mention that it is the most common structure.
- 2) Name + Surname (Erg Noor, Nisa Crete, Fire Rhodes, Vir Norin). Some names of literary characters are created by analogy with the knightly novels of the Middle Ages, where the heroes were given nicknames depending on the type of their activity, merit or external qualities; for example, Humpback Arata, Zuren Truthful, Gur the Writer in the story "It is Difficult To Be a God". In addition, in the Middle Ages, the place where a person came from was a kind of last name. The same principle was realized in some cases: Rumata Estorsky - Rumata from Estor. Thus, it sends the reader to medieval Europe, in the likeness of which the world depicted in the story "It is Difficult To Be a God" develops.

3) Name + Patronymic Name + Surname (Naina Kiyevna Gorynych, Janus Poluektovich Nevstruyev, Ambrose Ambruazovich Vybegallo and others).

The second group by the number of proper names represented in the works of SciFi is *cosmonyms*. They accounted for 9% of the total number of onyms. Virtually all the studied works with the exception of the story "Monday Starts on Saturday" and the novel "The Last Man from Atlantis" are the stories about the flight of people spaceward, its exploration and contact with other, extraterrestrial civilizations. It determines a diversity in naming space objects which are found on researchers' way; for example, the planets Bluk, Krokrysa, Shelezyaka, Tuma, Soatsr, Taltsetl, Zirda and others. Most of cosmonyms - 12 neologisms - are represented in "Alice's Adventures".

In addition, there are the works in which the author refers the reader to the works of other science fiction writers. For example, in the novel "The Time of a Bull", the planet on which the action takes place is called Tormans. This is onym, borrowed from David Lindsay's work "Journey to Aktur" (1920), in which this name was the name of a planet orbiting the star Arcturus.

Another major layer of proper names that are found in the works of SF became oikonoms - the names of places. They accounted for 8%. The largest number of place names in the material studied - 9 names - was found in the work "The Last Man from Atlantis": Sherkula, Agad, Erekh, Ur, Ishna, Marsamam, Attsora and others. It should be mentioned that the names of certain cities existed in the history of mankind, for example, Ur is one of the oldest cities in the world, in southern Babylonia, on the left bank of the Euphrates, and Erekh is one of the most ancient cities of Babylonia [12].

The authors of science fiction use the motivated and non-motivated signs to assume the onyms.

One of the most striking examples of the use of a motivated sign in creating onyms are the works by brothers Strugatsky. In the story "It's Difficult To Be a God", the names imitate the patterns of the names characteristic of Japanese: Rumata, Reba, Tameo, Okana, etc. From the source language, it contains only the external phonetic structure of the name, formed by complying with the laws in the source language (an open syllable that is characteristic of the language, etc.; compare with Japanese names Hinata, Haruto, Kaede, Akiko).

The imitation of naming patterns is also characteristic of the novel "The Last Man from Atlantis", where the onyms are phonetically similar to the Assyrian, Phoenician names of the peoples inhabiting Mesopotamia and Iran; for example, Guan-Atagueragan, Shishen-Itsa, Atsro-Shanu (compare the names of Assyrian kings Adadneraeri, Arikdenili, and others, Phoenician rulers Iphshemuabi, Abishemu, Amenemhet, etc.).

In some cases, when using a motivated sign, the authors create "speaking" names, which in one way or another reflect the characters of the work's personages or their occupation. For example, the personages from the work "Monday Begins on Saturday" physicist Edik Amperyan (his surname contains the unit of measure current) or the Director of NIITAVO Janus Poluektovich Nevstruyev, who is simultaneously in two embodiments at institute - as administrator A-Janus and as scientist U-Janus (Janus in Roman mythology is a two-faced god of the beginning and the end).

No less numerous are the neologisms with a non-motivated sign; for example, Talstetl, Soatsr, Aelita, Tuskub, Tubal, Erg Noor Niz Kriti, Fire Rhodes, Grif Rift, etc. This type of names makes it possible to add an unusual color. So, in the novel "Aelita" the author created the Martian language, which he tried to make unlike to Russian as much as possible. At the same time, A. Tolstoy used unusual combinations of sounds, for example, a combination of [ц] / [ts] with sonorant sounds (Талцетл / Taltsetl, Соатр / Soatsr), and also lined up familiar sounds and syllables so that the name turned out to be unusual (Тыкыб / Tuskub, Тубал / Tubal) (see also [7]).

Within the context of this study, we conducted a phonosemantic analysis of proper names, which makes it possible to identify the relationship between the semantic content and the sound character of the considered units. The phonetic meaning differs from lexical one in that it is not recognized by the native speakers. It cannot be interpreted, and if such attempts are made, then there are no criteria for the correct interpretation, since appealing to the linguistic consciousness of the speakers in this case is questionable (for more details see [13]).

The analysis revealed a difference in the phonosemantic meanings of "male" and "female" onyms. The anthroponyms of men, as well as masculine onyms, most often have such signs as "big", "courageous", "loud", "majestic", the anthroponyms of women, as well as feminine onyms have the signs "beautiful", "round", "smooth", "light". It should be said that during the phonosemantic analysis of the name of Naina Kievna Gorynych ("Monday Begins on Saturday") the sound features like "rough" and "evil" were noted, which reflects the grumpy character of this personage, who is courteous and polite only if it is beneficial to her.

Most often, the names of personages with male characters contain the sounds [a], [p], [н], [г] / [a], [r], [n], [g], which, in A. Zhuravlev's opinion, have in addition to the meaning «сильный» / "strong" and «мужественный» / "courageous" the signs such as «холодный» / "cold", «тяжелый» / "heavy", «грубый» / "rude". At the same time, in feminine names there are soft consonants, as well as vowels [и], [э] / [I], [e], which are characterized as "soft", "glad", "light".

Thus, it can be assumed that the sound content of anthroponyms coincides with the internal form, and the sounds used in anthroponyms set the tone for the entire work, its emotional coloring of the text depends on them. For example, if many onyms in the work "It's Difficult To Be a God" contain the sounds like [a], [p], [o], [и] / [a], [r], [o], [p], which are characterized, on the one hand, as "courageous" and "powerful", and, on the other hand, they have a heavy and cold shade, and the whole story in general acquires coarse and gloomy features. The the onomasticon of the novel "The Last Man from Atlantis" incorporates the deaf [ш], [ц] / [ʃ], [ts], as well as the voiced [г] / [g] and the vowel [a] / [a]. They have a shade of "roughness", "sadness", "darkness", setting the overall tragic tone of the work.

The phonosemantic analysis of the anthroponyms also made it possible to single out good and evil characters. The names of the good characters are usually characterized as "courageous", "strong", "firm", "soft", "beautiful". Negative characters (for example, *Krys*) include the characteristics, such as "evil", "rude", "cowardly".

Each writer uses his individual names in accordance with his creative method and ideological and fictitious tasks in this or that work. The name characterizes not only the very character but also a social identity, national and local colors. It is one of the means creating a literary image.

The peculiarities of the genre of SciFi are such that it widely uses the author's individual occasionalisms. This applies to both common and proper names. At the same time, SciFi gives great freedom to the writers of this genre in choosing names for their characters, since they are not limited by the need to adhere to certain rules within a given historical period or place. Thus, this gives an opportunity for each author to create their own unique world.

The question of the functions of anthroponyms is controversial, there has been no single list of functions. Having considered various existing approaches, we dwell on two functions, namely, the functions of identification and the creation of illusion of the reality [14]. The identification function is to define the characters in the work, as well as to introduce them into the text. The function of creating the illusion of the reality is realized by binding the name to the character, place or time of action of the work. In SciFi, when creating the illusion of the reality, firstly, it is important to combine real and assumed names, as well as to correlate them with the place of action, and to a lesser extent with time. At the same time, it is



difficult to speak about the binding of a name to a personage based on his character, since the authors rarely offer the etymology of their occasionalisms.

One of the important, in our opinion, tasks of the stylistic function of the name is to single out one individual author among others. The stylistic function of onyms in the works of SciFi is reduced not only to indicating the author's way of using them in the text, but also to defining the style of the word coinage of a particular writer. For example, in the novel "It's Difficult To Be a God", the authors took inspiration for creating their onomasticon in Japanese; peculiar, not like the other onomasticon "Andromeda Nebulae", "The Time of a Bull". Due to the stylistic function, onyms can determine the genre orientation of the work, its target audience, etc. As noted earlier, proper names characterize the character one way or another, which means that they determine whether it will be comic or tragic, simple or complex. That is, with the help of the name, the author defines the general style and genre of the work: whether it is an adventure novel, or a satirical story or a fairy tale for children, etc.

### Summary

The main part of the onomasticon of the analyzed works of SciFi are *anthroponyms*. The next large layer of the vocabulary in the works of SciFi are *toponyms* and *cosmonyms*.

Depending on what goal the writer pursues: to show the world close to the reality, or the world being to greater extent a fantasy, he will use a motivated or unmotivated signs in creating onyms.

An important role in creating the mood of the work and the image of the characters is played by the phonosemantic features of the proper names.

The sound and color analysis of the onyms made it possible to identify the following patterns - if there are several vowels in the words, its perception will depend on:

- 1) which of the sounds is stressed; for example, the name Румата / Rumata will correspond to red color, since there are two sounds [a] in it, one of which is stressed,
- 2) the presence in the word of repeating vowels and combinations of sounds that are close in meaning to each other in the system of color; for example, the name Тамэо / Tameo will correspond to the light yellow color, since, in it, the stressed sound [э] / [e] is associated with light yellow-green color, and the sound [о] / [o] - with light yellow color.

The proper names in science fiction texts form the style of the work, and also enable the author to stand out among others authors.

### Conclusion

As in any other literary work, in the SciFi works onyms play an important role, they can contain information about the social identity of certain characters, as well as convey the local color of the work and recreate historical events.

A detailed study of the onomasticon of the SciFi allows to outline the prospects for further work with them: the compilation of a dictionary of proper names in science fiction works

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## Interdisciplinary Approach Implementation In Teaching English as a Foreign Language

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### Abstract

Despite the significant achievements of science in the interdisciplinary approach implementation in students' education, the results of theoretical and empirical research are not widely used in a secondary school class. In particular, it concerns teaching English. The demands placed on individuals today are far beyond the mere acquisition of a language. Students are expected to have a wide range of knowledge and skills as well as personal qualities that equip them to compete in the modern job market. English must be not so much a separate subject as a means of obtaining information from various spheres of human activity. Holistic learning nurtures students' disposition to move beyond learning multiple isolated facts and seek understanding of consequence, conduct critical analysis of complex issues, and synthesize perspectives in quality interdisciplinary work.

The analysis of teachers' experience shows that in most cases they have been teaching language for the sake of language alone; moreover they don't establish any significant links with other school subjects. The reference to knowledge from other sciences is fragmentary and unmotivated.

The article describes the results of an experiential learning of secondary school students. The objective was to improve their English written-language skills by conducting specially designed interdisciplinary classes.

The rationale for introducing the interdisciplinary approach into the wide practice of teaching English as a foreign language is presented on the basis of the obtained results.

**Key words:** interdisciplinary approach, English, knowledge, written-language skills, holistic, worldview.

### 1. Introduction

Numerous scientists devoted their works to the issues of interdisciplinary education [1; 2; 3; 4; 6]. They claim that interdisciplinary learning fosters advances in cognitive ability, helps students to recognize bias, think critically, tolerate ambiguity. Allen Repko identifies a number of cognitive attributes that interdisciplinary learning fosters. He asserts that interdisciplinary learning helps students:

- acquire the capacity to understand multiple viewpoints on a given topic;
- develop structural knowledge;
- integrate conflicting insights from alternative disciplines [10].

The need for a holistic approach to teaching English is obvious. It means introducing a broader range of disciplines into the classroom, such as history, geography, art, music, etc. [5; 13]. Students learn to integrate concepts and theories, solve problems, ask questions in ways that go beyond single disciplinary perspectives.

The analysis of literature showed that scholars and educators are unanimous in understanding the essence of the interdisciplinary approach in teaching and learning.

According to Dionysios I. Psinos the interdisciplinary approach in teaching English as a foreign language means encompassing and involving all possible fields of study that are within the sphere of the students' interests, through which students will acquire the target language [9].

Yerkibaeva G.G. and Abdullaeva G. believe that one of the leading functions of education is to develop a holistic view of the world among students. In their opinion, the interdisciplinary approach to teaching contributes to the formation of such qualities as awareness, flexibility and the systemic worldview [12].

In the «MYP guide to interdisciplinary teaching and learning» of the International Baccalaureate publishing house interdisciplinary learning is indicated as a process in which students come to understand bodies of knowledge and modes of thinking from two or more disciplines or subject groups and integrate them to create a new understanding [7].

In 2014 the «Fostering manual interdisciplinary teaching and learning in the MYP» was published, which clearly identifies the benefits of interdisciplinary learning for students:

- allows students to use knowledge domains creatively to foster new understanding;
- develops mental flexibility that prepares students to be lifelong learners;
- promotes intellectual rigour by providing a holistic approach to the study of complex issues and ideas;
- models the importance of collaboration and teamwork across disciplines (an important life skill);
- supports and promotes transfer of understanding [8].

The results of the research held by Boyer S. and Bishop P. confirm the considered points of view. In their study, the results of a survey of 77 secondary school students on the effectiveness of the Interdisciplinary Team Programs were presented. Boyer and Bishop found that such training not only had a positive impact on the student learning achievement, but also fostered confidence and independence, developed leadership and collaborative skills [2].

The analysis of the literature has shown that scholars and educators agree that the use of the interdisciplinary approach in teaching English can contribute more to the education of a knowledgeable, well-informed student with the ability to systematize his knowledge and seek innovative solutions throughout life.

## 2. Methods

In this study we used methods of comparative analysis, synthesis and observation; analysis of methodological and theoretical literature on the problem; experiential learning, which included 4 stages [11].

## 3. Results

Experiential learning was conducted on the basis of the “Secondary school № 37 with advanced study of some subjects” in Naberezhnye Chelny, the Republic of Tatarstan. In the experiential learning students of the 9<sup>th</sup> grade participated. They had 4 English classes on a schedule. The group consisted of 16 students: 9 girls and 7 boys. The average age of students was 15 years. According to the “Common European Framework of Reference: Learning, Teaching, Assessment”, the level of achievement in this group was indicated as a threshold level (B-1).

At the *organizational stage* of the experiential learning, a control material was prepared in order to reveal the level of the English written-language skills in the 9<sup>th</sup> grade of the secondary school. Also the system for evaluating the students’ written-language skills was developed. The following basic criteria were:

- 1) lexical content of the written speech, wide range of the vocabulary;
- 2) the ability to use different speech forms: narrative, description, reasoning;
- 3) logic and coherence of speech: consistency of expression;
- 4) written-language correspondence to stylistic norms;
- 5) the use of introductory words and phrases;
- 6) the length of the written text.

Consequently, the levels of English written-language skills were specified: high, medium, low.

The *implementation stage* was carried out in two phases. The first phase involved primary diagnostics of the English written-language skills level. The students were given the task to write an essay on the topic "Linking Past and Present". Students' essays showed the following results: 44% (7 students) had a high level of English written-language skills; 50% (8 students) had a medium level; 6% (1 student) had a low level. In the second part of the implementation stage, English lessons integrated with other school subjects were conducted. For these lessons "Art" and "Religion" topics were chosen.

In the lesson on "Art" the teacher modeled the problem situation. In order to find a solution to the problem it was necessary to answer a number of questions. The class split into three groups. All the groups included students with different levels of language skills. The students were offered the essay title: "Why is the Mona Lisa so appealing?" The students were given an article containing some information about the Mona Lisa. The teacher offered an interactive form of activity "Microphone". The students represented their thoughts in English clearly and concisely. They tried to draw conclusions on the basis of the article, using an object simulating a microphone. Then each group discussed all the opinions expressed, systematized information and developed a scheme for the subsequent comment. To form ideas the students used such symbolic means of expression as traditional tables, as well as means of developing critical thinking such as Fishbone and Cluster. The final stage of work on the topic included homework assignment in the form of a mini-project. The purpose of the mini-project was to cover the subject completely. The students had to collect information about the most famous theories of portrait magic, analyze world theories in literature, plan their statements, and then form their opinions in writing. In the end the students were to choose or develop their own theory of portrait magic.

In the study of the topic "Religion", students were asked to write a Compare and Contrast essay on the topic "Two world religions: Islam and Christianity". The students received a ready-made text with the information about world religions. The lesson was based on cooperative learning, the teaching strategy "Jigsaw" was used. The jigsaw method allowed the teacher to break the students into groups and the assignments into smaller pieces, all for accomplishing tasks with more detail and collaboration. Each group was offered its own information text block. The task was to analyze the information, discuss it with the partners in the group. The students shared their ideas, listened to the perspectives of others gaining the benefit of learning from those different from themselves. At the next stage, the students were offered a composite text with factual errors to correct. To fulfill the task the method for searching information in a foreign language was to be used. Then the students were asked to write an essay about the two world religions in a comparative aspect.

The *stage of the statement* was aimed at summarizing the results of the experiential learning and developing methodological recommendations how to design and conduct lessons with an interdisciplinary element.

The *stage of interpretation* suggested the analysis of the reasons for the data obtained, which made it possible to recommend the results aimed at wide implementation in the practice of teaching English as a foreign language.

#### 4. Discussion

The analysis of the written works showed that the students' essays were full of interesting information. In the works on the topic "Art" entirely contradictory theories about the portrait of Mona Lisa were covered. In the works on the topic "Religion" the students presented a profound critical analysis of the characteristic features of the two religions. Students tried to give a full account of the problem through comparative analysis. The content of the works testified that the students extracted information from a wide variety of sources related to such fields of knowledge as mathematics, literature, history, social science, geography, psychology, culture, philosophy, and visual arts. Written speech was clearly structured: complex sentences of analytical nature prevailed; the works were marked by rich lexical fund

and pronounced emotionality. The students successfully coped with the task, which indicated a high level of proficiency in the material and techniques of reflective activities. The students demonstrated the skills of working with information, symbolic modeling and performing logical operations of comparison, analysis and synthesis, deepened their understanding of the topics under study by bringing together several disciplines.

According to the results of the second-line diagnostics, the level of written-language skills was higher than in the initial diagnostics. The number of students with a high level increased from 44% to 62% (10 students). The medium level was presented by 38% (6 students), while the percentage of students with a low level became zero. The difference in the results is primarily due to the fact that the students were aware of the need to expand their horizons for assignments. Synthesis of a broad range of disciplines in the English class also helped to develop inner motivation to study the English-language materials. When making an extensive review of the literature, each student unconsciously, but with motivation provided critical analysis and synthesis of information.

Interdisciplinary approach enabled the students to process a lot of information that was genuinely conveyed. They expressed the ideas clearly and effectively, orally and in writing. Writing as an advanced language skill encouraged the students to be organized, logical and creative in their thinking. Moreover, the students developed imagination, attention, and memory.

### 5. Summary

The present research found out quantitative changes first. The level of English written-language skills increased by 25%. There was a considerable improvement of the written speech quality for the following:

- graphic skills
- literacy of speech
- lexical manifestations in the text
- the ability to articulate thoughts in accordance with the task
- authentic contents of the written text.

In addition, positive dynamics in the learning process as a whole and motivation for speech activity in English was noted. The students increased cognitive interest and passion for self-perfection. The integration of sciences in the English class helped the students to understand the causes of contradictions, conflicts, and to assess ethical aspects of problems. English-language skills allowed the students to study a number of sources in a foreign language, which greatly expanded the boundaries of knowledge about the subjects for discussion. Training in techniques of reflective activities when working with information enabled students to take a fresh look at the theoretical material, analyze it from different perspectives and in different aspects. This approach to teaching English not only enhanced the quality of students' education and improved the level of language knowledge, but also made them understand a lot of things. Interviews with some students showed that there was an important change in value systems. So, the feasibility of the interdisciplinary approach implementation in teaching English written language in particular, is obvious.

### 5. Conclusions

The study showed that conducting a lesson in which the interdisciplinary approach is realized is essential to the efficiency of teaching English and, ultimately, contributes to the achievement of educational results on the one hand and the formation of a qualitatively different personality on the other.

Thanks to the lessons in which the interdisciplinary approach was implemented, students were able to adopt scientific knowledge from related disciplines, conduct research, discuss global problems and propose ways to solve them. This type of training helped to form cognitive interest, which in its turn

improved the level of students' education; contributed to the formation of holistic worldview; promoted the development of language, linguistic and other skills; allowed the students to systematize knowledge. Thus, holistic learning links the subjects to foster a wide scope of understanding – concepts, ideas, and modes of thinking that offer a global view of situations and issues. It can be employed by students in a variety of meaningful contexts. When teaching a foreign language, this type of lessons promotes motivation for activities and achievement of the ultimate objective – the formation of a secondary linguistic personality.

Working with information from the point of view of different sciences allows teachers to teach students different techniques of reflective activities – comparison, generalization, concretization, synthesis, etc. At the same time professional excellence of a teacher improves, as he is supposed to master new methodologies and technologies in the educational process.

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## Key Concepts of Tatar And Kazakh Linguocultures (on The Material of The Concept «Bure/ Kaskir» (Wolf))

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### Abstract

The paper is performed in compliance with the modern linguoculturological investigations and deals with the study of the specifics of the language verbalization of the linguocultural concept «бүре/ қасқыр» (wolf) in the Tatar and Kazakh language world images. The need for development of the topic intensified a heightened interest in the Kazakh and Tatar languages, the national culture of the Kazakhs and the Tatars, the history of the Kazakh and Tatar peoples. The relevance of the chosen topic is also determined by poor state of knowledge of the concept «бүре/ қасқыр» in Tatar and Kazakh linguistics from the perspective linguistic and cultural approach. The scientific novelty of the study is that it is for the first time the content of the concept «бүре/ қасқыр» has been determined in the Tatar and Kazakh linguistic image of the world, the kernel and peripheral meaningful features of the concept under study and its keywords have been exposed in the Tatar and Kazakh languages, in oral folk art, phraseology and paremiology, i.e. the complex linguoculturological analysis of the concept «бүре/ қасқыр» in the Tatar and Kazakh language world images has been carried out. Within the context of this research, we conclude that the concept «бүре/ қасқыр» belongs to the basic linguocultural concepts, represents a significant vocabulary unit, has an extensive linguistic-cultural field, the division of which has a nationally oriented character. The language units used to designate objects, subjects, phenomena, realias of the studied sphere, form the linguoculturological field «бүре/ қасқыр». The lexeme *бүре/ қасқыр* with the meanings *predator, frightful, villainy, hostility, devotion* is the core of the field. In the center are the culture-specific concepts *animal, totem, ancestor*, which are united by the subject and differ in their frequency of use, content and stylistic coloring of their verbal forms. The periphery consists of the autosemantic words of secondary nomination, such as *бүре әжиләге / қасқыр жидек, бүре юкәсе / бәри жәке, бүре базы, бүре күзе, бүре уы, бүре аучысы, бүре тун, бүрек, бүре аягы, бүре эте, бәри бүршақ, бәри қарақат, ұялы қасқыр, қасқыр ішік, Бәрибасар, қорқау қасқыр*.

**Keywords:** linguistic culturology, Turkic linguistic image of the world, linguocultureme, linguistic culturological field, concept, *бүре/ қасқыр* (wolf).

### 1. Introduction

The relevance of our paper is bound by Turkic linguistics with keen interest in the studies on relationship between language and thinking, language and culture, which concern the question of the national-cultural specifics of language. The paper aims to elicit the linguistic and cultural characteristics of one of the key concepts of the Turkic world - the concept “*бүре/ қасқыр*” (wolf) in the Tatar and Kazakh linguistic consciousness.

The issues of the Turkic conceptual system and certain theoretical aspects of the problem we study are based on the material of the Tatar language under the guidance of Professor R.R. Zamaletdinov investigated by scholars of the Department of General Linguistics and Turkology, the Kazan Federal University F. Sibgaeva [Sibgaeva F.R. et.al, 2017], E. Islamova [Zagidulina A.F., et.al, 2016], R. Bolgarova [Khusnullina G.N., et.al, 2017], G. Nabiullina [Nabiullina G.A. et.al, 2014], R. Vildanova [Vildanova R.R., et.al, 2017] et.al. We also rely on the works by the representatives of Kazakh linguistics in cognitive linguistics, who studied the issues of knowledge of the world via the meaning of language symbols, expressions in the language of ethnomental expression of the concepts in the form of emotions, etc. (E.Suleimanova, N. Zharkynbekova, A. Islam, K. Zhubanov, G. Gizdatov, B. Zhumagulova, E. Mukusheva, Zh. Umatova, K. Zhamanbayeva, S. Zhanpeyisova et.al.) [Islam A. 2004]. The folklore works,



reference-books, dictionaries by F. Urmancheev, N. Isanbet F. Khisametdinova, S. Ybyraev, B. Abduldina, A. Kaidar, S. Kenesbaev et.al [Urmancheev F. I. 1994; Isanbet N. 2010; Kaidar A. 2003] are the rich source for the comparative-contrastive analysis of the folklore material which are the bearers of the cultural information.

## 2.Methods

The study uses the descriptive method, including observation, comparison and synthesis, collection of factual material and its classification; the method of analysis of dictionary definitions; the comparative typological method; the method of linguoculturological field, and also applies various methods of analysis: etymological analysis, component analysis with identification of semantic components (sem) of a language unit, conceptual analysis, which consists in identifying signs of the concept and their interpretation.

## 3.Results And Discussion

We begin the linguistic-culturological description with a definitional analysis of the lexeme under study. For this purpose, we have chosen the etymological dictionary of the Tatar language by R. Akhmetyanov, the etymological dictionary of the Kazakh language by A. Yskakov, R. Syzdykova, Sh. Sarybaev, the Explanatory, Synonymous, Dialect Dictionaries of the Tatar and Kazakh Languages.

The etymological dictionaries by Tatar and Kazakh scholars treat the word «бүре» in the same way: *БҮРЕ* – a common Türkic *böpö*, *böpü* from the ancient Türkic *böryz*. In the Mari language, the lexemes *нур* “wolf”, *нурез*, *нурезү* “a young wolf”, in the Mokshin language *вурзас* “wolf”, in the dialects of the Russian language *бирюк* “a lone wolf” from the Türkic word *böryz* [Akhmetyanov 2001]. The word *byre* (wolf) is also fixed in the Ancient Turkic Dictionary (1969), which still serves a reliable source of the monuments of ancient Turkic writing of the 8th – 13th centuries, created in various written systems (Orkhon-Yenisei, Arabic, Uygur, Manichaeic, Brakhmi). In the language of written sources, *byre* has two meanings *wolf* (direct) and *son* (figurative). Besides, the units *qurt* and *qashqar* as synonymous ones with *böri* are fixed in the Old Türkic Dictionary.

The Explanatory Dictionaries of the Tatar and Kazakh Languages give partially identical definitions of the word “бүре”. Kazakh and Tatar lexicographers single out by the two meanings of the word “бүре”. The compilers of the dictionaries agree on the point that wolf is a predatory animal, like a dog. The Tatar Dictionary describes wolf as an angry, ferocious person, and the Kazakh Dictionary – as a brave and courageous person. Also the Tatar dictionaries give metonymic transfer on the basis of part / integer – “animal fur” (*Бүре тиресеннән (мехыннан) тегелгән, эшләнгән. Бүре тун* – made of wolfskin, fur. *Wolfskin coat*). In addition, the Tatar Explanatory Dictionary fixes the lexeme *кашкыр*, which means “steppe wolf”. The words *кашкыр* (Chuvash), *качкыр*, *карышкыр* (Kyrgyz), *қаршқыл* (the Uzbek dialect) were formed from the combination of *карыш* (evil) and *қурт* (wolf). Thus, in the Tatar language, the lexeme *кашкыр* is used as a synonym for the word “бүре”.

As a result of the analysis of the synonymic dictionary of the Kazakh language the synonyms of the word “бөрі”, such as *қасқыр*, *ұлыма*, *ит-құс*, *серекқұлақ*, *абадан* have been identified. The word “қасқыр” has ousted the word “бөрі” from the literary Kazakh language. But the common speaker of the language still uses the word “бөрі” and understands it. The other synonyms *ит-құс*, *абадан*, *серекқұлақ*, *ұлыма* are the taboo words.

The analysis of etymological dictionaries enables us to hypothesize about the etymology of the word *кашкыр/қасқыр*. First, we divide the word into two components – *каш/қас* and *кыр*. The second component *кыр* means in Tatar and Kazakh a mountain range, fields, steppe, i.e. the habitats of wolves. The first component of *каш/қас* will be considered separately, since the words “каш” and “қас” have different meanings. *Каш/қаш* – in the Tatar and Kazakh languages – has the meaning of “to run away”. It turns out

to run away (қаш/қач) + mountain, steppe (қыр) means to run away to the mountains, steppe. And the word *қас* in the Kazakh language means an enemy, unfriendly. As a result, enemy (қас) + mountain, steppe (қыр) means an enemy that lives in the mountains, in the steppes.

In the Mongolian language, wolf is called as “ашан” or “ашит”. In the Kazakh language, the component *аш* is translated as hungry, and *аң* and *ит* – as an animal and a dog, respectively. It turns out “a hungry animal” and “a hungry dog”, which is characteristic of wolves.

The origins of the images and symbols formed with the help of this lexeme go back to the religious beliefs of the ancient Turks. First of all, the wolf is a sacred animal, an ancient totem of the Turkic tribes. They considered the wolf to be a deity and worshiped him. They called themselves the descendants of the wolf. This religious-mythological worldview of the ancient ancestors left a deep imprint in the national memory of almost all Turkic peoples. In modern society, the cult of the wolf has lost its relevance. The motifs of the deification of the wolf has been preserved mainly only in the onomical subsystem of the language. Despite the fact that the cult of animals as a form of religion has already become obsolete in the Volga Bulgaria of Muslim religion, the stereotypes, patterns of cultural tradition are preserved in the system of personal names. At a later stage of the development of the anthroponymic system of the Tūrko-Tatars, personal names were used with the component *бүре*: *Бүребай, Бүрехан, Байбүре, Бүриш, Бүрекәй, Қасқырбай, Қасқыр, Қасқар, Қортбай, Чаныш, Қортәлі, Құртсейіт* and others, which are comprehended in the last names, such as *Байбурин, Буркиев, Буриев, Бурикаев* and others.

#### 4. Summary

When analyzing the structure of the concept, both the kernel and the periphery of the concept were subject to the investigation. In our study, the concept gives the name (kernel) to the linguistic-cultural field – *Бүре* (wolf), which means a predatory animal of the dog kind. In the center of the field, we have identified the classes of the culture-specific concepts “*animal*”, “*totem*”, and “*ancestor*”, which express the basic concepts of the name of the field. The linguocultures and then the key and associative words that make up the center of the linguocultural field stand out from each realia.

From the class of realias “**the wolf-ancestor**”, the microfields “*place*”, the key words that are the names of the localities: *Ашытбаи, Иске / Яңа Ашыт, Бөрілі, etc., “nation”* (Bashkort, Buryat) and “*genus*” (Ashin, alshyn) stand out.

The realia “**totem**” comprehends various beliefs, worship of the wolf, which are revealed in the mythological and epic texts and customs of the Tatar and Kazakh peoples. We have identified the linguocultures according to the color features of the wolf, “*nagual*” and “*sacred animal*”. The key words of the linguistic culture “**Ак бүре**” are the words, such as *man’s friend, savior, the one emerging from the ray, progenitor, master of white magic, mighty forest master*. Also the key words of the microfield “**Күк бүре**” are the words: *progenitor, breadwinner of the child, leader, savior, ancestor, dog Tengri, warlord*. The opposite of this linguistic culture is “*Қара бүре*”: *the ruler of the underworld, the owner of black magic, dark power*. We correlate the taboo words of the Kazakh language with the linguoculture “**sacred animal**”: *ит-құс, серекқұлақ, абадан, ұлыма, көкжал*. And finally, the linguoculture “**nagual**” contains the words: *бүре теіше, бүре қойрығы, бүре башы (skull), wolf’s meat, wolf’s bile*, which are a cure for diseases, a talisman for people, and a personal totem.

The most extended class of realias in the LCF is “**animal**”, which has 6 microfields:

1. The linguoculture “**predator**” is expressed by the keywords: *cunning, malicious, gluttonous, stupid, disobedient, suggestive, brave, feeble, faithfull, sensitive, unyielding*. The correlation “**man and wolf**” is associated with the words *insolent, fierce, cunning, herder, thief, man, an object of fear, examination of courage*.

2. The microfield *“livestock and wolf”* includes the victims of the wolf *ram, sheep, goat, donkey, horse*, and the associative word *herd*.
3. The linguocultureme *“nature”* contains the habitats and the hours of hunting of the wolf: *forest, mountain range, hill, steppes, darkness, mist*.
4. The correlation *“dog and wolf”* is expressed by the concepts *friendship-unity and enmity*.
5. The linguocultureme: *“howl”* is associated with the words *happiness, hunger, cold, despair (painful situation), sadness, suffering*.

The periphery of the concept is its interpretation field, the conceptual words of the secondary nomination, such as *бүре тун, бүрек, бүре уы, бүре туге, бүре аягы, бүре күзе, бүре тырнагы, бүре аучысы, бүре базы, бөрі бүршак, бөрі жөке, бөрі қарақат, қасқыр жидек, Қасқыр ішік, Бөрібасар, ұялы қасқыр, қорқау қасқыр, etc.*

In order to comprehensively analyze the lexeme *“бүре/қасқыр”* and determine its place in the Tatar and Kazakh paroemiae, it is very important to determine the means of literary description. It is especially important to identify the structural features in paroemiology that capture the richness of the language.

In the folklore of the Turkic-speaking peoples, the image of the wolf occupies a prominent place, it is often mentioned in folk proverbs. We have divided the proverbs with the component *“бүре/қасқыр”* into 5 thematic groups:

### 1) Wolf and his character.

When constructing a stereotypical image of wolf in the Tatar and Kazakh languages, we decided to divide the group *“the wolf and its character”* into several subgroups:

**Malicious, guileful** (*Бүре туге кан белән* (literally: волк празднует с кровью); *Қасқыр тойганына емес, қырғанына мәз* (literally: the wolf feels contented not for his being full up, but for his having killed); etc.);

**Voracious** (*Тамақ түк булса, бүре уламый* (literally: волк не воет если сыт); *Адам ойға тоймас, бөрі қойға тоймас* (literally: man cannot be satiated with thoughts, wolf – with sheep), etc.);

**Rebellious, free** (*Бүре баласын бүреккә салсаң, урманға қарар / Бөлтірікті қанша асырасаң да тоғайға қарап ұлығанын қоймас* (literally: feed the wolf as you might, he looks into the forest, all the same / Nature will have its course);

**The one who inspires fear** (*Бүредән қурыққан урманға бармас / Қасқырдан қорыққан тоғайға бармас* (literally: he who is afraid of the wolf will not go to the forest) etc.);

**Courageous, determined** (*Бүре, ябагасын койса да, холкын үзгәртми* (literally: if the wolf even shed hair, will not change the nature); *Бөрі арығын танытпас, сыртқа жүнін қампайтар* (literally: the wolf will not show the thinnes of his body, he will raise his hair), etc.);

**Feeble as a result of age** (*Қарт бүредән эт та көлә / Бөрі қартайса итке күлкі* (literally: an old wolf makes a dog laugh), etc.);

**Faithful** (*Бүре дә күршесенә тими* (literally: даже волк не тронет своего соседа); *Қасқыр да қас қылмайды жолдасына* (literally: even a wolf will not do harm to his companion), etc.);

**Keen-nosed, careful** (*Бүре бер күзе белән йоклый* (literally: the wolf sleeps with having eye alert); *Кәрі қасқыр қақпанға түспейді* (literally: the old wolf will not fall into the trap), etc.);

**Strong, unyielding** (*Бүрене аяқтары туйдыра / Қасқырды аяқтары асырайды* (literally: wolves live by their legs), etc.).

In most proverbs, wolf is described positively. In addition to these proverbs, we can meet other proverbs that describe wolf with different qualities. For example, the avenging wolf: *Бөлтірігін алма қасқырдың, шұрқан салар қораң* (do not take a young wolf away from the wolf, he will take away the cattle), the careless wolf: *Бер төлке жиде бүрене алдүй* (literally: a fox will deceive seven wolves), worried *Бүре бер күзе белән йокльий* (literally: wolf sleeps with one eye alert).

2) **Wolf and livestock** (*Бүре баласын тотарға өйрәтсә, сарык баласын қачарға өйрәтә* (literally: The wolf teaches the young wolves to catch up, the sheep – to run away); *Адам ойға тоймас, Бөрі қойға тоймас* (literally: man cannot be satiated with thoughts, wolf – with sheep), etc.).

It can be seen from these paroemiae, that the victims for the wolf are mainly sheep, donkeys and horses. Thus, it can be determined that the Kazakhs and the Tatars managed and raised these domestic animals.

3) **Wolf and nature** (*Урман бүресез, тау қуянсыз булмас* (literally: не бывает лес без волка, гора без зайца); *Ұры тун асқанша, бөрі қыр асқанша* (literally: the thief before dawn, the wolf to the mountain), etc.).

The proverbs of different people expose not only material and spiritual wealth, but at the same time, the geographical reliefs of the area they inhabit. The Kazakh proverbs about wolf mention *тау* (mountains), *қыр* (mountain range), *дала* (steppe), the Tatars have *таулы жир* (mountainous terrain), *урман* (forest), *ялан жир* (clearing).

4) **Wolf and man (man, thief, herder).**

From the proverbs of the group “*wolf and man*”, it is possible to determine the occupation, the economy of nations. For example, in the proverbs, “*қойшыны таяғы асырайды, қасқырды аяғы асырайды*” (the stick feeds the shepherd and the wolf’s feet the wolf), “*бүредән қурыққан көту көтмәс, тычқаннан қурыққан иген икмәс*” (one who is afraid of wolf will not depasture, and one who is afraid of mice will not farm the land) we find out that it is common for the Kazakhs and the Tatars to manage cattle. It is noted that the Tatars, alongside cattle breeding, were also engaged in farming. This is explained by the fact that the Tatar people began a settled way of life earlier than the Kazakhs.

**Wolf and dog** (*Әт өрә тора, бүре йөри тора* (literally: when the dogs bark, the wolf just keeps walking); *Иттің жүзі жегенше, қасқырдың бірі жесін* (literally: it’s better for me to be eaten by one wolf than by a hundred dogs), etc.).

## 5. Conclusions

The concept “*бүре/қасқыр*” (wolf) is one of the key concepts of the Tatar and Kazakh language of the worldimage, connected with the life of man, with his spiritual values and the religion of the people.

The analysis of explanatory dictionaries has shown that wolf is a predatory animal and is used as a zoometaphor in describing a brave, courageous and evil, cruel person in the Kazakh and Tatar languages, respectively. The synonymic and dialectological dictionaries of the Tatar language give one synonym for the word *бүре* - *қачқыр*, and of the Kazakh language - *қасқыр*, *серекқұлақ*, *абадан*, *көкжал*, *ұлыма*. The word *қасқыр* is more often used than *бүре* in the modern Kazakh language. In our opinion, this is due to the ousting of the totemic belief about wolf. And the other synonyms are the taboo words, which means the sanctity of the wolf in the minds of the Kazakhs.

The analysis of paroemia has defined the positive and negative wolf characters; by identifying the most common victims of the wolf in the paroemias, determined which domestic animals both peoples used to

manage; determined the geographical terrain of the habitat in the group of proverbs “the wolf and nature”; the connection between man and wolf is often used by the zoometaphor; the proverbs in the group “wolf and dog” are often used to appeal for unity and peace. A large number of paroemias of the Tatar and Kazakh languages resemble each other in their meaning, structure, even in their artistic combination, which once again underlines the affinity between the languages.

Thus, the concept of «бүге» (wolf) is one of the key concepts of the Turkic peoples.

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## Mythologeme of the Great Game in 20th Century English Literature

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### Abstract

This article is devoted to reflection of relationship of the power and culture, political problems in the English literature of the 20th century. In the English literature of the second half there is a political mythology, there are steady mythemes on the basis of which each author makes out the version of the political myth. Authors consider one of the most important mythemes – the Great Game. This mytheme finds the big importance in the works relating to such genres as the political novel or the espionage novel. Much attention in these novels is paid to the image of the new large political opponent - USSR/Russia. Depending on an era and historical events the image of Russia in the English literature changes. Special attention is also paid to consideration of the English-American relations. In spite of the fact that the American intelligence agencies are more often are represented as allies of the British, writers emphasize differences between representatives of these two structures. In article authors analyze the following works: I. McEwan's *The Innocent*, D. Francis's *Trial Run*, F. Forsyth's *The Fourth Protocol*, I. Fleming's *From Russia with Love*, A. Burgess's *Honey for the Bears*, L. Deighton's *Funeral in Berlin*, M. Frayn's *The Russian Interpreter* and K. Amis's *The Russian Girl*.

**Keywords:** mythologeme, English literature, spy fiction, political fiction, image of Russia.

### 1. Introduction

Relationship of the power and culture in any country is one of the main subjects for a reflection not only in consciousness of artists, but also often is reflected in the art. In England the XX centuries most of intellectuals not simply adapt to the existing system of values, and are its carriers sometimes more radical, than politicians. In case of opposition of the intellectual to an establishment all the same there is no such accurate polarization of positions which was characteristic of a cultural and political situation in the USSR during the same era.

The most significant the political perspective becomes in the so-called espionage novel most of which part is connected with opposition of political systems. The importance of the espionage novel in the English post-war literature is explained by certain psychological compensation of the nation in a situation of loss of former political influence in the world that leads to reorganization of the English political and ideological collective identity. There is a merge of the English and American political identity in the general identity of the Western world which is opposed to the new large political opponent - the USSR. All this receives judgment, first of all, in the popular literature.

### 2. Methods

In fiction of the second half there is a political mythology when there are steady mythemes on the basis of which each author makes out the version of the political myth. We use this term in that sense. Which is offered E. Sheygal: "... the mytheme (the verbal carrier of the myth) belongs to key signature of a political discourse". [1, river 176]. One of the most significant, in our opinion, is the mytheme of "Great Game" organizing the field first of all of the espionage novel about Russia. In the espionage novel first of all the characteristic is given to the main participants of "the Big Game" among whom the English intelligence (most often in the union with American) and Soviet. Authors of the espionage novel pay much attention to realities of life of intelligence agencies, in detail disclosing structures and the principle of activity of such organizations as SMERCH, MGB, KGB (I. Fleming, F. Forsyth, L. Deighton, R. Hughes) and also structures of the English and American intelligences (J. le Carré, L. Deighton, etc.).

The novel by R. Kipling "Kim" from which phrase became key for the subsequent literature becomes the case text for a mytheme of "Great Game": *When everyone is dead the Great Game is finished* [2, p.152]. Here just Russians act as the main opponent of British. Already in the work by Kipling Russians are represented as the main political opponents of British. Russian action which becomes a metaphor of the absolute evil which according to Kipling will become in India any political presence, except English is attributed [2, p.240].

### 3.Results and discussion

In espionage novels I. Fleming and F. Forsyth the scheme "-others" remains and all mentioned processes happen directly. In all novels of such intelligence agency of England and the USA represent the uniform camp (western "we") that does not exclude a certain differentiation and more or less delicate instructions on superiority of the British methods of work. "Bondiana" where along with James Bond his American workmate *Felix Leiter*, the invariable assistant to Bond and in certain cases his savior (*novel Casino Royale*) appears becomes the beginning of this tradition. Subsequently relationship of two investigations even in the mass novel is treated more difficult. The opposition British/American usually is under construction on opposition of methods of work. For the British intelligence agencies investigation is an activity of singles and the main thing in this activity - a duel of intelligence, Americans prefer corporate methods of fight. So, in the novel F. Forsyth *Icon* the American of Jason Monk acts as externally main character (even on sounding of a surname Bond analog), but he prefers to act alone, moreover, the persistent American aspiration to corporate methods of work leads to a failure of network of agents.

The more difficult are presented in the espionage novel of the rule "Great Game", the complexity of relationship of allies proves more. In *novels The Russia House* by J. le Carré, in the *novel The Innocent* by I. McEwan, in *The Human Factor* by Graham Green is emphasized also mutual distrust of Americans and British. So, in the novel McEwan this subject literally opens the novel: "It's not the Germans or the Russians who are the problem here. It isn't even the French. It's Americans. They do not know a thing. What's worse they will not learn, they will not be told" [3, p. 1.]. The complexity of the relations with allies in these novels creates sharpness of an intrigue and promotes introduction of the game beginning at the subject level.

It is promoted also by gradual decrease in ideological tension in the espionage novel during the second to a half of the 20th century. In literature of the 1970th years the British and Soviet intelligence agencies are presented as equal, in many respects similar with each other. Direct analogies between representatives of two systems are drawn, for example, by D. Francis. In the *novel Trial Run* are planned and points of a convergence of two countries are the general for them fight against terrorism therefore, despite emphasis of imperfections of system, a spy-mania subject, traditional for a political discourse of the English novels about the USSR, representatives of intelligence agencies have lines of similarity. For example, in the novel Francis, the informal representative of KGB Yury Shulitsky assists in legal investigation, will organize a meeting with the authority, the major general. It shows also many not Soviet (that is positive) qualities: politeness, restraint goodwill to the foreigner [4, p. 296]. In the *novel F. Forsyth The Fourth Protocol*, 1984 mutual understanding of intelligence agencies in the field of personal moral responsibility of everyone for political processes in the world is also shown [5, p.194]. In espionage novels of the end of the century the Soviet and Russian intelligence agencies continue to be represented as equal and clear, but nevertheless irreconcilable opponents. If in the "mass" novel the special sadism or insidiousness is attributed to representatives of the Soviet intelligence agencies (*Roza Klebb of in Honey for the bears*), then in more difficult literature it is asked about moral solvency of "Great Game" per se.

The central figure of "Great Game" in the majority of novels is the main character whose image also mean how an image of the detective in the detective. In the classical espionage novel the ideal spy - surely typical and best representative of the nation. An axiom is James Bond. This tendency remains also in the next years. In the *novel D. Francis Trial Run* among all British the representative of intelligence agencies of

Ian Young is represented most attractively. Externally its dominating line is not notability and similarity with Russians [4, p. 82], but internally it appears the absolute representative of the nation in its best option. Young shows the best lines of the English national character: it is benevolent and fair even concerning political opponents, always characterizes Russians from a positive side [4, p. 84]. The tolerance of Young is combined with strong will that is shown in the steel symbolics which is constantly accompanying its image [4, p. 92].

However, since the 1960s is published in the espionage novel as a tendency to the ambiguous image of relationship of "spy" with "firm", and to ambiguous interpretations of the image of the spy. This problem is the main both in the parody A. Burgess to the espionage novel *Tremor of Intent*, and in actually espionage novels, such as *The Human Factor* by Graham Green and *The Russia House* by J. le Carré. If in the first the insidiousness of intelligence agencies in pure form is shown, then in two other cases the personal situation is the reason for deviation of heroes from obligations. Complication of an image of the spy promotes emphasis of the nature of espionage activity as certain game. In this regard the problem of "a double game" especially relevant after a series of loud revelations in both investigations (the scandal of the 1950th years connected with Guy Burgess and Donald Maclean) becomes one of the main problems in the espionage novel. It is the cause for tough denigration of double agents and attempt to understand their motives.

In the mass espionage novel treachery of the nation and transition "on other party" is based most often on national or social marginality of the character. Novels by Fleming where Donovan Grant's image is allocated (the half-blooded and the social outcast) become the most illustrative case texts.

In novels A. Burgess, G. Green, J. le Carré this problem is put already in connection with the central characters whose personal position does not coincide with a position of "Firm" more and more distinctly (So in novels G. Green and some other authors the British intelligence is designated). In novels by these authors the moral position of their heroes is not combined with requirements of political system, these "wrong" spies are also marginal: Hillier (*Tremor of Intent*) - Catholic (having bowled off, he becomes a priest), is married Castle (*The Human Factor*) to the black, Barley (*The Russia House*) fallen in love the Russian. These authors do this problem by an object of research. Most in detail G. Green in *The Human Factor* is engaged in it. The hero makes the difficult choice, having become the double agent. The author does not condemn him, but at the subject level the hero is punished quite, having lost also family for the sake of which it was solved on communication with communists. In case of a double game the concept of the Big game becomes complicated as assumes the different level of the emotional and moral involvement of the hero into actually Great Game (between investigations). The agent who is dealing doubly can how not to enter an obvious contradiction with the interests of "Firm", resisting to it only morally, and to tear completely with it, at the same time opposite subject situations of "the spy who moved away from affairs" and "the double agent" do not duplicate personal positions the character: the distancing of the first from values of ideology of the Big game can be not less, and it is more, than at the second.

The figurative and symbolical embodiment of a mytheme of Great Game in the modern espionage novel it becomes frequent a **chess game**. Progress of Russians in chess sport destroys civilizing approach, traditional for the western politicians, and forces to consider them worthy rivals in Great Game: "*These Russians are great chess players. When they wish to execute a plot, they execute it brilliantly. The game is planned minutely; gambits of the enemy are provided for. They are foreseen and countered. At the back of my mind, Kerim's face in the window was gloomy, 'I have a feeling that you and I and this girl are pawns on a very big board-that we are being allowed our moves because they do not interfere with the Russian'*" [6, p. 334]. For the first time this motive appears in a cycle of stories of U.S. Maugham *Ashenden: Or the British Agent*, (1928). The motive of a chess game traditionally is published in those works where the USSR is considered as the serious and cruel opponent and designates political opposition as an intellectual game, for example in *Honey for the*



*Bears* by A. Burgess [7, p. 273]. In *Funeral in Berlin* by L. Deighton a chess game already not so much will organize the ideological level of the novel how many it moves to a formal level, acting as way of the organization of a plot. The epigraph from area of a chess game [8] defining a duel stage between intelligence agencies in the novel is premised to each chapter.

In the novel in *The Human Factor* by G. Green a chess game also becomes the brightest metaphor of the relations of intelligence agencies which is developed in a mytheme of the Big game. The understanding that purely "game" approach to opposition of the parties not only at the level of the management of intelligence agencies or the countries, but also at the level of the spy is possible is published in this novel. According to the author, it is threat both at the personal level, and at the level of the organization.

One more author of the novel of the comic plan of Michael Frayn continues a subject of total deception, characteristic of "Great Game". In its *The Russian Interpreter* (1966) practically each of characters (except the main character) replaces several masks in the work. The Englishman of Proctor-Gould is represented as the businessman who is sincerely interested in improvement of the Soviet-English relations as the employee of the British intelligence, as the assistant to the Russian dissident writers. The Russian girl of Raya, the teacher of Marxism, it becomes easy the Englishman's kept woman, steals his things, blackmails him, and eventually it appears a supporter of an unusual patriotic circle. The "espionage" subject considered as inevitable attribute of any novel about the USSR during this period appears in the novel only a part of carnival reality of the inexplicable country.

Easing of political tension in the 80-90th years gradually leads to the fact that game approach to the image of intelligence agencies more and more extends in the English literature. It is shown and available games with the stereotypic reader's perception of a subject of intelligence agencies which developed for years of the Soviet era. One of forms of such game are the planned "false" subject courses on the basis of the existing stereotypes. In the novel *Trial Run* by D. Francis one of them becomes the last false culmination when the hero is taken away to Lubyanka [4]. It has to suggest the reader an idea that he is expected by inevitable arrest. The situation is resolved when it becomes clear that the storyteller is called for identification of terrorists, present general enemies of Great Britain and the USSR, intended to break the Olympic Games (the Moscow Olympic Games of 1980 mean).

In later literature direct parodying stereotypic subject situations, such as, for example, "conversation with the representative of intelligence agencies" meets more often. In the novel *The Russian Interpreter* by M. Frayn the main character after arrest in the imagination completely creates "terrible" scenes of interrogation with the become standard details: "They would keep him awake at night, reduce hi diet, make threats. They might very well go further" [9, p. 177], but his communication with the power comes down to a talk with the only talkative security guard that did not provide to the prisoner a towel. In the novel *The Russian Girl* (1992) by K. Amis a conversation of the main character with the representative of the Russian intelligence agencies is under construction as a chain of the situations parodying stereotypes of espionage cinema, Ippolitov jokes all the time, repeats phrases from the American movies ("you have the right to remain silent" [10, p. 180]), reproduces subject situations: "At the moment when the detective, principal policeman, is finishing a piece of his inquiries from the witness, you understand, he says good-bye and he turns to go, and then he turns back and he says in apologetic way, " Oh, please excuse me, **but there is just one more thing I'd like to bring up**" and of course usually it's something quite important" [10, p. 182]. The hero also feels "as the actor on the stage" and does not attach to a meeting particular importance ("Incurable actors, these Russians" [10, p. 183]).

#### 4. Summary

Thus, if at the beginning of the century of "Great Game" designated the nature of relationship of two intelligence agencies in literature and this designation was rather a figure of speech, then to the end of the century she shows all lines of a mytheme as contacts in consciousness of the reader case plots, creates

own symbolics (a chess game as expression of a big game). Game approach in novels becomes attribute not only big-time politics, but also the principle of behavior of its participants and also exerts impact on formal level that corresponds to traditional ways of reproduction of classical mythemes in XX century literature. These approaches are considered in various a context in works of modern researchers [11-14].

### 5. Conclusions

Stability of system of political estimates concerning Russia is to some extent paradoxical and indicative as contradicts dynamics of historical processes, showing correctness of assessment of a political discourse as least mobile mental education. The political mythology on the one hand shows stability of certain mental schemes, with another - shows that within the figurative embodiment of these schemes internal dynamics is possible that it can bring (of course, it is not about the most "mass" literature) as a result to their problematization and the message to them new functions within the art text. The mytheme of "Great Game" is most indicative in our opinion in respect of demonstration of those evolutionary processes which are characteristic of the English political novel of the 20th century.

### 6. Acknowledgements

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## The Risk Management of The Continuous Pedagogical Education System

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### Abstract

Pedagogical education characterized by an increased dynamic of the educational environment, as well as society is subject to the general and specific risks. The system of continuous pedagogical education aimed to the personal and professional development of the teacher is defeated by the systemic institutional risks, and itself is a generator of risks associated with the activities of institutions of continuous teacher education. These aspects have determined the main content of the study conducted in 2016 in the Russian Federation and the European Union. The aim of this study was the analysis the practice of managing the risks of teacher education in Russia and abroad, the identification the sources of the emergence for the system of continuous teacher education.

The main research method was an expert survey. Heads and specialists of pedagogical educational institutions (Russian Federation, Italy, Poland) were involved as experts. The total number of experts was 12 people. Participants were asked to identify the sources of risks of pedagogical education, to identify threats and challenges. A special block of questions was devoted to management approaches in risk management used by different universities in their practice. The results of the survey let us to identify 56 risks of different orientations inherent in the system of continuous pedagogical education.

The identified risks can be divided into two categories: external risks and risks associated with the specifics of the activity of institutions of continuous teacher education. Assessing the approaches to the risk management the experts pointed to the advantages of an integrated approach. 87% of Russian and European experts recognized the importance of introducing the standard ISO 31000:2010 into the practice of risk management of continuing education institutions. Also, most experts noted the need to use national quality standards for education as a factor of reduction the risks of continuing teacher education. The results of the expert survey have shown the importance of developing the applied risk management techniques for the system of continuous teacher education, the need to determine the quantitative and qualitative methods for risk assessment.

**Keywords:** risks, continuous teacher education system, risk assessment

### 1. Introduction

The globalization of the modern society expressing in an intensification of information exchanges, high mobility of people, the growth of migration flows and the unification of person behavior models has led to the fact that the risk has become an essential component of human life [2]. The risk is peculiar to different kinds of activity, separate types of professions, the people living in certain areas. U. Beck entered the term "society of risks", meaning the society of postmodernism period where the production is followed by a high level of development of different types of risks [3]. Such society is characterized by the expressed uncertainty caused by corrupting of traditional foundations of society, impossibility of complete knowledge of the environmental reality.

At the level of the personality the high level of uncertainty and constant need of acceptance of risky decisions is observed. To F. Evald's mind safety is one of fundamental values in the society of risks. And the society is in security status as well as in a risk status that carries to special understanding of the essence of risk and its consequences [4].

Pedagogical education, characterized by the increased dynamism of the environment, also as well as society, is subject to influence of risks. At the same time the system of the continuous pedagogical

education itself also is the generator of the risks proceeding from its features. Risks of the continuous pedagogical education are caused by external and internal factors. External risks have the mediated character and are static. External risks can't be controlled, they demand either devices under external conditions, or a failure from the intended plan. Internal risks are dynamic, their manifestations can be repeated, and they are controlled. It creates need of a research of a set of external and internal risks, and also framings of a certain strategy of risk management of pedagogical education.

## 2. Methods

The pedagogical riskology as a branch of pedagogical knowledge began its development in 1995 when Abramova I. G. for the first time described the essence of a pedagogical risk and selected its types. She has showed that pedagogical risks are inevitable and they include the risks peculiar to school (risk of foliation of pedagogical collective, strategic risk, disposition risk) and risks connected to operation of the specific teacher (risk of overloads, physical risk, risk of a mismatch, risk of inactivity, technological risk) [5]. The selected risks belong to the category of internal risks of educational system, and it is the reason of their appearance. In a modern interpretation of a risk management education organizational and personnel risks correspond to these categories of risks. Studying of pedagogical risks in the context of their influence on activity of the teacher is also considered in Arlamov A. A. works. (2010), Mikhaylova E. N. (2010), Antonova L. V. (2010), Goglovy M.H. (2013), the Set of researches is devoted to trainees, as to a factor of formation of risks education [6].

During the past decade the field of risks education research considerably extended, having embraced different branches of education, including the system of the continuous teacher's training education. The modernization of education aimed at basic structural and informative changes not has only brought the system of pedagogical education to a qualitatively new level conforming to world tendencies but has also produced the whole range of the foreseen and unforeseen risks. At the same time a part of the risk-contributing factors has a political character. Speaking about the risks caused by specifics of the continuous pedagogical education it is possible to select the following groups:

- organizational risks;
- risks of subjects of educational process;
- innovative risks;
- information risks.

The diversity of risks creates the need of their identification and formation of databases of specific risks, evaluating risks, layering of levels of risks according to the basis of their possible impact on results of education.

The analysis of risk researches in education shows high interest of teachers in this subject. The works of Abramova I. G.(2007), Ayetdinovy P.P. (2013), Boguslavsky M.B. (2015), Gorkava O. V. (2005), T.P. Kostyukova and I. A. Lysenko (2009), Sabininy H.H. (2012), Sorokiny N.D.(2009), Khabibulin E. R. (2008) are devoted to disclosure of various aspects of a risk management of education [7].

Risk management should be an object of activity of the leading structures of education, and the choice of a policy and the principles of risk management is carried out according to specifics of educational institution [8].

Evolution of the theory and practice of a risk management allows to select concepts of the selective, complex and integrated risk management.

The main idea of selective approach is the assessment and risk management on the basis of indicators. The indicative approach expresses in creation of system of indices at different levels of educational

system and its monitoring gives constant information about a level of expressiveness of different types of risks. In this case the risk management is directed to the solution of the functional problems within the specific education level without the integral nature of system of the continuous education. It carries to inconsistency of actions for protection against risks that expresses in impossibility of achievement of the objectives of educational system in case of such creation of management system risks [9].

The complex approach to risk management of educational system allows to execute a cumulative assessment of risk-contributing factors, to identify the system of possible risks and threats that considerably improves the quality of actions for lowering risk level. Such approach is used within separate educational institutions and has the nature of system of an internal (corporate) risk management, without institutional features of an education system [10].

### 3. Results And Discussion

During the research of risks of continuous pedagogical education the main attention was paid to questions of identification of the factors of external and internal character promoting formation of risks. At the same time the opinion of experts regarding the internal risks as the most possible for management is of the greatest interest. It was also important to consider internal risks from the point of view of degree of their controllability.

At a research of opinion of experts concerning the strategy of risk management the main attention was paid to questions of comparison of various approaches to risk management, studying and generalization of a position of experts regarding the important directions of risk management of continuous pedagogical education.

The common goal of this research is the analysis of practice of risk management of pedagogical education in Russia and abroad.

Specific research objectives:

1. Identification of external and internal risks of continuous pedagogical education.
2. Determination of degree of controllability of internal risks of pedagogical education.
3. Identification of the approaches to risk management of pedagogical education used in various educational institutions of the Russian Federation and the EU.

At identification of risks of NGO use of the expert analysis which allows in the absence of reliable information about threats and risks on the basis of experience and knowledge of experts to receive data is expedient. The method of the expert analysis represents a complex of the mathematical and logical methods directed to identification of reliable information about a research object.

At the choice of a method of the expert analysis its advantages (ease of an assessment, a possibility of use of experience and competence of experts) and disadvantages were considered (complexity in involvement of experts, subjectivity of estimates). Selection of experts included a high-quality selection according to the following requirements: presence of high level of competence in management of establishment of pedagogical education; existence of access to data on organizational and administrative processes in educational institution; high degree of independence of interests and images concerning the realized administrative processes; interest in results of the expert analysis. The quantitative analysis of experts provided identification of degree of competence of the expert by method of a self-assessment and calculation of necessary number of experts.

When carrying out the expert analysis 12 experts from four Russian universities (Northern (Arctic) federal university, Southern Federal University, the Astrakhan state university, the Crimean federal university) and two universities of the European Union have been invited (University of Bologna (Italy),

the Szczecin university (Poland). Such number of experts has increased degree of reliability of the analysis to 90%.

For identification of level of competence of experts the self-assessment method was used. Experts estimated their level of theoretical knowledge in the field of education management, experience and ability to forecasting on indicators "high", "average", "low" that corresponded to numerical values 1; 0, 5 and 0. Further there was a coefficient corresponding to the level of competence of the expert on the basis of arithmetic-mean value of indicators. Therefore, the coefficient of competence of the expert can accept value in the range from 1 (full competence) to 0 (full incompetence). A lack of this method is the probability of high self-esteem. Nevertheless, this method is the most effective at selection of experts on the basis of their competence.

During the inquiry experts needed to mark out risks of system of continuous pedagogical education the sources of which is external and internal environment of pedagogical education. The questionnaire "Risks of system of continuous pedagogical education" was divided into two parts in which experts specified external and internal risks of secondary and higher professional pedagogical education. Also the experts were suggested to specify age, experience and the place of work.

For performance of this assessment the internal risks of pedagogical education revealed during questioning of experts were used. The revealed risks were estimated on the following scale of controllability: "absolutely operated", "highly operated", "so-so operated", "poorly governed", "uncontrollable". It allowed to determine the place of risks in the form of a number of natural numbers by degree of their controllability. Further ranging of the received estimates was carried out. Ranks were defined by the next way: risks settled down according to the sums of their ranks received as a result of individual estimates of each expert. At the same time the risk the sum of ranks of which was maximum was put on the first place. Thus, all internal risks were graded according to degree of their controllability.

Identification of the approaches to risk management of pedagogical education used in various educational institutions of the Russian Federation and the EU.

For an assessment of approaches to risk management of continuous pedagogical education inquiry method was used. The questionnaire was made of 10 questions. Questions 1 - 5 were devoted to detection of features of policy and the strategy of risk management of this educational institution, its purposes and tasks. Questions 6 - 10 defined an assessment of methods of management of risks in this educational institution.

#### 4. Summary

The list of external and internal risks of pedagogical education became the result of questioning of experts. The experts were offered to define risks of system of secondary and higher professional pedagogical education. The inquiry has shown that the majority of risks has a general character. At the same time specific risks of SPO and VPO indicate problems knowledge of which allows distinguishing the priorities for further optimization of activity of institutions of system of pedagogical education.

During questioning experts marked out the following external risks of system of continuous pedagogical education:

- Political (simultaneous existence of opposite tendencies of globalization of education and preservation of national (country) educational identity, transition to the Bologna system, changes of the regulatory base of pedagogical education, participation of higher education institutions in the international ratings, merge of higher education institutions, mass character of the higher education, need of receiving higher education for graduates of SPO institutions, need of receiving master education)

- Social and economic (risks of change of the budgetary policy in the field of education, forms of ownership in higher education institution, impossibility or insufficiency of implementation of the administrative agreed works, reorganization of education market, deterioration in a tax burden for higher education institutions, change of requirements to entrants at the state level (increase in the minimum lowest passing score on the USE), allocation of the budgetary places for non-state higher education institutions, growth of the competition between higher education institutions, a demographic situation, risks of a shortage of students and reduction of the budgetary places, deterioration in material and technical resources of educational institutions, low wage of teachers).
- Branch (introduction of new standards of training, toughening of requirements to educational institutions, increase in requirements to vocational training of teachers, standard requirements to an assessment of quality of results of training, the formalized character of pedagogical education, poor quality of training of graduates).

Internal risks of system of continuous pedagogical education:

- organizational risks (irrational organizational structure of institutions of education, copying of functional spheres of activity, mistakes in administrative decisions, unattractive image of higher education institution, inefficient marketing, decline in quality of training due to increase in number of branches, the wrong planning of educational activity, the irrational organization of educational process in institutions of secondary and higher pedagogical education, personnel risks, set of students with the low level of knowledge, decrease in lowest passing score, discrepancy of an academic load to opportunities of students, discrepancy of the directions of training of future teachers to labor market inquiries (preponderance of one directions of preparation over others), etc.);
- risks of subjects of educational process (regular and non-staff teachers, low level of motivation of teachers and students, high level of a stress, a problem of adaptation of students, quality of basic training of students, the state of health of students, level of competence of teachers, methodical mistakes of teachers, an inadequate assessment by teachers of their opportunities, lack of skills of self-education of students, etc.);
- innovative risks (participation in economic and contractual activity, compliance of innovative activity of educational institutions to expectations of stakeholders, results of introduction of innovations in educational process, etc.);
- information risks (high rates of informatization, risks of communication process, risks of distortion of information, risks of receiving by students of the forbidden Internet content, etc.);
- financial risks (risks of increase in cost of educational services, risks of decrease in financial stability from attraction of borrowed funds, risk of the missed benefit);
- criminal risks (existence of the expensive equipment).

Thus, experts have marked out more than 60 risks. The majority of risks can be expected, and, therefore, it is possible to create a certain strategy of management.

For identification of degree of controllability of risks of continuous pedagogical education the ranging method has been used. During questioning experts have marked out 34 internal risks. These risks are operated. The main objective of the research is to reveal degree of their controllability.

The analysis of the received results shows that personnel risks and risks have the highest degree of controllability, are connected with irrational organizational structure of institutions of pedagogical education, with the irrational organization of educational process. These risks have high previsibility that raises possibilities of management of them. Experts have referred the risks caused by set of students with

the low level of knowledge and a problem of discrepancy of the directions of training of future teachers to labor market inquiries to uncontrollable risks. Content of these risks in many respects is defined by subjects of educational process which at the same time are also a part of the external environment of education. It also is the reason of difficulties in management of such risks.

Identification of the approaches to risk management of pedagogical education used in various educational institutions of the Russian Federation and the EU.

For an assessment of various approaches to risk management of pedagogical education questioning of experts has been carried out. Results of questioning have shown high interest of heads of educational institutions in a risk management problem.

When comparing various approaches to risk management 51% of experts have noted that the choice of approaches is based on the basis of system of management, accepted in this educational institution.

Its applicability concerning any kind of risk is very important because of a high level of uncertainty of the environment of the modern pedagogical education.

Understanding of importance of implementation of a risk management, about 70% of experts marked the need of creation of application-oriented techniques of risk management of system of pedagogical education. 87% of respondents specified a problem of absence of available techniques of an assessment of risks of education, importance of use of the quantitative and quality standards of risks.

## 5. Conclusions

Need of risk management causes the creation of a risk-oriented system of management of education. It is important to create the tools allowing educational institutions to develop independently management systems risks, to execute the quantitative and quality standard of risks of pedagogical education. The assessment of possible threats and risks will allow to predict timely unwanted results, to create system of situation-dependent response to unforeseen circumstances and, finally, to work out the strategy of development of education corresponding to urgent needs of the personality, society and state.

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## Fähem (Knowledge) In The Lingvoculture of Tatar

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### Abstract

This paper concerns the disclosure of the cultural background of the lexeme *fähem* (intelligence, intellect, brightness, knowledge), analysis of lexical units denoting the notion of *fähem* in the Tatar language. The study focuses on the influence of the Muslim religion and Sufi teachings on the formation of the Turkic-Tatar religious worldview, as well as on the evolution of the Tatar language on the whole; the semantic transformation, development and functioning of the lexeme *fähem* in different layers of vocabulary and the specificity of its fixation in the linguistic consciousness of the Tatars

Relating to the problems of research, a complex of existing basic research methods is effectively used: *descriptive, comparative historical, contrastive, methods of partial and complete sampling* of the material under study.

The study proves that the adoption of Islam has changed the worldview of the Turkic-Tatars, contributed to the development of the Tatar language. The article states that the lexeme *fähem*, after being borrowed from the Arabic language, has acquired a new semantic understanding and undergone the semantic development and partial transformation. In the modern Tatar language, the lexeme *fähem* (the phonetic variant – *fähim*), functioning as a separate name and as a component of compound names, is updated in new meanings in the anthroponymic space. It is revealed that among the names with the component *fähem* the most frequent are the personal names *Fähim / Fähimä* and their colloquial (phonetic) variants *Fäim / Fäimä*.

**Keywords and phrases:** the Tatar language, vocabulary, knowledge, cultural linguistics, anthroponym.

### 1. Introduction

In modern linguistics the research aimed at studying the language in the context of ethnic culture has become very active. As is known, the language serves as a means of accumulating, storing and transmitting information about the historical and cultural evolution of ethnos. Various semiotic systems represent the information about cultural life. Within the framework of ethnic culture, a person can think and present his vision of the world via the units of language. In some units this information is implicit for a modern native speaker, hidden by secular transformations, and can be extracted only as a result of a comprehensive study of not only linguistic but also cultural semantics.

The Muslim religion played a huge role in the formation and development of the Tatar language as a part of spiritual culture of the people. It contributed to the formation of a new culture, incorporating the historical experience of the pre-Islamic period and the Arab-Persian civilization, the basis of the synthesis of which furthered the origination of the Turk-Tatar culture, which, unlike the cultures of Muslim countries, has its own specifics.

The issues of the formation and evolution of the Tatar people's worldview and its influence on the development of the language have long attracted the attention of researchers, however, the previously published works were carried out mainly in the framework of traditional descriptive linguistics. In recent years, in this area there have appeared the works which study the Tatar language within the scope of linguistic and culturological problems [1], analyze the influence of the national mentality and thinking on the lexical composition of the language [2]. The similar studies are being conducted in Turkology [3, 4]. Some studies trace the role of the Muslim religion and Islamic mysticism in the formation of religious worldview of the Tatars [5].

Islam has greatly influenced all aspects of the life of the Tatar people. One of the fundamental aspects governing the worldview of the Tatar language personality is the attitude to science and the desire for

knowledge. The present article discloses the cultural background of the lexeme *fähem* (intelligence, intellect, quick understanding, knowledge), analyzes lexical units denoting the notion *fähem* in the Tatar language.

The analysis of the lexical units denoting this concept in the Tatar language used various types of dictionaries to establish the origin and correct interpretation of the lexemes in the modern Tatar language: "Explanatory Dictionary of the Tatar Language" [6], "Arabic-Russian Dictionary" [7], "Islamic Encyclopedic Dictionary" [8].

The sources of research are a large range of literary monuments and journalistic material in the Tatar language, fixed in the electronic corpora of the Tatar language: The National Corpus of the Tatar language "Tugan Tel" Tatar National Corpus" [9] and "Corpus of Written Tatar" [10].

## 2. Methods

With regard to the problems of research, a complex of existing basic research methods is effectively used: *descriptive, comparative historical, contrastive, methods of partial and complete sampling* of the material under study.

The main research method is the descriptive method, which includes such techniques as observation, contrasting, generalization of the material being compared. *The comparative historical method* is used to analyze the semantic features of the usage of the identified linguistic units in respect to the diachronic aspect in the modern Tatar literary language.

The comparative method is used with a focus on a comprehensive analysis of Arabic borrowings, it makes it possible to reveal the features of the interaction of the Tatar language with the Arabic language in the process of forming personal names, as well as with the focus on typological characteristics of the anthroponymic vocabulary of the Tatar language. The study also uses the elements of etymological analysis, that enables to establish the origin of the word and eliminate the possibility of misinterpretation.

## 3. Results And Discussion

With the adoption and gradual dissemination of Islam, a new type of thinking is formed, the views on the world around and the place of a person in it has changed. It should be noted that the influence of Islam on the Turkic-Tatar world is very significant: it has changed even the folklore traditions, transformed not only pagan elements in the national consciousness, but also social, social and philosophical views. Following this, in the history of the Tatar people, Sufism also finds its place, which, according to the scholars, "entered the spiritual, cultural life of the Turkic-Tatar area" [11]. Thus, the Muslim religion and the Sufi doctrine has played an important role in the formation and development of the religious worldview of the Tatars as a whole. The adoption of Islam has not only radically changed the worldview of the Turkic-Tatars but also led to an increase in the proportion of Arab-Persian borrowings and the consolidation of borrowings in the vocabulary of the Tatar language. It is the adoption of a new religion that is conducive to the gradual penetration of a huge number of new lexical units, which, once in the new linguocultural space, could not only take roots, but were also subjected to semantic, phonetic and grammatical language acquisition by the receiver, which allowed for the language personality to perceive them as the units of the native language. Sufism also contributes to the development of the Tatar language, imparting it with the flexibility and introducing new stylistic dimensions into it. This is particularly evident in fixing the borrowed terminology, so "to know special Sufi concepts and terms was necessary for an authentic understanding of the author's position" [12].

In modern Tatar the lexeme *fähem* is represented in the meaning of 1) intelligence, intellect, quick-mindedness; 2) it is used in the meaning of "understanding, reasoning" [6, pp. 629]. But it should be noted that *fähem* is an Arabic borrowing, and in the Arabic language the word فهم - "*fähhun*" functions in several meanings: 1) understanding; 2) brightness; 3) intelligence; 4) ability [7, p. 611]. Thus, it should be

mentioned that after borrowing from the Arabic language this lexeme undergoes the semantic transformation and semantic potential of the borrowing disappears, not all meanings of this lexeme are fixed in the consciousness of the Tatars.

The word *fähem* in modern Tatar is a common and productive lexeme. In the national corpus of the Tatar language “Tugan Tel” [9] this lexeme has been fixed 144 times. For example: *Säfärdä jörep qajtuçylar fikerençä, alar bik küp fähem häm aqyl tuplap qajtqan kürşe töbäktän* ‘according to the adventurers, they gained (accumulated) a great deal of knowledge and intellect in the neighboring region’; *üzebezgä dä bik küp fähem aldyq, küp äjberlärgä öjränergä tyryştyq* ‘gained intellect (knowledge) for themselves as well, tried to learn many things’, and so on.

In “Corpus of Written Tatar” [10] the lexeme *fähem* is found 212 times. For example: *Tufan Minnullınnıy deputat bularaq eşçänlege dä küplär fähem alyrlyq* ‘Tufan Minnullin’s activity as a deputy is an example of reason for many people’, *äsärlärdän nındider fähem alyr öçen sin any, kim digändä, uqyp çyaryä tieşsen* ‘to know something from the work, you ought at least to read it’, *Mony fähem it, yaziz ätkäjä!* ‘understand it, my dear father!’, *Isäpläü matematikasy häm şakli fähem fakul’tety dekany Röstäm Latypov elektron uqytu turynda üz fikeren janıyıratty* ‘the dean of the department of computational mathematics and artificial intelligence Rustam Latynov gave his opinion concerning e-learning’ and so on. As the examples mentioned above show, the word *fähem* in the language of the Tatar fiction and periodicals is used in the meaning “knowledge” (gilem).

According to the Muslim dogma, “*il’m* – knowledge, science. The source of knowledge is Allah. Anxiety for *il’m* is encouraged in Islam and is God’s work ... Along with the notion of “*il’m*”, the term “*marifa*” is often used – inexperienced knowledge that has been achieved in an irrational way as a result of prolonged practice of experience and subjective sensations. Knowledge can be unmediated and mediated. Unmediated knowledge is given to man by Allah from the moment of his birth through speculative comprehension of the surrounding world. Mediated knowledge can be obtained through mental work, a special study of various sciences, problems. Human knowledge is divided into Sharia (i.e., religious) and non-Sharia (secular) knowledge” [8, pp. 273].

Thus, it should be stated from the above examples that in the linguistic consciousness of the Tatars the concept *fähem* functions much more widely and can enter in the modern Tatar language into synonymic relations with the words *belem* – knowledge, *gilem* – knowledge, *aqıl* – intelligence, *zihen* – mind, intellect, *anlaw* – understanding.

Our research shows that the influence of Sufism on the Tatar language has not bypassed the onomastic subsystem, in particular, the anthroponymic subsystem. Sufi philosophy has played a role in popularization of the names of religious content. Under the influence of the Sufi school and Sufi philosophy, a large number of anthroponymic units have been formed, which previously had nominative meanings, i.e. the traditional Sufi concepts have been transformed into the commonly used anthroponyms of the Tatar language.

In Muslim philosophical thought, knowledge occupied the leading positions. In Sufism, for the ancestors of the modern Tatars, the basic principles of knowledge were attractive – *fähem*. The desire to gain knowledge became afterwards the basis of the Tatar national culture. A special relation to knowledge, the desire to see your child educated formed the basis for the motivation of the anthroponym Tatar language

Due to its popularity, the lexeme *fähem* (the phonetic variant – *fähim*) begins to function as a part of anthroponyms, which previously had nominative meanings, but under the influence of Sufi teachings, it gained new semantic understanding, underwent semantic development and was actualized in the anthroponymic space already with new meanings. This lexeme is used as a single name and as a component of compound names: *Fähim* / *Fähimä*, *Fähmi* / *Fähmiya*, *Fähimjan*, *Fähimulla*. In the colloquial

speech the consonant [h] is often omitted or changed into [j], which results in the phonetic variants of these personal names: *Fäim / Fäimä, Fäimjan*.

The anthroponyms *Fähim / Fähimä*, derived from the appellative, have the meanings of “he is quick-witted, insightful / she is quick-witted, insightful” [7, pp. 611]. The personal names *Fähmi / Fähmiya* is also used in the above meanings and are phonetic variants of these names.

In the compound anthroponym, the name-forming component *fähim* is used with the Arab-Persian components *jan* and *mulla*: *Fähimjan, Fähimulla*.

As the results of the research show, in the modern Tatar language, in particular, in the language of Tatar fiction and periodicals, among the names with the component *fähim* the personal names *Fähim / Fähim* are the most frequency. After analyzing the factual material, we have discovered that in “Tugan Tel” Tatar National Corpus [9] *Fähim* is found in 988 examples, and *Fähimä* occurs 834 times. These anthroponyms in Corpus of Written Tatar [10] occur 144 and 97 times, respectively. The colloquial variants of the anthroponyms under study – *Fäim / Fäimä* – are also in active use. According to the search results in the corpora of the Tatar language, it should be noted that the feminine name *Fäimä* is fixed in the databases 18 and 21 times, respectively.

#### 4. Summary

1. The Muslim religion and the Sufi doctrine played an important role in the formation and development of the religious worldview of the Tatars, and also had a great influence on the language of the Turkic-Tatars in general. In addition, the adoption of a new religion led to an increase in the proportion of Arab-Persian borrowings and the entrenching of the borrowings in the vocabulary of the Tatar language.

2. It has been established that the word *fähem* in the modern Tatar language is a commonly used and productive form. When borrowed from the Arabic language, this lexeme underwent a semantic transformation and the semantic potential of borrowing disappeared, not all meanings of this lexeme are fixed in the linguistic consciousness of the Tatars. In the modern Tatar language, this lexeme can enter into synonymous relations with the words *belem* – knowledge, *gilem* – knowledge, *aqil* – intelligence, *zihen* – mind, intellect, *aqlau* – understanding.

3. The pursuit to knowledge, the desire to see a child being educated have formed the basis for the motivation of the anthroponyms of the Tatar language. The lexeme *fähem* in different phonetic variants in the anthroponymic space has acquired a new semantic understanding, has undergone a semantic development and has acquired already new meanings in the anthroponymic space.

#### 5. Conclusions

Islam and Sufism had a great influence not only on the formation of a religious worldview, but also on the language of the Turkic-Tatars. The adoption of a new religion contributed to the development of the Tatar language, in particular, led to an increase in the proportion of Arab-Persian borrowings in the vocabulary of the Tatar language. The lexeme *fähem*, when borrowed from the Arabic language, acquired a new semantic understanding and underwent a semantic development. In the modern Tatar language, it enters into synonymous relations with the words not only of Arabic-Persian origin, but also the words formed on the basis of the Turkic-Tatar language, forming a single cultural-semantic field. In addition, this concept has penetrated into other layers of vocabulary, in particular, in the anthroponymy, and has been filled with new semantics.

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## Language situation in Tatarstan and Turkey

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### Abstract

This work is devoted to the study of the language situation in Tatarstan and Turkey in the conditions of the multinational population of the republics. To achieve this goal, the essence of the notion "language situation" was revealed, the features of the language situation in Tatarstan and Turkey before the beginning of the 20th century were defined, the language situation of Tatarstan in the 1920s-1930s and 1990-2018s was studied, and a review of the language situation in Turkey after the Kemalist revolution of 1918-1923 until today was made. The authors concluded that the linguistic situation is continuously associated with geopolitical, sociocultural and globalization transformations that influence its structure; the functional potential of the Tatar language is influenced by the language policy, the language situation and the education system; the study of the experience of the Turkish language situation in the historical aspect and the selection of the main development trends allow us to adequately assess the level of language processes in the Republic of Turkey. We made a conclusion that language situations in the Republic of Tatarstan and the Republic of Turkey have significant differences due to the different historical, political, socio-cultural and other features of the development of each region.

**Key words:** language situation, language policy, Tatarstan, Turkey, Tatar language, Turkish language.

### 1. Introduction

"Language situation" is one of the fundamental terms of sociolinguistics and is considered as a fundamental scientific concept, while at the same time in domestic and foreign science is interpreted differently. This diversity is explained by objective factors arising from the relationship between society, the external system and the internal structure of the language and language functioning. The precise definition of the linguistic situation is also hampered by the diversity of features of this concept. On the one hand, the linguistic situation expresses a set of languages that are interconnected by virtue of close contacts and relationship to each other. In addition, the subjective factor is involved in determining the language situation, that is, the language attitudes of individual members of society, their attitude to language, language policy, etc. On the other hand, the language situation is a definite model of the "social and functional distribution and hierarchy of social and communicative systems and subsystems" [1: 133].

The dictionary of sociolinguistic terms explains the concept of language situation as "a set of forms of existence concerning one language or a set of languages in their territorial and social interrelation and functional interaction within certain geographical regions or administrative-political entities" [2: 266].

In the works of the Russian-speaking scientific environment, the nature of the "language situation" as the key term of sociolinguistics has always been emphasized. It is also widespread in monographs and articles of Western sociolinguistics, but most dictionaries and reference books do not use this term. One of the reasons for this may be the fact that the concept of "language situation" is perceived rather as an integral part of other key concepts, such as, for example, "language policy" [3: 14]. Along with language policy, it is also necessary to mention the "ecology of language", which includes the main aspects of the language situation [4: 57].

This problem is covered in the works of many scientists from different branches of knowledge, since the study of the language situation is at the junction of such scientific areas as sociolinguistics, ethnolinguistics, history, cultural linguistics, pedagogy, etc. The problems of the relationship between

language, history, society and culture, as well as the issues of teaching the Tatar language are considered in the works of I.A. Sadykova [5], E.N. Denmukhametova [6], R.R. Salakhova [7], G.F. Kalganova [8] et al.

## 2. Methods

In the study, several methods were applied. The descriptive method was used to describe the language situation of the compared republics. On the basis of the document analysis method, numerous documents on the research topic were analyzed. The equivalent method was necessary for comparing the language situation in Tatarstan and Turkey. The method of observation was used in the selection of scientific facts and characteristics that reflect the peculiarities of the use of national languages in the studied republics. The method of induction is applied when studying the features of the functioning of languages selected for the study, etc.

## 3. Results And Discussion

Tatarstan is one of the most multiethnic republics of the Russian Federation: over 170 nationalities live there, the most numerous of which, according to the 2010 census, are Tatars (53.2%), Russians (39.7%), Chuvashes (3.1%), Udmurts (0.6%), Mordovians (0.5%), Mari (0.5%), Ukrainians (0.5%) and Bashkirs (0.4%). Despite this diversity of nationalities and languages, Tatarstan is distinguished by the harmonious preservation of the interests of various peoples and ethnic groups.

The Tatar language is the language of the ethnic majority in the Republic of Tatarstan, but it is inferior to the Russian language in terms of usage and social status. Russian is the state language throughout the Russian Federation, and the Tatar language has the status of the state only in the territory of the Republic of Tatarstan, although native speakers live in many regions of Russia, as well as abroad.

Despite the fact that the language policy of Tatarstan did not achieve the equal functioning of the two languages in the republic, researchers believe that "it has borne its own fruits: it managed to slow down the narrowing of the Tatar's language sphere of functioning in the conditions of society transformation caused by the development of market relations. At the same time, there is a general consensus in the republic regarding the need for language regulation by the state, and, in particular, support for the Tatar language as in need of protection. However, how far this support should go, and by what specific measures it should be implemented is not always the matter of general agreement" [9].

The Tatar language was used as a second state language since the 17th century to the first half of the 19th century, and was taught in many educational institutions of Russia. In 1921, for the first time in history, the Tatar language was declared the state language on a par with Russian. The process of implementing the Tatar language as a state one continued in the 1920s - 1930s; as a result, much work was done on the functioning of the Tatar language in various spheres of public life, including teaching in various educational institutions of the republic.

As for Turkey, until the formation of the Turkish Republic in 1923, the Turks did not have a generally accepted self-name and a single language. Turk townspeople and Turks-feudals called themselves Ottomans, the urban and rural elite called themselves Muslims, while the popular self-designation of the Turks which spread among the peasants remained the ancient ethnonym "Türk", i.e. "Turkman". Turkish language did not immediately receive citizenship rights in Turkey. In the Ottoman Empire they used three languages: Arabic was the language of religion, Ottoman was the official and literary language, and Turkish was the national and spoken language. After the revolution of Kemal Atatürk, the formation of the Turkish nation was completed, the Turkish people began to call themselves with the ethnonym "Turks", and the word "Ottomans" gradually ceased to be used, becoming the property of history. And the name "Muslims" began to denote only religious affiliation. After 1923, there were major changes in writing, spelling, vocabulary, borrowing, anthroponymy, toponymy and other aspects of the Turkish language.



After the formation of the Turkish Republic, some Arabic and Persian word forms were replaced by Turkish, and all citizens of the country were legally obliged to speak and write only in Turkish. The government established and maintained many historical and linguistic societies designed to explore and develop local linguistic traditions. Until 1991, publications, radio and television broadcasts in any language other than Turkish were banned here, but Western European and Arabic languages were taught in schools as a foreign language. As a result, by now a very flexible and modern literary language has been formed, which corresponds to the historical roots of the people and freely adapts to modern trends [10]. Now all restrictions on the use of foreign languages in the country have been removed.

#### 4. Summary

Having studied the linguistic situation of Tatarstan and Turkey, we came to the following conclusions. The essence of the concept of "language situation" turned out to be quite complex, multi-stage and multifaceted. It is not by chance that there is no generally accepted definition of this term in sociolinguistics. The linguistic situation implies the development of a linguistic state with all its components. In modern sociolinguistics, the linguistic situation is considered as a complex of sociolinguistic, ethno-linguistic and linguistic components.

Tatarstan and Turkey are unique republics by the variety of represented ethnic groups, cultures and languages. For example, representatives of more than 170 nationalities live in Tatarstan today. Tatar and Russian are the state languages in the Republic of Tatarstan. In modern Turkey, there are also a significant number of languages, about 50, although the majority of the population of the republic (at least 80%) speak only Turkish.

In the 1990s, serious changes in the language situation occurred in Tatarstan. In 1992, the Law "On the Languages of the Peoples of the Republic of Tatarstan" was adopted; as a result, the Russian and Tatar languages were declared to be equal state languages. The 1992 Constitution of the Republic of Tatarstan also contained an article on state languages. In the State programs for the preservation, study and development of languages of the peoples in the Republic of Tatarstan adopted in 1994, 2004 and 2014, the ways of using the Tatar language in various spheres of life were specified.

For more than 25 years since the adoption of the law on languages, the language situation in Tatarstan has been marked by the expansion of social functions and the public use of the Tatar language. Since 1992 the Tatar language was introduced as a compulsory subject in the school curriculum, and numerous Tatar schools were opened. Programs and training kits were developed in three areas for general education schools (Tatar schools; Tatar groups in Russian schools; Russian-speaking groups). Tatar legislation provided for the study of Russian and Tatar languages in an equal volume. However, the creation of a coherent system of continuous education at all levels of general and vocational education has been and remains one of the important tasks of the language policy in Tatarstan.

Turkish is the only official language in the modern Turkey, although there are used a significant number of languages in the country. According to the Turkish Constitution, except for Turkish, no language can be taught as a native language in any educational institutions. The Lausanne Peace Treaty of 1923 guaranteed the rights of only three ethno-linguistic minorities: Greeks, Armenians and Jews. Talking about other minorities, the Turkish government considers separatism. The largest minority are the Kurds. Accordingly, North Kurdish and Zazaki which speakers are Kurds are considered the most widespread languages after Turkish. However, the Kurdish language is among the "forbidden".

Being faithful to its values and traditions, Turkey is extremely interested in learning others useful experience, sharing solutions to numerous problems and with the greatest willingness supporting initiatives aimed at developing European cooperation in the field of education and science. At the same time, integration into the European educational space is not a self-consistent goal for Turkey. It should

help to solve many different problems from the standpoint of the new paradigm of education and the related issues of expanding access to higher education, improving the quality of education and research, developing private universities, and implementing traditional academic values in the light of ongoing reforms.

Integration into the European educational space is also a means of familiarizing with European academic and cultural values. It was they which always brought people together, contributed to the mutual understanding and admiration of the material and spiritual wealth of each nation individually and of humanity as a whole. In this area, the broadest prospects for fruitful cooperation are opening up in order to fully utilize the intellectual potential of different peoples in response to global challenges in the world.

### 5. Conclusions

The language situations in the Republic of Tatarstan and the Republic of Turkey have significant differences due to the different historical, political, socio-cultural and other features of the development of each region. Since the XIX century, Turkey was actively involved in Western values and institutions. After the establishment of the Republic of Turkey, this process became implemented particularly active. Mustafa Atatürk deliberately pursued a policy of modernization and Europeanization of society. It was Atatürk who first declared the European fate of Turkey. For many years, the country has consistently sought to bring all spheres of society, including education, into conformity with European standards. The only official language of the state is used in all spheres of human activity, although there are contradictions among other peoples of the republic. In the Republic of Tatarstan, the Tatar language, which has the status of a state language on a par with Russian, currently has limited functionality, as a result of which it is necessary to raise the social prestige of the language and motivate the population to learn it.

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## Professional Orientation Is The Basis of The Educational Process in The Secondary School

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### Abstract

Professions become a part of our everyday life, about some of them was possible to read in fantasy works several years ago. So it is important that the school's professional orientation was kept in step with the times, it is necessary to acquaint modern schoolchildren with the world of tomorrow's professions. Therefore it is important that a school professional orientation kept up to date, it is necessary to acquaint modern school students with the world of tomorrow's professions. Accordingly, questioning during which three groups of respondents were interviewed: pupils; working youth; employers. In total 630 people were interviewed. The poll was revealed that only 18.0% of students were able to choose a certain profession, only 15.3% of pupils know where they will be able to work after graduation. Pupils choose traditional professions. The factors of choosing a profession of pupils do not coincide with young specialists and employers: career development and a high cash income are important for pupils. For working young people, the most favorable conditions of work and a decent level of pay are most important. Employers consider that the specialists are involved also by favorable working conditions and a decent level of pay. Therefore, it is necessary to build the educational process in close interaction with the professional orientation, while eliminating the gap between the knowledge that the pupils receive during the educational process and knowledge, which they can be put into practice. At the same time, it is necessary to develop a model of interaction between: the school, the university and the enterprise. The process of professional orientation should not begin in the upper grades - by this time the student already has to orient in his future profession, he must be started from the beginning of the secondary school.

**Key Words:** professional orientation; educational process; activity approach; school student's profession; poll of school students; network interaction.

### 1. Introduction

The labor market has regular changes: fundamentally new professions appear, the old professions are changing or absolutely forgotten. Professions of the future become a part of our daily life; therefore, it is important that school professionals orientation was kept up to date, it is necessary to acquaint modern pupils with the world of tomorrow's professions. And here we need the support from teachers and parents. For this reason, the task of the educational organization is the preparation of pupils for professional self-determination [1, p.79].

It is stated also in the law "On the Education in the Russian Federation": "Secondary general education is directed on... forming the skills of independent educational activity on the basis of individualization and professional orientation of the content of secondary general education, preparing the learner for life in society, independent life choice, continuation of education and the beginning of professional activity" [2, st 66].

The need of the professional orientation is also indicated in the Federal state educational standards (FSES). According to the standards, a graduate of a modern school is a person who is oriented in the world of the professions and understands the importance of professional activity for person and society. He consciously approaches the choice of his future profession as an opportunity to participate in solving personal, public, state and national problems [3].

At the same time, the choice of the future profession for the pupil is a very important decision; its foundations are laid back in school, when the student tries himself in various activities.

The purpose of this research is to determine the professional orientation in secondary schools at the learning process.

Research tasks:

- Identify the professions that pupils choose.
- Identify the professions of working youth.
- Analyze how employers evaluate modern young professionals.
- Consider the real situation in the market of professions.

### Methods

В ходе изучения вопросов востребованности профессий, которые выбирают современные школьники, применялись такие методы исследования, как анализ нормативных документов, контент-анализ документов и баз данных, кабинетное исследование по анализу вторичных источников информации.

During studying the demand of professions that modern pupils choose, some research methods were used. They are: the content analysis of documents and databases, a theoretical research according to the analysis of secondary sources of information.

The problem of choosing a profession is a complex and responsible step in the life of every person. The choice must be approached extremely carefully. It is necessary to study information of professionals, to consider the abilities, internal beliefs and real opportunities. Therefore, we did questioning during which three groups of respondents were interviewed: pupils; the working youth; employers. In total 630 people were interviewed.

### Results And Discussion

During the implementation of the poll 210 interviews were conducted with pupils between the ages of 13 and 15 (grades 7, 8, 9).

To the question: "Did you decide with educational institution in which you will continue the study?" Most of the pupils answered that: "Yes, I was decided" (57.6%). At the same time, 55.9% of pupils chose a higher educational institution, collage chose only 1.7%. 28.8% of respondents didn't make a choice yet, 13.6% of the respondents found it difficult to answer for this question (see Picture 1).

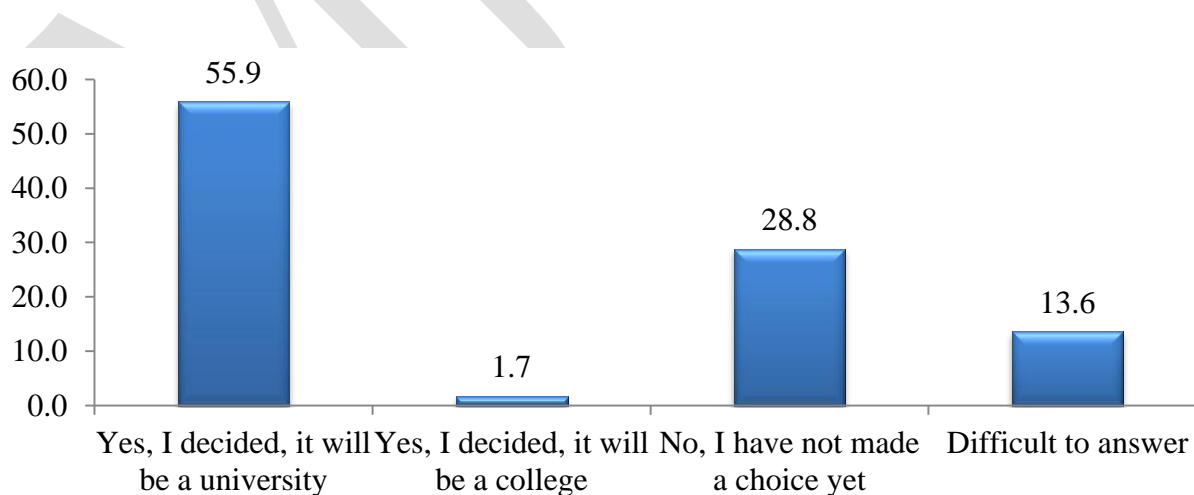
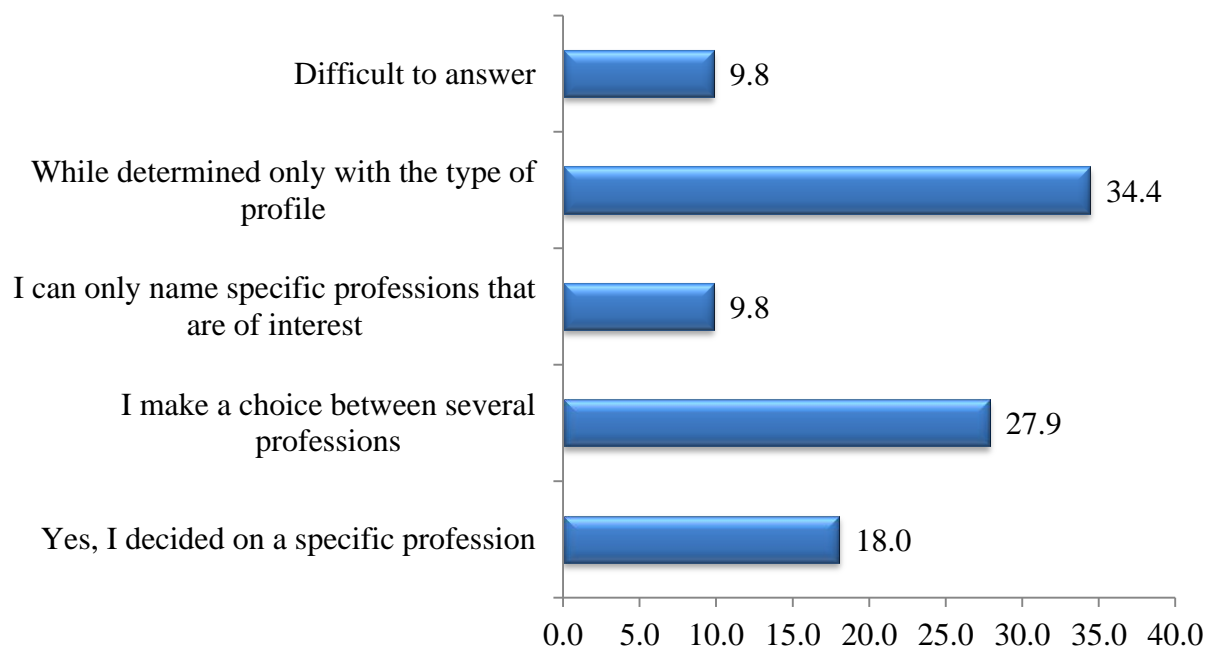


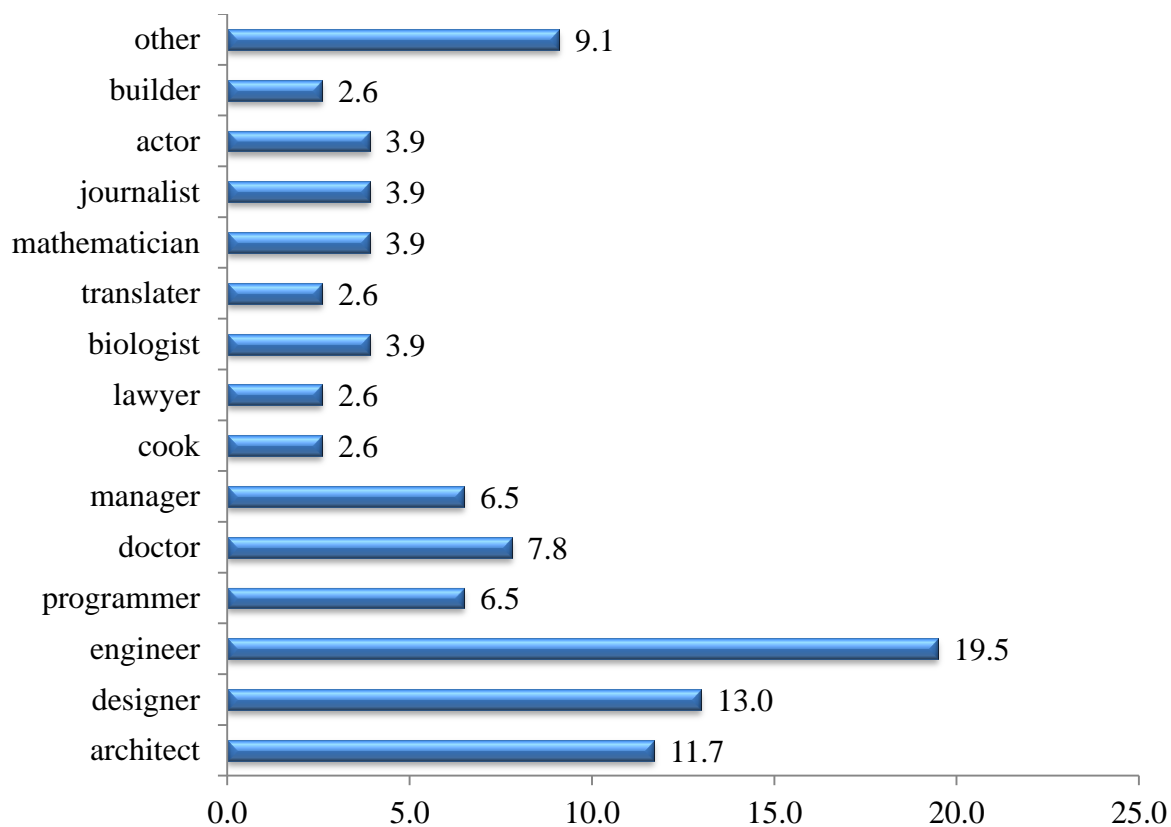
Рис. 1. The choice of the pupils, %

To the question: "Have you decided with your future profession?" Most of the pupils answered (34.4%) that they decided only with the type of profile. On the second place, respondents make a choice between several professions (27.9%), on the third - respondents have decided with a concrete profession (18.0%). The smallest percentage of respondents (9.8%) answered that they can only name concrete professions in which they are interested and find difficult to answer for the question (see Picture 2).



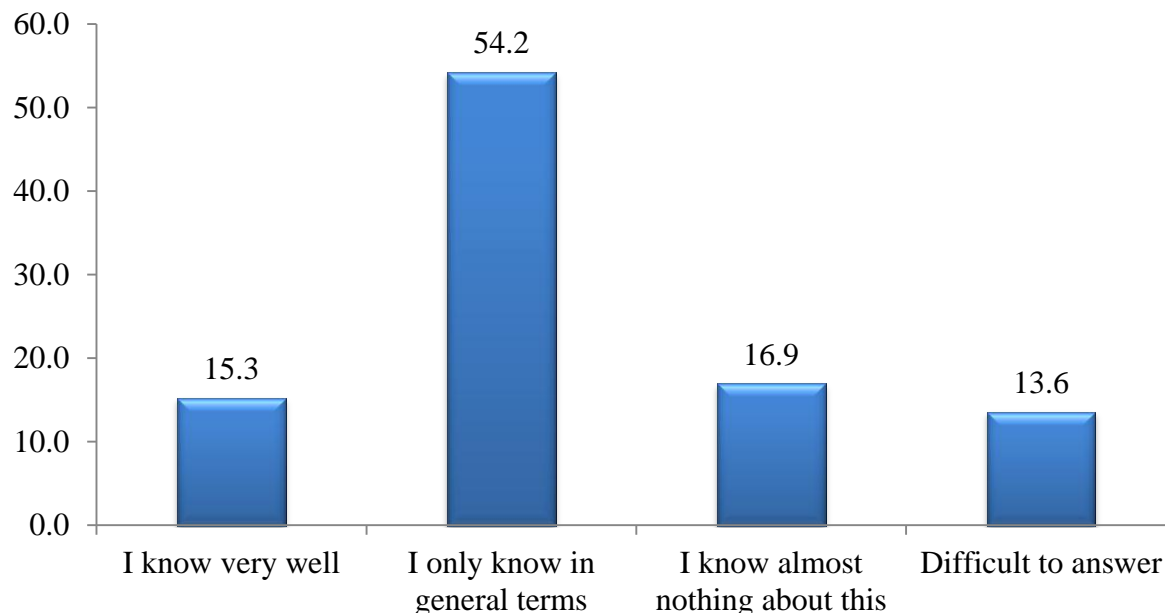
Picture 2. Readiness of pupils to choose their future profession, %

Some the professions chosen by pupils: "architect, designer, engineer, programmer, doctor, manager, lawyer, biologist, mathematician, actor and others (see Figure 3).



Picture 3. Professions, which pupils choose, %

To the question: "How well do you know where you can work after graduation?" Most of pupils answered that they known only in general terms (54.2%). On the second place, pupils who almost know nothing about this (16.9%), on the third place – know very well (15.3%). The smallest percentage of respondents found it difficult to answer (13.6%) (see Picture 4).



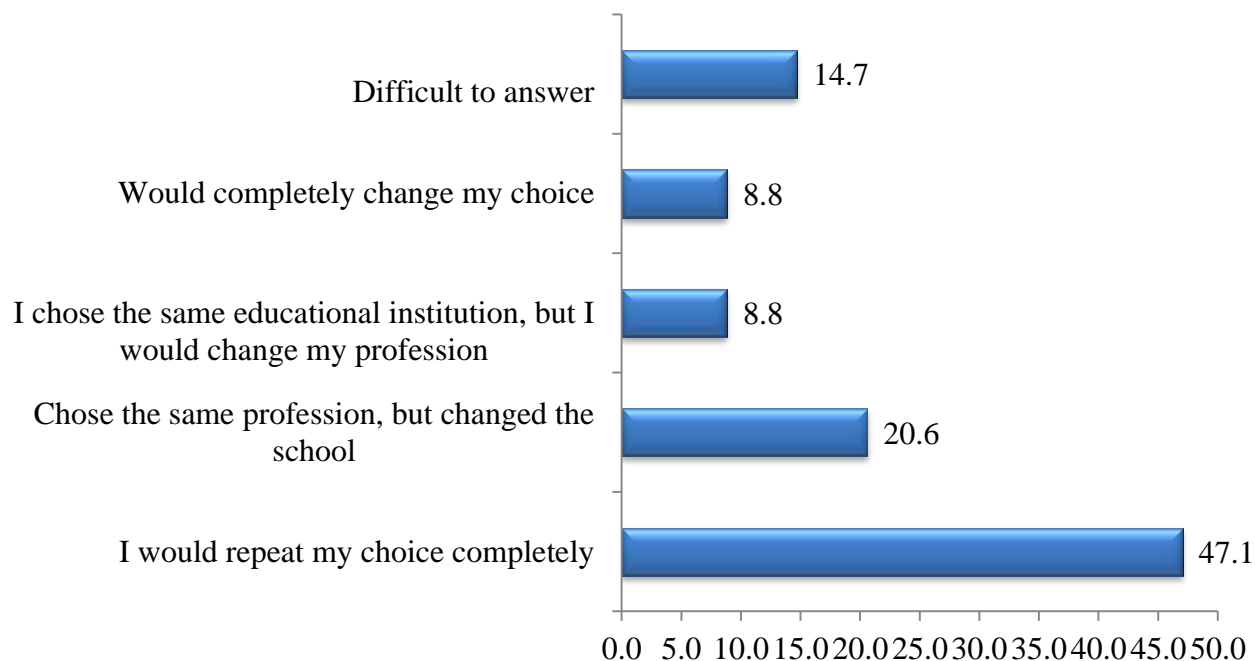
**Picture 4.** Awareness of pupils about their place of work after graduation, %

During the implementation of the poll, 205 interviews were conducted with young working people between the ages of 24 and 34. Working youth is a large social group, the most important strategic resource and the main driving force of development of any enterprise and the city as a whole. The main social characteristic of a working young person is the formation of him, first of all, as a specialist (professional) and stabilization of his material status.

Of all respondents who participated in the survey, 54.3% of respondents are women, 45.7% are men. Higher education received 40.6% of respondents, incomplete higher education - 28.1%, secondary special - 31.2%. Most of respondents works in the specialty which have received in higher education institution - 83%, only 17%, have answered that "no".

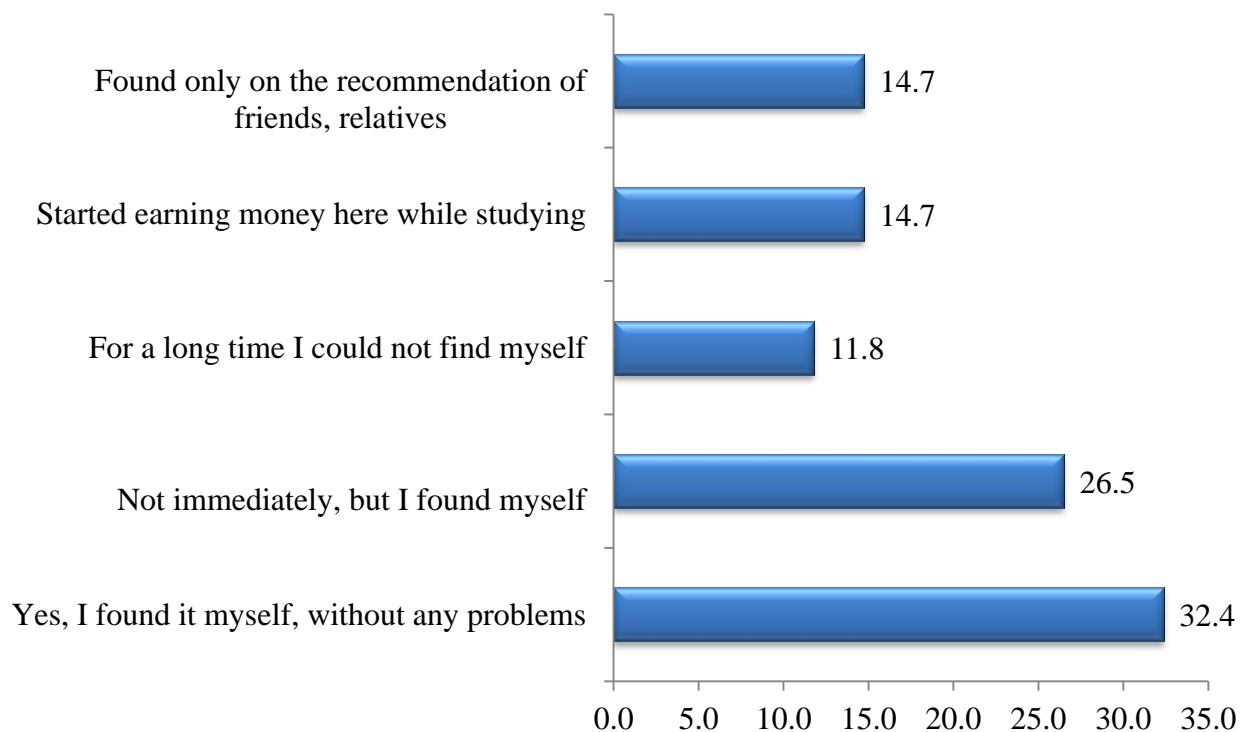
At the same time, only 47.1% of the respondents answered that they would completely repeat their choice of an educational institution and profession. 20.6% of respondents would change only the educational institution, 8.8% - would change only the profession, but the educational institution would choose the same. And only 8.8% of young specialists would make other choice, changing completely both the profession and the educational institution "(see Picture 5).





**Picture 5.** The answers of the working youth to the question: "If you had the opportunity to go back and enter the institution again, would you choose the same educational institution and the same profession?", %.

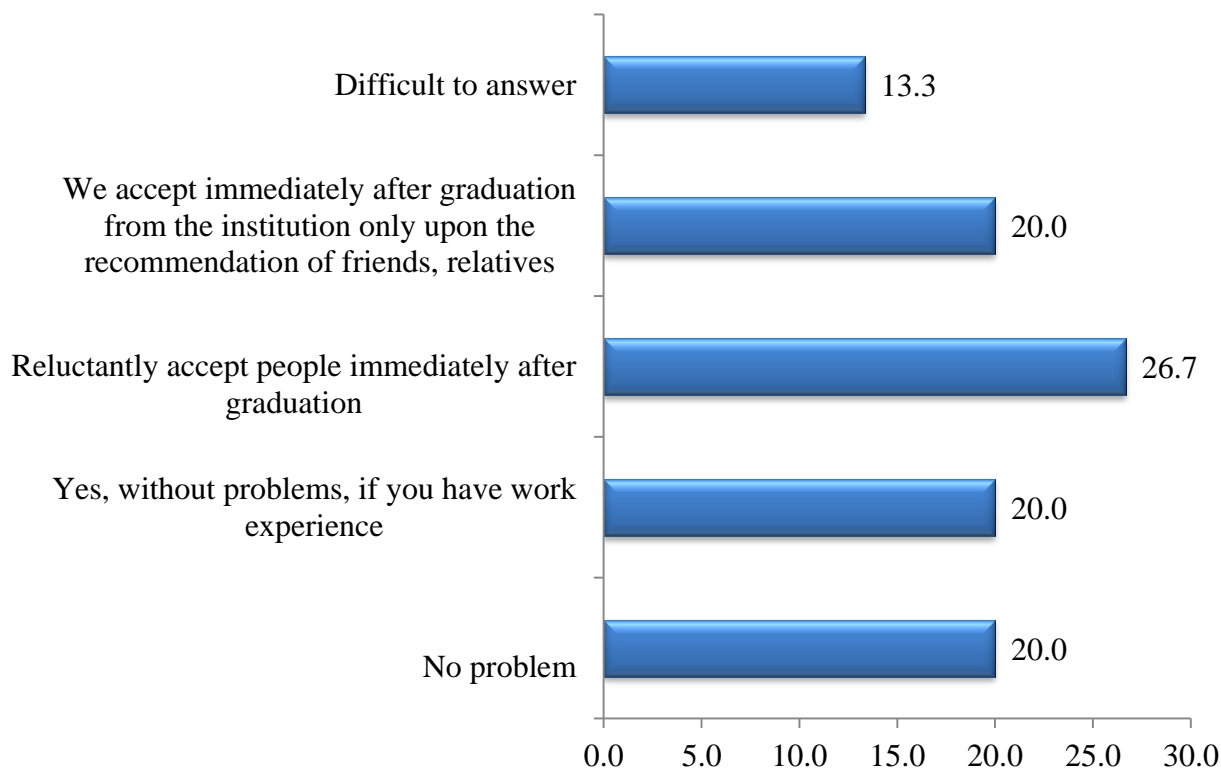
Every third young specialist said that he found a job without problems (32.4%), 26.5% of respondents said they found work themselves, but after some time. Every eighth respondents said they had difficulties finding work (11.8%), 14.7% of respondents found work only on the recommendation of their friends or relatives, 14.7% started to work on their current job while they were studying (see Picture 6).



**Picture 6.** Is it easy to find a work after graduating from an educational institution (working youth)?, %.

A very large percentage of young specialists found it difficult to give an answer to the question: "In your opinion, what professions are necessary in our time for society, the country?" (42.3%). We can explain this by the fact that the respondents already made the choice of profession, so this subject isn't interesting any more. Among the named professions we will note: "Managers, teachers, cooks, media, miners, and others".

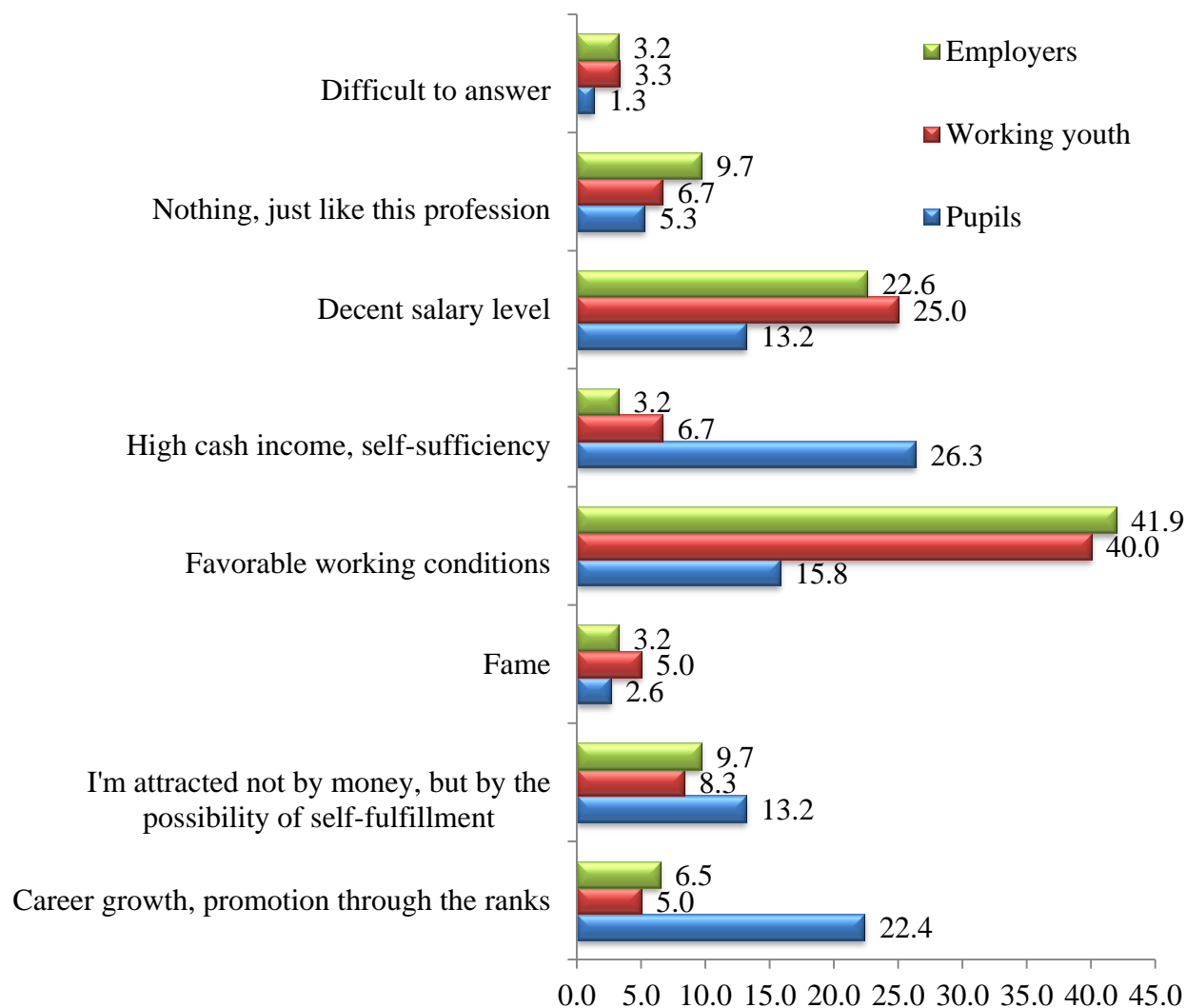
During the survey, 215 interviews were conducted with employers aged 26 to 39 years. The majority of respondents to the question: "Do you think it is easy for your company to find a job immediately after graduation?". Answered 'no' (26.7%) (see Picture 7).



**Picture 7.** Employers' opinion on how easy is to find a job for a person right after graduation, %

A large percentage of employers found it difficult to answer for the question: "How do you think, which professions are necessary to society, to the country in our time?" (27.8%). We can explain this by the fact that the respondents work in a certain field and own information only on this segment of the labor market. Among the named professions we will note: "Managers, doctors, logisticians, economists and others".

For pupils in career selection important facts: career growth (22.4%) and high cash income, which indicates self-sufficiency of the person (26.3%). For working young, the most favorable are working conditions (40.0%) and decent wages (25.0%). Employers consider that favorable working conditions (41.9%) and a decent level of pay (22.6%) are also attracting specialists (see Picture 8).



Picture 8. Factors in choosing a profession, %

**Summary**

As a result of the survey, we get the view and the opinion of three sides about future profession of pupils - expectations and reality. The combination of these opinions led to the following conclusions:

1. The educational process should be closely bound with the possibility of acquiring the skills of the future profession by pupils. Only 18.0% of pupils were able to choose a certain profession, only 15.3% of schoolchildren know where they will be able to work after graduation. Such a low indicator show us, that pupils can not consciously approach to the choice of future education, orientating on professional preferences, as dictated the Federal state educational standards (FSES). For example, at the lessons of mathematics the discriminant is studied that allows to solve quadratic equations. However, it is not explained, where in practice, it will be necessary to use/ For example, in construction and engineering, in

programs for processing sound, video, vector and raster graphics. In the specialized programs "AutoCAD" and "Compass", without which the design of complex electronics, mechanics and in general technology would be impossible. There is a gap between knowledge which pupils gain during educational process and knowledge which they can be put into practice [4, 5, 6].

2. In the last decade will be popular such professions as a statistician, an information security analyst, an otolaryngologist, an ultrasound specialist, a mathematician, software engineer, computer systems analyst, speech therapist [7, 8]. Therefore, there is a discrepancy between the professions that pupils choose and which ones will be in demand. This gap can be eliminated by developing a model of network interaction between: the school, the university and the enterprise.

3. The process of professional orientation should not begin in the high school - by this time the student already has to orientate in his future profession, it has to be started from the beginning of secondary school [9, 10]. Some the professions that the pupils chose: an architect, a designer, an engineer, a programmer, a doctor, a manager, a lawyer, a biologist, a mathematician, a physicist, an actor and others. Pupils choose traditional professions.

### Conclusions

Professions become a part of our everyday life, about them was possible to read several years ago in fantastic works therefore it is necessary to acquaint modern pupils with the world of tomorrow's professions.

The factors of choosing a profession of pupils do not coincide with the choice of young specialists and employers: for pupils, career development and high cash income are important in choosing a profession. For working young people are most important a favorable conditions of work and a decent level of pay are most important. Employers consider that the specialists are also attracted by favorable working conditions and a decent level of pay.

When pupils choose a future profession, they orient on the interests, on a high cash income and on the advice of parents. The working young people say that they made their choice based on: what they were interested in, the advice of parents, the advice of friends, other people, chose at random.

In the last decade will be popular such professions: a statistician, an information security analyst, an otolaryngologist, an ultrasound specialist, a mathematician, a software engineer, an analyst of computer systems, a speech therapist. Consequently, there is a discrepancy between the professions that students choose and which ones will be in demand.

It is necessary to build an educational process in close interaction with the professional orientation, at the same time to eliminate a gap between the knowledge which pupils gain during educational process and the knowledge which they can be put into practice. It is required to develop a model of network interaction between: the school, the university and the enterprise. The process of professional orientation should not begin in the high school - by this time the pupil already has to orient in his future profession, he must be started from the beginning of the secondary school.

Due to the revealed discrepancy we recommend to strengthen carrying out professional orientation work among pupils. It will allow to solve quickly relevant social and professional problems like finding a job (or another form of employment), employment or creation of own business, reasons the opportunities in case of an interview with the employer and others.

### Acknowledgements

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# Application of The European Experience of Construction of The Digital Economy With The Purpose of Reforming The System of Higher Education In Russia

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## Abstract

The article presents the main directions of building a digital economy in Europe. The main problems that create obstacles to the creation of an accessible safe digital environment are analyzed. The importance of reforming the system of higher education in building the digital economy is substantiated. The key moments of digitalization of modern higher education are allocated. The experience of Russia in providing an accessible and effective information environment has been analyzed. The main trends of the digitalization of the Russian economy are formulated. The priority role of universities in building the digital market of Russia is noted.

The results of the analysis of the European experience can be used to improve the national economic policy of the digital economy, as well as, when reforming the system of higher education of the Russian Federation. The best practices of the first digital universities in the Russian Federation have been studied.

**Key Words:** digital economy, smart university, Internet, digitalization, education, digital profile.

## 1. Introduction

In Russia the official program of digital economy is approved (order No. 1632-r) which has defined the purposes and tasks of the Government until 2025 [1]. Thus, at the state level, the development of the digital market is considered as the priority direction. In our days, understanding that data in a digital form are a key factor of production in all spheres of social and economic activity that is a necessary condition of increasing the country's competitiveness, the quality of life of citizens, and ensuring economic growth

To manage the program "Digital Economy" five basic and three applied directions of development of digital economy until 2024 are defined. The basic directions include normative regulation, personnel and education, the formation of research competences and technical facilities, as well as information infrastructure and information security. Applied areas include public administration, "smart city" and health care. The purpose of the program is to organize the systematic development and introduction of digital technologies in all areas of life - in the economy, in entrepreneurship, in public administration, in the social sphere and in municipal economy.

The development of the digital economy in Russia is an initiative of the World Bank and its partners from government, Russian business structures, civil society institutions and the scientific and educational community. The main task is the joint development of recommendations for interested parties on the creation of the fundamental bases of the development of digital economy in Russia.

Digitalization is becoming a key part of economic reality. Globalization today is not just the creation and development of TNC, but in the 21st century it is the globalization of data. Europe and the countries entering it are faced by a task to look for opportunities to expand the digital borders. For the solution of this task the European Union has started building of the new single market - the digital market which has to develop and strengthen freedoms of the single market of the EU to provide entry into the digital age. Building a digital economy in Russia is a complex and multitasking target program. At the same time, European experience is very valuable because Europe is ahead of Russia in terms of digital initiatives and technologies

The initiative to create the Single Digital Market in the European Union (EU) includes three blocks - reforming Internet trade, telecommunications and creating guarantees for the free exchange of

information and digital data on the territory of the EU (the creation of the so-called European cloud). One of the problems faced by the EU is the invisible borders, which actually became an obstacle to the movement of goods and services within the EU. Only 15% of goods purchased by consumers from the Internet are bought from another EU country, the rest of the turnover is the share of the national market [2]. Therefore, the target of creating the Single Digital Market was the destruction of regulatory barriers and a complete transition from 28 national markets to all-European one. A fully functional Single Digital Market can add billions of Euros a year to the EU economy and create hundreds of thousands of new jobs. Digitization of the economy is one of the most important problems of our time. Digital technologies quickly transform both business practices and societies, and they are an integral part of the innovative economy of the future [3].

## 2. Methods

In this work we used methods of analysis, analogy, and systematization of data. The European experience of overcoming the problems of creating an available digital environment which is most excluding possible risks and free from discrimination is analyzed.

In May, 2015 the European commission has published 16 steps of realization on the way of creation the Single Digital Market [4].

Lets note the main of them:

- simplification of access for consumers and business to goods and services through the Internet within the EU;

- creation as far as possible favorable conditions for development of digital networks and services.

In addition, the direction of promoting the maximum resolution of the digital economy was identified. In order to achieve the objectives in 2016, the offer on reforming the Regulations about on cooperation of consumer protection has arrived. It concerned the volume of powers of the authorities. It is offered to request information from registrars of domains and banks; to carry out inspections by method of "the secret buyer" to identify geographical discrimination or unfair after-sale conditions; to sanction the closing of fraudulent websites. As a result, changes were made in the legislation (for example, to the Directive on electronic commerce). Measures have been taken to regulate geographical locks with a view to providing greater opportunities for customers. It is made for the solution of problems when clients couldn't buy goods and services of the companies, which located in other countries, or experienced discrimination in access to the best prices or conditions of sales.

In Europe, intellectual property protection is being optimized. The Single Digital Market strategy involves improving access to digital content, and also revision the system of standard and legal regulation in the sphere of protection of copyright (creating an effective system of monitoring the copyright infringement). Proposed new rules of copyright protection, designed to promote greater Internet accessibility of content within the EU.

The purpose of proposals for copyright protection is to provide a balance between protecting an author's right and priority areas of public policy in the areas of education, research, innovation and a requirements satisfaction of people with disabilities. Two bills are adopted within the law of the EU on the Marrakesh Agreement: facilitating access to publications for the blind people, people with visual impairment; providing people with limited ability to perceive printed information of access to books and other printed materials in formats convenient for them.

Consider what measures are taken in the sphere of the taxation. In our days, the mechanism of single electronic registration and tax discharge from the sale of physical goods through the Internet extends to the goods purchased in the third countries in Europe. The establishment of a single threshold of taxation



for the payment of VAT by start-ups is being implemented. In 2018, threshold sizes (€ 10,000 and € 100,000) for cross-border deliveries of electronic services are entered to help small and medium business [5].

In 2016, the complex of actions for the best connection to the Internet for participation in digital society started. For example, it is the European Codex of electronic communications, the single set of rules for communication services; the objects of broadband communication «Gigabit Society»; the plan of achievement of the European leadership in wireless technology of the 5th generation (5G); scheme to support government agencies in providing them with free Wi-Fi access to their citizens.

A very important issue is to help maximize the potential of the European digital economy. According to the Single Digital Market Strategy, this direction assumes:

a) initiating the movement of information; b) study the property issues, interpretational compatibility, ease of use of the information and access to it; c) The European Cloud Initiative.

The European cloud initiative focuses on the creation of a European cloud of open science: an open environment for the storage, sharing and reuse of scientific data and results; providing the European data infrastructure: a world-class digital infrastructure for safe access, movement, exchange and data processing in Europe.

An initiative to provide equal opportunities is important for all in electronic society. The action plan of the electronic government for 2016-2020 is directed to achievement of compatibility of registers of legal entities, start of a pilot project for the application of the principle of one-time, the integration of European and national portals to work on a single digital gateway, accelerating the full transition to electronic procurement and compatible electronic signatures. The implementation of the Plan will guarantee that enterprises and citizens will have to provide their data to the state only once.

The fact that digital transformation doesn't happen at the identical rates between countries, companies and households, and this leads to unequal opportunities, the General Secretary of Organization for Economic Co-operation and Development (OECD) A. Gurría said, presenting the report at the OECD meeting in Paris. «We have to expand possibilities of our citizens and business in the digital world, providing everyone with available access to digital tools and skills for their full use" [6].

Currently, the following sectors are priority in the field of intensification of competition in the EU: digital market, energy policy and financial services.

In 2017, the European Parliament, the Council and the Commission reached a political agreement on the initiative of WiFi4EU and its financing. Agencies will work together to provide funding for the creation of wireless hotspots in more than 6,000 municipalities by 2020. In the EU, agreements on cancellation of roaming charges for all travelers in the EU, about shipping of content. To further develop the infrastructure, an agreement has been reached to use the 700 MHz bandwidth for the deployment of 5G networks and new online services. For comparison, in Russia there is nothing like this yet. However, desire to go in step with modern world trends is also supported at the public policy level. In 2018, the Russian government decided to send 3.04 billion rubles from its reserve fund to finance activities in the areas of "Information Infrastructure", "Formation of Research Competences and Technological Sites", "Information Security" of the Digital Economy Program. By 2024 it is planned to cover all the cities with a population of over 1 million with a connection of 5G and above. In addition, a bill on legal regulation of relations within the framework of the "digital economy" was submitted to the Parliament of the Russian Federation. In particular, the document supposes to determine a concept of "the digital rights" and "digital money" [7].

The term "digitalization" is new for Russia. Digitalization covers a wide range of new information technology applications in business models and products that transform the economy and social interactions [8]. In our days, an approach is being formed to this phenomenon, as the process of using digital resources to transform the work of an organization. Digitalization can improve the productivity of organizations and has become one of the main directions for leaders and governments.

### 3.Results And Discussion

Specialists of the World Economic Forum consider that the system initiative of forming the future of digital economy is the global platform for a cooperation in order to create a digital economy which is steady, comprehensive and trustworthy [9].

Issues of digital transformation are relevant today for the G-7, the United Nations, G20, OECD. This is a sure sign of their social economic importance and political significance. Data flows between countries are growing, because as a result of globalization, they are becoming increasingly interconnected.

The EU has a strong political and financial desire to establish research cooperation. This includes collaboration on Internet governance, cyber security, the implementation of common technical standards necessary for the spread of 5G, IoT (Internet of things) and cloud computing technologies. The open cooperation and discussions about it have the vital value for the consortium countries. The DSM strategy is aimed at maximizing the growth potential of the European digital economy. . It should allow each European to take fully the advantage - in particular, by increase in level of digital skills which are necessary for comprehensive digital society.

Labor markets and the system of higher education in Russia should be adapted to the new digital economy, to become more flexible, technological, and practice-oriented. Universities in Russia are mobilizing new initiatives. In St. Petersburg, the University of the National Technological Initiative "20.35" has been opened and is functioning. It is expected that it will prepare a world-best personnel on specialties of digital economy. The University NTI "20.35" is the first university providing professional development for every person in the digital economy, it is aimed at training leaders of companies realizing the concept of the National Technological Initiative and working in the new global markets. Instead of a diploma for the graduate, a digital competency profile will be formed that reflects the real achievements of a person throughout his life. The leading universities of the country expressed their readiness to participate in the university: ITMO, SPbPU; MIPT, Novosibirsk State University, Tomsk State University, Far Eastern Federal University, and also Federal Agency for Scientific Organizations, business companies.

A key feature of the university is the network principle of functioning using the capabilities of educational organizations and digital educational platforms, the best courses and models of education that exist in different universities. Such initiatives shouldn't become an exception, but tendencies at all universities of the country, otherwise the labor market won't be ready to integration into the new world digital market. Digital skills of the population are a new literacy, and they should be taught everywhere. The digital economy offers great opportunities for science and production. It is also a great opportunity for young people, including through start-ups and self-employment.

Within the Higher School of Economics the research and educational project "Digital Economy" is performed by Department of world economy in order to study: 1 influences of the growing digitalization of economy on industrial, social, institutional and ecological aspects of economic activity in the world; 2) the development of a digital transition in Russia and its integration into the international space of the digital economy.

The need to reform not only the system of higher education, but also the secondary, primary and preschool is now recognized at the highest level. The Higher School of Economics and the Center for

Strategic Research have developed a draft reform of the Russian education system. Proposals are presented in the corresponding report "12 solutions for a new education" [10]. The essence of the reform is to create an early development support system for children under three years old, and to organize educational complexes on the basis of artificial intelligence in schools, to create 40 new training centers based on the Sirius model. It is planned that the budget for education will reach 4.8% of GDP by 2024, compared with 3.5% of GDP in 2017th. This is a step in the same direction, as the movement in Europe - Russia will spend for education about the same as spend on average the countries of Organization for Economic Co-operation and Development (OECD). Universities should become centers of innovation in the regions, so that graduates do not leave them. For implementation of such idea innovative parks should be transferred to the structure of the universities, it is necessary to increase grant support, to raise grants to graduate students.

If we speak about the system of continuing education, it should be noted that in the Russian Federation the indicator of participation of adults in education is very low (17 in comparison with 40% on average in the EU). Such lagging demonstrates that knowledge and skills of adult, able-bodied population aren't updated and stop being adequate to the new digital environment under construction. To solve this problem, it is planned to open 200 adult education centers on the basis of colleges and universities. We also need a single electronic platform in Russia as a navigator of educational programs.

#### 4. Summary

The analysis showed that in recent years, Russia has made significant progress in many areas of digital development. Dynamics of distribution of the broadband Internet and wireless networks is high, but still below the level of the leading countries. Currently, the share of households with access to the Internet is more than 70 percent. However, compared with the EU countries, where this level is often above 85%, figures are rather low.

It is also necessary to note new global trends in education: 1) the network format of learning is becoming more widespread, when different educational modules, students can receive in different educational institutions; 2) an individual approach to learning is gaining increasing popularity, when for each trainee an individual educational program is formed.

#### 5. Conclusions

The global economy is becoming digital, and this process is taking place with great intensity. Indisputable is the fact that information and communication technologies have already transcended a separate sphere of science and technology and penetrate the main spheres of the economy, public administration and the social sphere. Thus, the question of enhancement of an education system and development of new competences is particularly acute It is difficult to reevaluate a role of the universities in this process, because they are the source of a personnel for the new digital economy.

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## Comparative Analysis of English Idioms Translation Into Russian In Mass Media

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### Abstract

The work is devoted to the comparative analysis of English phraseological unit translation into Russian in the mass media and presented in student graduate work. Phraseological units play a special role in a worldview creation. They analyzed the features of journalistic texts and the methods of English phraseological unit translation and reproduction. They indicated the trends of these means and methods practical application. In this paper, the translation of English phraseological units into Russian is considered in the media as a special type of translation activity, the main types of translation are analyzed, the characteristics of phraseological unit translation are described. The system approach is applied: The semantic structure of PU is represented as a microsystem, all elements of which are in close connection and interact with each other. The translation of a newspaper-publicistic style is characterized by certain specific features that the translator must take into account during translation. The use of idioms in headlines helps to attract the reader's attention and interest him without revealing the content of the article text. The study revealed that translators apply the methods of English phraseological unit translation most often using the equivalent in their native language, descriptive translation, replacement and permutation methods, and tracing. The reliability of the research results is based on the sample analysis of English idioms. The work contributes to the development of translation theory.

**Key words:** phraseological unit, translation, the methods of translation, student, student's graduation work, teaching English.

### 1. Introduction

The issue of English phraseological unit translation in modern translation studies occupies one of the leading places. Today there are many materials devoted to the study of English idioms, which set out the possible ways of their translation.

Phraseological units play a special role in a worldview creation. The nature of PU meaning is closely connected with the native speaker's basic knowledge of cultural and historical traditions of the nation that speaks this language. The comparative analysis of phraseological systems of different languages is of considerable interest both from the point of view of phraseology general theory development, and for language general and distinctive feature study.

Some researchers (D. Robinson, Shipitsyna G. M., Nikolaeva E., etc.) include set phrases in phraseology [1; 2; 3], others (Bezuglova O.A., Sorokin Yu.A., Mefodeeva A.V., and others) include only certain groups [4; 5; 6]. Thus, some linguists (including the Academician V. Vinogradov) do not include proverbs, sayings and popular words in the category of phraseological units, considering that they differ from phraseological units in their semantics and syntactic structure. V.V. Vinogradov stated: "Proverbs and sayings have a sentence structure and are not semantic equivalents of words."

The task of phraseology as a linguistic discipline is the comprehensive study of a particular language phraseological basis. The important aspects of this science study are the following ones: the stability of phraseological units, the systematic nature of phraseology and the semantic structure of phraseological units, their origin and basic functions. A particularly difficult branch of phraseology is the translation of phraseological units, which requires a considerable experience in the field of this discipline research.

The subject of phraseology history is the study of the primary, original forms and meanings of phraseological units, the determination of their sources in all available monuments, the identification of

their use in various epochs of the language existence and the determination of the phraseological composition volume and its systemic ordering in a given historical period of language development.

## 2. Methods

Today it is customary to single out such an important function of phraseological meaning as connotative-cultural one. According to Teliya's opinion, its content is the convention that exists between the figuratively motivated form of linguistic units and the culturally significant association that belongs to it. The selection of this function is associated with the understanding of PU as popular stereotypes.

In general, the phraseological meaning is a very complex phenomenon, and it is clear that it cannot be considered as THE mechanical sum of components. The semantic structure of PU can be represented as a microsystem, all elements of which are in close connection and interact with each other.

The sources of phraseological unit origin are very diverse in modern English. All phraseological units can be divided into two groups: English proper and the borrowed ones. Borrowings, in its turn, are divided into interlingual and intralingual ones. Thus, we can distinguish three groups of PU:

- 1) English PU;
- 2) interlanguage borrowings, that is, the phraseological units that were borrowed from foreign languages by the means of one or another type of translation;
- 3) intra-language borrowings, that is, the phraseological units, borrowed from American or other variants of English.

The communicative function of phraseological units is their ability to serve as the communicative means or the means of communication. Communication involves the mutual exchange of statements, and the message involves the transfer of information without the feedback from the reader or the listener.

The nominative function of phraseological units is their connection with the real world objects, including the situations, as well as the replacement of these objects in speech activity with their phraseological denominations. The filling of gaps in the lexical system of the language is characteristic of phraseological unit nominative function. This function is characteristic of the overwhelming majority of phraseological units, since they do not have lexical synonyms. The subspecies of the nominative function are neutral-nominal and nominal functions.

The neutral-nominal function is essential for phraseological units. During the implementation of such phrases in communication, the fact of an object designation is important, and not the stylistic use of a phrase. The nominal function is also characteristic of semantically transmitted phraseological units, but it is not neutral, it is stylistically marked.

The function closely associated with the nominative function is a cognitive function, that is, a socially-defined reflection of objects in the real world that is mediated by consciousness and contributes to their cognition.

The primary ways of phraseological unit development are the ones when a unit is developed on the basis of a free text group:

- a) the most productive derivation in modern English is the formation of phraseological units by the transfer of terminological word group meanings, for example, in space technology we can point to the following phrases: "launching pad" in its terminological sense - "launch pad" in its transmitted value - "the starting point", "to link up" - "to join the spacecraft" in another sense, it means - "to make the acquaintance";

- b) a large group of phraseological units was formed from free groups of words by the transformation of their meaning, for example. "Granny farm" - "the boarding house for old people", "Trojan horse" - "the computer program that was created to break a computer";
- c) phraseological units can be formed by alliteration, for example. "a sad sack" - "an accident", "culture vulture" - "a person who is interested in art."
- d) they can be formed using the expressiveness, this is especially characteristic of interjection development, for example, "My aunt!", "Hear, hear!", etc.
- e) they can be formed by a group of words distortion;
- e) they can be formed using archaisms, for example, "in brown study";
- g) they can be formed when we use some unreal image, for example. "to have butterflies in the stomach" - "to feel the excitement."
- h) they can be formed using the expressions of writers or politicians in everyday life, for example, "the corridors of power", "American dream".

Through the study of idiom use in modern media, we have identified the features of English idiom use and translation, the ways of idiom reproduction during some journalistic text translation from English and Russian language.

The patterns of phraseology translation are determined by various systemic language factors, which include structural, stylistic and, especially, genetic ones. The latter are not as defining and objective as the previous two. Their role is much more modest: if the transfer of meaning and stylistic characteristics of a phraseological unit is the very purpose of the translation, then the genetic features are irrelevant in the absolute majority. A translator only needs to know clearly the content and the stylistic aspects of the expression, and he does not always need to know the etymology of this phraseological unit occurrence. However, this does not exclude the possibility of etymological data access, especially if we are talking about the translation of the phraseological units denoting the national realities or the units of international phraseology. The main task of genetic factors is that idioms, which are united by a common origin, are characterized by some general patterns of translation, as M. Mefodeva writes in her work [7]. Our task is to identify and to describe such patterns and to determine the optimal ways by which the translator can achieve a full-fledged display of the original by the means of his own language.

## 2. Results And Discussion

The phraseological units often contain a metaphoric element. The difficulty of idiom translation is that the translator must be able to recognize them and find a suitable Russian version. The best way to translate figurative phraseology is to use an appropriate phraseological unit in the native language. Therefore, the translator's task is not only to transfer the contents of PU, but also to inform the Russian reader about its imagery and expressiveness.

The translation of figurative phraseology is much more difficult. This is caused by the need to decide the following in the course of work: to add or not to add metaphor and whether it is necessary to preserve the stylistic and the connotative features of a particular translation unit, without forgetting of its semantics, but if losses are inevitable to sacrifice the image or the contents of a phraseological unit properly.

As was noted by Kruse B.A., figurative phraseology is widely used in sociopolitical texts, articles and reviews [9]. Characterizing by the nature of metaphor, it provides the expressiveness, brightness and originality for an idiom. According to the method of translation into Russian, figurative phraseology can be divided into four groups:

- 1) Phraseological units have a complete analogue in the Russian language and are completely copied during translation: "domino effect";
- 2) Phraseological units do not coincide partially in imagery with the Russian "to buy a pig in a poke" - "buy a cat in a bag";
- 3) Phraseologisms, the image of which is completely changed during translation: "to hang fire" - "to suspend work";
- 4) Phraseological units are translated with neutral vocabulary: "to cut no ice - to achieve nothing".

The most numerous and diverse syntactic transformations of phraseological units result in phraseology syntactic structure increase, decrease or change. This type of conversion includes: the reduction of component addition; the change in the communicative type of a sentence; separation; hint.

Reduction - the reduction of phraseological unit structure, the absence of significant elements. In most cases, the verb is omitted in the phraseological units with the structure of a phrase, since it does not carry the main thematic load being a structural core of verbal idioms, and therefore, its reduction does not represent the danger to phraseology semantics.

For example: "The Republicans deaf ear is a preexisting condition" (the dictionary form of this phraseological unit is "to fall on deaf ears"); "There is one silver lining for Sadler: the injury does not appear to be career threatening" (the dictionary form of this phraseological unit is "every cloud has a silver lining").

The rethinking of the way the change in meaning can be illustrated with the following example: "In later years, as I became interested in photojournalism, it was the photographs that brought that awful day to life form." For example, the phraseological unit "to bring to life" is used in the speech of one of the photographers of the White House, not in the sense of "to bring to senses", which is contained in the "Dictionary of idioms" in the section on medical terms, but in this case it describes human feelings that are personified. Photographs are seen as the tools of digging into history, and the photographer experiences these horrific events.

The "last mile" phraseological unit with the meaning of "relative distance" between the ATS and its switched user in Russian (Technical Translator's Handbook, 2015) is widely used in negotiations and articles on the topic of electric power industry. This phraseological unit became the term after an energetic reform in 2006 and can be used now as a term and as a phraseological unit, as it is used in D.A. Medvedev's speech:

"Разработка Минэнерго и ФСТ нового варианта решения проблемы последней мили в электроэнергетике".

The author's translation: "RRF Ministry of Energy and FTS elaborates a new way of solving electroenergetic last mile problem".

"Компромиссное решение Минэнерго по последней миле: крупные потребители продолжают платить распределительным компаниям".

The author's translation: "Compromise solution of RF Ministry of Energy for the problem of the last mile is that large consumers continue paying distributing companies."

In general, the possibilities of morphological transformations in PU are strongly limited as compared to free word combinations and, as a rule, are accompanied by other occasional modifications. According to the results of our study, the translators use the methods of phraseological unit translation most often



using some equivalent in their native language (52%), descriptive translation (23%), the replacement and the rearrangement methods (15%), tracing (8%) and other methods (2%).

### 3. Conclusions

The translation of newspaper-publicistic style is characterized by certain specific features that the translator must take into account during translation.

Thus, we draw the conclusions and summarize the studied material. Idiom is an independent linguistic unit, which most authors of scientific works in this field of knowledge, including foreign ones, such as Susan Bassnet, characterize by the corresponding differential features [10].

In English, phraseology and phraseological units are not considered at all. English linguists use the word idiom, which is used in a narrower sense. The main features of phraseological units are figurativeness and expressiveness. Phraseology in its large part does not differ from free phrases by structure. Besides, you can replace one word with another in free phrases, and idioms are characterized by lexical composition consistency. The greatest number of phraseological units is developed on the basis of free phrases, proverbs, and some terminological combinations.

There are four main types of phraseological units: the union of phraseological - absolutely indivisible phrases, the meaning of which is completely independent of their lexical composition. The phraseological units of unity are the phraseological combinations in which the meaning of a whole is connected with the understanding of the phrase and a potential word in a figurative core. Phraseological combinations are the phrases formed by the implementation of non-free meanings of words. Phraseological expressions are stable in their composition and use phraseological units, which are semantically separated and consist entirely of the words with free meanings.

### 4. Summary

The use of idioms in headlines helps to attract the reader's attention and interest him without revealing the content of the article.

The media are the main source of news and events that have occurred in the world, so they need translation and some adaptation for different countries. A particular problem is the translation of phraseological units. Summing up all that was said in the work it can be concluded that the best way to translate an idiom is an idiom. Another translation method is the translation by similar phrase, which is indicated in the corresponding phraseological dictionary.

There is also the translation by calque, that is, an attempt to copy the image of phraseological units. According to the results of our research, most often the translators use the methods of phraseological unit translation with the help of an equivalent in their own language, a descriptive translation, the replacement and the permutation method, and calque.

### 5. Acknowledgements

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## Psychological and Pedagogical Foundations of Innovative Creative Educational Environment Organization (on The Example of The Student Club At The Kazan Federal University)

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### Abstract

The current acceleration of changes in all spheres of activity conditions the rapid obsolescence of knowledge and the growth of its production, the changes of society expectations and demands in relation to the sphere of higher education. Higher education institutions are now required to become more dynamic, creative, flexible, sensitive to social, scientific and technical challenges, to work more productively and efficiently, be ready for innovation and international competition. New conditions force higher educational institutions to work, guided by a scientifically grounded, individually-specific concept that meets the realities of a specific socio-economic situation in a region and takes into account the future development of the external environment. The creation of the necessary conditions for the development of educational environment creativity as a whole and each of its subjects separately is vital today. The most favorable conditions that contribute to the development of an individual creative abilities arise in the process of interrelationships between the subjects of the educational system (student - teacher - leader - state) in innovative activities at a targeted change of educational activity results. At the same time, during the analysis of relationship problems between educational environment subjects on the example of a modern university development, we identified a number of contradictions. And the study of the psychological and pedagogical foundations of an innovative creative educational environment organization is aimed to remove these contradictions.

**Keywords:** creative educational environment, innovation, educational environment, psychology, pedagogy, innovation, student club

### 1. Introduction

According to research conducted at MGIMO (University) of the Ministry of Foreign Affairs of Russia, the successful development of a modern university involves the combination of the following factors:

- a correctly chosen strategy shared by all members of the management team;
- an elaborate commercial model;
- effective business processes [1].

To demonstrate this idea, the article will discuss our understanding of the trends concerning the development of Russian higher education - creativity and innovation, as the factors of an effective educational environment development. The main feature of the current situation is that the process of the university update should be continuous. A dynamic external environment does not allow to stop on once selected methods of university management and its structure. The last decades of the last century were marked by the boom of scientific research, analytical and innovative projects devoted to the problems of university education, the issues of educational content and teaching method update. The influence and the role of the state increased in relation to higher education, which manifested primarily in the reduction of budget funding. Within the conditions of public funding reduction for higher education, many universities continue to fulfill their mission successfully using the inner potential.

**2. Results and discussion**

Innovative development or innovation economy imply that GDP growth is mainly conditioned by the production and the sale of high-tech products and services.

Moreover, its main characteristics are the following ones:

- the predominance of the fifth technological order and the transition to the sixth one;
- science and education are unconditional priorities of state support;
- the predominance of the intellectual nature of labor over the industrial;
- expensive labor force;
- the availability of state macroeconomic policy and legislation aimed at innovation process stimulation;
- integrated technologies [2].

Innovations in education determine the promotion of new ideas, concepts, services, processes and products aimed at qualitative changes in education and training, social support, which are carried out with long-term goals of education quality, result and efficiency improvement. Modern pedagogical education is aimed at the development of creative resources for future experts and at their future students in the long term. Creative pedagogy is a specialized section of pedagogy, which includes both general pedagogical categories and a special category - creativity, innovation management in relation to the analysis of the creative approach in the system of higher education. Creativity is also a global theoretical problem of psychology, all key problems of psychology are reflected in a particular refraction there. So, cognitive processes are involved in creativity: intellect, memory, attention, etc. However, they are involved in a special way - creativity implies a kind of special "mode" in which all cognitive processes function differently: intuition pushes back logic, unconscious pushes back consciousness. The environment plays a key role both in the development of creative abilities and in the variety of creative activity forms, therefore, it becomes favorable in conditions of new idea emergence maximization. It is necessary to recognize that creative decisions are made in the educational environment daily, regardless of education system subject status. The problems of innovation process management in the Russian education system today are characterized by the lack of scientific and pedagogical support for innovations, the lack of creative planning skills of managers, the lack of qualified teaching staff, weak financial and material base, the demand for innovations, and spontaneous adaptation of universities to new socio-economic conditions which generate psychological barriers to the perception of innovations by educators and management structure inability to respond adequately to the changes taking place, as well as the mismatch between individual and public needs and the failure of public authorities to provide the conditions for the receipt of higher education corresponding to these needs.

It is advisable to consider the interests of the subjects involved in the process of innovation in education promotion on the example of a higher educational institution (Table 1).

**Table 1.** The interests of subjects in the process of innovation promotion - the creation of a creative environment in the education system on the example of higher education

Participants	needs, desires and expectations
University	- implementation of university innovative development projects, - organization efficiency improvement; - work quality effectiveness improvement, namely the quality of staff training; - the availability of self-development, self-

	<ul style="list-style-type: none"> <li>education, self-education skills among experts;</li> <li>- the availability of knowledge and skills among students;</li> <li>- the creation of organizational forms for the creation of an educational environment: creative groups, creative teams, competitions, press conferences, scientific and methodological conferences, pedagogical and student festivals; methodical associations, workshops, etc.;</li> <li>- the conduct of research in the field of psychological and pedagogical foundations for innovative creative educational environment organization.</li> </ul>
Teaching staff composition of university	<ul style="list-style-type: none"> <li>- the right to engage in teaching activities;</li> <li>- the preparation of the teaching staff for innovation;</li> <li>- the expansion of innovator powers in the creative search;</li> <li>- the development stimulation of copyright programs, innovative projects and creative initiatives, etc.</li> <li>- a workplace computerization;</li> <li>- additional income.</li> </ul>
Students	<ul style="list-style-type: none"> <li>- the increase of education availability and quality;</li> <li>- various forms of creative activity organization: Olympiads, expeditions, camps, conferences, contests, festivals, etc.</li> <li>- successful adaptation skills to market conditions, graduate competitiveness.</li> </ul>
State	<ul style="list-style-type: none"> <li>- innovative development of Russian education;</li> <li>- social need for creative personnel;</li> <li>- the reduction of burden on budget.</li> </ul>

Source: compiled by the author.

During the analysis of positive attention contradictions, the fact of contradiction leveling among the interests of the higher education system subjects in the process of innovation promotion - a creative environment development [5,6], which is a rather rare fact of interaction system creation: university - teacher - student - state. The development of educational system subject creativity, the severity of the creative activity of teachers and teaching staff; the innovation-corporate climate of educational environment, characterized by the consistency of the innovation activity of its subjects, are the backbone indicators for education subject creative activity stimulation and support in a higher educational institution. An example of the psychological and pedagogical organization of an innovative creative educational environment at the university is the student club development analysis at the Kazan Federal University (KFU). The KFU Student Club is a voluntary association of students of Kazan Federal University, aimed to create favorable conditions for mass cultural work organization, the development of creativity and self-development, taking into account the interest and the needs of KFU students. More than 90 creative amateur groups develop and operate successfully at the KFU Student Club, which work in the areas of choreography, music, theater, original genre, techno-art, KVN, and so on. The Student

Club includes more than 7,000 students - these are the cultural event organizers, administrators, art directors, technical team, directors, scriptwriters and artists. More than 60 creative competitions and events are organized and held by the Student Club annually. The most important among them is "All-Russian Student's Day - Tatiana's Day", the Annual Festival "Student Spring", the Spring Ball of KFU, the Meeting of the university administration with most successful graduate students, the Concert program "The excursion in student life", Open Day of the Student Club, the Annual Festival "Day of the Freshman", a solemn event dedicated to the celebration of the birthday of Kazan University. This year, due to the initiative of the Coordinating Council and with the support of the Association of Students from the Universiade Village, the beauty contest "Miss KFU - 2017" will be held for the first time. The total coverage of the Student Club event participants is more than 60 thousand people per year.

Every year, the Student Club becomes the winner of all sorts of international, All-Russian, Republican and city competitions, festivals and other creative events. So, in 2006, 2010, 2014 the student club became the owner of the Grand Prix at the Annual Student Award of the Republic of Tatarstan "Student of the Year", in 2015 it became the absolute winner in All-Russian competition for the best organization of student self-government bodies for professional and educational organization of higher education. KFU annually takes prizes in various nominations at such a significant republican event as the "Student Spring". And for the last six years (2011-2016), the university became the winner of the highest nomination of the republican festival "Student Spring", in 2016 the university became the absolute fourfold winner of the Grand Prix title at the Kazan Open Interuniversity Festival "The Freshman Day".

### Summary

The introduction of innovative forms of work with students, the development of youth associations contributes to the creative achievements of teams and the active involvement of students in the creative and socio-cultural environment of the university. Such a scale and inclusiveness of the Student Club events is impossible without the refined cooperation with the Department for Youth Policy and the Coordination Council.

The Department of Youth Policy provides all the opportunities and platforms for the disclosure of the creative potential of each student. More than 20 rehearsal zones are involved in the work and preparation to the events of the Student Club. A special value for Student Club activity is the Activity Center of public associations and organizations, which has all the conditions to ensure the work of the Organizing Committee and the jury members of festivals and competitions.

New costumes and decorations are acquired each year due to the subsidies for the state task performance to provide public services for the organization of mass cultural, physical culture and recreational work. In particular, musical instruments were acquired due to such financial support, which made it possible to create the Orchestra in KFU.

Every year, the Department of Youth Policy provides an opportunity for young artists and creative teams of the KFU Student Club to attend the main creative events of the country as the participants in various republican, interregional, All-Russian and international competitions and festivals. Thus, in 2016, they organized the trips to the Student Marathon, to the World Choir Games in the city of Sochi, to the International Festival of KVN Teams "KiWiN-2017" and many others.

Due to the coordinated structural work of the Coordination Council and their interaction experience with other university departments, as well as due to the relations with public organizations of the city, republic and universities, the representatives of the leadership of the Republic of Tatarstan and Kazan, the guests from other universities of Russia participate actively in the activities of the Student Club. At that, this interaction is not only of a protocol nature, but it is also lively and creative - the rector and the vice-rectors, the directors and director deputies support actively the creative initiatives of students,

participate in their performances and are shot in videoclips. The experience of the KFU Student Club given in the article proves the presence of stimulation and support systemic indicators for the creative activity of students at the Kazan Federal University. The developed creativity, the expressed creative activity of managers, teachers and student teams, students, in particular, create a favorable innovative-corporate climate in KFU, the experience of which will be useful for the development of student societies at the universities of the country.

### Materials And Methods

The material for the work were the research developments that can be considered as the theoretical prerequisites of our research. Various aspects of a creative personality development and the conditions conducive to the development of collective pedagogical creativity are considered in psychology and pedagogy, namely, by such authors as V.I. Andreev, V.G. Vorontsova, A.I. Subetto. Zhiltsov Ye.N., Yegorov Y.V., Kuzmina N., Shakirov Zh., S.A. Lazarev, A. Nikole, etc. studied the approaches managing the development of the education system and the innovation processes taking place in it.

The study was based on the dialectical method, the method of analysis, the system approach, the analytical and expert methods. The reliability of the obtained results was estimated using statistical methods.

### Conclusions

Creativity is the field of research that is of theoretical and practical interest. Creativity is the central element of any person activity when he is trying to solve new problems or has to adapt to environmental change flexibly. The need for people creative ability development is growing more and more in order to answer to the most complicated questions that our era poses. The creation of a favorable creative environment in the absence of psychological and pedagogical tension and the growth of creative activity of higher education system subjects should be the basis for the development of innovativeness in the universities of the country [7].

This article substantiates the role of creative management in the development of educational system innovative potential on the example of the student club at the Kazan Federal University. The results of the specified parameter dynamics analysis for education development confirmed its effectiveness. The need to develop the intellectual potential of students, which would allow them to beat the "challenges" of modern life creatively, becomes a priority task of the entire education system at the federal, regional and municipal level. The creation of the necessary conditions for the development of the educational system creativity as a whole and of each of its subjects is a vital necessity nowadays.

### Acknowledgements

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## Etymological Dictionary of The Tatar Language As The Source of Turkic Language Vocabulary Comparative Study

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### Abstract

Etymological dictionaries contain the information about the origin of words of a particular language or a group of related languages. Based on the materials of these works, you can trace the ancient ties of peoples, they represent the richest base for comparative studies. The purpose of this article is to identify some common lexemes of the thematic group "food" from the Tatar and Turkic languages. This layer of vocabulary is studied on the material of the Tatar language etymological dictionary in terms of comparison of dish names in different languages and dialects. The choice of the study object and subject is explained by the fact that the most accurate method for the study of a particular language vocabulary is the study by subject groups. In the process of such research, various layers of vocabulary are revealed, characterizing its historical relationship with other languages.

The result of this study showed, that the lexical units of the thematic group "food" have parallels in many Turkic languages. Most of them have Turkic roots, and some were borrowed from the Tatar by nearest neighbors, in particular by Mari and Udmurt. In semantic aspect, words generally have a common meaning in many Turkic languages, and in some cases serve as the names of various dishes for different peoples. The similarities and differences in the lexical system of related and unrelated languages revealed as the result of research help to clarify the peculiarities of Tatar language culinary terminology formation and development.

**Key words:** Tatar language, Turkic languages, food vocabulary, dish names, etymological dictionary.

### 1. Introduction

In recent years, more and more attention is paid to the study the Tatar language lexical system formation and development, the origin of the main lexical fund, and the ethnic-cultural vocabulary of the Tatar language [1-5].

People have been interested by the origin of this or that word for a long time, they tried to unravel the mystery of object, phenomenon names, etc. Thus, the first attempts of folk etymology appeared. And etymological dictionaries in the modern sense of the word appeared only at the end of the XVIIIth century.

"The path that Russian lexicography used to create etymological dictionaries was very long and complicated. The first scientific etymological dictionary of Russian language is "Comparative etymological dictionary of Russian language" by N. V. Goryaev appeared in 1892 [6].

A number of such dictionaries appeared in the twentieth century: A.G. Preobrazhensky's dictionary (Etymological Dictionary of Russian Language, 1914, 1944, photo-typical reprint in 1959); the dictionary by N.N. Shansky, V.V. Ivanov and G.V. Shanskaya (Brief etymological dictionary, 1961); "The Etymological Dictionary of Russian Language" by G. P. Tsyganenko (2nd ed., 1979); M. Vasmer's four-volume etymological dictionary (Russian Etymological Dictionary, four editions - 1964-1973; 1986-1987; 1996; 2007), two-volume dictionary by P.Ya. Chernykh (Historical and Etymological Dictionary of Russian language; three editions: 1993; 1994; 1999), etc.

"The Etymological Dictionary of Turkish-Tatar Languages", compiled by Hermann Vambery, the professor at the University of Budapest, was published in 1878. The second etymological dictionary of Turkic languages appeared 91 years later - "The Experience of the Etymological Dictionary of Turkic

Languages" by the Finnish scholar M. Räsänen (1969). The third vocabulary was the work by the English scholar J. Kloos "Etymological dictionary of Turkic languages before the XIIIth century" (1972) [7].

In the Turkic lexicography, a special attention should be paid to the "Etymological Dictionary of Turkic Languages" (Moscow: Nauka, Eastern Literature, 1974–2005), conceived and started in 1974 by a group of authors under the leadership of the eminent Turkologist E.V. Sevortian (1901–1978), created as a complete dictionary of common Turkic and inter-Turkic vocabulary. All lexemes, recorded at least in two branches of a Turkic family or in one of the branches and ancient written monuments, are included in the dictionary. Thus, not only native Turkic words are included, but also quite old borrowings. A large place in the scheme of the dictionary article is given to the discussion of a word semantics. All scientific etymological solutions proposed by Turkology are discussed compulsorily for each word. They affect not only the Turkic, but also deeper layers of the language history: if science contains the hypotheses about general Altai (Mongolian, Tungus-Manchu, Korean, Japanese) parallels of the word, these comparisons are considered in the corresponding article. Nowadays, 7 volumes of the dictionary have been published, and volume 8 [8] is being prepared for publication.

Etymological studies on Turkic languages appeared periodically, but the compilation of dictionaries began only in the second half of the twentieth century. Currently, there is a relatively small number of dictionaries for individual Turkic languages.

In Tatar lexicographic science, the first etymological dictionary appeared in 2001 (Akhmetyanov R.G. A brief historical and etymological dictionary of the Tatar language. Kazan: Tat. Publishing House, 2001. 272 p.). For the first time it covers the etymology of Tatar vocabulary in Tatar linguistics. And in 2015, a two-volume etymological dictionary of the Tatar language was published by the same author. Until now, the Tatar lexicography did not know such a voluminous and relatively complete etymological dictionary. The dictionary reflects many years of hard work and the author's findings in this field. It clarifies the origin of about 10,300 words. Mainly, lexical units with the Turkic basis and the dialect vocabulary of the Tatar language were recorded. Phonetically assimilated Russian and Arab-Persian elements are rare.

## 2. Methods

Etymological references about traditional dishes and drinks of Tatars and Turkic peoples are contained not only in special dictionaries, but also in monographic studies, therefore, in this article, we chose the first volume of the "Etymological Dictionary of Tatar language" in this article [9, 10]. All information on the origin of lexical units, on possible borrowings, on lexical parallels, etc. is provided for this work only. The following methods of linguistic analysis were used in the work: the descriptive method and the method of continuous sampling were used during the collection and the systematization of materials on the research topic; lexico-semantic method was used during the system analysis of lexical material.

## 3. Results

After this study they revealed that the lexical units of the studied thematic group "food" have correspondences in many Turkic languages. The names of Tatar dishes and products recorded in the Dictionary are also found in Turkic and even in Finno-Ugric languages. However, not all selected lexemes are used actively in modern Tatar literary language, there are dialect words and outdated units among them.

## 4. Discussion

All Turkic languages there have large number of bakery product names. The following names are recorded in the first volume of the dictionary: *игәрче, икмәк, калач, көлчә, күмәч, күптермә, ләвәш*.

The dialect Tatar word *игәрче* - "the loaf for commemoration; the loaf of dough residues; yeast, fermentation starter" [9], *ийгәрче, әгерже* forms are also used in Tatar language dialects. It is a common

unit for the languages of the Middle Volga region: in the Chuvash language икәрчә - "pancakes", йәварчә - "fermentation starter"; in the Mari language эгәрчә, эгәрцә - "oatmeal pancakes", "flat cake", "dumplings", in the Mordovian language игържа - "loaf, little loaf".

Икмәк - "bread, loafs of bread" [9] has many parallels in the Turkic languages: the ancient Turkic ермек, ермак, өтмәк; the Turkish and Azeri этмек, үтмек, өпмек; Chagatai етмек, өтмек, etc. The word is included in the active layer of the Tatar language vocabulary along with the synonym ипи.

Kalach - "white bread, a loaf" [9] is found in many Turkic and Finno-Ugric languages - in the Mari language калач, калац, кәләц "bun; a kind of pretzel"; in the Chuvash кулас, кулаçа, колаçа, in Karaim, Karachay-Balkar, Kumyk калач, in Nogai, Kazakh, Karakalpak - қалаш - "the variety of bread". In Russian etymology: kalach from the Pan-Slavic kolo "circle", and the word kalach in the Kipchak languages is probably borrowed from Russian. However, according to R. Akhmetyanov, there is the reason that it is an indirect borrowing. This unit in the colloquial Tatar speech is oppressed by the word borrowed from the Russian language - бұлки (a bun).

Көлчә - "thin flat bread" [9] in Kipchak languages, Turkmen - күлчә, Kyrgyz - күлчө, Uyghur - күлчә, Uzbek - кулча, күлчә, etc. It is borrowed by the Chuvash (кәлчә, кәлжә) and Udmurt (кәлжә) languages. This word stands for "cake baked in the ashes" (көл - ash). The scholar notes that it looks like a folk etymology, because the word көлчә is in Tatar dialects, the word көләсә is in the Bashkir, and күл азык "road food" is in the Kyrgyz. Today this word is considered obsolete in the Tatar language.

Күмәч in the Tatar language is used in the meanings of "bun, (white) loaf", "unleavened flat cake", "ritual and ceremonial flat cake" [9]. The word goes back to the ancient Türkic көмәч and the Kipchak көмеч - "the bun baked in ashes"; it entered the Chuvash dialects (күммеч), Mari (комеч, көмеч, көмәч) and Udmurt (көмеч) languages in the meaning of "bun (white)". In other Turkic languages, көмеш (in Nogai, Kazakh, Karakalpak), күмәс (in Bashkir), көмөч (in Kyrgyz), etc.

The Tatar күптермә "flat cake on eggs" [9] and the Chuvash күптәрме coincide in meaning. It is formed from the root күптер- (beat up).

The word ләвәш "light cake; ritual sacrificial cake" [9] is spread to many languages through Russian and Caucasian one. In the Old Tatar language, лаваш is a kind of flat pies, in the Mari лапаш is oatmeal with katuk.

Similar words are also found among the names of pastries: бавырсақ, бәләш, белен, коймақ, кукыл, кыстыбый.

Bavursak "bavursak, pieces of dough, fried in butter" [9]. The Kazakh and Karakalpak бавырсақ, the Kirghiz боорсақ, the Uyghur бағырсақ, the Uzbek боғурсақ, бугурсақ, etc. kept the same meaning. But in the Kumyk, Karaite languages - бавурсақ, in the Turkish and Azeri - бағырсақ are used in the meaning "intestine, intestine-liver". In the ancient Türkic language, baýarsuq, baýisuq is derived from the paired word bágyr-saq, where bágyr is "liver" and saq is "intestine". There is the explanation of this name derivation method: бағыр-са-к - "similar to the liver."

Tatar бәләш - "big round pie; Belyash" [9] penetrated into many neighboring nations: in Chuvash pelesh, in Mari palysh, in Udmurt бәльыш, and in Russian belyash. Traditional Tatar etymology states: the name comes from the phrase bahaly ash - "precious food". Some compare it with the ancient Türkic, Mongolian word balish - "a monetary unit of high value".

The word belen "pancake" [9] in the same meaning functions in the Chuvash (Pëlém), Mari (бѣльың, пыльың), and Udmurt (милыим) languages. The word came from Russian блин < млин, the main meaning of which (melen) is "flour ground in a mill", i.e. a gourmet dish of this flour.

Коумак "pancake" [9] is common among many peoples neighboring with Tatars: Kulmak (among Mari, Udmurts), кыймак (among Udmurts), Куумак, Киймак (among Chuvash). The word куймак is characteristic of many Kipchak languages, which has parallels in the Mongolian language (huymag "коумак"). In the Kumyk language and the Uzbek dialects, куймак is scrambled eggs, in Karaim куймак - "the sacrifice to fire, by pouring food on fire". According to the scholar, this dish is distributed so widely due to the ritual purpose.

The names of dairy products of the Tatar language also have lexical parallels in many other related and unrelated languages. Let's consider the words айрэн, йогурт, каймак, катык, корыт, кымыз.

The word айрэн - "ayran, a drink from sour milk" [9] existed in common Turkic and ancient Turkic language in the variant of ayran. Today it is observed almost in all Turkic languages, from the Chuvash (уйран, урян, орян, орен) it is borrowed by the Mari (орен, оран, айряк, айрян, айран) and Udmurt (арьян) languages.

Йогурт - "yogurt" [9] exists in different phonetic variants in the following Turkic languages: in Chuvash - çävärt, Kumyk - ювурт, Nogai - ювырт, Karachay-Balkar жууурт "Катык, syuzma, cottage cheese"; in the Uyghur, Ottoman, and Middle Turkic languages joγart, juγurt "Katyk, curd, yogurt"; in Kyrgyz - жуурат, Yakut - suorat, in Khakass dialect - Choort in the same meaning.

Каумак "sour cream" [9] in the Kipchak languages, Altai, Uygur, Turkish, Turkmen, etc. Kaimak, Azerbaijani - ғаймағ in the same meaning; Yakut хоймох means "scrapers, skins, soot, stuck on the bottom of the dish after milk boiling"; Tuvan хойтпак denotes the variety of katyk; Chuvash хайма "Kaimak" goes back to the Bulgarian language.

The root of the word katyk is "katyk, yogurt" [9] kat-y "add, mix", it is common in many Turkic languages: in the same meaning as in Tatar language (катык), Uzbek (котик), Azeri (ғатығ), Turkmen (ғатык) languages; in the sense of "seasoning" in the Kumyk language (катык); in the ancient Türkic language qatıq "seasoning, vinegar, sauce"; in the Tuvan language, кадыг is "porridge", in the Gagauz language the katyk means "all foods except bread", etc.

Kumyz "kumys, a drink made from mare's milk" [9] from the Old Turkic qumuz, qimız has many parallels in the Turkic languages: in the Old Tatar, Bashkir - kumyz, көмөз, Altai, Khakassia - kumys, Kazakh - кумыз, Azeri, Gagauz - ғумыз, Tuvan Yakut - himys, etc.

The words for vegetable food, the dishes of vegetables, fruits, various cereals: элбэ, этэлэ, боламык, ботка, кэлжэмэ, куырмач / курмач, күжэ.

Элбэ - "heavenly dish", the dish that is given to women in labor - usually oat pancakes and porridge cooked in milk" [9]. This word was borrowed in the same meaning by Mari (Alba), Udmurt (Alba) languages, in the Chuvash dialects there is the word элпе. The word enters the layer of outdated vocabulary.

Bolamyk "mash; flour porridge" [9] from the common Turkic, Mongolian root < Bula- < bulga- "to stir", in Kipchak languages - Bulamyk, Bulamuk, Chagatai - Bulamak, Bulamach, Old Chagatai - Bulamaq, Gagauz, Turkish - Bulamach, Azerbaijani - Bulamaж, Mongolian - mulamay. The word has penetrated into the Mari language (быламык, пуламык), the Chuvash dialects (пӓлӓмӓк). Bolamyk in modern Tatar language basically means "mashed potatoes".

Botka "porridge" [9], although it is a widespread word, It is rarely used in many languages: in Chuvash language - пӓта, пӓтӓ, in Khakass - pothy; in Altai - Botko "a mixture of koumiss with oat flour"; in Tuvian bydaa and in Mongolian budaan have the meaning of "cereals; porridge".

Күжә “porridge from whole grains (new harvest, ritual)” [9], in the Bashkir күзә, has the same meaning; Kazakh, Karakalpak közhe, көже, Kirghiz көжө, Uïgu көжә, Tuva көжә, Old Chagatai көче, гөжә, Ottoman гүчә means “Күжә (from beets, also from barley, wheat, etc.)”, Altai көчө, кочо, Mongolian көзө “Barley soup”, etc. The word is borrowed by many languages and is a ritual dish in many nations, the dish is not relevant among modern Tatars.

Ит - “meat” from the common Turkic эт, in the Uygur эт, Tuvinian эт - “meat, body, beef”, Ottoman ад, Chuvash үт, Yakut эт - “meat, body”, in some languages it means fruit pulp [9]. Meat products in the first volume of the Tatar etymological dictionary are represented by the following lexemes: казы / казылык, калжа, куырдак.

Kazy, kazylyk “horse sausage” [9] included in the Chuvash (khas), Mari (kash), Udmurt languages (kaz) and is used in the meaning of “home sausage”. Its roots go back to the ancient Türkic Kazi - “internal fat”.

Kuyrdak - “finely chopped and fried meat; greaves” [9] is used in all Turkic languages and is derived from the common Turkic verb qawur-, qayur-, which has common roots with the Mongolian hayur- “kyuru” (to fry): куырдак (Nogai, Kazakh), куурдак (Kyrgyz), kavurdak (Turkish), etc.

### 5. Conclusions

Thus, this study revealed the following: the lexical units of the thematic group “food” have the parallels in many Turkic languages, in some cases there are similarities even with Mongolian languages. Most of them have Turkic roots, and some were borrowed from the Tatar by nearest neighbors, in particular by Mari and Udmurts. In semantic aspect, words generally have a common meaning in many Turkic languages, and in some cases serve as the names for various dishes among different peoples.

We have outlined the prospects for further research in this area of Tatar linguistics. It is necessary to create a holistic system of the lexical-thematic group “food” of the Tatar language in comparison with the Turkic and neighboring peoples. It is necessary to study the lexical units of this subject for this and using the material of etymological dictionaries from other languages. For scientific research, food vocabulary is a valuable material, as it contains not only linguistic, but also historical and culturological information.

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## “Us-Them” Opposition (Based on The Analysis of Ideologemes “Democracy” And “USSR”)

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### Abstract

The semantic field of political discourse is based on the opposition "us-them", which varies depending on power regime. The fundamental transformation of the post-perestroika discourse is associated with the collapse of the previous semantic links and the subsequent development of new ideologies "USSR" and "Democracy" in thematic groups that influenced the dynamics of mass consciousness, social reality and value attitudes.

The study is devoted to the understanding of the post-perestroika period ideological system. Within the political and publicistic discourse (on the material of the daily newspaper "Izvestia" issues in 1992 and the newspapers of Russian language National Corpus in 2000) they analyze the interrelations of ideology thematic groups that form the basic opposition "us-them": "Democracy" and "USSR". The study used the descriptive method, the method of linguocognitive analysis and the quantitative method.

According to the classification by O.S. Issers, who considers speech impact in the form of operations with semantic networks, the studied groups of ideologemes are analyzed and systematized from the point of view of the dichotomy "us-them" development; They determined and described the frequency schemes used to obtain the desired ideological impact.

On the basis of the newspaper texts being studied, the prevailing assessment for each of the thematic groups was determined for the ideologemes "Democracy" and "USSR", which is directly reflected in the development of the opposition "us - them", and they also highlighted the central ideologemes that form the core of opposition.

**Keywords:** ideologeme, thematic groups, «Democracy», «USSR», opposition «ours - theirs», post-perestroika, political-publicistic discourse.

### 1. Introduction

One of the main functions of texts belonging to the political and publicistic sphere is the influence function. This is directly related to the fact that most of these texts are focused on the addressee world linguistic picture transformation.

This goal - to develop the desired idea of reality (primarily political one) - is the dominant component of the ideologeme.

From the point of view of E.I. Sheigal [Sheigal 2005: 130], the ideology is based on the opposition, among which the opposition "us - them" is the most significant one. And ideologemes are filled with one or another assessment within the discourse.

According to O.S. Issers, the development of the pole "us - them" is associated with group consolidation (state, class, clan) and the focus on collective values. The crisis of the Soviet ideology collapse in the early 1990-ies made this opposition decisive again [Issers 2008: 45].

All significant changes in Russia took place in the name of liberation from totalitarianism and the attainment of democracy "benefits"; in the early post-Soviet political and journalistic discourse this opposition was embodied in the thematic groups of the USSR and Democracy ideologemes<sup>1</sup>.

### 2. Material And Methods

The materials of the study were the central groups of "USSR" and "Democracy" ideologemes in terms of the opposition "us - them" expression, which were singled out by the continuous sampling method in the

issues of the newspaper "Izvestia" of 1992 (281 issues), as well as materials "The National Corpus of the Russian Language" [The National] in 2000 (906 ideological uses are described in the aspect under study).

A number of studies are devoted to the study of political discourse and media discourse [Harkova 2014; Muhametzyanova 2017; Shchuklina 2017; Sheigal 2005; Shevchenko 2017 et al.], in particular, perestroika and post-Soviet discourse [Budaev 2009; Dunn 1995; Koteyko 2014; et al.], the ideological content of political discourse [Erol 1993; Malysheva 2009; Robinson 1995 et al.].

The study used the descriptive method, the method of linguistic-cognitive analysis, as well as the quantitative method.

Following E.G. Malysheva [Malysheva 2009], we turn to ideologeme from the point of view of the linguistic-cognitive approach: ideology is a mental unit, which includes an ideological component, and which is implemented by a word (the combination of words) in text and discourse.

In the chronology adopted by the newest Russian studies, the change of political discourse from Soviet to post-Soviet occurred in 1992 (see, for example, [Budaev 2009: 16]). We traced the evolution of the ideologeme "Democracy" and "USSR" values, which form the opposition "us" - "them" in 1992 (the starting point for the beginning of the newest political discourse research) and 2000 (the change of political leader that influenced the transformation of state rhetorics in accordance with the new political objectives).

### 3. Results

I. On the basis of the performed analysis, they revealed that the "Democracy" and "USSR" ideologeme groups have the following evaluations during the development of "us - them" images (see table 1):

**Table 1**

Year	Thematic group of ideologemes	«Us»	«Them»	Total number of uses in these contexts
1992	Democracy	52,28% (127)	47,72% (116)	100% (243)
	USSR	4,85% (9)	95,15% (177)	100% (186)
2000	Democracy	80,4% (164)	19,6% (40)	100% (204)
	USSR	32,2% (88)	67,8% (185)	100% (273)
Total number of use				906 units

We have determined the key ideologemes used under the sign of "us" - "them" in the thematic group "Democracy" and "USSR" during 1992 and 2000. The attention should be paid to the fact that many ideologemes have some mixed modus (that is, they are filled with positive or negative evaluations, falling into the category of "us - them" depending on the context).

Let's just show the examples of ideologemes that can be filled within the framework of the discourse by the opposite evaluation (see table 2):



Table 2

Opposition	«Democracy» group	«USSR» group
«Us» – «them»	power, democracy, democrats, democratic (state), Constitution, people, national-patriotic (forces), parliament, Russia, freedom	socialism barracks, communists, communist (ideology), CPSU, Soviet (time), USSR

II. On the basis of the classification by O.S. Issers, who considers speech impact in the form of operations on semantic networks (they represent a break of associative dependencies and the establishment of new ones) [Issers 2008: 43-44], the units belonging to the groups "Democracy" and "USSR" are distributed according to the groups of schemes proposed by it (1a - 4a and 1b - 4b), which are opposed to each other (see table 3):

Table 3

"Us" - "Them" image development schemes	
1a) direct assimilation (A is B);	1b) direct negation of similarity (A is not B);
2a) approximation by properties (A has the feature of B);	2b) the denial of common property presence (A is not related to B);
3a) assimilation by a separate property (A is related to B);	3b) the negation of similarity by a separate property (A is not related to B);
4a) relation by specific properties (A is related to B, although this is not obvious);	4b) the separation by specific properties (A is not related to B, although this is not obvious).

The distribution results in 2000 are shown by table 4 for clarity (the obtained quantitative indicators of 1992 were mentioned in one of the previous publications on the topic):

Table 4

Thematic group	Year	1a	1b	2a	2b	3a	3b	4a	4b
USSR ("us")	2000	8,06%	1,9%	7,7%	-	14,06%	-	0,73%	-
USSR ("them")	2000	15,02%	1,1%	17,6%	1,9%	28,2%	1,9%	1,83%	-
Democracy ("us")	2000	29,41%	0,49%	19,18%	0,98%	19,35%	6,68%	3,43%	0,98%
Democracy ("them")	2000	7,35%	0,49%	4,41%	0,49%	5,29%	0,98%	0,49%	-

These tables illustrate that during the development of "us" and "them" images in 1992 and in 2000, the models 1a, 2a and 3a are usually used, that is, the semantic relationships are established on the basis of assimilation ("A is B"), the convergence by properties ("A has the property of B") and assimilation according to a separate feature ("A relates to B").

We found that the most frequent and typical is the development of the image "us" by two options:

1) by pointing to achievements (actions, their results): "Democracy is unthinkable without the freedom of speech" (Izv. 1992, 161, 07) - A (democracy) has the property B (freedom of speech); "Do not touch Gorbachev, the best politician of the century, who, without killing anyone, gave freedom, including us" (Izv. 1992, 150, 06) - A (Gorbachev) is related to B (freedom);

2) through the establishment of direct positive associations: "August-91: the ascent to freedom" (Izv. 1992, 186, 08) - A (the August of 91) is (represents) B (the ascent to freedom); "Alexander Lukashenko considers the disintegration of the united Soviet Union as the greatest mistake of the century." (Trud-7, 2000.05.04)<sup>2</sup> - A (the collapse of the Soviet Union) is B ("the greatest mistake of the century").

The development of the image of "them" also occurs in two main ways:

1) through the criticism of negative actions and their results: "The Communists are always indifferent to other people tears. (Izv. 1992, 133, 06) - A (the communists) has the property B (the indifference to other people tears); "Nevertheless, it became clear gradually that the "Soviet past" is still not the past. His evaluations are contradictory. The poll conducted by the sociologists of All-Russian Center for the Study of Public Opinion showed that 32 percent of Russian citizens consider Stalin a tyrant guilty of millions of innocent people killing. And also 32 percent of citizens believe that the Soviet people defeat fascism in the war of 1941-1945 only due to Stalin - is this a positive assessment?" (Trud-7, 2000.10.10) - A (Stalin) has the B property (guilty of millions of innocent people killing);

2) through direct negative associations: "The restoration of the CPSU would conflict with the freely expressed desire of the former USSR peoples, which was the state based on the denial of its citizen wishes" (Izv. 1992, 166, 07) - A (USSR) is B (the state based on the negation of its citizen desires); "Bolshevism and fascism are the struggle of two fatal systems, of course, not two origins" (Trud-7 2000, 06, 29) - A (Bolshevism and fascism) is (represents) B (the struggle of two fatal systems, not two origins).

In political and publicistic discourse of 1992 and 2000 the images of "friends" associated with the thematic group of the "USSR" ideologeme are not frequent, they can be implemented through the attempt to break the negative associative links (see schemes 1b-4b in the classification by O.S. Issers): "There are quite a few ordinary communists who they are not charged with the ideology of exclusiveness and permissiveness" (Izv. 1992, 20, 01) - A (ordinary communists) do not have property B (the charge of exclusivity and permissiveness ideology). There are the examples when positive associations in the "Democracy" ideologeme group are developed via the opposition with "alien" concepts, the break of semantic dependence with the images of "them" in the "USSR" group: "The RDDR should deepen, echelon democratic forces in Russia so that if the current government fails, the Democrats have come to power again, but not the forces that want revenge and the return to the past" (Izv. 1992, 43, 02) - A (democrats) is not B (the forces that want revenge and the return to the past).

Since we are dealing with two-part models containing element A (source concept) and element B (target concept), we would like to give the examples of target concepts that are used in 1992 and 2000 to develop the image of "them": the enemy of reforms, the yoke, the nomenclature, the absence of (true) democracy, suppression, totalitarianism, etc. All these uses are associated with the Soviet era.

The frequency concepts-targets during the development of "us" image include such uses as: democratic state, parliamentarism, transformation, reforms, freedom (also the freedom of speech, personality), (Russia as the part of the democratic community, etc.

RNC material of 2000 demonstrates the emergence and consolidation of differentiation in the evaluation of "us" and "them" within the ideologemes that fill the thematic group "USSR": ideologemes appear (Bolshevik, Bolshevism, red-brown, partocracy, etc.) with absolutely negative appraisal and the reference to the totalitarian regime. We believe that the consolidation of a predictable positive or negative associative connection to certain ideological units of the thematic group "USSR" occurred precisely in

2000-ies, because during this period the "USSR" ceased to be perceived as an enemy along with the loss of the very possibility of the "red threat" return. At the same time, certain phenomena (events) of the past were evaluated and fixed in the form of stereotypes.

In the political-publicistic discourse of 2000, we observe the development of positive associations not only through the break of the "Democracy" and "USSR" ideologemes, but also through the creation of a negative image of post-perestroika democracy, i.e. the intragroup assessment differentiation: "A heavy weight hangs on Russian economy in the non-market sector, including unprofitable enterprises (about 40 percent) and a huge shadow sector <...> Besides, many citizens who adhere to the old attitudes have paternalistic mentality. You can't disregard the deep disappointment with the course of democratic and market reforms (for millions of people they turned out to be exorbitant and legal vulnerability followed objectively)" (Trud-7 2000, 12, 15) A (the progress of democratic and market reforms (post-perestroika)) is B (deep disappointment); A (the paternalistic mentality of many citizens) is related to B (the adherence to old attitudes (Soviet)).

Under the absolute simplification, to which the language of ideology strives, under the term "them" they understand the propaganda (propagandist) of totalitarianism with the almost undoubted prevailing of negative axiological mode.

We believe that the consolidation of a predictable positive or negative associative connection to certain ideological units of the thematic group "USSR" occurred in 2000-ies, because the "USSR" ceased to be perceived an enemy, along with the loss of the very possibility of the "red threat" return. Certain events / phenomena of the past were evaluated and became stereotypes and frequency targets.

During the development of "them" image for both groups, the frequency targets are the units turned into the recent past: democratic (times; reforms), market reform, to privatize (i.e. to plunder, to divide, to "grab"), the lack of democracy (i.e. "Shit-democracy"), the break (collapse, destruction), Yeltsin and his team, bureaucracy, totalitarian (totalitarianism), dictatorship, etc.

The media political discourse of 2000-ies preserves the relative static character of "us" positions (with an increased share of the ideologemes of the "Democracy" group with a "plus" sign) and of "them" positions (with the negative evaluation decrease in the "USSR" group).

#### 4. Discussion

In our opinion, the frequency of models 1a, 2a, 3a during the development of "us" and "them" images is explained by the fact that, in principle, the influence in politics is carried out through simple schemes, since if more complex ones are used, there is always the risk that the scheme will not work as it should, because it is impossible to take into account and predict all factors. The schemes through negation (1b-4b), as well as the scheme of an unobvious relationship (4a), are unconditionally (and in formal logic) more difficult than direct correlation, naming, which confirms the abovementioned idea of politics operation.

They revealed that the image of "us" is formed in two ways (through the presentation of achievements and the establishment of direct positive associations), the development of the image "them" is also carried out in two ways (through the criticism of negative actions and their consequences and through negative associations with an event / a phenomenon / a person).

They determined frequent ideological units that take part in the development of "us" image for the consciousness of an addressee, as well as the frequency notions "targets" that participate in the development of "them" image within the thematic groups "Democracy" and "USSR" in 1992 and 2000-ies.

## 5. Conclusions

The study of language ideologization peculiarities and the influence of its fundamental ideological attitudes on mass consciousness is the pivotal vector in the theory of modern political communication. This work can serve as the basis for a thorough study devoted to the cognitive transformations of Russian consciousness during the post-Soviet period. Besides, the work can be used for the further study of ideologeme meta-meanings of post-perestroika discourse and serve as the illustration for theoretical works devoted to the ideological picture of the world.

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<sup>1</sup>By thematic group, we mean the collection of words (which can refer to different parts of speech) and stable combinations united by a common theme.

<sup>1</sup>Here and below they present the name of the newspaper (Izvestia), the year of publication, the issue number, the issue of the month.

<sup>2</sup>Here and further examples for the year 2000 are given from the National Corps of the Russian language.

## Gender and Number of Nouns: Comparative Analysis In Sublime Reflection

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### Abstract

The article is devoted to the study of the aesthetic resources describing the grammatical forms of nouns. The focus is on the comparative analysis of the aesthetic potential of gender and number morphological categories of Russian substantives from the point of view of sublime phenomenon reflection. They presented the author's interpretation of the problem of language unit aesthetics, including the means of morphology. The basis of our understanding of the issue under consideration is the orientation to the aesthetic as the broadest category of aesthetics. Taking into account the works on philosophy and literary criticism, the aesthetic category of the sublime is considered. They studied the potential of noun gender category in the context of sublime reflection. They performed the analysis of the number forms capable to express an appropriate type of the author's emotionality. The result of the study is the following conclusion: the grammatical number has more significant aesthetic possibilities in comparison with gender category. If, during the reflection of the sublime, they observe the actualization of the aesthetic resources of only masculine nouns, then both grammemes are used within the category number. The singular forms of nouns implement a generalized collective meaning. Among the plural forms, in order to reflect the sublime, they use variant grammatical units, double number forms, as well as the plural form of singularia tantum derived from abstract nouns.

**Key words:** artistic text, the problem of linguistic unit aesthetics, the category of sublime, the aesthetic potential of noun gender, the aesthetic resources of number category, the comparative analysis of morphological categories.

### 1. Introduction

The description of language and speech aesthetics belongs to the sphere of integrative, interdisciplinary research, which is significant not only for linguists, but also for literary critics, philosophers, and art historians. However, there is no well-established, generally accepted understanding of the aesthetic resources of language means in linguistics so far.

From our point of view, the study of linguistic unit aesthetics, including the means of morphology, has the areas of research interest intersection with linguistic pragmatics, primarily in connection with the addressee factor. The aesthetic possibilities of language units are implemented in the artistic discourse most fully. The analysis of literary work language shows that those language units, that are able to make an aesthetic effect on a person as a recipient of speech, have aesthetic resources. The essence of the aesthetic impact of a literary work language on a person is that he receives spiritual pleasure in the process of reading, i.e. experiences sensual and rational experience, the main components of which are aesthetic pleasure, the sense of joy and the fullness of being. The state of spiritual enjoyment from the perception of an artistic text is conditioned by the properties of the linguistic units, and the nature of their use, namely, novelty, imagery, plasticity, correlation with the entire literary work as a complete aesthetic object, the ability to embody the writer's ideological and artistic concept most fully and accurately.

The scholars, describing the aesthetic properties of languages, were often focused on lexical and phraseological tools [Gibbs 1990; Johnson 1979; Komarova 2017; Mukhamadiarova 2016; Mukharlyamova 2017; Rakhimova 2014; Schäffner 2004; Tendahl 2008].

Morphological units are referred to insufficiently studied elements of the language. The linguistic literature presents the works in which the aesthetic resources of individual grammatical categories are

considered (see, for example: [Zhang 2018]). However, the comparative analysis of gender and number morphological category aesthetic possibilities was not performed for Russian substantives. At the same time, the coverage of this problem is important for the development of grammatical theory and the further development of Russian language issue stylistics. All this has conditioned the relevance of our scientific work.

## 2. Material And Methods

Since a complete description of number and case category aesthetics requires the coverage of many aspects of analysis, we decided to limit the study subject in this article by the consideration of only one of them - the connection of substantives with relevant grammatical features, reflecting the aesthetic category of the sublime. So, the purpose of our scientific work is the comparative analysis of the aesthetic potential for the categories of noun gender and number in the aspect of sublime phenomenon reflection. The following research methods were used as the main ones: descriptive-analytical, distributive and semantic-stylistic. The material for the study was the texts of works of art contained in the "National Corpus of Russian Language" (<http://ruscorpora.ru/search-poetic.html>) [The National].

## 3. Results

The analysis of the scientific literature shows that the problem of the sublime was covered in the works of a number of researchers: I. Kant, Yu.B. Borev, D.D. Sredny, L.G. Ivanova, V.P. Shestakov and others. From the point of view by Yu.B. Borev, sublime as the category of aesthetics reflects the infinity and the eternity of the world, as well as the powerful possibilities of a man, transforming nature. The sublime is the aesthetic property of such objects and phenomena that, due to their enormous power, an enormous scale, cannot be fully mastered by mankind at this stage of its development and present fertile prospects for the creative activity of mankind [Borev 1960: 140-141]. The sublime reveals the dual nature of a man: it suppresses a man as a physical being, makes him aware of his finiteness and limitations, but at the same time elevates him as a spiritual being [Avdeev 1998: 113].

Let us first turn to the analysis of noun grammatical gender aesthetic possibilities. As is known, the category of substantive gender is formed by three grammemes of masculine, feminine and neuter gender. In modern Russian, the gender of nouns is a classifying category primarily of a reflective nature. There are different points of view on the problem of gender semantics. The issue of gender opposition marked member is also unequally resolved by scholars. Most linguists recognize the expression of feminine nouns: for example, V.V. Vinogradov singles out the feminine gender as "a strong, emphasized, most developed one among the generic classes" [Vinogradov 1986: 68].

The study of noun grammatical gender aesthetics suggests that its possibilities in terms of sublime phenomenon reflection are rather limited. They revealed a relatively small number of use for masculine noun only in order to introduce this type of the author's emotionality into an artistic text. The role of masculine substantives is most obvious when they are used to designate females or to describe non-living objects, in particular, as the result of their personification. So, E. Polonskaya, with a figurative characterization of her character - a female - uses the masculine noun "warrior": And you are merry with sad eyes, / Sharing both work and rest with me, / You replaced the microscope with a rifle, / to fight with the fascists in the Warsaw ghetto / You fought and you fell like an honest warrior ("Tartu"). O. Bergholz appeals in one of his works to Leningrad, which endured the hardships of a military blockade, also using masculine substantives, which is motivated by the corresponding generic identity of the toponym to a certain extent: Long live the stern and calm, who faced death / and endured the siege / as a Man, / as a Worker, / as a Warrior! / My sister, comrade, friend and brother: / after all, we were baptized by the blockade. / And we are called together Leningrad; / and the earth globe is proud of Leningrad. ("The February Diary, 6"). Capitalized masculine nouns "Man", "Worker", "Warrior" provide a highly pathetic sounding throughout the text of the poem due to their grammatical meaning (the

expression of the general concept of a person without a sharp and definite understanding about the field [Vinogradov 1986: 66, 77]) in combination with other language units like "long live", "proud".

As is known, occasional language units are used mainly for a comic effect. However, neologism can also be used in some cases to reflect a sublime phenomenon. Thus, in the linguistic literature, the use of the occasional masculine noun "larch" is noted during a high, mighty tree description: Matera, and the island and the village, could not be imagined without this larch ... It rose among the rest, like a shepherd headed among sheep pasture. It looked like a shepherd carrying an ancient guard service. But no one could say that this tree is "she", even the most literate man; no, it was the "royal larch" - it stood so eternally, mightily and imperiously on the ground half a verst from the village, visible almost everywhere and known by all (V. Rasputin. "Farewell to Mother") [Golub 1989: 40].

Now let's turn to the consideration of the aesthetic resources of grammatical number, which is traditionally characterized as a two-term inflectional morphological category of a reflective noun mainly. According to the traditional point of view, the category of number expresses the number of discrete objects (things). According to most scholars a marked member of number grammatical opposition is the plural [Vinogradov 1986: 128]. The analysis of language material shows that the aesthetic potential of this category in the aspect of sublime reflection is quite wide and is implemented in several ways. Thus, the singular forms of specific nouns can be used in a generic-collective meaning, which is considered a secondary, non-basic meaning of a given grammatical unit. Quite often, the words "person, creator" function when the author seeks to show the role of the whole human community in the development of civilizational processes or of an individual people in the struggle against a strong enemy who represents the threat to the whole world. So, B. Polevoy, describing some episodes of the Nuremberg process, uses the word form "man", meaning the contribution of the entire Soviet people to the victory over fascism: One could believe that the Soviet man, whose abilities, talents, dedication and courage struck the whole world so much during the war, was and remains a fatal mystery for all these Heringers. And they could not <...> understand the soul and the power of a man who grew up in a socialist country! ("The Tale of a Real Man"). The following designations of social groups of people, the persons by profession, occupation, etc. are also quite common. In the following examples, the collective meaning is expressed by the singular forms of "proletarian" and "peasant" noun, which introduce the corresponding emotional coloring into the general tone of the text along with other language elements: And all / fully armed forces, / that for twenty years / flew in victories, / to the very / last leaf / I give you, proletarian, / the planets. (V. Mayakovsky. "By a loud voice"); The people's mind is not wounded to death, / The end will come for a murky haze, / And the peasant loud voice / will turn to mother earth. (K. Balmont. "Glory to the peasant").

Plural forms of nouns are also used during the description of sublime phenomena. First of all, various plural forms, which are defined as obsolete in accordance with the norms of modern Russian, draw attention to themselves. Thus, describing the sublime in nature, V. Solovyov uses the archaic form of the nominative plural for "a tree": The illuminated jet murmurs quietly, / Heavens shine quietly in grace, / Only bare trees in the distance / Suddenly they will become load and fall silent again. ("What happened to you this night?"). The outdated form "wings" was used in one of G. Ivanov's poems in order to reflect the sublime in the social sphere: We see: Freedom, freedom / As the bird of paradise is light, / Clearer than fire-rising / Its golden wings! ("Freedom! Freedom!").

The variant forms of the plural, with a certain stylistic coloring, conditioned by the sphere of grammatical unit use are less common. For example, in D.Samoilov's poem "Poems and Prose", the variant form of the plural noun "thunder", which is characterized by the stylistic mark "poet." [Russian grammar 1980: 497], contributes to the embodiment of this type of the author's emotionality. Let's confirm the mentioned above with a poetic text fragment: Russian verse is citizenship, / Delight of the mind, the consciousness of the highest benefits! / And Lomonosov's thunder iambus / Is chained in the armor of the quatrains.

They also use those plural forms, which in the linguistic literature are defined as double plural forms derived from polysemous nouns or homonymous words quite rarely. For example, the obsolete plural form of "men", which implements the lexico-semantic version of a "man in adulthood" [Ozhegov 2007: 369] of the polysemant "man", is used in S. Solovyov's poem "Six Cities": With the candles lit in their hands, with golden lamps, / Strong men and old men are coming as loud thuribles.

Also, the plural forms derived from abstract singularia tantum nouns are quite rare. One of the examples confirming this observation can be the text of the poem "City Spring" by V. Bryusov. Creating the picture of a spring morning, the author brings together lexical units belonging to two different semantic zones purposely - nature, awakening to a new life, and church worship, which gives a solemn sounding to the entire poem: Here the sun comes out, the priest of the world, / Chasubles - purple and gold; cross of fire. / The temple is all the sky; the sapphire dome is solemn, / instead of pale lamps - bright daylight lights, / The choir / of pearl clouds, / As on the choir in the abyss of azure ethereal / Ready to sing the psalm of the rising day! As you can see, in the artistic description, along with lexical units with appropriate semantics and stylistic coloring (purple, temple, solemn, azure, etc.), the plural form "lights" is used, which expresses the meaning of 'bright rays of the sun, radiant energy flows'.

#### 4. Discussion

So, the performed analysis, without questioning the statement that the lexical means of the language play the main role when reflect the sublime, indicates that grammatical units are also able to take a direct part in the incarnation of this type of the author's emotionality.

#### 5. Conclusions

The conducted research allows to make the following generalizations. The comparative analysis of two categories of nouns showed that the grammatical number has a greater aesthetic potential as compared with the category of gender. Among three generic grammemes during the reflection of the sublime category, the actualization of the aesthetic resources of only masculine substantives is noted, representing the unmarked member of the gender opposition. As for the category of number, then both forms of the number are used in the artistic text of the considered type of the author's emotionality. The singular nouns during the reflection of the sublime implement a generalized collective meaning. Describing the plural forms that act as a labeled member of the grammatical opposition by number, it should be noted that variant grammatical units, double number forms, as well as the plural form of abstract singularia tantum are used for this purpose. Consequently, within the category of noun number, its aesthetic resources are implemented with a marked and an unmarked member of the grammatical opposition.

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## Poetry For Children: Specificity And Uniqueness (on The Example of The Work By Robert Minnullin)

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### Abstract

The creativity by P.M. Minnullin occupies a special place in modern Tatar poetry. He is one of the most popular children poets of the country. The works by R. Minnullin were translated into many languages of the world and found their readers in Poland, Montenegro, Turkey, Belarus, Azerbaijan and other countries.

The contribution of the national poet of Tatarstan to the Tatar children's literature was marked by the award of the State Prize of the Republic of Tatarstan named after G. Tukay, International Honorary Diploma of H.-K. Andersen et al.

R. Minnullin's poetry is characterized by moral and ethical, social and philosophical searches that integrate it into the literary discourse formed by the Tatar creative intelligentsia of the second half of the last century.

Each work of the poet always corresponds to the theme, the meaning and the mood. There is no weak composition, superfluous words, approximate or formal images, non-singing sounds in his works. Every stanza is an example of naturalness and poetic musicality - it should be so in children's poetry. Due to its originality, it is possible to reveal the main essence of his creativity, properties and main trends.

In children's poetry, R. Minnullin has his own poetic world, feelings and intonations peculiar only to him, he created his own poetic school with his own writing style and poetic techniques.

**Keywords:** Tatar literature, children's poetry, Robert Minnullin, poems, talent, poetry school.

### Introduction

Nowadays, there are extremely important requirements to the creativity of poets writing for children: the relevance of the topic, the ability to reveal it in an understandable language, the mastering of a highly artistic word, the ability to interest a child, to display the features of the era clearly, the knowledge of educational skills, etc. The need for such requirements is understandable in general. Since the life of modern children is one of the most difficult problems in the life of the 21st century.

There were many authors in this area since the beginning of Tatar children's poetry development. But there are relatively few true talents among them, according to V.G. Belinsky, who are "the joy of children": these are G. Tukay, Därmend, M. Jalil, B. Rakhmat, A. Faizi, Sh. Galiyev. Along with these authors, they often mention Robert Minnullin, the national poet of Tatarstan, the laureate of the State Prize of the Republic of Tatarstan named after G. Tukay and the holder of the Honorable Diploma named after G.-H. Andersen. For he really has the ability to penetrate deeply into a child's soul.

### Methods

Well-known literary scholars, folklorists, linguists, and literary critics have spoken about the poetry by R. Minnullin: Urmancheev [Urmancheev, 2005], Sarchin [Sarchin, 2012], Gainullina [Gainullina, 2017], Mingazova [Mingazova, 2014], Ibragimov [Ibragimov, 2016], Gaynutdinova [Gaynutdinova, 2017], Kamalieva [Kamalieva, 2017], Ar-Sergi [Ar-Sergi, 2008], Povarisov [Povarisov, 2003], et al. In these works, they analyze originality, the potential of imaginative means system, the problems of typological study and the genre diversity of R. Minnullin's poetry. In the book of the famous Udmurt writer Vyacheslav Ar-Sergi "The journey with the poet Robert Minnullin from Kazan to Ufa and back," the author managed to create a detailed, deep creative portrait of P.M. Minnullin. Sufiyan Povarisov, a Bashkir scholar, in his

work "The Wave of Thoughts and Feelings" draws attention to his works, and above all to the artistic features of his writing style.

The poet's creative work was monographically researched by the folklorist F.I. Urmancheev. In his book "Robert Minnullin: the secrets of creativity" they covered the folklore and the mythological foundations of his works, raised not only to the archetypes of the Türko-Tatar mythology, but also to the general ideological views of the peoples of the world.

### Results and discussion

At first glance, R. Minnullin's poems are simple, easy to perceive, they make an impression, as if written by an instant inspiration. In fact, each of his works is the result of deep work in the field of words and meanings. Due to the fact that every sound, every word of a lyrical work naturally finds its place, an amazing rhythm, rhyme, observations sound clearly, representing a clear drawing, worthy of becoming a true picture.

The poetic form by R. Minnullin always corresponds to the theme, the meaning and the mood. His poems almost do not have meaningless rhymes, a weak composition, a set of unnecessary, excessive words, approximate or formal images and unprofessional sounds. Every stanza is an example of naturalness and poetic musicality - in children's poetry it should be so. Due to his originality, it is possible to reveal the main essence of his creativity, the properties and the main trends. We will focus on some of them in the article.

### Humanism

In Tatar literature, this concept is typical for a positive hero description, the depicting of the struggle between good and evil. It is known that, despite the fact that a person writing for children has all the rights of writing for adults, he is deprived of one thing. He should never show the victory of evil over good and assert that evil is stronger than good. In other words, the children's writer must clearly formulate the main idea, reveal his exemplary ideal through a successful image, to emphasize the dominant of a positive origin over evil. This requirement is necessary in order to make a child's mind understand the essence of the concept of goodness, kindness, piety, to make him grow up, knowing that good always wins so that he can discern truth and lies, what is good and what is bad. Therefore, it is quite natural that children's literature is based on humanistic ideals.

In order to understand that this trend dominates in the works by R. Minnullin, his poem "Kindness" can be cited as an example:

Let's do good deeds!

We do not seem to have lost conscience.

Let the work be hard

But this work will enrich the soul.

Further, developing this thought, one can recall his patriotic cycle "We Do Not Want War!", imbued with ideas of peace and happiness. These poems, written on behalf of American children, reflect the dream of all mankind. The cycle shows the children in the process of reflection, growth. Thus, the opportunity for a great poetic fantasy opens up. A child's desire to make the bomb "get sick with a contagious disease" and disappear: "If only it was infected", or to bring all the warring generals together and exile them to the ocean island "What do you think?", turning all the bombs into apples, to treat all children "Not a single bomb remained" - all this can be considered an example of humanism and children's logic, an excellent example of literary reflection in this direction.

The poet's thought is often not expressed directly in such lyric works. The confrontation between good and evil is the hero's struggle with the anti-hero, to show a positive hero as a role model in addition to educational goals, the struggle of the lyrical hero with himself is also described:

... If I hear, // that I steal pears, //  
make something else // all of a sudden ...

"Listen, // friend, -

I say to myself

I will punish you myself!" ("Even if no one finds out ...").

As you can see, there is every reason to believe that all the work by R. Minnullin is permeated with the ideas of humanism. Through this creativity a child's mind understands that the concept of good prevails on earth, he learns to see the difference between lie and truth, evil and good.

### Features of age. Psychology

One of the most important traits for a children's writer is the knowledge of psychology, experience, the way of his reader thinking, and the way he perceives life with an accurate idea of his age. In this regard, R. Minnullin's poems have a great pedagogical significance in the upbringing and the development of children. The unity of poetic and pedagogical interests also serves the basis for new discoveries in children's poetry.

Taking into account the age characteristics of children, we will reveal the poet's attitude to the image of "national heroes". For example, these are the poems "I could not see Sabantuy", "It was fun at Sabantui", "At Sabantui", "Sheep" written for the youngest and middle-aged children. The image of a brave child is represented by a moral center, the power that determines the nation face. Given that children have a future, the meaning of the poem becomes richer and more meaningful.

In the poem "Brothers" written for teens, this topic is presented more broadly, and thoughts become more complicated. The meaning of courage is revealed in a broad sense. Words-images, creating associations for a reader, lead to the conclusions unsaid by the author, reveal new meanings:

One of you is Feng! / The other is Rome!  
The third is Kim! /  
We will be proud, brothers! /  
Who are we worse? /  
Salsal Batyr, Kamyrt Batyr, /  
Alyp Batyr /  
Will beat the enemies /  
In the battles!

Given the feeling of kinship characteristic of the Tatar people, he exalts his lyrical heroes: "Soldiers, now you are already in service", thus expanding the temporal and spatial framework of images, feelings and experiences. The relations between relatives, the most important features are emphasized in connection with the fabulous warriors - Salsal Batyr, Kamyrt Batyr and Alyp Batyr. The slowed down rhythm leads to the narration slowing down, so the author opens the opportunity for the reader to penetrate into the meaning of each word deeply. And repetitions contribute to a more accurate report of each thought to the reader. In this case, metaphor, elation, verbal understatement is extremely important for R. Minnullin. The thought is summarized at the end of the lyric work. As in folk art, Batyr is a level, faith, duty. It is important to justify this in front of relatives, in front of your nation.

During the definition of such concepts as Time, Space and Place, unity and consistency are the main positive properties of being. Friendship and unity between different nations and strata (in this case, the Minnullin's family) forms the strength of the ethnic group. Here the idea is expressed thoroughly and in a

multifaceted way. That is, in this poem, the depth of thought is more complex. To understand this some life experience, knowledge and the familiarity with fairy tale characters is required.

Thus, the samples of poetry created by the poet for the middle and higher echelons of readers become more serious, enriched with semantic nuances, the rhythm, the rhyme and the structure of the verse become more and more complicated.

Therefore, it can be concluded that R. Minnullin is the poet who deeply understands the features and the psychology of childhood. Most of the creative findings and successes is associated with a deep knowledge and the development of pedagogy and psychology.

### **Specificity and artistic maturity**

Children's poetry is a specific area. Thus, whether the poet wants it or not, his feelings, thoughts, knowledge of life are forced to adapt to children's perception. Of course, this position, based on the specifics of poetry, cannot but influence the character of the lyrical hero. On top of that, R. Minnullin, realizing the requirements of the younger generation, knows how to preserve and describe the beautiful childhood memories. The secret of mastery concerning the ability to penetrate into any child's soul deeply is evident in poems, because "children's memory" for the author is not only the memories, but also an incentive for the feeling of present.

The experiences of a person who left childhood for a long time are revealed by the poems in their entirety. The living memory of childhood (the memory of childhood is always fresh and sharp here) and the child, who understands exactly what he wants to say, are the main features of the lyrical hero by R. Minnullin.

Poems are often told on behalf of "I" or "we," thoughts are conveyed by a child's language and a child's name: criticized, conflicted or an example is taken, or directly appeal to an adult, waiting for the answers to their questions. As an example, the poems "I need a brother", "Gift", "Oh, these adults", "I am like a father":

I cherish my father and mother:

"We need a child!"

Let it be the most

Crying little boy.

I forgive him any whim.

But let him be, I ask! ("I need a brother").

In the words of the poem, resembling a grievance, the truth of life is presented, which also makes adults think. Consequently, the works are equally important for both children and adults, since they raise a sense of kinship and intimacy. In addition to the abovementioned, R. Minnullin was one of the first ones in poetry who showed how children enter into an argument with the life of adults, how negative phenomena reflect in the souls of different generation representatives sensually. In his works the child was able to emphasize that he is also a person.

The monologue of the lyrical hero is familiar and close to the reader in the psychological and biographical terms. Following the author, adult readers return to childhood, are immersed in memories. It turns out that the biggest, brightest memories are the experiences and the hobbies of childhood, which the poet described!

Consequently, these examples prove, that the works by R. Minnullin fully meet the specifics and high artistic level.

### **Patriotic feeling**

The problems associated with the nation, the fate of the language has always been at the core of Tatar writer works. As an example, one can mention the names of the classics of literature of the early twentieth century G. Tukai, G. Ishaki, S. Kamal, F. Amirkhan, M. Gafuri and S. Ramiyev.

The reflections on the fate of the nation continue in literature today. Being a student of G. Tukai, R. Minnullin cannot bypass these problems, of course. Being a true lover of his homeland and native language, he describes this love in his poems, trying to sow the sense of national pride in the child's soul. For example, these are the poems "Mother Tongue", "Song of the Motherland", "We are Tatars":

Mother tongue, give more precious words

To me, do not regret the treasures.

I'm ready to return them not forever

At the last moment of my day outcome. ("Mother Tongue")

Evaluating the work by R. Minnullin, it is important to emphasize especially the following: he lovingly highlights the national peculiarity, the qualities of the national character, customs, rituals and traditions. For example, in such lyric works as "I have to fight!", "A visit to Bulat", "Grandmother and Nabi", "Be brave" and others, homeland and patriotism, historical themes are held through national peculiarities, the described events demonstrate pride for the representatives of the Tatar nation. The spiritual beauty of the people, its hospitality is also revealed there. These different characters in different situations are revealed only by positive features. That is, the author seeks to achieve the educational goal through a positive image.

The concept of "hero", having lost its heroic meaning, unlike the literature of "adults", in which, by the use of synonyms, it was possible to evaluate him as "someone who performs an action", a "character", in this work he represents a "heroic personality" because the idea is connected with the perception of a child, an attitude, an attempt to put himself in the place of the hero.

It is known that national poetic means, poetic details are diverse in the literature of every nation. They reflect the sensual world of the people, the particularities of being, worldview, and his spiritual world. Consequently, R. Minnullin's poems, using this opportunity, do a great job upbringing the love for the nation among the younger generation, developing its national spirit, creating national pride.

#### **Plot activity. Dynamism**

If the works for children have monotonous and doubtful feelings and experiences, and plot development will they find a place in a child's soul? The poet who understands this puts the plot activity in the first place, events and experiences are constantly changing in it. This feature helps to develop the mental function and the sensual world of a child. For example, this is the way it is manifested in the poem "Mogzesz Bezau" ("Hornless Calf"):

If I visit my grandfather in the village / during the summer,

Grandpa and Grandma / Tell me:

They say: Watch out for the calf! /

... They don't know yet, / That I'm not afraid of a bull ...

If he is so angry, / We will show him! /

And then? Then ... / The continuation is very sad:

This calf / hit me badly ... without horns! ... ("Hornless Calf")

«Hornless Calf» is a plot poetic work. Within the limits of a small plot, the presence of a beginning, a development of events, a climax and an end is striking. Dynamism arises as the result of frequent changes in feelings and events. There is a lot of such poems in R. Minnullin's works.

### Conclusions

R. Minnullin's poetic creativity awakens sensitivity in a child's soul to deep feelings, fosters the spirit of struggle against the negative in life. Sometimes such poems seem to sound somewhat harsh. For they are aimed not only at the raising of children, but also at the raising of adults. Consequently, creativity is not only for children, but is also an effective means of adult education.

### Summary

As you can see, there are no didactic morals like "adults must be obeyed!" in R. Minnullin's poems. There are no lectures. On the contrary, imperceptibly for the little reader, he criticizes adults in the second layer of the lyric work for not giving a proper attention to children and requires to provide it for them.

R. Minnullin's poems can be called the pages of the "book of childhood". And this thought brings clarity to many disputes. But creativity raises various considerations and questions today. For example, "Why do adults enjoy reading poet's poems?" The questions remain open ...

All of the abovementioned suggests that R. Minnullin's poetry has his own poetic world in children's poetry, the feelings and intonations peculiar only to him. He created his own poetic school with his own writing style and poetic techniques.

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## M. Akmulla's Traditions In Kasim Bikkulov's Educational Poetry

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### Abstract

The article is devoted to the analysis of the poetic works by Kassim Bikkulov, the poet and the writer of the early twentieth century in the context of Tatar literature educational traditions.

The literary heritage of the writer-educator makes about a dozen realistic stories; short stories, poems and scientific and educational records of informative nature, devoted to natural phenomena and included in the "books for reading".

The research object of this article is educational poems aimed at the development of morality among young readers, their engagement to enlightenment, the acquiring of secular knowledge included in the collection of works reprinted for the first time in 100 years (2016).

The aim of the work is the study and the introduction of the poems by Kasim Bikkulov to the scientific circulation, which are considered by the authors of this article in the framework of Tatar literature educational traditions, also in a comparative perspective with the works of the famous Tatar poet of the second half of the XIXth century - Miftahutdin Akmullah.

We used analytical, comparative, cultural and historical research methods, as well as a hermeneutic approach to the analysis of the works.

The novelty and the relevance of the work is explained by a poor study of the writer-educator poetic heritage, a clergyman, whose works were undeservedly forgotten during the years of the totalitarian regime.

In the framework of educational poetry, dozens of poems by Kasim Bikkulov were analyzed, they performed the comparative analysis of the works by the author under study with M. Akmulla's poetry. M. Akmulla is the enlightener.

The study makes it possible to draw the conclusions that the poetry of the analyzed poet K. Bikkulov, in contrast to his prosaic heritage, which is more considered in terms of critical realism, relates to educational literature.

**Keywords:** Tatar literature; K. Bikkulov; literary process; literary heritage; enlightenment.

### 1. Introduction

Tatar literature with a thousand-year history of development has some peculiarities at each stage of development. Modern literary studies is aimed to study different stages of national literature from new ideological and aesthetic views. Recently, they actualized the study of the national literature of different periods from different research aspects [1: 3256-3262], [2: 228-231], [3: 2576-2581].

The educational ideas and ideals raised by the Tatar intelligentsia of the second half of the nineteenth century occupy the main place in the literature of the last quarter of the analyzed century. During this period, there was the process of large-scale reconstruction in Tatar society: they created the conditions for the publication of books, newspapers and magazines, the reform in the education system was carried out, and new method schools and madrasas were opened.

A new pleiad of writers enters the literary arena aspiring to raise the well-being and the culture of the people to a new development level through education and upbringing.. A little bit later "The beginning of the 20th century is being defined as a period of emerging Tartar scientific thought, theory of literature, serious discourse about the literary terminology and concepts, as well as the time of achievements in this area" [4: 508-517], which was prepared by the literature of the period of enlightenment.

The problem of concern about the fate of people, the upbringing the younger generation, the talk about the value of education constitute the central line of educational trend goal and objectives. The creative



activity of the writer and the enlightener of the early twentieth century Kassim Bikkulov (1868-1937), which is the object of research in this article, refers to the beginning of the twentieth century. One of the main trends of his activity is the work in the education system: most of his life Bikkulov taught children literacy, was the author of about a dozen books for reading, prepared and published for elementary schools and madrasas. During the lifetime of the writer, more than 20 works were published, but in the Soviet period his books were not published. His literary activity took place during the pre-revolutionary period - in 1900-1918, although he lived until 1937. Kasim Bikkulov's creative heritage consists of dozens of realistic stories, as well as of educational poems and stories. The first data on the Bikkulovs can be found in the historical works by S. Mardzhani [5: 283] and R. Fakhrutdinov [6: 136].

The object of our study in this article is the poetry by K. Bikkulov, which is mainly educational and is included in the books for reading.

## 2. Methods

In this work, during the analysis of K. Bikkulov's poetic heritage, they used analytical, cultural-historical, contextual and comparative research methods. At that, the hermeneutic approach to the study of a literary text, which assumes that the reader, embracing the diverse cultural values recorded in literature, finds his place on their borders is the main point of this research. He directs the reader's receptive activity to the analysis of the picturing principles and techniques, the artistic forms of reality mastering, the determination of typological similarities and peculiarities of artistic search that coincide and have differences in different verbal arts [7: 144]. Using the hermeneutic approach, we have revealed poetics, stylistic tendencies in K. Bikkulov's poetry, as well as the national originality of the studied author poetry.

During the study of the studied author poetic heritage in the context of Tatar educational literature, they also used effectively the method of poetic text comparative analysis.

The perspective of the chosen methods is dictated by the general research task and, in our opinion, makes it possible to reveal the peculiarities of Kassim Bikkulov's works and the general aspects of educational literature.

## 3. Results And Discussion

Kasim Bikkulov's works demonstrate the traditions of the famous Tatar poet of the second half of the 19th century, Miftakhutdin Akmullah (1831-1895). The poet's poetic creativity is based on educational ideas and ideals: they praise the reader to enlightenment, to a secular education obtaining, they praise justice, they teach human relationships in society. The focus of the poetic works of K. Bikkulov's poetic works are focused on the praise of a morally pure man, striving for self-development and the knowledge of the surrounding world. Separate works of the poet are devoted to the glorious history of the Tatar people, and the poet finds his ideal of a man there. He evaluates a person by his actions, by good deeds left to the descendants. This is exactly the lyrical hero in the works of the studied author.

Considering M.Akmulla's works, the attention is drawn to the reflection of educational ideas of the second half of the 19th century, when the progressive representatives of the society called for the victory of secular ideology, a new-method education and the upbringing of the younger generation, which would later give fruit in the form of the renovation process in the national society. The changes in society, in the attitude of a person to religious dogmas, the desire to change the future is also fundamental to the poetic heritage of this poet, who entered the historical arena under the influence of the educational process that is booming in society. The literary critic N. Yuzeev notes, that under such conditions, under the influence of the educational movement, serious changes took place in society, and the writers and poets of the educational trend are formed and they enter the historical arena. The reforming of Islam, as the main ideology, the changes in the education system is carried out in order to familiarize people with

the world achievements in the field of culture, technology and their use for the renewal and the development of Tatar society [8: 147-148].

M.Akmulla's creativity is the bridge that connects the traditions of medieval literature with the literature of the new time. He is one of those poets whose work has been studied in detail. He wrote one of the first realistic poetic works in Tatar literature. His poems have deep thoughts, the author's wit is combined with the elegance of poetic form and the language beauty. He is the ideal of a poetic sounding for the poets who came to the literary arena at the beginning of the twentieth century, such as Madjit Gafari, Najep Dumavi, Kasim Bikkulov, and others [9: 329].

Educators used the possibilities of fiction to call people to culture, education and development. The belief that society can be transformed, people culture can be improved and life can be changed for the better through education, knowledge and upbringing are the main ideals of the Tatar enlighteners. This determines the theme, ideological-aesthetic orientation, genre diversity and the literary method of Akmulla's creativity. The main characteristic of his work is the reflection of the struggle between the new and the old, the explanation of future changes in society with the education and upbringing of an individual.

The literary heritage of Kasim Bikkulov was reprinted only in the last decade and attracted the attention of scholars [10: 448]. The peculiarities of Kassim Bikkulov's poetry are also associated with ideological and aesthetic views and socio-cultural changes in the national society of the second half of the nineteenth century - the beginning of the twentieth century.

In his poems, the poet actively addresses the everyday realities, the details of people life, which emphasizes the realism of the motives and the problems raised by the author. Thus, the traditions of the educational realism, formed in the second half of the nineteenth century, partly continue to be developed in the works by K. Bikkulov at the beginning of the twentieth century. One of such works is the poem "Praise to the village rich", where the author expresses concern about the future of the Tatar nation:

If the arrow doesn't hit, you won't kill the hare, although you shot,

No nation will reach enlightenment if it stays idle.

You will not let go of the gold (you will not waste money),

What is the use of the nation, if everything is only in words.

There will be no use if it rains on the rock

Oil will not appear if you milk a pregnant cow.

What is the use of a blind mullah, a lame mentor,

If the school has long fallen and rotted...

The author of the poem argues that in order to achieve the desired, you need to spend manpower and money, and meaningless conversations will not help in the promotion of the people.

In the works by Akmulla there are the lines that nation needs to learn languages to achieve progress:

The Islamic world seemed to fall asleep (in a deep sleep),

Other nations followed forward ...

We need to learn Russian,

And French, if possible!

("Other nations are ahead")

As the continuation of enlightenment literature traditions, the realities of common people life are widely reflected in Bikkulov's work. So in the poem "State of the Village" the poet writes:

The snow melted, spring came,

The man went to the arable land.

Wife brought chumar (stew)

To him for lunch

("State of the Village")

Also, the work "Try, children, take care about the nation (its future)", as well as his version "Try, children, you are the sons of the Tatar people" are written in the spirit of enlightenment realism. Here, the focus is on the issue of people education, there is the call for the desire to be educated, to get a secular education, to have the skills to work on the land and backwardness and social stagnation are criticized. The realistic details inherent in the enlighteners, the desire to to explain the need for development, progress emotionally and clearly constitute the main ideological plan of the entire creative work of the poet and the enlightener.

The poem "Tatarka" raises the issue of a Tatar woman fate that is relevant for the national literature of the early twentieth century. They also create an unhappy girl image who has no right to go outdoors, she is waiting for her fate inside, and her parents plan to marry their daughter to a rich (even an old one) person. In this regard, the work is focused on the description of a difficult mental state of the lyrical hero - a young girl.

Kasim Bikkulov, a deeply religious person who recognized Allah Almighty, is one of those progressive religious figures who advocated for the obtaining of religious and secular education. At that, he seeks to instill the pride for his history, for his people in the younger generation:

The last word to you:

Make no mistake on your way to school

Do not believe the Sufis

They are ignorant, dear children ...

("Try, children, since you are the children of the Tatars")

The aesthetic ideas and ideals of the poet are associated with the praise of education, justice, mercy and the criticism of laziness and immorality. At the same time, national pride is questioned, the issue of this

feeling upbringing in young people necessary for the further development of society is put in the center of attention by several poems.

Be diligent, children, be aware of the nation future.

Be progressive, you are from the Muhammad Pleiad (hg)

Like elephants, lynxes your grandfathers were, and your elder brothers are like tigers.

Chingiz from the pleiad of lions, who shook the whole world, is your elder brother ...

Know one thing: the main force in unity, the discord is the worst (for the people).

The last word (for edification) from Qasim: Children, be together!

("Try, children, take care of the nation")

The poetry by K. Bikkulov is one of the samples of true folk art. Folk imagery, the simplicity of the language is the reason that his poems became popular among the people, children studied them. The proof of this is that in some sources they are noted as the examples of folk art [11: 37]. The poems "Rye", "Wheat" were so popular among the people that they were recorded by folklorists during expeditions as the examples of the folk lyric epos by Baits.

The use of epithets, metaphors, comparisons such as "silver spikelet", "pearl grains", "the straw as hand-made embroidery", "golden beard", "silver straw", "golden ears" in these poems make the work figurative, enriches it by truly folk sounding.

The main content of Akmulla's creative work consists of enlightenment ideas, and in this regard, it is possible to single out the image of a book showing the ideas of education and enlightenment [9: 313]. In the works by K. Bikkulov, the symbol of enlightenment is the image of a pen, which is often found in the poetry of the early twentieth century [11: 88-91]. The call for education, the struggle against immorality, which constitutes the core of Akmulla's poetry, serves the development of the aesthetic ideal, the praise of progress and enlightenment.

Please, my friend, be prudent,

You have so much power - think about it!

You make your own business, too, if possible,

If not, there is no point in an empty talk.

Akmulla's creativity receives imagery from the rich heritage of oral folk art. His expressions, such as, "There is the proverbial wisdom in the poetic word"; "Good manners are the basis of love", "Bast will not become skin, even if you spread it with oil"; "First you need to clean your gut of dirt" and others have become like popular expressions and are widely used by the people. Also K. Bikkulov's works demonstrate the lines resembling of popular proverbs and sayings: "An obedient child does not need to be influenced by a stick", "Good manners need to be learned from the rude," "Poverty is not a vice, but laziness is one of the greatest vices," "Education cannot be bought, it is achieved by incredible work" and others ("Teaching Children", 1910).

In the poem "Chingizkhan" and "Bolgar", the author refers to historical realities, like the poet of the nineteenth century Akmullah, he is also not indifferent to historical and social problems.

Greetings, Bolgar,

You have raised great khans,

You were the capital of culture

Europe recognized you. ("Bolgar")

Glorifying the history of Tatars, Bikkulov writes about the glorious past of the people who had their own state - the Great Bulgarians - which was known far beyond the borders of the country. The poet does not find an answer to the questions about the causes of this tragedy: why did such an enlightened state fall with the great khans, the fame of which still lives today. Only ruins are left at the moment from once rich state of Bulgaria, which at that time was the center of culture and education.

Where are your khans, where are the riches,

Where is the great state ?! -

asks the poet; there are no answers to his rhetorical questions.

The poet's negative attitude towards ignorance, the lack of education, his call for culture, renewal, reforms, makes it possible for K. Bikkulov to be on the par with famous Tatar enlighteners. An example of this is also his poem "The dialogue about the mosque and school", where the following thought takes place: a person needs both spiritual and a secular education for his development: a diversified personality can be brought up only in the unity of the school and the mosque, which are the symbols of secular and spiritual religious education, which is necessary for the development of a nation, for its enlightened, successful future.

#### 4. Summary

Thus, the works of Kasim Bikkulov, especially his poetry, continue the traditions raised by the enlighteners of the second half of the twentieth century. One of the best examples of enlightenment poetry was the work by Miftahutdin Aknulla, whose work became an example for the next generation of poets who support the ideals of the enlighteners in their works. Kasim Bikkulov was one of these poets who actively wrote in the early twentieth century.

#### 5. Conclusions

Thus, K. Bikkulov's poetry, in which the educational traditions of Miftahutdin Aknulla continue, is a worthy example of educational realism in Tatar literature. Realistic, everyday details, figurative language, actual problems, reflecting the ideas and the ideals of enlightenment make the work of the poet Bikkulov, analyzed in this article, the part of the Tatar educational literature of the late nineteenth - early twentieth century.

#### 6. Acknowledgements

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## Structural-Semantic And Functional-Stylistic Characteristics Of Vasily Aksenov's New Coined Words In The 80's (Early Emigration Period)

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### Abstract

This article analyzes the occasionalisms taken from a series of works by V. Aksenov, written in the 1980-ies of the twentieth century. They determine usual and non-conventional methods used by the author to create neologisms, the semantic content of these units is determined, and the performed functions are analyzed. In the course of the study, they note that the writer regularly turns to the usual and non-conventional ways during the creation of occasionalisms. Prefixation, suffixation, addition, and its varieties, as well as abbreviations are among the former ones. They indicate the prevalence of cases of inter-step derivation and derivational chains, as well as the regularity of certain derivational tool use. The second are contamination and substitutional derivation. Their low representation is described in comparison with the methods of the first group. Within the framework of functional and stylistic analysis, they determine that the author's neologisms perform nominative, emotionally expressive, game, compressive, interlinguistic and ideological functions. The attention is focused on the activation of the last two types of neologisms, which is explained by extralinguistic factors. In general, the work concludes that the prevalence of neologisms created by the usual way, as well as the occasionalisms with nominative, emotional-expressive, ideological and interlingual coloring, is explained by V. Aksenov's "maturation", the rethinking of values associated with departure to the United States, as well as the desire adapt to new realities, also due to language transformations.

**Key words:** occasionalism, function, semantics, typology, V. Aksenov.

### Introduction

Individual author word-making, as well as the emergence of new words in general, attracts the attention of linguists since the mid-twentieth century [Šomanová 2017, Zemskaia 2009], although the authors created the first occasionalisms much earlier. In some cases, such units are fixed in the language system (I. S. Turgenev's nihilism, K. Bryullov's gags, to fade away by F.M. Dostoevsky), but usually this does not happen, which is explained by the undying attention of linguists to these types of lexemes. Scholars analyze individual-author neologisms in various aspects [Astafiev 2007, Kostina 2002], compare the style of several writers [Bochina + et al, 2016; Akhmetzyanova + et al, 2018] or study the texts of a particular author, also on the basis of occasionalisms [Byshuk 2008, Korshunova 1999]. This study is devoted to the latter type of works.

The purpose of the article is to establish the structural-semantic and functional-stylistic features of V. Aksenov's occasionalisms in the 80s, compare them with the specifics of the neologisms in the 70s, determine their place and meaning in the writer's language.

### Materials And Methods

The material for analysis was the texts of the novel "Paper Landscape" of 1982 (hereinafter - PL), "In Search of Sad Baby", 1987 (ISSB) and "Egg Yolk" (1989) (EY), written in English and translated by the writer into Russian language in 2002.

In order to accomplish the set goal, we used the following methods of linguistic analysis: continuous sampling to identify occasional units in a text and extract them from the text subsequently, semantic-word formative analysis to determine usual and non-practical ways of neologism creation by the writer, the functional analysis to determine the functions of these units.

## Results And Discussion

Let's turn to the direct analysis of the material.

Let's consider the usual and non-conventional methods used by V. Aksenov during the creation of neologisms. Let us dwell on the first type.

1. Prefixation. In contrast to the occasionalisms that we encountered in the works of the 70-ies, the neologisms created in this way are almost absent in the 80-ies. As an exception, the following example can be cited, however, it does not use prefix, but prefixoid as a derivational tool: ... a former comrade ... after surprising radio achievements became the participant in the attack on the party old woman ... (PL). Model: radio + feat, cf. with radio broadcast, etc.

2. Suffixation. Unlike the previous stage of the writer's creativity, this stage demonstrates the occasionalisms created by suffixation and a high degree of productivity. Almost always they are adjectives, also replacing the colloquial version: That's where it all started, and now it has become a million-strong business of Faberge art egg sale (PL). Model: Faberge + -eysk- with the value of belonging and attribution to what is called the motivating word, cf. with colloq. Faberge.

Often, the other occasionalism serves as the producing basis, which does not appear in this or other writer's works: And where is your form FUR-1980-X-551, - she asked impassively, but it seemed to me that her ... anti-Aksenov passion was about to spill out ... (ISSB) Model: \*anti-Aksenov + -sc- with the general meaning of belonging to what is called the motivating word. It becomes clear from the context that \*anti-Aksenov is a person who hates V. Aksenov.

In some cases, it is not possible to establish the value of the producing base and neologism: - Stop ... my love. Drop that pepelian accent of yours ... (EY).

Finally, in the framework of the suffixation method there are the cases of inter-step derivation. This is how occasional participles are created: "What kind of a pale type is being dragged past with such a suspicious smile on his lips? ... Armenian? The Sikh without a turban?" (EY). Model: turban + obes-i(t') → \*obesturbani(t') + -enn- → obesturbanenny, cf. with another example: ... having narossinizirovavshys to the smallest alveoli, our exaggerated Muscovite started to sing ... (EY).

Individual author adverbs can also be formed in this way: ... no matter how childharold was Fillarion's report for a serious scientist, yet there was a grain of truth in this ... (EY). Model: Child Harold + -sk- → \*Childharold + -i- with a general meaning of the adverbial attribute, which is called the motivating word → Chaldharold.

3. Addition. As in other works, the author refers to different types of this method. For example, he uses pure addition: He ... because of his, let's say, poorly used vocabulary is embarrassed in the simplest of circumstances (EY). Model: poorly + used, cf. with indecent, unpleasant.

In some situations, the writer refers to the addition with transfixation [10]: - I throw pretzels for you for your "darling" and for "the goddess of lilac", - she said ... peering at the jackfooted sucker ... (EY). Model: jack + footed + -o- -uj → jackfooted.

4. Abbreviation. In one case, V. Aksenov uses syllable abbreviations: They left Dupont Circle and went down ... as the crowd of "young-urban-professionals", "yuppi" vigorously striving for lunch, or "multiprofs", if you shorten the Russian definition (EY). Model: young urban professionals - multiprofs, cf. with the farm manager, Komsomol.

In the other, the truncation according to the abbreviation principle: His foreign jacket with two cuts flashed between the crawling cars (PL). Model: foreign jacket +, cf.: foreign trip, foreign passport. Let us note the productivity of this model: Suddenly the door opened, and a middle-aged young man flew into



the office, dragging a foreign coat and a foreign scarf ... (PL), cf. with another writer's occasionalism on an imperturbable face of a social person (ISSB).

Let's note that the neologisms of this group perform a compressive function due to the specifics of their derivational structure.

Let's consider the neologisms created inappropriately.

1. Contamination: I foreshadow this night, the night of international espionage and dizziness, the Night of Vertizhzhio ... (EY). Model: vertigo + adagio. Using this method, the author points out that the night will be dizzying, and everything will happen at a slow pace.

Let's consider another example: "Brothers!" - the woman-hater cried in fury and longing. "This is she, this fucking Lady Steel Heel!" (EY). Model: fucking (simple euph.) + babenn(y) (colloq.). There is a reduced stylistic coloring of occasionalism here, which allows to give a capacious and a vivid characteristic of the character.

2. Substitute derivation. Finally, we encountered a single case of a neologism created by derivation according to a specific pattern: Unlike my hero, the reporter Igor Velosipedov, I don't know if society can limit its paper gluttony (ISSB). Model: Firefighter - [fire / paper] - paperbreaker. Perhaps this method is used by the author to create the contrast: unlike a firefighter who rescues people from a fire, a paperman is a simple person who only pretends to be doing something important.

Let's turn to the consideration of the functions performed by individual-author neologisms.

1. Nominative function. Among the writer's new growths, a whole range performs this function: There is ... the rule - it is forbidden to speak English for seven weeks. This method was called "immersion" in the Union, and the students were called "immersion makers" (ISSB). Model: immerse + -ant- with the meaning of the person name. Although V. Aksenov says that such a word seems to exist in Russian, in reality it is occasionalism and refers to people who are completely immersed in a certain language environment.

Some neologisms of this group are characterized by the semantics of collectiveness: I walked shakily and awkwardly on a par with the aviacrowd, cutting off little by little, carefully drawing closer, trying not to attract the attention of the watchtowers with excessive playfulness (ISSB). Model: Avia + Crowd → Aviation crowd in the meaning of "the crowd that leaves the plane".

The occasionalisms of this group can denote entire phenomena or concepts: I managed to avoid complete "pninstvo", and the point is not that I did not happen to offer wrong lectures to the audience (Pnin read the "wrong" lecture and in "wrong" university) ... (ISSB). Model: Pnin + -stv- → pninstvo in the meaning of "fiasco, failure".

Finally, neologisms are referred to this group naming this or that device: ... Brendan was selling a curious product from a tray - tight rubber springs, ... "meat softeners". "Using these devices, you can cook filet mignon from a military boot sole" (EY). In this context, "softeners" are special devices that make meat softer.

It should be noted that, although all the neologisms of this group perform a nominative function, they can easily be replaced by a synonym or a descriptive expression and therefore are an element of the language game.

2. Emotionally expressive function. As in the previous writer's works, a whole group of occasionalisms performs this function. Addressing the world of people, the author creates the corresponding neolexemes.

In one case, the names of people are emotionally colored: I told you, dudes, that Vilosipedov is a total asshole! Our simple Soviet bitasshole! (PL). Model: bit + asshole (colloq.). Here, the expression is achieved due to the colloquial connotation of one of the elements of the producing base and the presence of a certain lexical environment.

Let us analyze another context: If this petty engineer, the most obvious fool and absolute political simpleton, managed to get such an impressive file ... (PL). Model: absolute + simpleton (colloq. neglect.), Cf. with colloq. absolute fool. In this example, the emotional-expressive function is enhanced by the use of word-building means with the value of the highest degree of quality.

As you can see, the lexical environment plays an important role during the creation of a certain emotionally expressive coloring, as in the following example, where the neologism is an abstract sign: ... you, damned Anglo, abandoned the tailbone topic immediately after liberation for your lousy Massachusetts feeling! (EY).

Finally, the occasionalisms, which are the result of morphogenesis, can perform this function: His hermit ... didn't look like all gigantic rest, but nevertheless was pleasantly outlined and lady-killing (EY). Model: lady killing (colloq.). - lady killing (sh. adj.), Cf. with another writer's occasionalism the smoke of Smerdyakovshchinka (ISSB), formed from the base of Smerdyakovschina using the suffix -k-.

3. Game function. Although V. Aksenov is not postmodernist, but, like the authors related to this trend [Salakhova + et al, 2016], uses the language game in his works. The writer regularly refers to it in the novels of the 1970-ies, and there are more such cases in the texts created during the 1980-ies.

So, the author uses speaking surnames, forming the corresponding adjective names from them: Despite the big baldness in the form of New Zealand, Alik Zhokoborets was young. ... Neither the filarionovsky belly, nor the zhukoborcheskaya baldness change either in size or in shape (EY).

For the purposes of a language game, the writer uses different word-building elements, incl. foreign language ones: Radio inside the car muttered some local nonsense about super pizza and hyperbarbecue non-stop... (ISSB).

One of the tricks is a conscious mistake. For example, tautology takes place in the following context: The sunset festival of wandering performers (ISSB).

The author can create a verb that conveys certain sounds: Where did you get that he uses? It just hangs in the air, cracks, decays, lets out light, buzzes like a bee, that's all ... (EY).

4. Interlingual function. The issues related to the adaptation of neologisms-borrowings are considered by scholars on the material of different languages, for example, Finnish and English [Kurki 2012]. As for the writer's texts created during the first years of emigration, they contain occasional borrowings from English to Russian, and this is easily explained: often bilinguals, including V. Aksenov, demonstrate interlanguage interference [Erofeeva + et al, 2017]. Let's consider the following example: I enter the living room (i.e. the big room), and there is an unforgettable picture in front of me ... (PL). Model: living (Eng. living room in the sense of "hall") + -ov-. Here we deal with a substantive.

Another example: Collect all reseits, they will be handy when you do an inkamtexritern ... (PL). Model: resit (cash receipt) + -k-.

The third example: In addition to the severe beryvementation mentioned above, I must confess that I have lost control over the relevant documentation concerning my impediment (EY). Model: bereavement - "hard loss" + -adj-.

In all three cases, the author uses the transliteration of the generating base and adds a Russian derivational element (suffix). It can be argued that this method is the most productive one within the framework of this function.

5. Ideological function. V. Aksyonov was always interested in the political life of the country, but he was really open to his view expression only after the leaving abroad. The USSR and the countries he helped were criticized in the first place: ... The United States completed the landing on the beaches and in the depths of a subtropical surcommunist country ... (EY), cf. with another example: ... about the fall of this spattered subtropical surrevolutionary junta (EY). As you know, surrealism in a figurative sense is an absurd, paradoxical situation, and the writer hints at it. In addition, these lexemes also perform the compressive function.

V. Aksenov related negatively to the first persons of the Soviet Union, incl. J. Stalin. For example, in the following context, he does not share the sentiments of those who are worried about the death of the leader of nations: A gloomy morning of the world without Dzhugashvili. Philemon, Paramon, Spiridon and Eutykhy sing the communal aria of Kavaradosy. The shooting will be soon (ISSB).

The author also shows his attitude towards politics through the speech of certain characters. In the novel "Paper Landscape", Igor Velosipedov says the following words about his girlfriend Fenka: Gee, this is a real hysteria on the basis of de-renewal expressed by a simple student of the Polygraphic Institute (PL). However, the author's sympathy is not on the side of the guy, but on the side of the girl who has embarked on the path of democratic renewal.

### Conclusions

Thus, the occasional word-making by Vasily Aksenov during the period of the 80-ies is characterized by the reference to the usual (suffixation, addition, abbreviation, isolated cases of prefixation) and non-custom (contamination, substitutional derivation) word-building methods. The usual methods are characterized by the prevalence of cases of inter-step derivation and derivational chains, the regularity of certain derivational means use. Their predominance over the unnatural ones at this stage of the author's work testifies to the predominant correspondence to language laws.

The author's individual neologisms perform emotionally expressive, playful, nominative, compressed, interlinguistic and ideological functions. If the first two occur in neo-lexemes created by the author in different years and are constitutive for him, the appearance of occasionalisms relating to the latter two is explained by extralinguistic factors.

### Summary

In general, the analysis suggests that the author's language undergoes significant changes. The writer leaves for the USA and tries to adapt to the new realities, hence the abundance of occasional borrowings. On the one hand, V. Aksenov understands that life is not so simple in America. On the other hand, he misses his Homeland, but continues to criticize it, rightly believing that the way back is closed to him, therefore, the neologisms with political connotation are more and more common. However, the writer still does not know that the situation will change dramatically in the 90-ies and he will be able to return to Russia.

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## Language "Misunderstandings" During The First Post-Revolutionary Years In Russia

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### Abstract

The article is devoted to the analysis of linguistic misunderstandings almost a century ago, when the Russian language space was transformed due to the change of the socio-political order in the country. The systemic language changes affected, first of all, its lexical composition, which was reflected in nominative and word-forming features. The main source of the detected misunderstandings is the communicative hindrances that have appeared within the Russian-speaking community, which faced with the need to master new realities, including linguistic ones. The assessment of linguistic aberrations was carried out from the standpoint of Russian and foreign observer, therefore the results reflect the perception of the problematics by the carriers of different mentalities, and with the delay of one century relative to the linguistic and historical facts under consideration. This allowed us to provide a fresh look at the causes of communicative difficulties and the ways of their overcoming by native speakers. The materials presented in the article can be used in courses of lexicology, word formation, stylistics and practical Russian language for foreigners, as well as in special courses on sociolinguistics and linguistic culturology to explain the impact of historical changes on the language and to demonstrate the way the language contributes to the strengthening of a new social order as a generally approved one.

**Key words:** Russian language, revolution, linguistic picture of the world, linguistic facts, vocabulary, word formation.

### Introduction

The article describes the state of society and language during the revolutionary and post-revolutionary years critical for Russia. In the early 20-ies of the 20th century, S. Kartsevsky noted that "in recent years, a lot of new words, expressions, and abbreviations have appeared in Russia that some observers are began to talk about "the revolution" in Russian" [S. Kartsevsky, 1922, p. 313]. At that, Kartsevsky referred to the experience of the French Revolution and the further development of language and society, described by P. Lafargue, who believed that "political unity is always achieved through the unity of linguistic and political and the language itself is always an integral part of a single modern people concept" [Lafargue P., 1977, p. 15]. Andre Mazon emphasizes the general enthusiasm with which the parties concerned are looking for new ways of event expression during the first revolutionary months - borrowed words and even the vocabulary of the administration of Peter the Great appeared in their speeches. World military conflict also contributes to the devaluation of actual problems in the mass consciousness, which is manifested in their ironic denomination at the speech level [Mazon A., 1920, pp. 3-4].

The forms of speech and the language of that time, as was noted by A.M. Selishchev, were created during the period from February to October 1917 directly as rhetorical or rhetorical-dialogical figures at rallies and various meetings, in propaganda centers, etc. [Selishchev A.M., 2003, p. 65]. The utterances of the listeners introduced certain dialogical elements the speaker's speech. Of course, over time, the coloring, emotionality and lyricism of the revolutionary rhetoric and the emerging occasionalisms and neologisms disappeared.

The desire for a heightened emotionality was characteristic of almost all revolutionary figures at that time, but it found expression in "bright, imaginative, deeply emotional speech, devoid of any trace of contrived rhetorical phrases" among gifted people only. But in reality, the situation was the opposite in

many ways. Thus, assessing A. Kerensky's Moscow speech at a state meeting in August of 1917, A.M. Selishchev notes that "revolutionary figures try to substitute the lack of verbal expression power with expressive gestures" [Selishchev A.M., 2003, p. 281].

It was the height of the revolution and "the language itself was an intricate component, if not a special player. Words and symbols acted as communication codes, the signals of which served to sanction and justify the activities of the masses. The language defined the common revolutionary enemy, put forward principles and generated authority, legitimized the leaders" [Figes O., Kolonitskii B., 1999, p. 3]. Nevertheless, a new language system will be built on the wreckage of the revolutionary language. Then, we will show its features and analyze the problems in the perception of people who brought the "new language".

### Methods

The nature of the article required an integrated approach to the selection of theoretical and practical material. Theoretically, we proceeded from the classical works by S. Kartsevsky, A. Mazon and A. M. Selishchev, also relied on the works of policy language researchers [Pecheux M., 1982, Chomsky N., 1988] and the so-called language of the Soviet period [Protchenko I.F., 1985, Kupina N.A., 1995, Zemskaya, E.A., 1996, Nakhimovsky A., 2015, and others]. We wanted to show the changes in vocabulary during this period, to analyze the word-formational structure of abbreviations and other neologisms by the means of comparison, to demonstrate inconsistencies between the official interpretation of new words and their understanding by ordinary citizens. For a more objective characterization of the linguistic picture of the world at that time, in addition to the philological works of the corresponding profile [Solovyev V. et al., 2014, Sadykova A., Kayumova D., 2014, Palekha E.S., Egorov D.S., 2015, Makleeva E.A. et al., 2016], we attracted historiographic works, the memories of contemporaries of that epoch events [Najivin I.F., 1921, Buchanan G., 1923, Okninsky A., 1936], the works of a related historical and philological focus on the problems of symbolic and linguistic embodiment of revolutionary and post-revolutionary reality [Figes O., 1997, 1999, Suny R.G., 1998, Kappeler A., 2001 and Hildermeier M. 2004]. The sources of linguistic material were the newspaper "Krasny Sever" (1917–1921) and "Pionerskaya Pravda" (1925–1935) and the emigrant almanac "The Archive of the Russian Revolution" (1921–1930).

### Results And Discussion

In the article, we were focused on the qualitative and the quantitative changes in the field of new vocabulary and word production after the revolution of 1917, as well as on the study of misunderstandings caused by the imposition of revolutionary symbols and the attempts to learn new words by native speakers.

The common linguistic culture of the post-revolutionary era was the product of the collective co-creation of past and new generations, so most neologisms arose by regular word-formation types. For example, *единоличный* – *единоличник* appears by the analogy with *умный* – *умник* to designate a new type of individual economic activity past the classical artel.

With the extinction of expressiveness and symbolization of the revolutionary period, the time has come for democratization and systematization of Russian language at its new stage of development. The reformist steps of the country leadership brought the necessary intellectualization of society, which resulted in the emergence of the Soviet intelligentsia, the expansion of literacy, education, science and culture. In language, these sociopolitical changes were reflected by the rapid growth of new nomination number that complicated communication, but nevertheless they became the sign of the new era quickly. Those are typical Soviet abbreviations definitely.

The formation of abbreviations was not a new phenomenon. Even before the revolution, such literal abbreviations as Social Revolutionaries (SR), PS (people's socialist), cadet (CD – constitutional democrat)

were known, which named political parties and their members. There were also administrative abbreviations like DC (the duty crime), CR (counterrevolutionary). 1905 popularized the abbreviation SDK - esdek, esdechka, esdekovsky, esdechy (for Social Democrats). The Cheka, V.Ch.K. (All-Russian Emergency Commission) became the revolutionary Soviet abbreviation. This abbreviation was also included in a mixed type of abbreviations with the syllable denoting the belonging to a specific department, an office or a territorial unit. The combination of GubChK is also interesting, which connects the monarchical concept of provincial and Bolshevik ChK, similar to FrontChK, ArmChK for the front and the army. There were also the abbreviations for the designation of urban ChK. For example, Moscow MChK or Petrogradskaya VChK. Ominous reductions caused bewilderment among people, because an attempt to master them in speech brought to the emergence of folk equivalents "Verochka" (i.e., VChK), "Zhenechka" (Railway ChK), "Manechka" or "Emochka" (MChK), and also just "vechka" and "mechka" [Kartsevsky S., 1922; Mazon, A., 1920; Litvin A.L., 2004].

An interesting phenomenon was represented by sound contractions, which were created since the second half of the XIXth century as the brands of some societies, for example ROPiT (Russian Society of Shipping and Trade), YUROTAT (South Russian Pharmaceutical Goods Trading Society) or GUK (Main Shipbuilding Directorate). And such a well-known organization, as the Council of Worker and Soldier Deputies, was first called by the sound reduction *srisd*, and was replaced later by the more convenient syllable reduction *sovdep*. VTSYK remained the sound abbreviation which was first pronounced as TSK, later just VTSYK [Mazon A., 1920, p. 3].

Syllable abbreviations were the most productive in the language. The derivatives with telescopic prefixes *ex-*, *spec-*, *sov-* appeared. *Sovdep* was the most famous derivative with *-sov*, which meant the Soviet deputies, and later the whole country of Soviets – *Sovdepiya* [Mokienko V.M., Nikitina T.G., 2005]. Let's recall the lines by Mayakovsky: "Not a poker to the devil, not a candle to God. Can't be placed in *sovdep*, and can't be sent to ChK" [Mayakovsky V. 1957, p. 182]. In this way, the Bolsheviks called practically all their departments and subdivisions of the administrative apparatus. For example, L. Trotsky called proudly the first Soviet government as the Council of People's Commissars [Trotsky L.D., 2001, p. 305]. According to the same principle, the following reductions appear: *Narkom*, *Agitprop*, *Vneshtorg*, *Comintern* or, at first glance, incomprehensible *VHUTEIN* (Higher Art and Technical Institute) and *VHUTEMAS* (Higher State Technical Studios in Moscow).

Mixed abbreviations were considered as a transitional variant. They were formed by the complication of sound contraction with syllabic one, for example, *ROSTA* (Russian Telegraph Agency), *Vikzhel* or *Vikzhedor* (All-Russian Executive Committee of Railway Troops), *Tsekuv* (Central Committee of Wounded Warriors), etc. Gradually, such words as *glavspichka*, *sovokino*, *parttroyka*, *comtrud*, etc. appear from some regular productive abbreviation syllables *-glav*, *polit*, *agyt*, *com*, *part*, *gos*. Certain nominative misunderstandings arose as the result of combination of syllables *-vol-* from *volost* or *gub-* from *guberniya*, which designated the realities of the tsarist administrative-territorial system, with new words. This is how they formed such words as *губчека*, *губконференция*, *губисполком*, *волячейка* or exotic *вополитпросветорганизатор*, i.e. the organizer of political education in a province. Of course, the names of the administrative-territorial units that caused the discrepancies with the new reality waited for their elimination by the reform of 1923–1929 [Tarkhov S.A., 2001, pp. 293–294; Selishchev A.M., 2003, p. 292].

But the main communicative misunderstandings came from the emerged new picture of the world. The people masses have mastered the words *bourgeoisie*, *bourgeois*, *democrat*, *democracy*, *worker*, *proletarian*, not without problems. For example, the *bourgeois* in the village was perceived as the owner of the barge; in the city it was confused with the word stock exchange. Since 1917 the word penetrated into the village in the forms of *буржоазият* and *биржуазы* - it was brought by soldiers who heard about the stock exchange and *биржуазов* and thought that it was about a mysterious insidious enemy of a

peasant. On the contrary, the well-known newspaper "Stock Exchange News" quickly became the "most bourgeois" newspaper in the city. Nazhivin wrote that "cadets are a particularly harmful breed of bourgeois" [Nazhivin I.F., 1921, p. 15]. O. Fages and B. Kolonitsky note that in the Penza Gubernia the word bourgeois turned into burzhuk, and the committees were called as hametets [Figs O., Kolonitski B., 1999, p. 150]. The scornful name of St. Petersburg - Hamburg (Chamburg - "the city of boors") has arisen on the same associative basis. Many examples of false interpretations from the actual vocabulary of the era are given by A.M. Selishchev, A. Mazon or S. Kartsevsky in their writings.

In some provinces, translators appeared after the revolutionary events - the lecturers from the ranks of the intelligentsia, who interpreted the meanings of new words and explained the situation in the country to the Russian-speaking people. This was necessary. So, the soldiers from the villages did not understand what was happening: they had just "overthrown the sovereign" and started to build a "new state", but already without a "sovereign", but the state should have a sovereign, and the sovereign is a king. The British ambassador in his memoirs quotes the words of one soldier: „Oh, yes, we must have a republic, but we must have a good Tsar at the head“ [Buchanan G. 1923, p. 86].

The resistance to new nominations was also evident among workers. Some of them preferred to call themselves working people, because the word "worker" put forward by the Communist Party reminded them of the word "slave" and was associated with the lack of freedom. They preferred to be addressed by the name of profession - an artisan, a metalworker, a printer, a caster, etc. [Schuster W.A., 1987, pp. 33-34]. The difficulties in perceptions were also caused by complex notions such as the workers of the intellectual state, the vanguard of the world working class, or the proletariat of mental labor. These were the names of intellectual professions, trends and flows, still associated with the general concept of working people.

During the first years after the revolution, new vocabulary based on negative associativity, which caused the lack of understanding among citizens, was usually rethought. Illiterate people understood the republic as a "new right", distorted it into "cut the public", "despublic" or "razpublic" in consonance with a donut (a poetic story about donuts and a woman who does not recognize the republic is indicative [Mayakovsky V., 1957, p. 142]). Policemen were replaced by militiamen - the word with a Latin root, which was distorted and sounded like "милиция, милиция" [A.M. Selishchev, 2003, p. 244]. But this kind of misunderstanding was eliminated in the process of teaching literacy.

The movement eliminating illiteracy (likbez) the basics of a new ideology along with literacy to common people. Despite this, and later, distortions appear, such as "liquidation - it's the old people who are taught to read and write" or "lavrion, radivon assembly" instead of a district assembly, the word "regime" was associated with a presser, "constitutive" was mixed with чередительный from turn, the revolution was often perceived as ревуция, леволуция or леворуция. It got to the classics: Karl Marx turned into Carlo-Mars [Okninsky A., 1936, pp. 28-32; Selishchev A.M., 2003, pp. 215-216; Figs O., Kolonitski B., 1999, p. 129].

### Conclusions

A variety of linguistic misunderstandings, that arose in the great multitude during the post-revolutionary years, can be recognized as the manifestation of linguistic shock, with which the popular consciousness reacted to historical changes and the chaos caused by them. Getting used to new circumstances and the mastering of new socio-political realities through the language was hard and time-consuming. Difficult abbreviated words and foreign language borrowings caused the greatest difficulties of perception and mastering among native speakers. Not only translators from the official Russian language to the national language came to help ordinary people, but even if they were absent, the linguistic instinct showed itself in a rich folk etymology, which often gave rise to new language misunderstandings and became the source of humorous folklore and political satire.



### Summary

The complex processes of the country restructuring after the revolution influenced people's thinking and the language system, which reflected it and served as the new reality at the same time. The given examples demonstrate the interrelation of mental, cultural and linguistic components of the implanted picture of the world, and demonstrate the problems of new thinking mastering through the language code. Although the changes occurred in the native language of Russians, the attitude on the introduction of the Soviet value system shook the cognitive system of native speakers in several areas - structural (phonetic, morphological, semantic and precedent-nominative) and linguocultural (conceptual, axiological, precedent-nominal), etc.

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## Structural-Semantic And Functional-Stylistic Characteristics of Vasily Aksenov's New Coined Words In The 70's (Post-Thaw-Pre-Emigration Period)

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### Abstract

This study is devoted to the analysis of occasional word creation of Russian language on the material of neologisms extracted from the works by Vasily Pavlovich Aksyonov in the 70-ies of the Twentieth century. The author's units are analyzed in structural-semantic and functional-stylistic aspects. In the process of analysis, the conclusions are made about the methods of new lexical unit creation used by the writer, their semantic content, the specifics of functioning, and stylistic coloring. In particular, the researcher points out the frequency of such usual methods as prefixation, confixation, various types of addition, and abbreviation in V. Aksenov's creation of words. The occasionalisms created by this way are rather numerous and, as a rule, do not cause difficulties during their interpretation. V. Aksenov's non-usual word-building models, including gendiadis, contamination and creation are also common. The occasionalisms created with the help of the latter are characterized by a high degree of frequency, and the very fact of resorting to this method makes it difficult to interpret the created unit adequately. In the process of the studied lexeme functional and stylistic feature examination, the author notes the predominance of emotional-expressive and gaming functions, the smaller presence of words associated with the need for nomination or compression. A special attention is paid to the interlingual function, which is gradually becoming one of the most significant in the writer's work. They indicate the colloquial nature of most neologisms. In general, the author concludes that the linguistic features of occasionalisms in terms of the structure and the functions they perform testify to the transformations of V. Aksenov's consciousness, which turns from the loyal to the author's system into an active fighter with it.

**Keywords:** occasional word formation, function, semantics, stylistics, V. Aksenov.

### Introduction

The language of literary texts has been studied by literary critics and linguists in various aspects for a long time [Bochina + et al, 2017; Shtyrlina + et al, 2017; Salakhova + et al, 2017]. The study of lexical units created by writers and poets [Babenko 1997, Popova et al., 2005] has a long tradition (more than half a century). At the moment there is a significant number of works that study occasionalisms. In some cases, the neologisms of different languages are compared with each other, incl. related ones [Breznik 2013], however, the neologisms of writers, starting from A.S. Pushkin and ending by the authors of the 21st century, are analyzed more often [Belousova 2005, Shuvalova 2012]. The neo-lexemes created by V.P. Aksenov - one of the most prominent authors of the second half of the XXth - the beginning of the XXIst century - play an important role among them. Despite the relatively good knowledge, a number of points need to be clarified further.

The purpose of this work is to identify the structural-semantic and functional-stylistic features of the occasionalisms by V. Aksyonov created in the 70-ies and determine their place and role in the writer's work.

### Materials And Methods

The material for the analysis was the texts from the works "In Search of the Genre" of 1972 (hereinafter referred to as SG), the story "Round the clock non-stop" of 1976 (RCNS) about the writer's first trip to the

USA, the nostalgic novel "Our Golden Iron" OF 1973 (OGI) and the famous science fiction novel "The Island of Crimea" of 1976 (IC) about the free and independent Crimea.

In order to achieve this goal, we turned to the following linguistic analysis methods: the continuous sampling method to find occasional lexical units in a text, the semantic-word-formative analysis method to determine the ways of neologisms creation by V.Aksenov and their meaning determination, the method of functional and stylistic analysis to determine the functions and the stylistic coloring of the studied units.

### Results And Discussion

Individual author neologisms were created by V.Aksenov via usual and non-ordinary ways. Let's consider the first ones in a more detailed way:

1. Prefixation. By this way, the writer actively creates occasional nouns: The guest of honor, an elderly Soviet man, said something to the hostess, ... actors, ultraconservatives and extraradicals ... (CI). Model: extra- + radical. It should be noted that in usage extra- is a formative unit with a reinforcement meaning, which is distinguished in adjectives, cf. with extra radical. This fact indicates an emotional load, which is complicated by the main semantic component.

Let us analyze the following neologism: Still, apparently, the TV cubs annoyed the modest Soviet guys ... (CI). Model: prefixoid TV- + cubs (colloq.) in the sense of "a young man, ready for immoral acts". As in the first case, the noun with a person value is formed here. The neologism is characterized by reduced connotation due to the corresponding characteristic of the producing base and is formed by the addition of not a prefix, but a prefixoid.

Using this word-building means, the names of objects or natural phenomena can be created: Somewhere in the distance ... a dark avia cloud hung in the sky (CI). Model: prefixoid avia- + cloud. Meaning: "a cloud resulting from the release of spent aviation fuel into the atmosphere."

Finally, there are single instances of unusual adjective name creation by prefix or prefixoid: The meeting of a sub-committee takes place in the oval hall of the most exquisite design, with sub-Shagal, and perhaps self-Shagal paintings ... (CI). Model: self- + Shagal in the meaning of "authentic, original". Perhaps the presence of a hyphenated spelling is explained by the fact that the author, creating a new word, is aware of its occasional character.

2. Confixation. There are few neologisms belonging to this group, all of them are occasional verbs: In fact, I "moved back" completely, politicized, went nuts on this damned Russia ... (CI). Model: politicize with the value of bringing the action to the extreme, cf. with to overwork. This verb is used for the emotional characteristics of the character's speech who is in a state of strong excitement, and the presence of the colloquial words "moved back" and "went nuts" reinforces the effect next to this neologism.

The derivational base can also be characterized by a colloquial connotation, which indicates its expressiveness: ... grabbed a jacket, looked into a wallet ... these current little money, those that were earned hard by humiliation, is always in a wallet ... (CI). Model: earn hard (colloq.) with the meaning of the action, which is called the motivating word, to perform to a sufficient degree, to reach the state of satiety, cf. to overwork.

3. Addition. As you know, there are different types of addition. Most of the neologisms in the researched works were created by the author by pure addition, such as the following noun: Do you think that Yaki-nationalism has no prospects? (CI). Model: yaki (the tribe of North American Indians) + nationalism.

The author's adjectives are created in this way: It should be said that, despite all the diversity of the political-philosophical-psychological spectrum, the intelligentsia of the late sixties - early seventies was bright, intelligent, sincere (RCNS). Model: political + philosophical + psychological.

There are also the cases of interfixed addition use: ... our dear Kimchik (OGI) penetrated the camera obscura through the black multilayer dark asbestos and strengthened the fists on the hips. Model: dark + interfix o- + asbestos, cf. with chrysotile asbestos, amosite-asbestos, etc. As in previous cases, this unit is emotionally and expressively colored.

4. Abbreviation. The writer actively refers to a variety of this method: the truncation by the abbreviation principle: Here the girl Margarita got a craving for the beautiful, for mysterious, and reading ... was the first organizational diamond in the image of the current mysterious beauty (OGI). Model: organic + diamond, cf. with plexiglass.

Let's consider another example: Chempharmmix instead of clouds (OGI). Model: chemical + pharmaceutical + mixture. Two components of the derivational base can be truncated, as is the case in this segment of the text.

The words formed by the means of suffixing are rare, for example, Zhundylag plusmoid (OGI) from the occasional \* Zhundilag - Earth.

Let us turn to the analysis of the occasionalisms created by non-usage means.

1. Geniadis: ... became a real "mobile crusher" (CI). Model: mobile + crusher from mobile and crush. Such lexical units are created for the purposes of language play, which takes place in a particular case.

2. Contamination. Like gendiadis, it is mainly used for the language game: The archers ... he caught that he is ataz - good boy, that Antiki-rally is yaki, this is holutuy (holiday plus sabantuy, that is, holiday) ... (CI). In this case, the gaming function is enhanced by V. Aksenov's explanation of neologism method creation.

3. Creation. This method is common in the writer's works of the 70-ies, and such units are found mainly in the text of the novel "Our Golden Iron" and allow you to accomplish artistic tasks: "Nevilatrongvakarapheu, - the foreigner welcomed all present in the unknown language "Lihl" (OGI). As can be understood from the context, the first word is a kind of greeting, and the second one is the name of the alien language, as the author says himself.

Although creation implies the complete absence of the model according to which the word is formed, sometimes occasionalism has associations with usual lexemes: ... The Board of the Higher Pluzmodes already sat on board ... (OGI). Plusmods in this context are similar to plasmoids (plasma clots limited by the configuration of magnetic fields and plasma). Perhaps the author tries to hint to readers about the look of these creatures.

Let's determine what functions the writer's neologism perform.

1. Nominative function: It turned out that the cinema automobile stunt men Alik and Vitya were driving the coffin with music to Mosfilm from Yalta, where it helped to depict the life abroad (SG). Model: film and auto prefixoid + stunt man. The usage has the words auto stunt man and conversational cinema stunt man. Occasionalism combines the meaning of both lexemes: "stuntmen who perform stunts on cars in the movies".

Let's note that the creation of neologisms for the purposes of nomination is usually not typical for occasional word creation. However, fantastic works are exceptions. Therefore, such units are found in the novel "Our Golden Iron": Two most experienced Blinton scouts informed the Council of direct observation results: Jundilaga (that is, the Earth) was close, some Fubr - one and a half illigaster ... (OGI). In this segment of the text, it can be understood that the scout-blinton is a special type of intelligence officer, perhaps a flat form (like a pancake), fubr is a special type of numbers, and igligastry is a unit of measurement, perhaps an analogue of a "light year."

Another unit - time measurement - includes the following word: The Council of Pluzmodes, bewildered by the contradictory testimony of the blintons, was mistaken by the millionth part of the Breogastr ... (OGI).

As for another occasionalism: Here is an example of a monodiapolylogue in the seventh audience of Bunchall ... (RCNS) - here we agree with the opinion of Faye Fatu Diop, who says that "the birth of the occasional term "monodiapolilogue" in V. Aksenov's prose is related to the conditioned textual fragment of the popular science style and the genre features of the lectures given to American students. The text requires the addressee to be active in the author's opinion comprehension on the philosophical content of the terms "materialism", "idealism", and "reality" [Diop 2016: 116].

2. Emotionally expressive function. Many authors in their works use different means of expressiveness creation [Miftakhova + et al, 2016]. In the texts by V. Aksenov, this function is carried out by occasionalisms.

In one case, a neologism characterizes a person: Imagine, finally, the pseudo-unreliable curls of a biopsychus, black curls, cut by the lightning of early copper (RCNS). Model: biological + psychus (colloq.).

In another case, this function is performed by the occasionalism with the value of the object, created also by shaping: It was a new, neat little metal tin that looked like a can opener ... (OGI). Model: metal tin + little with a diminution value, usually accompanied by a caress expression: a vase, a light bulb, etc.

3. Game function. It plays an important role in the work of not only writers, but also philosophers and language theorists [Kopytko 2007], and V. Aksenov used it during the 70-ies. The writer uses different tools to create a language game.

V. Aksenov transfers the names of cities: ... But still, the most Russian of all American cities is, forgive me, that Sanitary-city-Francisco (RCNS). Here sanitary can be understood in two ways: relating to sanitation in general or to the medical service in the army.

The author creates the names of the persons for game purpose: It was, Kim Morzitser, of course, the Cinema and Photo MusLit cultural worker from Pihta city club (OGI). In this context, there is the game characterization of the character who wants to engage in all kinds of art at once, without the success in any of them.

This includes adjectives, also brief ones: She is romantic no less than a seagull, she is mysterious like your Margoshka, and loyal, like my Natalia ... (OGI). Such lexical units allow us to give a concise and a brief characterization of the character.

One can characterize not only a specific person, but also a whole group of people. This is how collective nouns are created: Memozov knew everything in advance, all these Kimov's ideas: ... all this is Old Siberian Musketeer ideas (RCNS). Model: old + new + Siberian. The presence of antonymy makes it possible to speak about the fulfillment of this occasionalism not only in human, but also in emotional and expressive function.

Finally, the game function is performed by the participles: Amazed "O" on the face of Glory, sunken eyes, the edge of the pain threshold (CI). Model: participle sunken + under with the value of low intensity.

4. Compressive function. Linguistic compression is rarely found in its pure form and is usually complicated by the presence of other functions: At the corner ... on the last floor, the musician Dim Shebeko lived in the apartment, which he called "communal shelter" or by the abbreviated form "communshelt" (CI). In addition to compression, there is a language game here, in this case based on the consonance with the phrase of anti-social elements "Who will run?", possibly characterizing the inhabitants of this communal house.

In another example, the synthesis of two functions is also observed: As for the Kublitsky-Piottukha tempremier, he arrived in Kakhovka secretly still early in the morning ... (CI). Here, the tempremier can be understood as a "temporary prime minister" and as a "prime minister who is lying".

5. Interlingual function. In the analyzed works by V. Aksenov, the occasional occurrences that fulfill this function are increasingly common. For example, in the following context, the author replaces the Russian element much with the English multi-: What is advertising? Aside from the jokes, it is a useful thing: a kind of beacons ... in the chaos of the monstrous commercial multiform (RCNS), cf. with variety.

In another context, the Simferopol map turns into a Symphy card: You pull the cashier ... a plastic Symphy Card with some kind of perforation, she puts the card in a computer, and that's it! (CI).

As in the previous examples, the writer often explains the emergence of occasionalism, which testifies to his playful character: The appeal "chello" ... formed ... from the ordinary Russian "person." "Fellow" was crawling from the north, ... a vigorous, boorish word "man" sounded. A charming hybrid of chelloman was formed ... (CI).

### Conclusions

Thus, in the works of the 70-ies Vasily Aksenov creates occasionalisms with the help of the usual (prefixation, confixation, addition, abbreviation, isolated cases of suffixation) and non-custom (gendiadis, contamination, creation) models. Quite often, neologisms are characterized by reduced connotation and vivid expression, which indicates the conversational nature of these units and the author's brightly expressed creative beginning. Most of the occasionalisms are nouns with the meaning of a person. The remaining parts of speech are also related to a person mainly, which indicates the anthropocentrism of the writer's work.

V. Aksenov's neologisms perform nominative, emotionally expressive, gaming, compressive and interlingual functions. The explanation of neologism derivational structure by the author and the possibility of their double interpretation testify to the predominance of the language game among the mentioned functions.

### Summary

On the whole, the structural-semantic and functional-stylistic analysis of the occasionalisms by V. Aksenov during the 1970-ies testifies to the transformations occurring in the writer's linguistic consciousness: the thaw period is over, the illusions about the bright future have collapsed, the rejection of the ideas of Soviet society intensified amid the contrast of the things the writer sees during a trip to the USA. From here, a gradual increase of borrowed neologisms takes place: the author becomes an enemy of the state, cannot speak and write freely, and thus is going to emigrate to America, where he will live most of his life.

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## "Collective Trauma" Representation In Yunis Mirgaziyan's Prose

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### Abstract

The novelty of our research is in the fact that for the first time they revealed the potential of postcolonial problems in Yunys Mirgaziyan's prose within Tatar literary criticism (1927-2014). The methodological basis of the study was represented by the theoretical works on literature studies and history. The systematic comparative analysis allowed us to identify certain trends in the disclosure of this topic within M. Yunys prose. The article systematized the material on the artistic embodiment of "collective trauma" idea in the Tatar writer prose. The material of the study was the story "Our house was under willows..." (1964) and the story "The fire burns only on candles" (1979) and "The revenge for the faith" (1997). It was proved that in these works violent baptism of Tatars in the 18th century is presented as the experience of "collective trauma", the forced emigration of the Tatars during the revolution of 1917 and the deportation of the Crimean Tatars in 1944. M. Yunys addresses this topic during the thinking about the fate of non-Russians peoples in pre-Revolutionary Russia and the USSR. The article discusses the origins of the postcolonial themes of works in Tatar literature. It was proved by a number of examples that the topic of forced acculturation sounded first in the work of the Tatar writers during "sixties" (A. Gilyazov, A. Eniki). Due to censorship this topic had been one of the peripheral ones for a long time in M. Yunys works. The writer spoke in full voice about the experience of the Tatar people collective trauma only in the 1990-ies, during the years of perestroika and publicity. In 1990, during the reprinting previously written works, M. Yunys restored the episodes lost under pressure from censorship, which revealed some forms of collective trauma in the history of the Tatar people.

**Key words:** Tatar literature, Tatar prose, M. Yunys, Tatar history, individual trauma, collective trauma.

### 1. Introduction

Trauma research is the field of humanitarian knowledge that studies collective experiences. Z. Freud is considered to be its creator [1]. The active study of social and cultural trauma by a number of branches of science begins in the 1990-ies. [2-5]. In the USSR it was decided to keep silent about the events that resulted in collective trauma for decades: the captivity during the Great Patriotic War, the fate of those taken to Germany, the Holocaust, the deportation of the Crimean Tatars, the Stalinist repressions, etc. Soviet Tatar literature is not an exception. For the first time, they began to describe the topic of the violent culture introduction among the Tatars during the era of "thaw" (A. Eniki "Unexpressed testament" [6], A. Gilyazov "Three archins of the earth" [7]). Tatar writers spoke loudly about postcolonial problems only in the 1990-ies, during the "parade of sovereignties" (A.M. Gilyazov's "Let's pray!" [8], V. Imamov's "Hidden history of Tatars" [9], "Seit batyr" [10], F. Bayramov's "Forty peaks" [11], "Exodus" [12] (2017)). As D. Zagidullina rightly notes, the works appeared, "the main principle of structuring of which was the awakening of the memory of the nation regarding the policies of pre-revolutionary Russia and the Soviet state in relation to non-Russian peoples ("colonial trauma"). A parallel recreation (sometimes in an idealized, utopian form) of the past with the national values, heroes, the moral principles and the laws of ancestors, both in poetry and in prose, was aimed at assertion of the Tatar ethnic group uniqueness" [13].

### 2. Methods

The subject of our research was the study of "trauma" artistic embodiment in the prose of the Tatar writer Mirgaziyan Yunys. The following methods were used in the process of research: dialectic principles of universal communication and development, the principle of ascent from the abstract to the specific, the principle of analysis and synthesis, subject and object unity, the principles and the methods of historicism

in the knowledge of sociocultural phenomena, the systematic approach, the comparative method, the method of interpretational analysis.

### 3. Results And Discussion

The theoretical basis of our research was the work devoted to the problems of identity study, the study of internal colonization practices of Russia [15] and the specifics of the national ideal [16-17].

Mirgaziyan Yunys won fame in the Tatar literature as the first Tatar marinist writer. D.F. Zagidullina believes that Tatar emigrant works play a special role along with the "marinist" works [18: 306]. The works that raise the national problems of their people, describing the topics completely new to Tatar literature, make it possible the appearance of national characters in literature. The first and the most interesting of them is the fate of the forced. Our attention was attracted to the works in which the artist of the word refers to the image of the "trauma" in the collective memory of the Tatar people in one way or another.

In the story "Our house was under willows ..." (1964) [18: 18-26] M. Yunys introduces the readers to the problem of Tatar emigration during the revolutionary years of the first third of the twentieth century. From the picturing of the protagonist individual trauma in the final work the writer takes a step towards the collective trauma understanding in the history of the Tatar people. The confession of an old emigrant woman from the village of Karamaly testifies to the development of a special type of consciousness associated not only with the loss of "home", "native land", but also with the loss of personal biography. The heroine's image of the homeland is made up of a whole set of personally experienced feelings: the smell of blooming bird cherry, the quiet murmur of water in the spring, the nightingale trills in the garden, sprawling willows, the house logs scraped to yellowness... With a deep sympathy, the author tells the story of the forcibly-voluntary loss of the homeland by the Tatars after the revolutionary transformation in the country. The life in a foreign land is shown as a wandering and a series of losses. The forced wanderer assesses her life as tragic, and her destiny as unhappy. In order to convey the degree of suffering to the interlocutor, the heroine turns to the ancient Turkic myth Sak and Sok, in which the history of the forced emigration of the Turkic tribes was reflected [18: 179-180]. Her secret dream is to find the last peace in his native land. The fate in the confession of an old woman acquires the features of a funnel, and an elderly mother associates herself and children with sorrel leaves, which have come off a powerful rhizome. An elderly woman who secretly made her way into the hold died during a storm. The "terrible find" in the hold of the ship sailed from the port was the final chord in the history of the old woman from Karamala. It is symbolic that she died soon after she ate bread baked from flour produced in her homeland. The narrator fulfilled the last will of the old woman: he buried her in Simferopol, on the land of the Crimean Tatars. The tragic fate of the old woman made the narrator recall the duty to her mother and native land, to think about the fate of the Tatars scattered around the world.

In the story "The fire burns only on candles" (1979) [18: 109-253] M. Yunys, reflecting on the tragedy of the people during the Great Patriotic War, deals with the subject of the Crimean Tatars deportation in 1944. The story has two versions. Obviously, during the dictatorship of the Soviet censorship, this passage was removed from the text of the journal version. This is indicated by Marcel Galiyev in his memoirs, who worked in 1981 as the editor of the magazine "Kazan Lights" [20: 81-82]. In this story, the author, while portraying the injury, adheres to the same tactics: from the understanding of the individual tragedy of the radio operator, the Crimean Tatar Marcel Galiyev, he takes a step towards the understanding of the Crimean people tragedy who survived the deportation in 1944. M. Yunys describes in detail the way this tragedy crossed the life of a particular family: the hero's parents died, he lost contact with relatives, he developed depression, he began to experience difficulties with the military service. The history of returning to his homeland, where M. Yalchinsky was beaten, turned out to be especially dramatic. The writer describes that gradually, due to the deportation of the Crimean Tatars, the

surrounding people began to eschew the shooter-radio operator, fearing to incur the wrath of the authorities. The hero is experiencing the confusion on the part of Commander Salakhov, the Volga Tatar by nationality. M. Yunys shows how the bonds of kinship between the ethnic groups of Tatars are destroyed under the influence of the state policy. M. Yunys assesses the deportation unequivocally as the "genocide" of the Crimean Tatars. The experience of collective trauma occurs through the image of the narrator, his vision of the problem [18: 132-136]. In his interview, the author of the story confesses that he dreamed to perpetuate the memory of a public figure, the Crimean Tatar I. Gasprinsky in M. Yalchinsky's image [20: 81]. In 1981, according to censorship, S. Salakhov's reflections on the tragic fate of the Tatars in history disappeared from the text. During the flight, the hero reflects on the fact that his Turk ancestors were the masters of a vast territory from Baikal to the Carpathians. With bitterness, he recalls the circumstances of statehood loss by the Tatars during the fall of Kazan. S. Salakhov mentally returns to these taboo topics of national history again and again. M. Yalchinsky and S. Salakhov experience the spiritual unity when they listen to the folk song "Guldjama". Volga Tatar is willing to look into the future to find out what peripetias of fate await the Tatar people. This semantic potential is supported by the mention of the name of Arakhna in the story, a skillful weaver from the ancient Greek myth, which is transformed into the image of the Turkic goddess of fate [18: 158].

In 1997, in the story "The Revenge of Faith" [20: 7-46], the writer addresses the topic of cultural trauma, whose origins lie in the forcible baptism of the Tatars after the loss of statehood. The word "wound" is subtitled: "the wounds in our history". The national tragedy is seen through the eyes of Akmanai Bek: he set fire to the houses of the mullahs, the ruin of villager houses, the rape of women by soldiers, the violent baptism of Tatars by the priest Inokenty. In the effort to convey the cruelty of that period, M. Yunys shows that murder, robbery, execution, slavery have become the norm during that period. The death of a woman in labor due to soldiers-rapers becomes the apotheosis of this wave of violence.

R. Aerman notes, "that the concept of cultural trauma suggests that the immediate experience of an event is not a prerequisite for its inclusion in the trauma process. A cultural trauma is experienced through time and through memories, and representation plays a key role in this process. The way the event is remembered is closely intertwined with its presentation. Therefore, the means and the methods of representation are so important, because they blur the boundary between individuals and eliminate the gap between the incident and the memory about it" [21: 456].

Cultural trauma, experienced by Muslim Tatars during baptism, is transmitted through the confessions of converts. Ahmadullah, who suddenly turned into Alexander, is unable to realize the full depth of the changes that are happening to him: "Will he not fall through the earth? ... Who is he now? A person?" [20: 31]. The old woman Shamsekamer cries after baptism, as she lost the name given by the mullah and did not remember her new name by which the priest calls her. The reality of baptized acquires apocalyptic features: "dark night", "crows that circle in the sky" ... And they compare themselves with fish cast ashore. The inhabitants of the village of Akchatar, converted to a new faith, are at loss: their former life was orderly, due to five time namaz, and now it plunged into the chaos of ignorance. They characterize their new state of mind as "madness", and the events happening around as "the end of the world".

The sufferings of Akmanai Bek are presented as the suffering for faith. This is indicated by the name of the story. The dialogue of Bek with the governor, with priest Inokentiy, acquires the features of a religious dispute and becomes important. Akmanai Bek warns his interlocutors that those who changed faith become a traitor: "they sell their souls to Russians, and they will betray Russians too in the future" [20: 18]. The motive of betrayal is most vividly embodied in the scenes of Bek's wife arrest after the denunciation from a newly baptized old woman and the Bek himself by former co-religionists at the grave of his wife.

The writer emphasizes the rootedness of the young family in the national tradition (cuisine, customs, holidays ...). The past of Tatars is depicted in the tale via an idealized form. M. Yunys develops the Tatar ideal of a woman in Gulsylu's image. The writer resorts to contrast: he contrasts the dreams of a young woman about a child, her thoughts about a husband with the picture of painful childbirth, the reaction to violence. The story ends with Bek's death, who, as a state criminal, was hanged on a lonely birch, at the border of his own possessions. The death of the family is presented in the story as the death of a whole clan. This tragedy is reconstructed by the narrator belonging to the 20th century, who experiences hard the assimilative processes going on in the present. He sees the root causes of these negative processes in the collective trauma associated with the violent baptism of Tatars after the fall of the Kazan Khanate.

### Summary

"Trauma" is manifested in M. Yunys prose as a dramatic anthropological experience. The analysis of the cultural trauma in the writer's texts is reduced to the creation of a "text of grief", where recall and habituation to the reality of grief are performed. Trauma allows the writer to combine the experience of already experienced, present and future experience. The writer describes such types of injury in the history of Tatars as forced baptism, the emigration during the revolution and the deportation of the Crimean Tatars in 1944. M. Yunys traumatic discourse includes the images of the victim and perpetrators, the scenes of pain and suffering. The images of witnesses play a huge role during the representation of a traumatic event. The reader feels his involvement in the tragedy, thanks to the image of the narrator, who links the events of the past with the present in his memory. The main compositional technique is the method of contrast. There are mythological images from national and world mythology in the system of images.

### Conclusions

The study of the "trauma" in M. Yunys prose is closely intertwined with his reflections on the fate of the Tatar people. The writer seeks to eliminate the "white spots" in national history. M. Yunys tries to resist the collective oblivion with his creativity, therefore he turns to the most traumatic events of the national history. The study of the writer's "trauma" is one of the results of his struggle to preserve the Tatar identity in the twentieth century.

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## Religious Vocabulary In Ayaz Gilyazov'S NOVEL "Thinner Than Strings, Sharper Than Sword"

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### Abstract

This article is devoted to the study of religious vocabulary composition and role in the novel by A.M. Gilyazov "Thinner than strings, sharper than sword" (1988-2002). We used the method of continuous sampling from two versions of the novel (1988, 1997) in order to reveal the dynamics of religious vocabulary use. The author has identified the use of eleven types of religious vocabulary clusters related to the religions of monotheism: Islam and Orthodox Christianity. Reflecting on the problem of religious identity obtaining, A.M. Gilyazov resorts to the use of Tatar Muslim, and Tatar Orthodox vocabulary characteristic of Tatar-Kryashen language. In terms of use frequency, the most common was the following lexeme: the name of the holiday "Oly kun" "Easter", as well as the lexeme "mosque", "to bury according to custom", "the ritual of Koran reading in honor of the deceased". Nouns prevail in terms of parts of speech. The comparative analysis of two versions of the novel allowed to reveal the relationship between the growth of religious consciousness and religious practices at the beginning of the post-Soviet era and the amount of religious vocabulary use. The analysis of Islamic religious terminology showed the increase of vocabulary use frequency in the clusters of "of religious object, religious rite nomination", "the naming of Muslim clerics", "the characters of Muslim mythology", "Muslim books and texts of religious content". Christian Orthodox terminology increases from two clusters to six. In both editions, the vocabulary from the "religious calendar" cluster prevails. A significant place in the second edition is given to the "naming of the Supreme Deity, the Highest Creator". Religious vocabulary helps the writer to reveal the problematics of the novel deeper. The image of the autobiographical hero plays a huge role in the work. The situation of "injury" is seen and told by the child who is trying to determine the limits of "own" and "somebody else's".

**Key words:** Tatar language, religious vocabulary, religious identity, Islam, Christianity, Ayaz Gilyazov, idiostyle.

### 1. Introduction

The novelty of our research is in the study of religious vocabulary from the novel "Thinner than Strings, Sharper than Sword" (1988-2002) [1-2], which will allow us to deepen our understanding about the idiostyle of the Tatar writer A.M. Gilyazov (1928-2002). According to E. Starkova, idiostyle is "the system of principles to model an individual author's picture of the world through the formation of an artistic text content, the selection of linguistic units and figurative means for its expression, based on the peculiarities of a linguistic person consciousness and his ideas about reality" [3: 80]. The writer in the novel "Thinner than a String, Sharper than a Sword" (1988-2002) reflects on the problem of finding a person's religious identity. A.M. Gilyazov worked for two decades to write this novel. The novel has two editions. Both manuscripts, although dated on March 7, 1988, were created in different years. The earliest refers to 1988 [1], the latest to 1997 [2]. The Tatar writer dreamed to create a large-scale family and everyday novel, but did not manage to implement his plan to the end. The goal of our research is to identify the role of religious vocabulary to revealing the problems of the novel, as well as to determine its place in the writer's idiostyle.

The methodological basis of our research consists of the works on theolinguistics [4-6] and the Tatar linguistic culturology [7-12].

## 2. Methods

The object of our research is the religious lexical units recorded in the text of the above-mentioned work by A.M. Gilyazov. During the analysis of the text of two novel editions, we used descriptive and comparative methods, which allowed us to reveal the dynamics in the use of religious vocabulary by the writer during 1988 and 1997.

## 3. Results And Discussion

The classic of Tatar literature, the national writer of the Republic of Tatarstan, Ayaz Gilyazov (1928-2002) was born in a Kryashen village in the family of a rural teacher, where he received atheistic education, although his ancestors served for several centuries as imams and mullahs in local parishes. The writer did not consider himself a believer, although he often read the Koran and the Bible. In the autobiographical novel "Let's pray!" (1991-1993) A. Gilyazov determines the place of faith in a person's life: "If a person wants to understand himself truly, only faith can help him! .. Because we all lived on a wave of religious appeals, after Jesus, the prophet Magomed. So I grew up in a non-religious family, very rarely heard the reading of the Koran in the Kryashen village. But if I hear that they are beginning to read the Quran somewhere, the whole body is covered with goose bumps. And although the deep meaning of the words does not reach me, but the fascinating melody of the Quran verses, appealing for calm, patience, and consent, immediately excites me from the very first sounds. I stop talking and, having concentrated inwardly, appeal to Allah" [13: 255-256]. In the novel "Thinner than String, Sharper than Sword" (1988-2002) A.M. Gilyazov aimed to show the complexity of a religious identity obtaining by his contemporaries, who for more than half a century were the citizens of the state with an atheistic regime and in the years of perestroika faced the situation of the "religious boom." Religious vocabulary helps the writer to reveal the way of life of believing characters and the system of their moral values. The novel describes the life of Tatar-Muslims and Tatar-Kryashens, therefore, religious vocabulary can be divided into two types:

- the vocabulary of Islam;
- the vocabulary related to Christianity.

During the analysis of religious vocabulary, based on the classification by R.Sh. Goryushina [14], we have developed our own version, which we will use during the analysis of the lexical composition of the texts from two manuscripts of the novel "Thinner than String, Sharper than Sword".

We made the selection of units from two editions of the novel in order to reveal the dynamics of religious vocabulary use by the writer.

### I. "Thinner than String, Sharper than Sword" (1988)

- The vocabulary of Islam:

1) The Names of the Supreme Deity, the Highest Creator: "Allah" (2) [15: 264, 266]; "Hodai" (3) [1: 264, 266].

2) The names of the concepts denoting religious principles: "Din" religion" [1: 268, 292], "Iman" - "faith" [1: 270], "Möselman" - "Muslim" (1) [1: 270], "käräshen" - "kryashen" [1: 265], "Kan tynychlygy!" - "peace of mind" (2) [1: 284].

3) The names of concepts that contradict religious principles, canons, truths: "Allaga-Khodayg yshanmau" - "unbelief" (1) [1: 266], "allasam om dinses keshe" - "a person without faith and religion" (1) [1: 268].

4) The names of religious objects and religious ceremonies: doga (prayer) (4) [1: 266, 270, 285, 292], Yasin (the 36th surah of the Qur'an) (2) [1: 270, 292], seadaka (alms) (2) [1: 284]; Zholarar (rites) (3) [1: 265, 266], zhyrlerge ("to bury according to custom") (2) [1: 265, 266]; Koryen uktyryga (the ritual of the Quran reading in honor of the deceased) (5) [1: 275, 283, 284, 291].

5) The names of Muslim clerics: mullah (mullah) (3) [1: 267, 277], Phidia kozgony (the crow seeking a victim) (euphemism) (2) [1: 268, 270], mullalyk (mullah activities) (1) [1: 285].

6) Muslim etiquette formulas: əssəlaməgaləykem (Let peace be upon him) (1) [15: 281], Kahr tushkere! (Curse!) (1) [1: 256]; Avyr Tufragi жіkel Bulsyn Inda (Let him rest in peace) (1) [1: 264], Avyr tufragynin жіңул Buluyn, tar caberlerenin ki ң buluyn telodek (We wish the earth to be soft, and the grave spacious) (1) [1: 268].

7) The names of clothing and religious paraphernalia: tybətəy (skullcap) [1: 207, 278, 28].

8) The characters of Muslim mythology: arvahlar (the spirits of the deceased) (1) [1: 292].

9) Religious and ceremonial buildings: məchet (mosque) (7) [15: 267, 277, 278, 279-280, 292], medrese (madrasah) (1) [1: 265].

10) Religious topos: Garabstan (Arab Country) (1) [1: 270], Zhennet (paradise) (1) [1: 270].

11) The Muslim calendar: Zhomga (Friday) (3) [1: 275, 278].

12) Ritual and ritual activities: vasyat (covenant, testament containing the last will of the deceased) (2) [1: 260, 266].

13) Muslim books and texts of religious content: Koren (Quran) (3) [15: 270, 292], sura (surah) (3) [15: 270, 273].

- Christian related vocabulary:

1) Religious, ceremonial buildings: chirkeu (church) (1) [1: 279].

2) Christian religious holidays: Troisa (Trinity) (1) [1: 302], Oly kən (Easter) (1) [1: 302], Kach manu (Baptism) (1) [1: 302], Mai Chabu (The meeting of the spring) (1) [1: 302], Pokrau (Pokrov) (1) [1: 302].

The quantitative analysis has shown that the content of the vocabulary depends on the work subject matter directly. Due to the fact that in the first version of the novel we are talking about the development of the character Muslim identity, the text is dominated by the vocabulary of Islam.

II. "Thinner tahn string, sharper than sword" (1997)

- The vocabulary of Islam:

1) The Names of the Supreme Deity, the Highest Creator: Allah (Allah) (6) [2, No. 2: 98,100, 102, 111].

2) The names of concepts denoting religious origins: Din (religion) (2) [2, No. 1: 109, 111], Жān tynychlygy! (Peace of mind!) (1) [2, No. 1: 113], krāshchen (Kryashen) (11) [2, No. 1: 114], [2, No. 2: 87, 97-98, 113], iman (faith) (1) [2, No. 1: 111]; Moselmanlyk (Islam) (1) [2, No. 1: 113].

3) The names of concepts that contradict religious principles, canons and truths: Dinne, Alla Belan Mulany Bar Dip Belmegen (not recognizing religion, Allah or Mullah) (1) [2, No.1: 111].

4) The names of religious objects, religious ceremonies: жoла (ceremonies) (2) [2, No. 1: 111], [2, No. 2: 85]; namaz (prayer) (2) [2, No. 1: 112] [No. 2: 85], sedaka (charity) [2, No. 1: 109, 114], zhenaza (2) [2, No. 1: 111, 114 ], Koryen uktyryga (Quran reading ritual in honor of the deceased) (6) [2, No. 1: 111-114, 125], [2, No. 2: 85], zhyrlerge (to bury according to custom) (7) [2 , No. 1: 105, 106, 125], [14, No. 2: 98], tabut



(burial stretcher) (1) [2, No. 1: 106], maet kuyarga (the preparation of the deceased for the funeral) (1) [2, №1: 111], mөselmancha kymərgə (to bury in a Muslim way) (1) [2, No. 1: 111], ləhet (gravestone) [2, No. 1: 126].

5) The names of Muslim priests: Phidia kozgyny (the crow, seeking for victims) (euphemism) (3) [2, №1: 111], Belesh kozgyny (the crow eating balishi» (euphemism) (1) [2, №1: 111], din sakchysy (the guard of religion) (euphemism) (1) [2, No. 1: 111], tuymas tamak (insatiable belly) (euphemism) (1) [2, No. 1: 111]; imam (the leader of collective prayer, the head of the Muslim community" [2, No. 1: 114], khezrət (hazret) [2, No. 1: 114], mullah (mullah) [14, No. 1: 111], mullalyk (mullah activity) [2, No. 1: 111].

6) Muslim etiquette formula: Allaly Boersa! (The will of Allah is for all!) [2, No. 1: 111].

7) The names of clothing and religious paraphernalia: kuləpysh (kalyapush, skullcap) [2, No. 1: 112], tьbətəy (skullcap) [2, No. 1: 113], [2, No. 2: 86].

8) The characters of Muslim mythology: ubyr (ghoul, vampire) (1) [2, No. 1: 46], peri (peri) (2) [2, No. 1: 46, 108]; peigamber (prophet) (1) [2, No. 2: 98]; Mөhəmmət pəigambər (Prophet Mohammed) (2) [2, №2: 98, 99], Gaisə pəigambər (Prophet Jesus (Gaisa)) (1) [2, №2: 98]; zhen (devil) (1) [2, № 1: 108].

9) Religious, ceremonial buildings: məchet (mosque) (8) [2, No. 1: 112, 113, 114, 117], [2, No. 2: 85], manara (minaret) [2, No. 2: 94], Chardugan (grave enclosure) [2, No. 1: 107].

10) Religious topos: mahalla (Muslim community) (1), Kүklər, oғmah-Təmuғlar (sky, heaven, hell) (1) [14, №2: 98], zirat (cemetery) (2) [2, №1: 106, 126].

11) The Muslim calendar: gaet (religious Muslim holiday) (1) [2, No. 1: 109].

13) Muslim books and texts of religious content: Koren (Quran) (2) [14, №1: 111, 114], syre (surah) (4) [2, №1: 113], [2, №1: 126 ], [2, No. 2: 86].

• Christian related vocabulary:

1) The names of the Supreme Divine, the Highest Creator: Alla Babai (God) (4) [2, No. 2: 98, 102], Jesus (Jesus) (1) [2, No. 2: 100], Jesus Christ (Jesus Christ) (3) [2, No. 2: 100, 111], Kodai (God) (2) [14, No. 2: 120].

4) The names of religious objects and religious ceremonies: Alla Babai syny (the image of God on the icon) (1) [2, No. 2: 98], Kүkəy (Easter eggs) (5) [2, No. 2: 100, 102, 111- 112], tabut (coffin) (2) [2, No. 2: 119], hach (cross) [2, No. 2: 119].

8) The characters of Christian mythology: Məryam ana (Virgin Mary) (2) [14, №2: 98], fəreshtələr (angels) (3) [2, №2: 102].

9) Religious, ceremonial buildings: chirkey (church) (1) [2, No. 2: 98], checheynik (box for alms) [2, No. 2: 111].

10) Religious topos: Kereshen ziraty (Kryashen cemetery) (2) [2, No. 1: 111], [2, No. 2: 96].

11) Christian calendar: uryz atnasy (Russian week) (1) [2, No. 2: 98], Oly kən (Easter) (10) [2, No. 2: 100-102, 110, 112, 120, 121], May Chabu (the Meeting of Spring) (1) [2, No. 2: 100], Mikulan ("The Day of Nicholas the Wonderworker") (1) [2, No. 2: 100], Eljən (Ilyin's Day) (2) [2, No. 2: 100, 121], Pokrov (1) [2, No. 2: 100], Troisa (Trinity) (3) [2, No. 2: 121], Kөжme-Demiənnə bəyrəm (Kuzma-Damian Festival) (1) [2, No. 2: 121].

The presented typology makes it possible to express the specifics of religious vocabulary found in the text of the novel "Thinner than string, sharper than sword". The quantitative analysis of vocabulary showed that nouns dominate in it. There are very few verbal words in the vocabulary developed by us.

As the novel intention deepens, the composition and the number of religious vocabulary changes. It is becoming more rich and diverse. Obviously, the writer seeks to convey the characteristics of believer daily practice and the peculiarity of religious festive culture. The name of the novel "Thinner than string, sharper than sword" is the reference to the mythological image of the Sirat bridge.

The frequency of lexeme use ranges from 1 to 10. The average frequency of language units in the vocabulary made 5 word uses (hereinafter referred to as w/u). The most common is the following lexeme: the name of the holiday Oly kon (Easter) (10 w/u), followed by: mechet (mosque) (8 w/u), zhyrlerge (to bury according to custom) (7 w/u), Koren Ukytyrga (the ritual of reading the Koran in honor of the deceased) (6 w/u).

#### 4. Summary

Religious vocabulary identified in the text of the novel "Thinner than string, sharper than sword" is divided into two groups:

- 1) general religious (God, soul, faith, prayer, etc.);
- 2) monotheistic (Allah, the Koran, the Cross, the icon, etc.).

Depending on the character's belonging to one or another Tatar ethnic group, the vocabulary is divided into two groups:

- 1) the vocabulary of Islam;
- 2) the vocabulary related to Christianity.

The expansion of the composition and changes in the character of religious vocabulary use by the writer in the novel "Thinner than string, sharper than sword", on the one hand, allow the reader to identify the attitude of the writer himself to religion. On the other hand, the composition of religious vocabulary, its quantity, and the peculiarities of its word use testify to A. Gilyazov's aspiration to a thorough study of religious identity problem. The expansion of religious vocabulary composition in the second edition is conditioned by the fact that the writer seeks to describe in detail and for the first time the way the process of religious self-identification of the main character proceeds in the family. Thus, A. Gilyazov develops among his readers the idea of the way of life of Muslims and Tatars-Kryashens, their national customs, patterns of behavior and ethical norms. The writer describes in detail how the main character takes part in religious holidays as a child, oversees the process of religious rite performance. A. Gilyazov shows realistically reliably how the Soviet state struggles with the such everyday religiosity of the rural population, so a great attention is paid to the description of classes at school in the second edition, which has become the conductor of atheistic education in society. The whole conscious life of the main character takes place within the framework of an atheistic space: the hero connects his irreligiousness with the fact that this topic was forbidden in the teacher's family. Only being in a threshold situation - the funeral of the countryman, the hero at the end of his life realizes the need to regain religious values. On the example of one family A. Gilyazov shows reliably the discontinuity of intergeneration relationships. The head of the family still has a child's experience of religiosity reproduction in the family, which cannot be said about his son, who grew up in an atheistic family. The basis of an own religious identity development for the head of the family was that he received a religious education in pre-revolutionary madrasah. And his son - the representative of the party nomenclature, the graduate of the Soviet school, where atheistic education flourished, turned his gaze towards religion only when he buried his father and became acquainted with his testament. A. Gilyazov leaves his hero at a crossroads, in the situation of cultural identity crisis. The reader does not know how the life of this hero will be developed in the future.

## 5. Conclusions

The comparative analysis of religious vocabulary in two editions of the novel "Thinner than string, sharper than sword" showed that as the idea deepened, the Tatar writer increased the specific number of religious vocabulary in his work. A huge role in the work is played by the opposition of our-stranger. A. Gilyazov tries to use the lexemes that allow convex representation of the way of life of Muslim Tatars and Tatars-Kryashens, especially their religious culture. The increase of religious vocabulary units in the second edition indicates indirectly the growth of religious consciousness and religious practices during the early years of the post-Soviet regime, and the writer's desire to work out carefully the problematics stated in the title. The religious vocabulary is used by the writers to create the historical background of a particular epoch, during the description of the family way of life, festive culture and the religious rituals of different ethnic groups of Tatars. In the second edition, there is the expansion and the intensification of Islamic religious terminology use in the following clusters: "the denominations of religious objects, religious rites", "the names of Muslim clerics", "the characters of Muslim mythology" and "Muslim books and texts of religious content". We found a positive trend in the use of Christian Orthodox terminology: its volume increased from two clusters to six. The dominance of vocabulary from "religious calendar" cluster is observed, a significant place in the second edition is given to the "Names of the Supreme Deity, the Highest Creator."

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## Tatar-Russian Bilingual Dictionaries Compiled By Missionaries In Ninth Century

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### Abstract

One of the valuable sources for historical linguistic research is bilingual dictionaries. They allow to provide the documented proof concerning the role and the place of certain languages in the history of culture during certain historical periods, the relationship of these languages, including their connection with third languages. At the same time, dictionaries are the indicator of linguistic modification, i.e. the innovations that appear in the language under the influence of religious, social factors, manifested as linguistic variability at different linguistic levels of the language, including lexicographic one. The bilingual Tatar-Russian dictionaries of the XIXth century are considered as the objects of two cultures: Tatar and Russian, as well as the modification of the language content. Studying bilingual dictionaries, the authors set the goal to determine the role of dictionaries compiled by missionary societies in the development of modern Tatar literary language, to characterize the lexical composition of dictionaries. In the linguistic aspect, the study of Tatar-Russian and Russian-Tatar dictionaries is associated with the analysis of Tatar language vocabulary development patterns, including literary language, dialects and professional terminology. On the basis of this specific linguistic material, the origins and the stages of evolution can be established, they can determine the chronological framework for the emergence and the transformation of individual words or the whole groups and categories of words in the Tatar language.

**Keywords:** dictionary, bilingual dictionary, lexicography, Tatar language, modification, missionary.

### Introduction

Culture is a semantic principle for Russia, and its spiritual experience serves as a kind of alternative to the practical mind of the West in the development of foundations for a common European civilization of the future. But the culture of Russia is heterogeneous and is a bed of various elements. Language dictionaries are one of the elements of culture. Dictionaries record the language state at a certain segment of the historical development of a given people - a native speaker. Language dictionaries perform very important social and cultural functions [1]. In a multilingual society, dictionaries play an important role facilitating the achievement of communication tasks between the speakers of different languages: bilingual dictionaries become a multifunctional tool that represents more information than just a "translation service". According to the outstanding philologist of the XIXth century, the member of the academies of dozen countries I. Sreznevsky: "A good dictionary should satisfy each of those who use it ... The more educated people are, the greater the mass of educated people, the better, the richer, the fuller the language vocabulary" [2].

Many bilingual dictionaries have been created during the preceding centuries. They use various systems of material development and interpretation, sometimes more successful, sometimes less. The identification of features of these lexicographic monuments, the scientific description of their compilation principles, the interpretation of the vocabulary unit content included in them, etc. - these are the questions answering which you can reconstruct the most important processes in the development of the Tatar language vocabulary of the XIX century.

Tatar-Russian and Russian-Tatar dictionaries of the XIXth century are considered by us as a single historical and cultural phenomenon [3, 4]. Only for the convenience of scientific analysis, the linguistic facts recorded in them can be conditionally considered taking into account their chronological, cultural-

historical, ethnosocial, semantic affiliation and correlation with one or another language concept-sphere [5]. At the same time, we are aware that the issues about the forms and the methods of lexical unit translation and interpretation in the Tatar-Russian and Russian-Tatar dictionaries of the XIXth century, as well as other theoretical and methodological problems of Tatar lexicography, can be considered by different experts from different positions [6].

### Materials And Methods

Currently, a systematic approach is acquiring a special significance in linguistic studies. The material we examine is so vast and diverse by origin, content and purpose, that without a systematic approach it is simply impossible to find certain trends and patterns in it.

In the process of research, we relied on the theoretical and the methodological principles presented in the fundamental works of Russian and foreign linguists - L.V. Scherba, V.V. Vinogradov, S.I.Ozhegov, O.N.Trubachev, Yu.S.Sorokin, A.A. Ufimtseva, F.P. Sorokoletov, R.A. Budagov, V.G. Gak, V.P. Berkov, L.S. Kovtun, P.N. Denisov, S.I.Baevsky, Yu.A. Rubinchik, G.Paul, H. Kasares, Yu.N. Karaulov, L.L. Kutina, V.V. Morkovkin, and others. In their works on the basis of extensive material analysis on lexicology, the foundations of verbal unit lexicographical interpretation were formulated. Their theoretical and applied achievements served as the methodological basis for the analysis of bilingual dictionary features of the 19th century.

In modern Tatar linguistics, one of the urgent problems is the linguistic-theoretical interpretation of Tatar-Russian and Russian-Tatar dictionaries of the XIXth century, the study of their language arsenal evolution in the diachronic-synchronous aspect. These dictionaries are informatively mentioned in the "Bibliographical Dictionary of Domestic Türkologists (Pre-October Period)" by A.N. Kononov [7], in the article by M.Z. Zakiev "Kazan School of Türkologists and Tatar Language Grammar" [8]. In the textbook "Modern Tatar language. Lexicology" [9] F.S. Safiullina gives a brief description of the dictionaries by I. Giganov, A. Troyansky, L. Budagov, K. Nasyry, A. Voskresensky, and a number of works by the professor A.Sh. Yusupov are also devoted to the study of bilingual dictionaries.

### Results And Discussion

The Orthodox missionaries of the XIXth century played a major role in the study of languages, folklore and ethnography of the Turkic peoples. The teachers of the Tatar language in religious schools for Christians were also the supporters of this movement. They considered the dialect of baptized Tatars as an ideal Tatar language, therefore it was the subject of their training.

Many missionaries became real experts in the Tatar language and they proved themselves as such in the leading oriental centers. The school of Türkologists is established in Kazan University during the 30-40-ies of the XIXth century, among which there were quite a few experts in the Tatar language, including the leaders of the missionary movement. Orthodox missionaries played a large role in the study of languages, folklore and ethnography of the Turkic peoples of Russia. One of the reasons for the publishing of a large number of Tatar-Russian and Russian-Tatar dictionaries was the activation of the missionary movement in Russia during the XIXth century. His prominent representative was N.I. Ilminsky.

Ilminsky N.I. developed the system of "non-ethnic" minority enlightenment - the Turkic and Finno-Ugric peoples of the Volga-Ural region, aimed at religious education distribution via the language of non-Russian peoples and their gradual Russification through special missionary schools created on the initiative of N.I. Ilminsky and with an active support of the St. Gury Brotherhood.

Erudite philologist N.I. Ilminsky was the compiler of a number of alphabets based on Russian graphics for some ethnic groups of the region, the translator of Christian literature into the languages of the Volga region, the Urals and Siberia peoples. The attitude of N.I. Ilminsky's attitude to the enlightenment of these peoples was determined by missionary attitudes. For example, his preferential attention to the

study of the national, rather than the book Tatar language was dictated by the fact that the book language with its Arabic-Persian elements made the process of Tatar Christianization difficult. In his writings and letters, N.I. Ilminsky spoke with great respect about the Tatar language, considering it as an object of scientific research [10]. He noted the following in the introductory lecture of the Turkish-Tatar language course read at Kazan University: "Every linguistic study should be based on an actual fact, on a living, popular dialect."

The first teacher of the Tatar language in the Kazan Theological Academy was A.A. Troyansky - the compiler of the well-known two-volume "Dictionary of the Tatar language ..." [11]. The full title of this work is the "Dictionary of the Tatar language and some common Arabic and Persian dialects, compiled by the teacher of the Tatar language, the Priest Alexander Troyansky at the Kazan seminary and published by the approval of Spiritual School Commission. The first volume of the dictionary, published in 1833 by the printing house of the Kazan Imperial University, contained 6,490 words; The second volume, published in 1835, contained 3,400 words. A.A.Troyansky's dictionary structure is initially simple: it consists only of a corpus, the surrounding text is absent; the lemmas in the dictionary are arranged in alphabetical order; the phonetic variants of words are presented as separate lexical units. The dictionary also includes geographical concepts and ethnographic designations.

Three missionaries took part in the compilation of the "Tatar-Russian Dictionary" by N.P. Ostroumov in 1892: N.I. Ilminsky, N.P. Ostroumov, A.A. Voskresensky [12]. The dictionary includes 1,710 words. Unlike predecessor dictionaries, the dictionary was written only in Cyrillic, and the words are arranged in the alphabetical order of the Russian language. However, the derived words that stand close in alphabetical order to the root ones were connected to its root and, representing sometimes quite significant groups, were distinguished from others as special families of single rooted words led by their ancestor. Other derivative words, separated by the alphabet from their rooted, are written separately. Therefore, сак, саклан, сакландыр and others are connected in one group; the same root word карай is set separately. During the compilation of this dictionary, the goal was to familiarize the Tatar people with the basics of Christianity, but his work also played the role in teaching the Russian language for Tatars, and the Tatar language for Russians.

"The brief Tatar-Russian dictionary with the addition of some Slavic words with Tatar translation" is published in M.A. Gladysheva's publishing house during 1880 [13]. The dictionary, consisting of 55 pages, is compiled on a thematic basis. 43 thematic groups are identified in the dictionary and 983 words are recorded in total. The appendix contains the "Church Slavic words." Only 315 words are recorded here that fully relate to church life.

"The brief Tatar-Russian and Slavic-Tatar dictionary with the addition of Russian grammar foundations" [13] is the fourth edition of the dictionary by the Orthodox Missionary Society. The body of the dictionary consists of 45 thematic groups. The names of the groups are given in Tatar and in Russian. The composition of the vocabulary is identical to the previous dictionaries. The reflection of a kind of spelling norm of words indicates that the authors strictly adhered to the missionary principles in the sense that they, first of all, turned to the dialect of baptized Tatars. The name of the dictionary indicates that it is also Slavic-Tatar one. This is shown by the last thematic group, and Church Slavonic words are provided there. This part clearly expresses the main missionary goal of the dictionary.

In addition to the corpus, this dictionary, unlike its predecessor, has a linguistic application in grammar. The authors explain the grammatical category of gender in a very accessible way, the declension of nouns in different genders and numbers is given, they indicate the declension of nouns in plural, the attention is also paid to such a grammatical category as the conjugation of verbs and original grammatical terms are presented. At the end of the dictionary they present the sentences in Russian for analysis and for exercises

in spelling. They provide the collection of various non-related sentences, which consist of two or three words.

### Summary

Orthodox missionaries left a noticeable mark in the field of Tatar lexicography. "A brief Tatar-Russian dictionary with the addition of some Slavic words and Tatar translation," compiled by the missionary society, was published 5 times, but unfortunately, its publications, as well as the lexical composition of the dictionary, were not studied [13].

Two dictionaries (1880, 1882) were published in the printing house by M.A. Gladysheva, which was located on Nikolayevskaya Square in Kurmanaev's house. These works were the intellectual property of the Orthodox Missionary Society. The permission to print was given by the Council of St. Gury Brotherhood on July 8, 1880.

The Brotherhood of St. Gury (the Missionary Society of St. Gury) was established in 1867 in Kazan to spread Christianity among the non-Russian population of Kazan province. The main trends of its activity were the opening of schools for "non-residents", translations and the publication of church literature in the languages of the Volga region peoples, etc. The brotherhood ceased to exist in 1917 [14].

By decision of the same Council in 1886, 1888, 1891, new versions of this dictionary were published in the printing house by M.A. Chirkova. Grammatical material was added in its new editions, and this was reflected in the vocabulary title: "The brief Tatar-Russian and Slavic-Tatar dictionary with the addition of Russian grammar foundations." All dictionaries are compiled on a thematic basis.

The dictionaries issued by the Missionary Society of St. Gury [13] provide only the translation of words and there is no philological information in them.

The well-thought-out structure and the composition of these lexicographical sources indicate that their authors possessed a method of dictionary compilation. The bilingual Russian-Tatar dictionaries of the XIXth century were compiled alphabetically or thematically. In the bilingual dictionaries by A. Troyansky, S. Kuklyashev, L. Budagov, N.P. Ostroumov, K. Nasyry, A. Voskresensky, M. Yunusov the words are placed in alphabetical order, in many dictionaries (Tatar-Russian) - by Arabic alphabet and presented in three columns: Arabic - Tatar - Russian. In Russian-Tatar dictionaries the Russian alphabet is observed strictly. The second thematic type was used by I. Giganov (1801), Sh. Gabelgaziz (1893) and the Missionary Society (1880-1891). These dictionaries were structured according to the systematic macrostructure: the words in them are not arranged alphabetically, but are grouped by semantic proximity.

### Conclusions

Thus, it should be said that these dictionaries were very convenient for Tatar language learners since the authors took into account all the features of another language teaching during their compilation. The inclusion of only active units necessary for communication, their division into subject groups, the attempt to reflect the phonetic laws of the language in writing, the work in large cases with word equivalents during translation, the presentation of grammatical material indicates the rich lexicographic experience of the authors of these dictionaries.

The emergence of bilingual dictionaries in the 19th century, authored by representatives of the Kazan School of Turkology, who also participated in the missionary movement, was conditioned by political, economic, and social needs. The Tatar language was the functional state language and the language of diplomacy in the relations between Russia and the countries of the East. Diplomatic documents sent along the state line to Turkey, Central Asia, Iran, India and Mongolia were drawn up in Tatar language. This was one of the main reasons for the emergence of bilingual dictionaries. Such dictionaries, along



with the activities of missionaries, played a large role in the introduction of Tatars to the Russian language.

N. Roerich describes the mutual influence of the peoples of Russia cultures with the following words: "Without noticing, the Tatars took the most ancient cultures of Asia and spread them across the Russian plain unwittingly" [18]. Until recently, the problem of the Tatar component in the Russian civilization was considered in the plane of political culture borrowing, such as state management, but the aspect of cultural borrowing is equally interesting [19, 20].

These bilingual dictionaries, created by scholars, teachers and missionaries, brought to us the richest lexical material of that era, which reflected the ongoing cultural-historical dialogue of Russian and Tatar peoples.

#### **Conflict Of Interests**

The author confirms that the presented data do not contain a conflict of interest.

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## Case System of Tatar Language in Synchronic and Diachronic Aspects

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### Abstract

This article describes the systematic classification signs of declension of nouns in Tatar language. In the chronological aspect, the structural varieties of declension nominal and possessive nominal paradigms are singled out in the literary monuments of the Tatar language, their structural parameters are established. The declension paradigm, which is recorded in texts written in different historical periods, varies in terms of case composition.

The grammatical category of declension in Tatar language has not been studied as an integral subsystem so far. Mainly they described either the grammatical system of the language of a particular period or the language features of specific literary monuments. The relevance of the study stems from the focus on a clear definition of correlated case form range in a chronological aspect and the establishment of declension types, as well as the need to study the patterns of declension grammatical category development; the synchronous and diachronic descriptions of noun declension types in the Tatar language.

The scientific novelty of the article lies in the fact that it makes the first attempt to determine the types of declension in the Tatar language based on the materials extracted from written texts relating to chronologically different language development sections and periods; and they also compare the grammatical forms and the paradigms of declension in the synchronous and diachronic aspects.

On the basis of the systematic study of declension in the Tatar language within a chronological aspect, they established that the various stages of the language evolution are characterized by the use of several types of noun declension. The study shows that there is the transition from a multi-type declination to a single-type one in the Tatar language.

**Key words and phrases:** Tatar language, grammatical system, declension, declension paradigm, declension types, noun.

### 1. Introduction

In modern Turkology, grammarian interest is directed to the study of the Turkic declination paradigm in historical aspect. G.F. Blagovaya noted, that the combination of synchronous and diachronic aspects in linguistic studies provides a high efficiency of their results: "they allow to clarify both modern and historical dialectal division of languages of a particular region, contribute to an in-depth study of specific Turkic language structure in historical aspect" [1: 3].

For Tatar linguistics and comparative historical research in Turkology, the category of declension is of particular interest. "Declination is one of those key categories that largely determine the specifics of the grammatical structure of the Turkic languages. Declination forms are recognized as an important distinguishing feature of Turkic language groups and subgroups" [1: 4]. Based on the systematic approach and using the material from different historical eras, we set the goal to study the distribution of case formatives and to establish the relationships in their historical development.

"Like any grammatical category, the case is the unity of grammatical meanings and the forms of their expression. The presence of this grammatical category in a language implies the existence of different forms of the same inclined word" [2: 42].

In the studies devoted to the comparative historical study of the Tatar language they analyze grammatical structure, the grammatical system of the language and its styles of a particular period or literary monuments [3, 4, 5].

The writings by G.F. Blagovaya developed the principles for the systemic description of the Turkic declension facts, which allow to classify the types of cases [1: 304]. In Tatar linguistics, the works on the description of language data relating to chronologically different sections has been presented fragmentary [6, 7]. The studies by F.Sh. Nureyeva, on the basis of the stratification of the literary text language and the highlighting of its basic system among a wide range of written monuments of the Golden Horde period, testified to the provision on the continuity of the Turkic literary tradition and to the development of a new regional version based on the Kypchak Koine [8]. The work by I.B. Bashirov applied the concept for the systemic description of the Tatar literary language main features of the late XIXth - early XXth century, they determined the norm and the variability of case forms of nouns [9].

This article is devoted to the systematic description of noun declension types in the Tatar language within the chronological aspect, in order to show the tendency of the nominal and possessive-nominal inclination paradigm development in the Tatar language.

The sources of research were represented by a large circle of medium Turkic literary monuments and the works in the Old Tatar language, published in the Arabic script, as well as from the modern Tatar language.

## 2. Methods

With regard to the problems of research, they use effectively the complex of existing basic research methods. The methodological basis of the study is the experience of hermeneutic analysis of written text language based on the system-functional approach to the language, accumulated in Russian and foreign Turkology, as well as in Oriental studies. The selection and the analysis of language units was carried out on the basis of a set of research methods and techniques application: partial and complete sampling, the systematization of units according to denotative classes, and elements of component analysis were used. The generalization and the interpretation of observation results were carried out on the basis of scientific description method. The comparative historical method was used during the analysis of grammatical forms in the diachronic aspect concerning the modern Tatar literary language.

## 3. Results And Discussion

Turkic studies demonstrate two structural types of the Turkic declension of noun: simple (without affiliation affix) and possessive, i.e. the declension of the noun with possession affixes, correlated with the concepts of "nominal paradigm" and "possessive-nominal paradigm".

Traditionally, four types of declension typical for individual Turkic languages are singled out in the Turkic science: "Oguz, Kypchak, Uygur-Kypchak and Karluk" [1: 43]. However, it should be noted that at different stages of Turkic language evolution, the paradigm of noun inclination was somewhat different from the norms of declension in modern language. This linguistic phenomenon is also characteristic of the Tatar language, which can be traced in the next stages of the language evolution.

The old written Tatar language, whose chronological framework had been determined since the 13th century, has its roots in an even more ancient version of the common Türkic literary language - Karakhanid-Uygur. One of the cultural centers in the Volga region was Volga Bulgaria. During the first third of the XIIIth century, the poem "Kissai Yusuf" by Kul Gali was written on this territory. The scholars note that the basic case system of written literary monuments of Volga Bulgaria is represented by six traditional forms that are reconstructed in the ancient Turkic language and preserved in the modern Tatar literary language: basic, possessive, directional, accusative, original and local-temporal [10].

In the nominal paradigm, along with a number of similarities with the Kypchak type of declination, the possessive, directional and accusative cases demonstrate an active variation of the Oguz type of declination forms. Compare the frequency of use: the Kipchak form -nyŋ/-niŋ in 75 word forms, and the Oguz -yŋ/-iŋ in 42 word forms; Kypchak version -ya/-gä in 52 word forms, the option -a/-ä in 200 word forms; the option -ny/-ni - 79 times, the Oguz form -y/-i occurs 64 times, the variant dan/-dän is fixed 173 times, the Uyghur indicator -din is recorded only 33 times [10]. Thus, the grammatical declination paradigm is represented by the following forms in the language of the studied monuments:

Paradigm Cases	Kypchak type		Oguz type	Uyghur type
	After vowels and consonants	After voiced and voiceless consonants	After consonants	After consonants
Main case	∅		∅	∅
Possessive	-nyŋ / -niŋ		-yŋ / -iŋ; -uŋ / -üŋ	---
Directional case	-ya / -gä	-qa / -kä	-a / -ä	-yiya / -igä
Accusative	-ny / -ne		-y / -i(e)	---
Original case	-dan / -dän	-tan / -tän	---	-dyn / -din
Locally temporary	-da / -dä	-ta / -tä	---	---

In general, the set of declination forms presented in the table is structurally ordered. According to the classification criteria, the basic system of language declination is the closest to the Oguz-Kipchak type, the case forms that do not fit into the basic system are included in the Uyghur type of declination.

The studies by F.Sh. Nurieva devoted to the language of literary monuments of the Golden Horde period, after the static analysis of nine written works of art, stated that the transition from the traditional Karakhanid-Uyghur type to the Kypchak type of declension began in the 14th century [8].

According to the researchers, the Uyghur-Kypchak type is represented by the declination of religious-didactic texts of the language: "Kysas al-anbiya" by Rabguzi, "Nahj al-Faradis" by Makhmud al-Bulgari, "Khosrow and Shirin" by Kutba. The Uyghur-Kypchak type declination paradigm is presented below:

Paradigm Cases	Nominal paradigm	Possessive paradigm	nominal
Main case	∅	∅	
Possessive case	-nyŋ / -niŋ	-nyŋ / -niŋ	
Directional case	-qa / -ya	-nya	
Accusative case	-ny	-yn / -yny	
Original case	-din	-ndin	
Space-time case	-da / -ta	-nda	

The Kypchak type of declension is dominant in the language of secular texts "Gulistan bit-turks" by S. Sarai, "Muhabbat-name" by Khorezmi, "Dzhumdzhuma Sultan" by H. Katib, "Kisekbash kitaby". The Kipchak type declination paradigm is presented below:

Paradigm Cases	Nominal paradigm	Possessive paradigm	nominal
Main case	∅	∅	
Possessive case	-nyŋ	-nyŋ	
Directional case	-ya	-na	
Accusative case	-ny	-yn	
Original case	-dan / -din	-ndan / -yndin / -ndin	
Space-time case	-da / -ta	-nda / -ynda	

Thus, it should be stated that in the language of the Golden Horde written monuments of the XIVth - early XVth centuries two types of Turkic declension were recorded: Uygur-Kypchak, characteristic of the traditional literary language and Kypchak, based on a nationwide and spoken language.

In the language of the works by Muhammedyar, Kulsharif, the famous poets of the Kazan Khanate (XV-XVI centuries), the case system is represented by the traditional six forms. The performed study showed that in the nominal paradigm of inclination, the Kypchak type of declension is the norm, the Oguz foreign dialect form is presented in the possessive, directional and accusative cases and does not fit into the structurally ordered relations of the basic system. The indicators of the nominal declension paradigm are presented below:

Paradigm Cases	Kypchak type	Oguz type
Main case	∅	∅
Possessive case	-nyŋ / -neŋ; -nun / -nün	-yŋ / -eŋ
Directional case	-ya / -gä; -qa / -kä	-a / -ä; -ja / -jä
Accusative case	-ny / -ne	-y / -i(e)
Original case	-dan / -dän; -din	---
Space-time case	-da / -dä	---

In the possessive-nominal paradigm of inclination, the directional case is represented by the series of varying forms of declension [10].

Number Person	Singular	Plural
I person	-yma / -emä; -ymya / -emgä	-ymyzya / -emezgä
II person	-yŋa / -eŋä; -yŋya	-yŋyzya / -eŋezgä, uŋuzya
III person	-yna / -enä; -yya / -egä; -ynya / -engä	---

When they take into account the listed convergences and discrepancies of the structural order in the language of written monuments during the Kazan Khanate period, the Kypchak type of declension is the basic one, except for the initial case, represented by the ancient Uigur form in -din, and in the possessive nominal declension paradigm - the Karluk form on -yya / -igä and Uigur on -ynya / -ingä.

In the language of literary monuments of the XVII-XVIII centuries, the nominal declension paradigm is mainly represented by the Kypchak type. At the same time, in comparison with the language of the Kazan Khanate monuments, the activation of case forms of the Oguz type is observed. As is known, the Oguz elements varied in all stages of the Old Tatar literary language development. However, in different periods, these elements had different degrees of manifestation. According to researchers, in the XVII-

XVIII centuries the intensive penetration of the Oguz component was connected with the strengthening of the Ottoman influence [11: 156]. The nominal declination paradigm is represented by the following formal indicators:

Paradigm Cases	Kypchak type	Oguz type
Main case	∅	∅
Possessive case	-nyŋ / -nen	-yŋ / -eŋ; -uŋ / -üŋ;
Directional case	-ya / -gä; peje -qa / -kä	-a / -ä; -ja / -jä
Accusative case	-ny / -ne	-y / -i(e)
Original case	-dan / -dän; -dyjn / -din; peje -tan / -tän; -nan / -nän	---
Space-time case	-da / -dä	---

The possessive-nominal paradigm of declension has a mixed use of affixes of Kypchak, Oguz and Uygur types of declension, which is preserved in the case system of the modern Tatar literary language.

Cases	Declension affixes
Main case	∅
Possessive case	-ym-nyŋ; -yŋ-nyŋ; -y-nyŋ
Directional case	-ym-a; -yŋ-a; -yn-a
Accusative case	-ym-ny; -yŋ-ny; -yn / -yny; -yya / -iyä / -ynya
Original case	-ym-dan / -ym-din; -yŋ-dan / -yŋ-din; -ydan / -i-dän / y-din;
Space-time case	-ym-da, -yŋ-da, -yn-da

As you can see, the use of forms within the nominal paradigm of declension in the language of literary monuments of the XVII-XVIII centuries is represented by the Kypchak and Oguz types. The activation of the Oguz forms in comparison with the previous periods of the Old Tatar literary language is associated with the literary and linguistic factors of the Ottoman influence.

The XIXth century is a difficult period in the development of the Tatar literary language, as it was the transitional stage from the Old Tatar to the national literary language [12: 58]. The cultural and historical situation of the 19th - early 20th century directly influenced the language of literary works, which is clearly manifested in the grammatical paradigm of noun declension.

Paradigm Cases	Kypchak type		Oguz type	
	After vowels and voiced consonants	After voiceless consonants	After vowels and voiced consonants	After voiceless consonants
Main case	∅		∅	
Possessive case	-nyŋ / -nen		-yŋ / -eŋ	
Directional case	-ya / -gä	-qa / -kä	-ja / -jä	-a / -ä
Accusative case	-ny / -ne		-ja / -jä	-y / -i(e)
Original case	-dan / -dän / -din	-tan / -tän	---	---
Space-time case	-da / -dä	-ta / -tä	---	---

Thus, during the processing of the linguistic materials from the texts of the 19th - early 20th century, we encounter the phenomenon of the indicator activation of the Oguz declination type. The traditional Old

Uigur form of the initial case, the affix -din, which is unique from the point of view of the historical evolution of the Tatar declension, is preserved and varies with the Kypchak indicators on -dan / -dän / -tan / -tän.

According to the researchers, in the classic Old Tatar literary language of the XIXth - early XXth century "the centuries-old written and traditional norms of the classic Old Tatar language (Türks) and commonly used colloquial forms of the Tatar people, the interaction of which becomes the basis for the emergence of the structural and functional variability of the norm, are related peculiarly [9]. It should be noted that the basic declension system in the language of written monuments of the studied period in the nominal and possessive nominal declension paradigms is Kypchak, but the variability is observed in the forms of the possessive, directional and accusative cases.

The modern Tatar language has "a single type of declension for all nouns with only two options for softness and hardness. There are no indeclinable nouns in the Tatar language" [2: 54].

The nominal declension paradigm is represented only by the Kypchak-type affixes, in the possessive-nominal declension paradigm, the Oguz-type indicators of the Turkic languages are traditionally preserved in the possessive, directional and accusative cases.

#### 4. Summary

1. It has been established that at different stages of the language evolution, the paradigm of noun declension was somewhat different from the norms of declension in modern language. In the historical evolution of the Tatar language, we observe the inclusion of indicators of all four types of declension characteristic of individual Turkic languages: Kypchak, Oguz, Uygur-Kypchak and Karluk.

2. In synchronous aspect, the obtained results make it possible to develop a historical map of declension type distribution in the Tatar language based on materials extracted from the written texts relating to chronologically different periods of the literary language development. The study shows that there is the transition from a multi-type declension to a single-type (Kypchak type of declension) in the Tatar language.

3. Modern Tatar language has a single type of declension for all nouns, the nominal declension paradigm is represented only by Kypchak-type affixes, and the Oguz type indicators are preserved in dative and accusative cases within the possessive-nominal paradigm of declination.

#### 5. Conclusions

Thus, on the basis of a systematic study of declension they determined the evolution of the Tatar declension in the chronological aspect. It turned out that different historical stages of the language are characterized by the use of several types of noun declension. The study shows that the Tatar language is characterized by the transition from a multi-type declination to a single-type one. In synchronous aspect, the obtained results prove that the modern Tatar language has the single type of declension based on Kypchak.

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## Specifics of Lexeme "Hour" Use In N. Yazykov's Poetic Language

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### Abstract

The article studies the semantics and the compatibility of the temporal lexeme "hour" in N.M. Yazykov's poems, the poet of the "Pushkin's Pleiad", whose work remains poorly studied today. The functional and semantic features of this noun are studied in order to determine the features of time perception by the poet. The word "hour" is used by N.M. Yazykov 92 times. Within the meaning of 'the interval of sixty minutes', the noun "hour" is time counting unit, it has quantitative certainty, used in combination with numerals, and does not contain connotation. The word "hour" in the second meaning of "time, moment" is used both in the singular form and in the plural form to designate time intervals of different duration, as well as time in general, and may contain qualitative characteristics: emotional evaluation, the perception of time as long or rapid one and others. They noted the prevalence of the word "hour" predicative combinations with verbs of rapid movement (rush, fly, etc.). They used such general linguistic and linguistic-stylistic methods as the method of contextual analysis, component analysis and the method of a literary text interpretation. The conclusion is made about the feeling of time transience characteristic of Yazykov's poetry and its qualitative certainty.

**Keywords:** time, hour, temporal vocabulary, Yazykov.

### 1. Introduction

Currently the researches are focused on the study of the writer's linguistic picture of the world [1]. The appeal to the artistic text makes it also possible to clarify the peculiarities of the world picture during the era when the work was created, and the subjective, author's perception of the world. One of the most important aspects of the picture of the world in a poetic text is the perception of time by the author. The category of time is one of the most important categories of modern world outlook [2]. The attitude of poets to time is often associated with the literary movement to which they belong. So, the poetry of the second half of the 18th century, is characterized by the motives of human existence furious nature, the search for the ways of reconciliation with an implacable time, which is typical of classicism literature [3, p. 338]. The subjective perception of the current time becomes relevant for sentimentalism [ibid.]. The time in A.S. Pushkin's art world is interpreted peculiarly, the philosophical understanding of time was imprinted in the poem "The cart of life" [4]. Time becomes the subject of serious and systematic reflection for the poets of the 20th century (V. Khlebnikov, I. Brodsky and others) [5, 6].

N.M. Yazykov is one of the little-studied poets of romanticism era. The category of time is expressed specifically in his work. In the present work, we will consider the use of the lexeme "hour" by Yazykov, which in is quite frequent in his poetic language: according to the Dictionary by N.M. Yazykov, the poet used it 92 times [7, p. 89]. In our opinion, the analysis of time vocabulary use by the author is one of the ways of the author's picture of the world study embodied in a text. Besides, the consideration of the aesthetic potential of individual words plays a significant role in the study of the writer's idiostyle [8-11].

### 2. Methods

The material of our research was the poems by N.M. Yazykov, the references are given to the "Complete collection of poems" [12].

In the process of work, such general linguistic and linguistic-stylistic methods were used as the method of contextual analysis, component analysis and the method of a literary text interpretation.

### 3. Results And Discussion

The word "hour" is pan-Slavic and is associated with the designation of time, but in different Slavic languages its semantic range is very wide: from the name of a short period of time, some moment (Serbo-Croatian *čas*) to the designation of time (Polish "Czas", Czech, Slovak "Čas") [13]. In Russian, the basic meaning of the word "hour" was 'the time span equal to sixty minutes, one twenty-fourth of a day, a unit of time' [14, Vol. 17, col. 762].

N. M. Yazykov uses the word "hour" in the indicated value, but the number of such examples is insignificant. Thus, in the poem "The Sensitive Journey to Revel," the poet describes in detail how he left Dorpat, mentioning the time his journey began: Before the Trinity on weekdays / the city tower, / struck six o'clock / on Saturday afternoon [12, p. 80]. In this sense, the word "hour" is used in combination with numerals. In the Yazykov's poetic texts, the noun "hour" also appears in the composition of the stable combination "an hour by hour: ... inactive and sleepy / an hour by hour passes, and you are sorrowful and restless [ibid., p. 358]. Here the lexeme hour is traditionally combined with the verb go. Using this expression, the subjective feeling of the slow passage of time is also indicated: Without tobacco as without a soul / A student, his loyal lover, / I barely live an hour by hour / With my unfeigned sorrow [ibid, p. 100]. In the examples considered, the word "hour" is used in the direct sense and does not contain any connotations.

According to the dictionaries, the second meaning of the word "hour" is 'time, moment' [14, v. 17, col. 764]. It is most frequent in Yazykov's texts in this sense. Most often, the lexeme "hour" appears in conjunction with the adjective: what time is it (for example, morning hour) or with a noun: what hour (leisure hour). In our opinion, two groups of contexts can be distinguished: the contexts where the word "hour" is used to denote the time of day (but not as the unit of time), and the contexts where "hour" has a broader semantics of time.

In the first case, the word hour reveals compatibility either with the nouns that call some period of the day: Where the hot hour of noon ... [12, p. 290], or with the adjectives derived from them: Alone, with a bowed head, / In my lonely shelter / I sit in deep silence / during the bright hour, and during the night hour [ibid, p. 133]. Often the word hour is used in conjunction with the pronoun "that" and is defined by the subordinate: At that time, as the sky burned, / by morning golden dawn ... [ibid, p. 57]. Combining the names of different time intervals in one context, the poet creates the gradation series to enhance expressiveness: ... there will be my blood for you / Every day, every hour, / As you command to worry [ibid, p. 194].

The second group of contexts is the most extensive. One may note the use of the word "hour" in singular and in plural. Speaking about the time of occurrence of any event, Yazykov uses the construction "at the hour / hours of something", "at any hour / any hours": Perhaps, my dear friend, / In this terrible hour of the storm, / The beauty, caught in a thunderstorm, / You will see ... [ibid, p. 56]; And during the winter hours, a Young student of inaccessible beauty is shrouded in rum, / roams in front of the house in vain! [ibid, p. 255]. A stable combination "at a good hour" is used as the wish for good luck and well-being [14, vol. 3, vol. 852], the poet uses it repeatedly in poems: Manage it as you wish! / Play it at a good hour! [12, p. 289].

Having considered the predicative compatibility of the lexeme "hour", we can see both traditional combinations with the verbs of motion (go, fly), and the occasional ones. The predicative combination of "an hour will come" can be attributed to the usual: I foresee a merry hour will come, / Like you, having let the reins pass, / Overtake your young friend ... [ibid, p. 291]. The combinations of the noun "hour" with the verbs of rapid movements (fly, rush, flicker) predominate in Yazykov's work, in these contexts the feeling of time transience is conveyed: And romantically with Lileta / the night hours will fly by [ibid, p. 197]; The hours light as shadows / flash past us [ibid., P. 64]; So, my sad poet! / It will be the hour

soon, / When you must be separated from your native country / You should be separated with friends [ibid., p. 57]. The same meaning is conveyed by the combination of a verbal noun "flight" with the time lexeme; short adjectives with appropriate semantics are used to enhance expressiveness: Free, fast, captivating flight / Hours of love, inspired by hope [ibid, p. 179]. It is interesting, that Yazykov's lexeme "hour" can be combined with the verb "to fly", which, unlike the word "to fly", denotes a repetitive action that takes place in different directions. In the poem "To A.S. Pushkin's nanny", the poet recalls the time he spent at her: Fluent tongued spoke fluently, / And the light hours flew carefree! [ibid, p. 241]. The sensation of the rapid passage of time can be transmitted using the verb "to run", while the verbs of the auditory perception are not combined with temporal vocabulary as a rule. However, we find a similar combination in Yazykov's poetry that helps to convey the enthusiasm of the lyrical hero, which allows not to notice the passage of time: The fast running of hours is not heard - / And the ray of the east finds us / In the expanse of sweet works! [ibid, p. 236]. Let us give another example of the occasional use of the lexeme "hour" and the verbs of movement, which syncretically refer to the movement in space, the running of time and the flight of the hero's dream: Goodbye, the beauty of someone else's land, / Farewell, Germans and friends: / I'm already flying in a cart, / leaving the hours behind by dream! [ibid, p. 139].

Telling about his life abroad Yazykov writes the following in the poem "To N.V. Gogol": And I am still in Hanau / I sit, I am bored and longing / Among a foreign language < ... >; My hours are obstinately sluggish / Go, like a common verse [ibid, p. 375]. In this case, the adverbs characterizing the subjective feeling of time slowness are very indicative.

It should be noted that in Yazykov's works the word hour appears both as a subject and as an object of action. In the first case, the temporary lexeme becomes the base for the creation of impersonation: Be joyful, in memory of him, / The hour which connected me with you [ibid, p. 286]; He lay trembling and dense / The historian of our way, - / He was cruelly tired / Hours of walking and effort / And boring fear to go forward [ibid., p. 290]. As an object of action, the lexeme "hour" is used in the function of the complement, in particular, with the verb "divide": Lyudmila is sitting under the window, / The evening leisure hours / are shared by an old girlfriend with her [ibid, p. 417]. Metonymy is also possible: Eloquent stories < ... > Flying leisure hours / will enchant us in silence [ibid, p. 246].

The name of a definite time for accomplishing something is specific to the word "hour" in Russian, this meaning is implemented in the related use within the combinations "the hour has come", "the hour of something is close" [14, v. 17, col. 765]. In Yazykov's poem we find the example of this noun use, while the meaning of a certain period is implemented in the following context: But there will be an hour, it is inevitable, / It will open this world, where the mind is hopeless, / to your eyes / Where happiness is a dream, and trouble is not a dream [12, p. 146]. It is characteristic that the word "hour" is used by Yazykov to denote future time and expected events (it is impossible to say in Russian: an hour of awareness has passed) [15, p. 271].

### 3. Summary

The word "hour" is quite frequent in N.M. Yazykov's works. It is used by the poet in two ways: 'a time interval equal to sixty minutes' and 'time, moment'. The noun "hour" in the first meaning is a unit of time and it is used in combination with numerals and does not contain additional shades. The word hour in the second meaning is used both in singular and in plural form to designate the time of day, developing the combinations with the adjectives "morning", "early", "night", etc. to denote the time periods of different duration: winter hours, leisure hours, etc., as well as to name 'time in general', while the lexeme "hour" acquires a qualitative certainty, as is indicated by various epithets: cheerful hour [12, pp. 126, 291], terrible hour [ibid., pp. 55], sacred hour [ibid., p. 145]. Also, the word "hour" forms predicative combinations with the verbs of movement: go, rush, fly, etc., the choice of the verb is determined by the

subjective feeling of time transience or slowness. The poetic works of N. M. Yazykov's language are characterized both usual and occasional combinations (the hours flew, etc.). A sustainable combination "in good hour" is used as the wish for good luck and well-being.

#### 4. Conclusions

The category of time in a poetic text is implemented, in particular, through the use of temporal vocabulary. According to the analysis of the lexeme "hour" use in N. M. Yazykov's works, we can draw the following conclusions. Yazykov's poetry is characterized by the sense of time transience, its swiftness, as is evidenced by the use of appropriate predicative combinations (hours fly, etc.). There are much less examples of the word "hour" use with the verbs that convey the semantics of slow movement. The word hour in Yazykov's poetry is capable of naming a personally significant period of time, filled with some events, as indicated by various epithets. This is due to the fact that for Yazykov, as a romantic poet, it was important to show the inner world of the lyrical hero, his thoughts, doubts and experiences.

#### 5. Acknowledgements

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MODERN

## The Process of Creating Myths About Russian Federation In English-Language Online Mass Media

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### Abstract

The current paper is dedicated to studying the mechanisms of manipulation and propaganda in English-language mass media, with a focus on the process of creating myths about Russia through news articles in the Online media. The main goal of the study was to identify the general dynamics of representation of Russia in the international mass media, determine the characteristic of stereotyping and myth-making, analyze the methods of creating the image of the country. We have studied the articles of “Middle East Eye”, an independent media source led “by events, not political leaning” [1], and “Spiegel Online International”, an online version of a German media translated into the English language [2].

Through the methods of content analysis of media articles (quantitative and qualitative), monitoring of the content representing Russia, structural analysis of the content, lexico-stylistic analysis, comparative analysis it had been ascertained that during the period of the research, the studied mass media tended to create negative images of Russia with great frequency, use labeling and mythmaking methods in their articles to present the country and its key personalities as enemies. Current study covers journalistic texts published during the period from the beginning of 2015 year to the May, 2018, which made it possible to see the dynamics of the myths about Russia and determine how the tone and volume of coverage of the country transform through this period under political, economic, social events across the world.

**Keywords:** journalism, mass media, manipulation, myths, Russia, Kremlin, public opinion, online media.

### 1. Introduction

The purpose of the research and the current paper is to identify the key ideas, images, language and discourses presented in the English-language online media in the articles mentioning Russian Federation, Russian policy or single personalities representing the country. Analysis of the representation and methods of creating an image of the country based on news articles helps us to understand not only the exact myths created about the state but understand the dynamics of the ideas circulating through the global media.

We must highlight that seeking for the Truth and be reporting it is one of the main missions of a journalist and a principle recommended to follow by the International Society of Professional Journalists. However, due to the power a reporter faces and more rights and informational resources telling all the truth without a limit can cause harm to certain individuals or whole countries. Among the others, there are the goals of a professional journalist to support civil exchange of views, paying attention to the sources' motives, and avoid stereotyping [3] (and stereotypes and myths, importantly, can occur in journalism if labeling, demonization, rhetoric of the “other” are used widely during the narrative process). A professional journalist is also recommended to provide opportunities for the voiceless masses to get attention to their problems and tell their story, which had become so-called “CNN-effect” - a phenomenon when the mass media becomes able to change political decisions, call for immediate action in a crisis or even a natural disaster [4].

On the other hand, media can become an instrument of propaganda, threat and manipulation directed to influence the image of a country and its positions on the international arena without taking all the circumstances into the consideration and the misapplication of expressive storytelling opportunities. This is what we can see nowadays in numerous international media sources in the discourse of portraying Russian Federation, its policy, politicians, president and the situation in the whole country itself. The hegemony of certain myths in the news sphere also results in the denial of other possible views. For

example, on the German n-tv a term “Russia-understander” had been created to discredit experts with less critical view on Russia [5].

Through research and monitoring of the myths created in the most recent time, and, what is more important, by defining the methods of creating and spreading these myths, specialists can determine the themes and situations, which require a dialog, and start a more intense conversation correcting an image of Russia through civil methods and avoiding new stereotypes and myths creating a barrier between countries.

Myths and stereotypes about Russia had been studied by other specialists with different approaches and sources of myths, in many cases, literature, history, and social attitude were included in the research process. Sociologist S.G. Kara-Murza had been exploring myths and stereotypes on the historical basis analyzing the experience of the past and taking into consideration not only the myths created by mass media but the existing stereotypes about Russian and non-Russian objects in general [6].

The researcher who underlined the mass media as a source of myths is French journalist Alexandre Latsa, who lived in Russia and cooperated with the bunch of brave colleagues to create two books covering the country and Putin's regime contrary to the propagandistic war with Russia. These books are based on the French media sources and written incorporating the experience of the foreigner living in Russia, which reflected in the double-sided approach to the topic [7].

A. Culadze's “Political mythology” is another important research, which, however, drives the attention to political figures as sources of myths and analyzes the political, economical interests and aims of creating a certain image or tone in the public arena. The key idea of policy and economy as the resources for myths and the unilateral reality representation borrowed from the researcher helped us to determine the more significant problems and discourses in the studied media [8].

Felicitas Macgilchrist had dedicated a book to research the dynamics of the media coverage of Russia in the mass media worldwide. Through the case study of news sources' reaction on some key newsbreaks, they determine the general characteristics of the articles and threat motives in the texts, finding and highlighting through the whole study the hegemony of view on the country and its leading personalities. We have borrowed the approach to connect, monitor and summarize the leading discourses found in the mass media research, which resulted in presenting systematic myths and streams circulating in media sources.

Bird and Dardenne in their work “Myth, Chronicle and Story: Exploring the Narrative Qualities of News” bring to a focus an approach towards the news as a type of storytelling, which can function in a mythological way [9]. Looking on the articles as on the narrative allows to treat it as a communicative dialog and apply a function similar to a “folklore” myth, which then becomes spread into the masses and circulates around and sometimes becoming a disturbing factor for new articles. The same study correlates with Kelsey's “discourse-mythological analysis (DMA)” - an attitude which states that the news creates systematic expressions, transformed into narratives which can be related to the form and language of archetypical myths, and propose a certain ideology to interpreters. Since a text uses the logic of the myths, it results in a predictive reaction, which a reader would have towards a myth, which has strong, clear and easy to understand relations between its characters, and, as a result, see the reality in a certain determined way [10].

## 2. Methods

Chronological period of the research covers the beginning of the year 2016 to May 2018, and for checking the dynamics of the myths we also related to the previous research of the same media sources during the period from the January of 2015 to May 2016, which allows us to relay to the whole 2-year period coverage of Russia in the studied media sources. The comparative analysis of the articles presenting the Russian Federation in the online mass media articles had been made through the method of content analysis, combined with the quantitative and qualitative approaches.



As the object of the research the “Middle East Eye” online mass-media project which is self-proclaimed as an independent, and dedicated to highlighting the topics and problems of the Middle East region as a central subject, had been selected as well as the “Spiegel Online International” version of the German mass media. The choice of the newspapers had been determined by the need to represent different types of the press and we want to underline that organizations and media sources like the Middle East Eye are rarely studied but they appear as a unique example of a media, which makes it mission to help people and spread an independent view on the Middle East topics. Each of the mass media owns enough potential to affect the values of a reader and other journalists as far as they provide unique content and reports, which when become circulating among other platforms.

The goals of the research of the myths and attitudes toward Russia in the media included determination of the priorities in the way of presenting the articles, detection of the characteristic tendentious, including the general set, genre diversity, keynote and emphasis in the articulation of the chosen problems.

In the process of the research, the following methods had been used: monitoring of the content representing Russia, content analysis of media articles chosen for the study; structural analysis of the content; lexico-stylistic analysis, comparative analysis.

### 3.Results

1. The research helped to determine the key ideologemes, topics, and myths chosen by the media to build the image of Russian Federation. One of the mostly actualized topics is that Russia secretly kills civilians on purpose or supports the ways to commit treat to civilians. The amount of the articles linking the number of deaths, describing harm and threat towards civilians with Russian interests in the Middle East, and the accent made on the secret character of its goals, promotes a lack of the belief to country's personalities, governmental and military structures. The accent of the MME in this discourse was made on Russia killing people and denying these facts, seeking economical, political and even promotional interests, which discredits Russian point of view on the problem. In the series touching on the Syria question Vladimir Putin was called a “rocket man” and the Russian actions in Syria had been described as “flexing muscles” [11]. The position of Russia in Syria is described as “imperious”, and the country called “a real winner” of the whole situation in the country. In articles of analytical character, the examples of Russian actions in Afghanistan and Ukraine are provided as additional arguments illustrating the point. It is important to note that the language and text compositions used for such type of the news create a strong emphasis and use methods of causing an emotional reaction of readers. This includes photos of the children, destroyed cities, sufferers of the war, injured people, as well as comments from the people in the zones across the country. The media also puts the total number of all people killed during 7 years to key articles, sometimes mentioning the deaths among children separately, which creates a certain tracking line across articles, highlighting the great scale of Russian “imperious” impact.

“Spiegel Online International” also supported almost the same position, however, the major methods of providing a point of view in this media were articles reporting results of a meeting of the European Union or through interviews and quotes of German politicians. Despite the lower number of the articles touching on the actions of Russia in Syria, Spiegel International finds other informational sources for building the image of Russia as a country, which shouldn't be trusted – this is achieved by Navalny's interviews, the anniversary of October Revolution, Russian-Ukraine relations topic.

2. Through the research process we were able to find myths and labels toward Russia in both mass media, used intensively but the strategies and methods of promoting these constructed images of the country were noticeably different. Middle East Eye tends to operate with facts in numbers in most of the articles of news genre, in case of key metaphors, labels or stereotypes appearing, they are usually presented via a quote of a character the media refers to. A noticeable trend with this mass media is that the effect is reached by the huge massive or news and stories published on the platform and mentioning the country

or its personalities. Another widely used tool of this media is the usage of emotionally strong illustrations in the articles as well as including social media posts embedded into texts. Less often MME publishes texts of analytical character, which appear as personal columns of the journalists involved in the project. In such types of texts the usage of metaphors, labeling appears much stronger.

“Spiegel Online” is tended to create strong and catchy headlines when covering Russia and including terms “Cold war”, “hybrid war”, “monarchy” to the articles to support the constructed image of Russia [12].

3. The dynamic of the myths about Russia in Spiegel had gone down in last years due to the Trump personality and the US strategy gathering part of the attention. Russia went from a central figure of articles to a co-character in the most recent news published in “Spiegel”.

On the contrary, the number of articles featuring Russia in MME had grown up due to the media covering news and issues of all Middle East, where Russian Federation's footprint increased. Taking this into consideration, we would say that the high number of texts representing Russia on MME nowadays grows due to its growing participants in the issues of the Middle East primarily rather than other reasons.

4. We have discovered the antinomy of the characteristic of Russian image in the Middle East Eye media: on one side the negative evaluation of everything related to Russia is dominating leaving almost no chances to the opposite point of view due to the great support of European position towards the country; from another side, the most bright myths and rhetorics towards Russia are tracked in the articles of columnists, who generally have a right to present their point of view in an expressive form in case to drive attention to the actions, which they consider wrong and harmful. Despite this, we still assume that MME becomes a source of the hegemonic image of the country mostly due to the huge amount of news portraying Russia as an aggressor and liar, which leaves the lack of space to an alternative vision labeling most of the Russian replies as lies.

5. If comparing the two halves of the chronological period studied, we can determine that in the Middle East Eye more Russian personalities started to appear during 2017: before that, the key figure mentioned was Putin and other politicians, experts, governmental personalities used to be presented poorly, while now the mass media relates to more other figures like Sergey Lavrov, Sergey Kislyak, Dmitri Sablin.

6. In the Spiegel Online International the figure, which started appearing more in the articles building up the image of Russia, is Alexey Navalny, whose personality was identified in the media as “opposition leader” and used to propose the negative characteristics of the country[13].

#### 4. Discussion

The results of the research complement statements of both S.G. Kara-Murza and Felicitas Macgilchrist and provide more recent examples of the one-sided representation of the country in the English-language media. Additionally, the study had been covering a quite young, self-proclaimed independent international source, which hadn't become a base for the analysis of other specialists and which appears as an interesting case for a deeper study due to its growing reputation, amount of content and the high quality of the articles.

The possible perspectives of the study is to deepen the research of myth-making and propaganda against Russian Federation via the case study of the most valuable news topics and taking a look onto other types of foreign mass media for a better representation of circulation of the myths.

#### 5. Summary

In our work the analysis of online journalistic texts had been made, which allowed concluding that the one-sided image of Russia becomes a stable part of the content in the English-language mass media, building a negative image of an aggressive, harmful and selfish state. Mass media studied contributed the

circulation of these negative portraits across all the chronological period and discredit the opposite point of view.

## 6. Acknowledgments

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## Forming Anti-corruption Competence Through Teaching a Professionally-oriented Language Course

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### Abstract

Nowadays corruption tends to be a burning issue for almost all people around the globe. It impedes economic development, hampers economic growth, undermines public trust in business and the consistency of legislation and accountability system on the whole.

Around the globe, the usual approaches to fighting corruption schemes are not producing good enough results. The government's vigorous actions taken to combat corruption among political appointees, business representatives, state and law enforcement officials are subjected to continuous scrutiny in mass media. Much spoken about are the recent sophisticated corruption scandals with 3 members of the Russian Investigative Committee (ICR) D.Nikandrov, M.Maksimenko, A.Lamonov; governors of the Kirov Region N.Belykh and Sakhalin Region A.Khoroshavin; head of the T Department of the Central Interior Ministry D.Zakharchenko; ex-mayor of Yaroslavl Y.Urlashov; former vice governor of the Chelyabinsk Region I.Senichev; member of the General Administration of the Federal Penitentiary System for the Perm Region A.Ganush and some other cases.

**Keywords:** professional communicative competence; simulation model; business game; interdisciplinarity; anti-corruption propaganda.

### 1.Introduction

It is quite evident that the number of corruption cases against Russian officials is on the rise. According to D.Peskov, it is impossible to fight against corruption in a come-and-go manner. Adopting laws, the work of special services and oversight bodies contribute much to the success in supervising and implementing discipline, punishing and guarding against corruption. There is no doubt that the toughest measures are designed to have a deterrent effect and the investigations of corrupt cases clearly show that all evildoers, irrespective of their position and status, sooner or later will be prosecuted.

It is certainly true that neither governments nor companies can counter corruption alone. Endemic corruption has to be battled on many fronts and by all players. Henceforth, knowledge of determinants of corrupt, illegal or otherwise anti-social behaviour, education of corruption prevention and awareness-raising of the younger generation play a significant role in the fight against corruption. There are good reasons for higher education to take on these challenges. Consequently, the analysis of the information field of scientific researches and educational practice leads us to recognition of the fact that this phenomenon is to be carefully analysed at university level, where the links between the disciplines taught and the issue of corruption investigated make it possible to raise the awareness of the young by giving practical examples in order to promote understanding of human rights, civil responsibility and duties to the society.

*The problem of a research* consists in the assumption that the corruption topic can be effectively incorporated in various subjects and the English language is not an exception.

*The objective of the research* is to elaborate and provide theoretical and practical grounds for implementing simulation techniques in professionally-oriented language courses for law students with the view of creating anti-corruption mindset and attitude.

*The research object* is the students' anti-corruption propaganda in higher education institutions.

*The subject of the research* is assemblage of features for its realization in anti-corruption education through teaching a professionally-oriented language course.

*The research hypothesis* lies in the fact that nowadays the dominant higher education objective is highlighted as development of such communicative skills which will enable a student to get engaged in thoroughly organized professional interlingual communication. It is important that the branch lines of the university should be objectively projected in foreign languages syllabus. It should be emphasized that the most effective process of foreign language learning with a view of successful profiling is based on simulation modeling. Business game is considered to promote the balanced development of the professional language communicative competence along with skills of rational team cooperation and collaboration in solving real problems.

*The methodological basis of a research* includes a theoretical analysis and summary of legal, pedagogical and linguo-didactic literature as well as methods of teaching foreign languages for special purposes; content analysis; modeling; empirical method.

*Scientific novelty:* The author pioneered the use of anti-corruption propaganda through professionally-oriented foreign language material by means of a specific role modeling «the procurement cycle - corruption risks».

*Practical value:* The highlighted peculiarities of educational game space will contribute to the improvement of professional communicative training in high schools. The results of the undertaken research can be used in practical language courses for law students.

Experimental materials and recommendations published on the results of the study are put into practice in training future specialists at Kazan National Research Technical University named after A.N. Tupolev - KAI, Kazan Federal University.

Currently, the ever-increasing requirements for graduates' vocational and foreign language training determine a growing need for new approaches to teaching foreign languages.

N.B. Krylova declares that the professional culture of a specialist is reflected in the degree and quality of socially significant personal features development, the latter being realized in the context of a certain professional activity [1].

The prime task of modern higher vocational education is to form and improve bilingual communicative competence ensuring the future specialist an effective and sustainable base for preparation and self-realization in multicultural world. This very statement stands out as a research hypothesis for doctoral thesis carried out by G.K. Borozenets. The scholar affirms that the communicative competence of students educated in non-linguistic high schools proves to be a prerequisite for their successful professional activity in the context of cross-cultural dialogues [2].

The given statement serves good grounds for developing strategic mechanisms of intercultural communication, which will enable the partners to quickly adapt to interacting within a wide variety of participants from different linguo-ethno-cultural communities.

## 2. Methods

Upon analysing recent educational trends, the author becomes conscious that construction of learning process in the context of cross-cultural dialogues alongside with the idea of forming communicative competence of the future specialist is at the core of modern pedagogical practice. It should be noted that language education is of vital importance since it enables competitive specialists to develop their professional positions and life-views. Henceforth, due attention in non-linguistic universities is to be given

to the vocational and communicative orientation of foreign language training, with the actual language needs of the future profession being taken into account.

### 3. Results And Discussion

The main objective of optional courses “Interpreter in the sphere of professional communication” is to acquaint the future specialist with the linguistic and professional specifics of some particular occupation. This proves conclusively that early specialization and ongoing profound study of linguistic material encourage students’ awareness of professional participation, enrich their word stock and broaden the boundaries of the academic subject through keeping the students engaged in real human activity. The practice explicitly shows that it is through simulation modeling that a creative and productive professional activity engaging students in high levels of critical thinking and communicating is achieved. I.N. Bystrova’s scientific research centres around the idea that simulation technology is revealed through an imitation situation, educational business game and professionally oriented project. The author emphasizes that the game simulation at the present stage of pedagogical science development is represented by business games (military, political, industrial, research, training); certification games to select and appoint the staff as well as to assess the level of their qualification; situational role-playing games and etc. [3]

The team of such authors as G.V. Lavrentiev, N.B. Lavrentyeva and N.A. Neudachinalay particular stress on the need for agreed step-by-step application of imitation methods within a single topic, when the material is studied consequently through analyzing/solving “ready” concrete situations to taking part in cognitive-didactic and role games [4]. Ultimately, the climax illustrating the students’ pro-con professional activity debate is a business game, treated and understood as a set of ways and methods of teacher-student / student-student coordinated activities during which the participants succeed in obtaining a certain level of knowledge of a foreign language. [5]. There is universal agreement as to the advantages of applying business games to the university training of future specialists expressed in carried out researches by AA. Golos (1973), E.A. Litvinenko (1985), I.M. Syroezhin (1981), E.A. Khrutsky (1991), V.V. Glukhov (1998), N.V. Borisova (1999, 2000), N.M. Platonova (2001), E.V. Zmievskaya (2003), I.N. Bystrova (2008) etc.

The core criteria for the successful game modeling are: synthesis of accumulated educational information, conscious application of professionally-oriented knowledge, skills and abilities; an adequate level of knowledge of the terminology base dealt with a specific professional sphere; communicants’ willingness and maturity to establish contacts and forecast consequences of their decision-making. As to the present scientific research, it is the business game that we consider a logical continuation and final stage of specific vocational senior courses. We are firm in our belief that business game is considered to promote the balanced development of the professional language communicative competence along with skills of rational team cooperation and collaboration in solving real problems.

We have developed and tested business games in the future professional activity for senior students of the Law Faculty, the educational material being applicable within the framework of “Contract drafting”.

An important innovation is the expansion of the topic content by actively involving the students in a problem solving role play in order to figure out the main corruption risks of contractual relations in procurement (public procurement) field.

Including anti-corruption propaganda in foreign language learning adds up to the implementation of the National Anti-Corruption Plan for 2014-2015 (approved by the Presidential Decree № 226 dd. April 11, 2014) and the Programme on anti-corruption education for 2014-2016 (approved by the Russian Federation Government Decree № 816-r dd. May 14, 2014), which set the priority for “the study of foreign experience on raising legal awareness of citizens, promotion of anti-corruption standards of

conduct, education and training ..." and "including the elements of anti-corruption conduct standards in the federal state educational standards of general, secondary vocational and higher education".

Like most of the authors we consider it reasonable to precede a play-activity with careful preparatory work which covers pre-game, game and post-game (estimation) stages. As practice shows, the most laborious is the preparatory stage where students are involved in actively searching for material on a given topic, selecting and studying specialized literature and authentic current sources. Despite the prevailing opinion about community of human experience, each language communicant is sure to encounter quite a few fragments of certain knowledge (terminology) areas having some specific meanings which undoubtedly will manifest itself in the language [6, 7]. It seems that this statement can be taken for granted in the practice of the procurement cycle.

The lack of uniformity in the conceptual and terminological apparatus of procurement encourages students to carry out preliminary terminological research and work out the glossary.

The task of the teacher as an organizer of gaming dialogical two-way interaction is to create favourable conditions for future specialists' active development and self-development, i.e. carefully elaborate the plot, course of events and role filling. At the implementation stage we specified the main goals of speech interaction, roles and communicants' relationships.

Role play can be realized in the form of pair, group and team work, but in relation to our material we consider it beneficial to make up mini-groups of 2-3 people, where each student seizes the opportunity to speak convincingly and listen to alternative points of view on the suggested cases of situational and structural corruption. The final stage of the role-play is a detailed analysis, where students together with the teacher discuss the experience and actions of team members, as well as potentially possible options for coordination and cooperation between the participants of the procurement cycle to form negative judgments of corruption abuse.

We are aware of the fact that linking the content of studied foreign language material to special subjects gives a huge potential for creating students' internal motivation. Therefore involving students in the game, we simulate real situations demanding a good deal of inquiry and critical thinking, where the participants are free to argue for and against a proposition, clarify their own values and take a personal stand in search for measures to sort out the problem with possible corruption risks.

A practical guide of the United Nations for customers and suppliers "Fighting corruption in the supply chain: a guide for customers and suppliers", a practical guide "An anti-corruption ethics and compliance programme for business" and guidance on good practice producers for corporate anti-bribery programmes "The 2010 UK Bribery Act adequate procedures" considerably facilitate the development of situational frames [8, 9, 10].

The highlighted situations for role-playing cover the corruption risks at all stages of the procurement cycle, as well as detail possible mitigation and prevention measures of this kind of abuse. Choosing the theme of the business game is determined by ever-increasing urgency of combating corruption crimes in the system of goods and raw materials procurement. We agree with Cobus de Swardt and Michael Wiehen that procurement has long been a battleground for corruption fighters, a scene of "grand" corruption involving massive contracts and crooked deals with politicians [12, p.88]. With the longing for illegal benefit on the part of bidders/contractors becoming bigger and bigger, the corrupt efforts and actions become more and more intricate.

It should be recognized that no company is immune to the risks of corruption during contract performance:

Situation: Supplier offers bribe to contract manager to overlook inferior goods or services.

Background: A supplier makes a delivery of 10,000 widgets. Upon inspection of the goods, a customer contract manager notes that the fasteners on the widgets are inferior to those specified in the contract, and could cause the widgets to fail in use, posing a potential safety hazard to users. The contract manager phones his contact at the supplier and explains the discrepancy. The supplier employee offers the contract manager money to ignore the issue and pass the goods on, indicating in his paperwork that the goods are in conformity with the contract.

Student A: the customer contract manager

It's in your interests to: – Refuse the corrupt payment on the grounds that it violates the business principles of the company, may violate applicable laws and could lead to the dismissal and criminal prosecution of the employee concerned; – Make a record of the relevant interaction; – Refuse the goods, explaining that they do not meet the standards in the contract; – Immediately report the offer of a bribe to customer management; – Report the offer to the appropriate level of the supplier's organization, indicating that the goods have been refused and that the bribe offer may lead to termination of the contract; – Investigate the entire engagement as well as past deals with the same supplier and determine whether the customer has previously accepted nonconforming goods from this supplier; – Determine whether the nonconformity of goods was inadvertent or deliberate; if deliberate, terminate contract.

Student B: the supplier employee/the supplier

It's in your interests to: – Accept return of the goods, and remanufacture the goods in conformance with the contract; – Investigate, perhaps in conjunction with customer, both the attempted bribe and the nonconformity of the goods; – Discipline all employees involved in the bribe and if necessary, terminate employment; – Notify customer of corrective action taken; – At the conclusion of the investigation, document and apply lessons learned (e.g., make relevant changes to operations, review processes, etc.); – Retrain relevant employees on policies against corruption, including changes that may have been made as a result of the investigation and the possible sanctions for non-compliance.

Companies are increasingly facing a variety of negative consequences for failing to deter corruption involving bribery of government officials or other third parties:

Situation: Customs official demands bribe from supplier to speed goods through customs or to pass nonconforming goods through customs.

Background: A supplier produces widgets for a customer. The contract specifies certain deadlines by which the widgets must be delivered, and imposes substantial penalties for late delivery. The supplier orders certain component parts for the widgets from outside the country. These parts arrive in port, but are held up in customs, where a local customs official demands a payment from the supplier before he will release the goods. The supplier will incur significant penalties under the contract with its customer if the parts are not received immediately for the production of widgets.

Student A: the customs official

You are willing to take an advantage of the awkward situation the supplier has been brought face to face with. Being aware of the existing timeframes and possible penalties, you are going to set the trap for the supplier egging him on to pay for your favourable speedy approval.

Student B: the supplier

It's in your interests to: – Refuse to pay the bribe, explaining that it violates the business principles of the company; – Make a record of the relevant interaction; – Return to the customs official with at least one witness and explain that the supplier would like the goods released if they are in compliance with customs regulations, otherwise the official should indicate specifically what is not in compliance and the



supplier will correct the problem; – Notify the customer that delivery may be delayed as a result of the bribery demand from the customs official, and work with the customer to find a solution; – Try to determine whether the demand for the bribe is endemic to the customs office, or merely the conduct of a rogue official; – Consider external reporting, perhaps in conjunction with the customer.

There can be bribe solicitation for confidential information during pre-bidding or bidding stage:

Situation: Procurement manager demands kickback from supplier to secure contract or provide inside information on bidding process.

Background: You are running an overseas field office for a multinational company and still need a big deal to reach the annual sales target. You are preparing the bid for a big contract that you are eager to win. A consultant who is close to the customer approaches you and offers to reveal the evaluation criteria and provide you with information on bids already submitted by some of your competitors against the payment of a fee (“kickback”).

Student A: the procurement manager

You are interested in finding a birch ply-wood supplier for the furniture plant.

Student B: the supplier

You represent HW Trading which is one of the leading Russian manufacturers of large-size birch plywood. Production facilities are located in Nizhegorodskiy region. You’ve been demanded to pay a certain amount of money in return for a contract of supply.

It’s in your interests to: – Refuse payment; – Ask consultant to put request in writing; – Record meeting, keep minutes and report to management; – Disclose to contracting party that you have been approached with information and that there might be a leak in the process; – Disclose to competitors that you have been approached with confidential information and suggest jointly approaching procurement agency with an NGO for increased scrutiny of the bidding process, which will limit the value of the confidential information; – Work through industry initiatives to communicate bribery demands and other corruption, and expose known corrupt organizations to national anti-corruption bodies.

Student C: the customer

It’s in your interests to: – Investigate reported acts of corruption, perhaps in conjunction with supplier; – Discipline all employees involved in acts of corruption and if necessary, terminate employment; at the conclusion of the investigation, document and apply lessons learned (e.g., make relevant changes to operations, review processes, etc.); – Retrain relevant employees on policies against corruption, including changes that may have been made as a result of the investigation, and the possible sanctions for non-compliance.

The authors were first in the domestic scientific literature to highlight the formation of anti-corruption competence through foreign language teaching. Basically, anti-corruption education came up for discussion while studying legal and other humanitarian disciplines and sometimes within the courses of Deviance and Conflictology Studies. This makes the submitted manuscript not only up-to-date, but practically meaningful as well.

#### 4. Conclusion

Simulation of professional activity proves useful in foreign language teaching and contributes significantly to creating close-to-life training for perspective professional field. Thus, we draw up to the conclusion that fitting of game role models offers students not only up-to-date thorough knowledge of the subject but also makes it possible to implement lexical units of a certain terminological corpus of the studied and native languages. Henceforth, the students are given an opportunity to improve their skills of

constructing fruitful and beneficial interaction as well as coordinating and negotiating their efforts to solve the arisen problems.

Gaming practice as a whole is of vital importance in the process of minimizing the language barrier and intensifying intra-group speech activity. Games and gameplay techniques within the undertaken research have a significant modeling potential and certainly contribute much to the formation of anti-corruption ideological attitudes among students.

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## Communicative Culture Development at University

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### Abstract

Interpersonal cooperation and professional growth depend on communicative culture level of each student acquired at University foreign language lessons.

Therefore, the chosen subject "communicative culture development at University" is relevant. Socio-pedagogical significance of communicative language teaching on various stages of teaching process is obvious.

The article deals with the principles of communicative culture development at University foreign language lessons. It defines quality factors of improving educational system of foreign language teaching at University. The article singles out and substantiates requirements to provide efficiency in the process of student's communicative culture development in the course of the English lessons at Universities.

Theoretical and practical value of the research is undoubted. The Research information presents certain interest for foreign language teachers to help the latter acquire experience of increasing communicative culture level of students at technical schools, Universities.

**Key words:** communication, communicative situations, communicative skills and abilities, communicative culture, principles of education, the English language, University level.

### 1. Introduction

Forming of a socially active personality is a key task in a modern educational paradigm. Its function is to develop a socially oriented student, able to fulfill effective social interactions.

Modern social situation demands from each student a full scale of social communication skills patterns, expands its sphere and requires a higher mental activity on the part of every student. All these factors help to lay special emphasis to communication process in the course of teaching English at University level.

Traditionally foreign language teaching has always been viewed as a process aimed at forming a student's communicative competence. Today specialist training is considered to be one of the most important aspects in educational system. It takes a student all period of education to master communicative skills and socialize in society.

Nowadays it is expected that any University graduate should be professionally educated and prepared to the process of communication on the basis of cooperation and tolerance.

Indeed, communicative culture is an integral element of a person's image, his/her socio-cultural and professional positions. Society determines professional growth opportunities and profound knowledge in different fields, including foreign language using skills.

In this regard one of the most important aims is teaching and training students to be ready for cultural, professional and personal communication in modern society.

Historic analysis of a "communicative culture" concept, its structural components and contemporary views on this phenomenon has allowed us to single out characteristics of communicative culture development (M.S.Kagan (Kagan, 1996), A.A.Radugin (Radugin, 2001), Z.N.Nikiitenko (Nikitenko, 1993) and E.N.Passov (Passov, 1977)). Such issues compile an indicative system of human behaviour and intercultural communication, which may be realized in social communicative situations during the English lessons at University level.

Scientific research analysis and educational practice draw attention to the fact of some contradictions existing in educational system, on the one hand, and increased requirements to professional growth in communicative field on the other.

*The problem of the research* consists in considering different approaches to students' communicative culture development during the English language teaching at Universities.

*The purpose of the research* is to give a theoretical justification and work out a communicative culture development at University level model.

The following *objectives* are singled out:

- to define "communicative culture", i.e. unity of cognitive - motivational activity and its theoretical components. It is considered necessary and important issue of the model under discussion;
- to work out a foreign language teaching model based on effective approaches of developing students' communicative skills at University level by means of learners inclusion into social situations;
- to find out features characterizing different levels of mastering students' communicative culture realized in socially oriented situations.

*The object of the research* is a system of communicative approaches realized during English language teaching at University level.

*The research subject* is students' communicative culture development at University level.

*The research hypothesis* is students' communicative culture development during English lessons at University level can be effective considering the following aspects:

- motivational and valuable students' attitude towards communicative culture allowing to consider it an urgent aspect of professional adaptation development;
- humanitarian educational conditions to master communicative culture;
- educational situations for involving students in the process of development and implementation of social projects aimed at fulfilling communicative approaches at foreign language lessons at University level.

The purpose and hypothesis of the research have defined the following statements and solutions of the following tasks:

- to prove the bases of students' communicative culture development theoretically and methodologically on the basis of pedagogical analysis at University;
- to disclose the inner and outer structure and maintenance of "communicative culture" concept as obligatory component of educational system;
- to develop a model of students' communicative culture development organizationally and pedagogically at University;
- to measure efficiency of communicative culture development at University model experimentally.

## 2. Methods

The methodological basis of the research includes educational system of communication and communicative activity of students development, students' self-realization in communication; philosophic issues and a humanistic approach; theory and practice interconnection; culture comprehension as part of philosophical category forming communicative skills during English language teaching courses at University. The above-mentioned system, students' personal-activity and culture-logical approaches are used as special methodological tools.

Theoretical basis of the research is Communicative Education Theory. The most prominent representatives of which are as follows: (O.V. Babansky (Babansky,1989), I.A. Zimnyaya (Zimnyaya, 1985),N.V.Kuzmina (Kuzmina,1970), A.A Leontiev (Leontiev, 1965), E.I. Rogov (Rogov, 2000); the theory of professional activity -V.N. Gurov (Gurov, 1997), E.V. Bondarevskaya (Bondarevskaya, 1999), A.N. Leontiev (Leontiev, 1950), A.A. Lobanov (Lobanov, 2002), V.A. Slastenin (Slastenin,2002); culturological approach to study of pedagogical activity (A.I. Arnoldov (Arnoldov, 1994), V.S. Bibler (Bibler, 1999), A.V. Brushlinsky (Brushlinsky, 1996).

Theoretical value of the work is determined by the fact that the research contains conclusions, helping :

- to define a complex of pedagogical requirements, directed to realize a model of students' communicative culture development at University level;
- to provide motivational students' attitude towards communicative culture by increasing their social activity;
- to create humanitarian communicative conditions based on the unity of educational and cultural issues during English lessons at University;
- to realize students' communicative activities during English lessons.

Practical value is determined by the fact that the research contains conclusions and theoretical aspects which help to create effective methods of educating a specialist of a new type, to modernize educational process, to introduce new optional courses, programs, textbooks, methodological recommendations, etc.

The purpose of modern trends in Didactics is intercultural integration, one part of which is the continuity of personal skills and abilities development and creating new approaches during teaching foreign languages at University level. In modernized Russian educational system the demand for developing communicative skills and abilities of each person in society is put in the forefront. In this regard, one of the most important tasks of foreign language teaching is to make students ready for cultural, professional and personal communication with a high level of communicative culture. The requirement for communicative culture development in teaching a foreign language is not effectively met by teachers and leaves much to be worked out in Pedagogical Theory.

To achieve this target the authors have created a model of communicative culture development in teaching a foreign language at University. This model is based on fulfilling principles of modern communicative technologies like communicative technology (Passov, 1989) "Cultures Dialogue' technologies (Bibler, 1992) and teaching technologies in cooperation (Polat, 2000).

### Materials and Methods

A detailed analysis of the literature on the topic of the study was carried out. Questionnaires, observations, conversations, interviews, psycho - diagnostic methods, a pedagogical experiment, a modeling, qualitative and quantitative methods allowed to get empirical data.

The main issues of the research are shown below:

1. Communicative culture is an integral part of a personality's culture. It helps to strengthen adaptive skills and to form effective social interaction in society.
2. The purpose of teaching a foreign language and bringing up a competitive specialist, who is professionally ready to perform his/her duty, able to effectively communicate with people, is achieved by creating a pedagogical model, that is aimed to form students' communicative culture on the basis of different approaches.

All data obtained were tested on normal distribution with the help of criteria of Kolmogorov-Smirnov. The results of the calculations showed that we could refer distribution of data to normal distribution. For detection of differences calculation of Student's coefficient was used. [21, P. 271]

### **The experimental base of the research**

Experimental work was carried out at Kazan(Volga region) Federal University, in Naberezhnye Chelny.

### **The stages of the research**

The research was carried out in several stages.

During the first stage the analysis of Russian and foreign psychology-pedagogical literature on research problem was conducted; searching for methodological and theoretical aspects; revealing structure and content of a "communicative culture" concept, the respondents were divided into experimental and control groups; working out educational experiment.

During the second stage a pedagogical model of communicative culture forming was developed; experimental work was carried out to diagnose its effectiveness and to correct pedagogical features of students' communicative culture development revealed during teaching English lessons.

The final stage included analysis, processing, generalization and systematization of experimental work results; conclusions drawn and methodological recommendations formulated; approbating the results at Universities.

### **3. Results**

A developed model of communicative culture is based on communicative situations, principles and the main technologies of foreign language teaching. It allows to claim that it is important to start developing communicative skills and abilities at schools, then to continue developing them at technical schools and universities.

#### **Stages**

Education lasts during the whole lifetime and it is not limited during studies at Universities. It allows to be tolerant, to treat people of different cultures and communicate with them properly.

The main characteristics of a person-oriented educational process are student change into a genuine successful person of educational and professional process and teacher change into organizing coordinator of students' activity. The teacher fulfills a function of a connecting link between a learner and culture, ensuring students' realization in culture and self-determination in it. One of the forms of realization of these needs and interests are socio-cultural community and education.

Professional development of a student is based on the ideas of person-centered approach. It is focused on a new type specialist development whose main traits are creativity, self-education and self-development.

Communicative culture is an important priority of a specialist's professional education and is defined as a set of skills denoting tolerant interaction between people and effective solution of all possible communicational tasks, such as communicative competence, psychological and informative knowledge (facts, ideas, concepts, laws, values, etc.); skills, rules and regulations in the sphere of communication; positive thinking and capability to solve different tasks; communicative ethics and erudition.

Communicative culture can also be considered as a set of the following components:

- emotional culture or culture of feelings, which is an adequate reaction to surrounding reality;
- a culture of thinking that appears as a specific form of cognitive activity directed at perception and generation of the reality;

- culture of speech.

A person's communicative culture development supposes:

- development and formation of communicative skills and abilities;
- development of a number of psychological and mental qualities that are particularly evident in communication process;
- assistance in mastering the means of communication; formation of a number of social qualities necessary to take an active part in communication.

A humanistic educational paradigm is characterized by a dialogue of communicative culture, which depends on dialogical competence of a group of people. Dialogic communicative culture is characterized by willingness of interlocutors to harmonize personal and social values with each other, by ability for adequate, positive, effective and interpersonal communication. It leads to forming creative and positive way of thinking.

At university the process of students' communicative culture development is presented in the form of a descriptive organizational and pedagogical model based on the unity of its elements. The structure of communicative culture concept includes three components: cognitive-motivational, active and rhetorical.

Communicative culture is characterized as a process, the purpose of which is professional completeness of a specialist's training. In addition, the process may be analyzed as the structure developing this process, stages and forms of organization, principles and methods of teaching English. Communicative activity is reflected in motivational sphere of a subject and in a content of communicative activities and skills.

In our view, the purpose of communicative culture development can be achieved by solving a number of tasks:

- motivational-valued attitude formation to communication and its structural components in particular;
- getting knowledge on communication and its cultural forms in particular;
- communicative skills and abilities development.

These issues can be solved only in case of influencing all personal aspects of students: motivational, intellectual, behavioral, realized in a definite educational pattern. These communicative situations may be formed artificially in teaching. The main purpose of teaching is students' humanistic consciousness development.

Humanitarian education communicative values may be divided into three aspects:

- humanistic, an issue of dignity and human rights;
- social, related to interaction between people, including political, legal and economic order;
- cultural related to the world of art, literature, religion, morals, national and ethnic traditions, philosophical and scientific knowledge, cross-cultural interaction.

Humanistic consciousness development can be achieved during effective activities of a teacher and students' groups being arranged in a certain system. The elements of which are as follows:

- rejection of dehumanizing educational policy, when a person is characterized only as an object of pedagogical influence. Here the necessity of using different communicative techniques;
- democratic methods based on principles of cooperation, consideration and self-education;



- a complex of different methods and techniques to develop communicative culture during English lessons.

In developed pedagogical model communicative culture development, the most effective way of it is involving students in socially oriented activities. By the term "socially oriented activities" we understand students' participation in solving socially significant problems, including drug addiction, ecology, homelessness, etc. The main form of such activities is social engineering. Social engineering is understood as sequence of actions, a set of skills, methods, and techniques aimed at achieving a certain purpose. It includes several stages:

1. a project planning;
2. the information obtained is presented in different forms: reports, answers to the questions, completed forms, records of a researcher, audio and video recordings, etc;
3. processed information in accordance with a developed program of a project;
4. data analysis and conclusions made in the form of documents, reports, tables, etc.

The work begins with a number of social formulated problems that are relevant for a region. The following aspects are important: the importance and severity of a problem for a region (city, country); the possibility of its solution; one's real participation; time needed to solve it; techniques and financial resources for its solution and availability. It is important to get all possible information from newspapers, directories, documentary films and TV shows, etc. Open discussions are organized, sharing his/her ideas concerning contemporary social problems on different levels, from global to regional and local in this region. All statements and opinions of participants should be carefully recorded.

The process of students' communicative culture development is presented in the form of a descriptive organizational and pedagogical model through its unity of the elements.

The structure of communicative culture concept includes three components: cognitive-motivational, activity and rhetorical.

The process of communicative culture development during foreign language teaching has its own characteristics at each stage of development. Quantitative changes are transformed into qualitative indicators of communicative culture development during transferring from previous levels of teaching to the next one. The continuity of communicative culture development in integrated system "school - technical school - university" is provided on the basis of preservation and transferring of the most essential elements of communicative culture to new higher level of its further development. The model communicative culture development is based on realization of communicative situations and the main principles of leading techniques in higher educational establishments.

The analysis of foreign language teaching in higher educational establishments allows to develop a structure of continuous communicative culture development (see Fig.1).

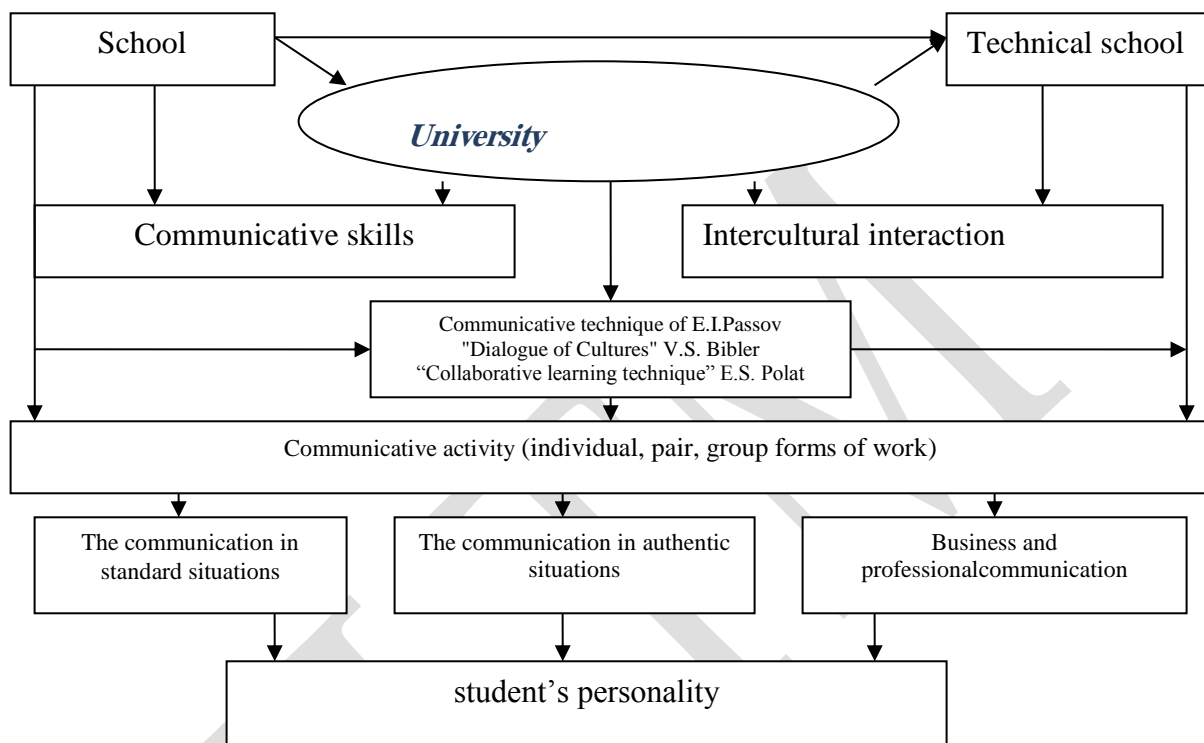


Fig.1. Model of communicative culture development

In most research communicative culture development is considered as a process, the purpose of which is a qualified specialist who is ready to effective communication. In addition, during preparatory stage it is analyzed as: its structure, stages, forms, educational principles and methods.

Communicative activities are reflected in motivational sphere of a subject, realized in communicative skill and habits, allowing carrying out this activity. Training includes teacher’s and students’ activities to make learning process more effective. Thus, each stage of education is a predominant activity, which must be intensified. In our view, the purpose of preparatory work can be achieved by solving a number of problems:

- motivational-valued attitude formation of communication and its structural forms in particular;
- knowledge formation of communication in general and its cultural components in particular;
- developed communication skills and abilities.

These tasks can be solved only in case, if there is an impact on all spheres of a personality (motivational, intellectual, behavioral). It is provided by creating appropriate educational environment at University.

By “university educational environment” we understand a system of requirements and conditions of identical formation, as well as opportunities of its development contained in social and spatial-objective environment.

Communicative culture development of a future specialists takes place in the context of humanitarian educational environment, which is regarded as cultural and educational field with humanistic and moral values priority.

Humanities play a special role in educational environment creation. The main task of its study is students' humanistic consciousness development.

For humanitarian education values are divided into three aspects:

- humanistic, an issue of dignity and human rights;
- social, related to people's interaction, political, legal and economic spheres;
- cultural sphere, related to the world of art, literature, religion, morals, national and ethnic traditions, philosophical and scientific knowledge, cross-cultural interaction.

Humanistic consciousness formation can be achieved through a deliberate group of teachers and students activities arranged in a certain system, components of which are:

- a wide choice of educational courses in social Sciences and Humanities, a mixture of scientific and technical knowledge with universal elements of Science, society and nature;
- rejection of dehumanizing educational policies, when a person is characterized only as an object of pedagogical influence and means of the same techniques prescribed by program;
- developed democratic methods of teaching students, promoting the principles of cooperation in education, expansion of self-government got during activities described in University structures.

According to pedagogical model communicative culture development, it has become clear that the most effective way of solving this problem is students' participation in socially oriented activities. Under "a socially oriented activities" we recognize students' participation in solving socially significant problems, including drug addiction, ecology, homelessness, etc. The main form of such activity is social engineering. Social engineering is understood as to be ordered in time and in a sequence of actions, a set of skills, methods, and techniques aimed at achieving certain tasks, ensuring social order realization. The process includes several stages.

1. The preparation of a project. A program compilation includes goals and tasks. If a project is carried out in one team, it is necessary to choose the leader. If you are planning a large-scale study covering a large number of respondents, for example, several hundred residents of a city, then it is necessary to form a working group to deal with it. At this stage, a teacher solves different pedagogical and organizational issues.
2. Getting primary sociological information. Primary information can be presented in different forms: in answers to interviewed questions, in completed forms, in records of a researcher, on audio and video recordings etc. An array of information available depends on the scale of the research.
3. Information processing. Results are processed manually on a computer according to a developed project program. If information processing is used, one needs to intermediate a special computer program.
4. Data analysis and conclusions. The information processed, the obtained results are recorded in the form of documents, reports, tables, etc. All is analyzed and conclusions are made and written in the form of an article, a memorandum or a scientific report. Later it is important to approbate these aspects.

Work aimed at project implementation begins with formulation of a number of social problems that are relevant for the chosen region. Open discussions are organized, during which one can listen to all comers,

share their ideas on contemporary social problems of different levels, varying from global to regional and local, inherited in this region. Participants' statements and opinions should be carefully recorded, without missing a single word.

A social problem is based on a number of criteria: importance and severity of a problem; possibility of its solution; real participation; time needed to solve it; got information and financial resources of its solution and availability.

After 2-3 chosen most urgent problems, students start formulating various variants of solving these problems. It is necessary to work out a plan that can be reached by public discussion.

In the process of students' communicative culture development the following important issues must be singled out:

- students' communicative culture has the following characteristics: feasibility, integrity, differentiation, consistency and phases of the research;
- communicative culture is resulted in professional readiness realized in activities and acts characterizing each person's qualities;
- communicative culture development includes three aspects: motivational-valuable, informative and practical issues.

#### Ascertaining stage

The experiment to develop effective students' communicative culture was carried out at Kazan State University. Students of Philology faculty are participants. Two groups are formed - experimental and control.

Two stages are developed. During ascertaining stage both groups of first-year students are tested to determine the level of sociability. Table 1

**Table 1**

The results of ascertaining experiment

Levels	EG, %	CG, %
Very communicative	4	2
Veryhigh	10	14
Higher	6	8
Aboveaverage	28	30
Average	32	34
Low	18	6
Verylow	2	6

The main criterion of communicative culture development is degree of its structural components development: cognitive-motivational, activity and rhetorical. In determining different levels of students'

communicative culture development, we relied on identified qualities, knowledge and skills. There are three levels: high, medium and low.

There are the following characteristics of levels.

High level - quality that is constantly manifested, a student is good at communicative culture, he/she has necessary communicative skills and abilities.

The average level-qualities are not always observed; the criteria are expressed, but limited and not effective enough in various activities.

Low level - qualities are rarely or not manifested, communicative skills and abilities are not developed. These levels are presented in Tables 2, 3, 4.

**Table 2.** Levels of cognitive-motivational component during students' communicative culture development

Levels	Features of communicative culture's level
High	A student understands the importance of mastering communicative culture. She/he has profound interest in interpersonal interaction process. A student realizes the essence of mental interaction and develops personality's communicative skills and abilities. He/she is able to create atmosphere of cooperation, mutual trust and understanding in communication. He/she is able to overcome problems happening in the course of communication, overcoming psychological barriers finding an adequate style in communication.
Average	A student bears in mind psychological characteristics of a person during communication. He/she realizes productive requirements and ways of effective communication. It helps a person to promote and to be emotional expressive. Though he/she does not always follow changing conditions of communication.
Low	A student rarely gets skillful communicative comprehension. A person does not try to understand a partner in communication and he/she constantly makes pressure on an interlocutor. There is incontinence and lack of interest in interpersonal interaction.

**Table 3.** Levels of active communicative culture components' development

Levels	Features of communicative culture
High	A student is highly communicative. He/she can use the whole set of verbal and non-verbal means of communication.
Middle	A student gets independent ability to master communicative skills, but he/she does not get proper initiative part in the process and does not try to achieve high results in mastering communicative skills.
Low	A student has no independent ability to master communicative skills. He/she is a passive, non-initiative and impatient. He/she ignores the necessity to master communicative skills and the usage of theoretical and practical forms and methods of communication.

Table 4  
Levels of theatrical components'  
Communicative culture development

Levels	Features of communicative culture
High	A student demonstrates accuracy, calmness, normative speech, benevolent tone, appropriate tempo, correct intonation, logical pauses and stresses, appropriate use of expressive means of a language. He/she has correct speech without mistakes easy for an interlocutor to understand.
Middle	A student's speech is characterized not by a very high level of mastering verbal and non-verbal means of communication. In communication there are mistakes, inaccurate usage of different forms. Speech is intonationally impoverished. The ability to use expressive means of language is limited. There are some difficulties in an adequate use of language tools for communication purposes.
Low	Communicative qualities of speech are formed at a low level: speech is monotonous, often he/she suffers from violations of logical harmony, vocabulary is rather poor. And there is lack of linguistic means. The speech has unacceptable terms, patterns, rough words. The norms of the literary language (grammatical, lexical, orthoepic, accentological) are violated.

During experimental stage a high level of students' communication competence was formed when teachers, students, group tutors were involved. The figures are given in Tables 5-6.

The results of diagnosing level formation of communicative culture components are reflected in tables 7-8.

Table 5

Cognitive-motivational components of communicative activity

Before experiment

Level	EG%	CG%
High	20	17
Middle	34	35
Low	46	48

After experiment

Level	EG%	CG%
High	63	23
Middle	29	47
Low	8	30

Pedagogical experiment includes also different tests.

The results reflect higher level of students' communicative culture development in experimental group in comparison with control one.

During research work positive dynamics of microclimate change and students' personal qualities are revealed. It proves the effectiveness of organized pedagogical model communicative culture development. It confirms stated hypothesis.

### **Forming stage**

During forming stage of scientific experiment software, training manuals, guidelines and diagnostic tools were used.

### **The essence of students' communicative culture development during interactive process**

In the process of communicative culture development a foreign language teaching demand educational material selection, put tasks, forms and methods of teaching.

Distinguished continuity features of communicative culture's development are revealed in substantive and procedural components. Substantial component is depicted in the integration of foreign language elements and professional training developed in communicative situations and via reading authentic texts. The procedural component is characterized by differentiation of objectives, forms, methods of teaching in accordance with different stages of communicative culture development at University.

### **Experimental formulated arguments of the research during foreign language teaching at University.**

Stated results, proved difference in control and experimental groups, are statistically significant. Consequently, pedagogical issues of effective influence on succession process of communicative culture's development are revealed and theoretically grounded. Comparative analysis of features at different levels of the research allows us how to conclude that motivational factor is determined at all stages. It helps to master communicative skills and get a higher degree of complexity (cross-cultural, professionally directed, and specialized).

The experiment proves the usage of authentic situations- problematic nature affected by educational process efficiency at each stage of learning a foreign language. The participants of communication are able to communicate in society.

### **4. Discussion**

Bologna process has put the communicative competence of University students at the forefront. Foreign language proficiency is the most important mediator of information in global society.

A lot of works are devoted to the problems of increasing of the educational process efficiency at Universities. G. I. Ibragimov (Ibragimov, 2001), V. G. Mukhametzyanova (Mukhametzyanova, 1996). Some aspects reflecting the role of foreign language training in this process are revealed in the studies of F.M. Kadyrova (Kadyrova, 2003), G. V. Rogov (Rogov, 2000), T. M. Tregubova (Tregubova, 1999), etc.

In recent years more and more scientists are working on the problem of expanding the opportunities and boundaries of application of alternative methods of knowledge transfer (G. I. Ibragimov (Ibragimov, 2001), M. I. Makhmutov (Makhmutov, 1985), A. M. Novikov (Novikov, 1986), etc.).

They focus mainly on knowledge gained in related fields of science (philosophy, psychology, sociology). Especially great attention is paid to communicative methods of teaching, as these methods allow linking the process of learning a foreign language with the external conditions and individual abilities of the student. In addition to changes, which affected the process of teaching a foreign language, it is possible to note the trend of humanization and humanitarization of all subjects in educational institutions.

If earlier the main idea was to pass some of the necessary amount of knowledge to students, the formation of functional literacy of students, currently the learning process is characterized by the thrust

of the "integral personality", its formation and development (G. V. Muhamet-Zenova, A. A. Volumes, G. A. Shmanov, etc.).

By communicative culture we understand the integrative quality of a person, adequate to its socio-cultural and professional status, providing the specialist with the opportunity of professional growth through the use of special literature, including in a foreign language.

Pedagogical and methodological bases of communicative approach in teaching of subjects of language learning cycle are revealed in works of E.I. Rogov (Rogov, 2000)etc.

The use of level communicative situations in teaching a foreign language allows to organize the process of learning as a process of knowledge of students of a different culture, contributing to the creation of a favorable context for the development of communicative culture of the individual, as well as mutual understanding and interaction of representatives of different cultures in a multicultural communication.

Features of teaching a foreign language in the process of the successive formation of communicative culture in the system of University is manifested in the determination of the selection of the content of educational material, forms, methods of teaching foreign language, the motives of communicative activity, student social status, value orientations.

Our study was concerned with the combination of the principle of continuity reflected in the substantive and procedural aspects of the relationship of student communicative culture formation. The integration of foreign language elements and professional training in the system of level communicative situations and authentic texts is inherent in the substantive aspect. The procedural aspect is characterized by differentiation of the purposes, forms, methods of training according to stages of communicative culture formation.

The experiment confirmed put forward a hypothetical situation. However, our study does not exhaust all aspects of the problem under consideration. Further study of the topic is possible in the following areas: development of the content and methods of organizing the successive foreign language teaching in different types of educational institutions; development of a monitoring system for the formation of communicative culture of students.

## 5. Conclusion

During students' communicative culture development the following, in our opinion, fundamental issues must be identified.

1. Communicative culture has the following characteristics: practicability, integrity, differentiation, consistency and stages of organization.
2. The result of students' communicative culture development is professional readiness to communicate and acquire positive quality characteristics of a successful specialist;
3. The features of communicative culture development include the following aspects: motivational-valuable, informative and practical.
4. During foreign language teaching different methods and techniques should be used.

Thus, practical value of the research is obvious. Suggested tasks are fulfilled. Its aims at increasing communicative culture level, the succession of principles are taken into account. Different stages of students' communicative culture development are defined. Teaching information is selected and systematized. A model communicative culture is worked out. It is based on differentiated system of communicative situations.



Theoretical and practical value of investigation is undoubted. The research results can be used by foreign language teachers at universities to improve learners' communicative skills and abilities to become successful specialists in a modern society.

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## Ethnopolitogenesis of Spanish Superethnos

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### Abstract

This work is aimed to study the primary provisions of the biosocial approach to policy dynamics with regards to conflict. The primary goal of this research is to confirm the dependence of the policy dynamics from the ethnicity population dynamics. An analysis of Lev Gumilev's concept that studied this relationship is conducted. A numerical algorithm of ethnopolitogenesis is formulated, based on the Gumilev's concept. It is determined to be universal and invariant with respect to ethnic groups, types of policies, historic eras regularity. To verify the numerical algorithm, the ethnopolitogenesis of major ethnic groups of the Spanish superethnos is analysed. This analysis indicated that these ethnic groups developed as a whole in accordance with the numerical algorithm formulated.

**Keywords:** ethnopolitogenesis, numerical algorithm, Spanish ethnic groups, Lev Gumilev's concept.

### Introduction

Conflicting political dynamics is typical during the development of many countries. A variety of theories exists to explain these dynamics. One of these theories has received considerable recognition and links the political dynamics of agrarian states to demographic cycles. The structural-demographic theory, developed by J. Goldstone, is basing on this approach [1]. The primary concept of this theory is that population increases of the elite and peasantry result in domestic political crisis. An increase in the number elite citizens leads to the exacerbation of a struggle for resources and results in a fractionation of the elite and ultimately to civil war between its groups. The increase in the number of peasantry citizens results in a reduction of peasant holdings, an increase in prices, a reduction of products and goods available for consumption, hunger and riots.

However, the beginning of crisis and disintegration of a state may be caused by degradation of both the elite and peasantry without a significant population increase. A crisis may commence if the share of destructive elements among the elite increases and reaches a certain critical level of corrupt officials, amateurs, and criminals. A crisis is also likely if, among the peasantry, the share of beggars, malingerers and sluggards increases to a critical level. Thus, the political dynamics in its conflictual aspect may be synchronized by population quality dynamics.

Human populations from animal ancestry inherit population quality dynamics. This testifies to the dual biosocial nature of ethnicity. In animal populations, "the heterogeneity of its constituent individuals is the most important condition of population regulation" [2, p. 49]. Quality dynamics is one of the most effective mechanisms for population homeostasis by increasing the proportion of certain individual types to reach a high population density [3]. This theory is true in human populations as well.

L. Gumilev is one of few historians who attempted to study the influence of population quality on historical dynamics. According to K. G. Frumkin, "Gumilev states the question of population quality participating in historical events, of the dependence of historical events outcome on this quality, and the most important thing - of the dependence of this quality from a share of the one or another human type in the total general population. The posing of such issues is referred to Gumilev's merits" [4, p. 19]. Frumkin refers here to Gumilev's types of passionaries (individuals possessing excess energy), subpassionaries (power-hungry individuals) and harmonic people (balanced energy individuals) [5].

In Gumilev's concept, the primary subject of macro-historical processes considered an indivisible unity and interaction of ethnogenesis and polity genesis is ethnicity as a natural biosocial and social phenomenon. The primary subject of macrohistorical process, presented as indivisible unity and the interaction of ethnogenesis and polity genesis, is ethnicity, which regarded as a biosocial and socio-natural phenomenon. Biological hypostasis of ethnicity appears in the essence of passionary,

subpassionary and harmonious types. The ratio of these personality types in relation to the entire population determines, in the Gumilev's terms, the amount of ethnic passionary energy, on which the progress and success of the population depends.

According to Lev Gumilev, the dynamics of the relative proportions of different traits (the dynamics of passionarity) determines the process of ethnogenesis, which may be understood as the process of ethnicity development (phases of ethnogenesis) and phase transitions which divide the population. These phase transitions (periods of crisis), by which large-scale internal conflicts are characterized, lead to the weakening and occasional dissolution of any state that was originally created by the ethnicity [5]. The term 'ethnopolitogenesis', which was proposed by P. V. Turchin [6, p. 54], infers that the dynamics of passionarity determine the process of ethnopolitogenesis.

### Methods

As a result of these amendments, a new concept based on the biosocial approach was formed. The primary provisions of this concept are as follows (the complete list and details on these provisions see: [7]):

I. The primary subject of macrohistorical process, presented as indivisible unity and the interaction of ethnogenesis and polity genesis, is ethnicity, which is regarded as a biosocial and socio-natural phenomenon.

II. In its development, ethnicity undergoes a series of age-phases or unstable periods of crisis, which are persistent periods and separate phase transitions.

III. A phase is the stage which occurs during the time period of ethnic system existence by which the ethnic system retains its steady state characterized by the absence of large-scale conflicts because the proportion of passionaries and subpassionaries has altered during the phase within the optimal range for this definition of phase values.

IV. The time period of ethnogenesis phases and phase transitions, including crisis periods within certain phases, are determined by universal, invariant numerical algorithm of ethnopolitogenesis, with respect to historical periods and aspects of uniformity of the polity.

1. Expansion phase: 0 – 340-360 years.

Consists of the following periods: incubation (0 – 100-155 years), explicit (100-155 – 340-360 years) and conflict in the middle of the expansion phase (185-235 years) (denoted it as 1a). The explicit period begins with the creation of a state by an ethnic group during the period of 100-155 years.

2. Phase transition from expansion to acme (expansion-acme): 340-360 – 450-470 years.

3. Acme phase: 450-470 – 630-655 years.

Within this phase a period of conflict due to passionarity unrest is identified (540-560 – 570-585 years) (denoted it as 3a).

4. Phase transition from acme to crack (acme-crack): 630-655 – 680-725 years.

5. Phase of crack: 680-725 – 755-810 years.

6. Phase transition from crack to inertia (crack-inertia): 755-810 – 840-875 years.

7. Inertia phase: 840-875 – 1302-1334 years.

Three crisis periods exist within this phase: the first – 880-920 – 935-970 years (denoted it as 7a), the second – 1025-1070 – 1100-1145 years (denoted it as 7b) and the third – 1175-1215 – 1260-1285 years (denoted it as 7c). These crisis periods are separated by four stable periods.

8. Phase transition from inertia to obscurity (inertia-obscurity): 1302-1334 - approximately 1500 years.

V. Adversity (characterized by the violent nature of large-scale domestic conflicts) and major military defeats are primarily characterized by unstable periods.

The goal of this research is to verify the numerical algorithm through analysis of the ethnopolitogenesis of the Spanish ethnic groups. This analysis must demonstrate that the distempers, major military defeats and dissipation of the state occurred primarily during of unstable time periods of Spanish ethnic groups. To achieve this research objective, it becomes necessary to determine the starting points of ethnopolitogenesis for each Spanish ethnic group and to consider and verify their political history through use of the numerical algorithm.

### Results

The division of the territory of Spain by high mountain ranges into separate regions contributed to the formation of sharply separate groups of the population since antiquity.

The Celts lived in the north and north-west of Spain. The Galicians, Asturians, Leontians, Cantabres, Basques and part of the Spaniards (Castilians) mainly live here at present. The starting point of ethnopolitogenesis of these ethnic groups (let us call them the northern groups) falls on 606 (method of determination of starting point see: [7]). The Iberians lived near the Pyrenees mountains, in the eastern Mediterranean zone and in part of the southern Mediterranean zone. The Catalans, Valencians and part of the descendants of the inhabitants of Aragon mainly live there at present. Were determined a starting point of the ethnopolitogenesis of these ethnic groups (let us call them eastern groups). It falls on 688.

The Celtiberians lived in the center of Spain. The Spanish (Castilians) and part of the descendants of the inhabitants of Aragon mainly live here at present. The starting point of these ethnic groups (let us call them central groups) falls on 934. The starting point of these groups has shifted off 934 on 893 (the cause of this bias see: [7]) probably at the beginning of the seventeenth century due to a migrations to the America and an epidemics.

Let us verify that the starting points of the Spanish ethnic groups is correct. According to the numerical algorithm of the ethnopolitogenesis employed in this research, a new ethnic group forms its own state between the age of 100 and 155 years old. The Asturian kingdom was formed in 718, at the age of the northern ethnic groups 112 years old ( $718 - 606 = 112$ ). The Barcelona county was formed in 801, at the age of the eastern ethnic groups 113 years old ( $801 - 688 = 113$ ). The Castilian and Aragonese kingdoms were formed in 1035, at the age of the central ethnic groups 101 years old ( $1035 - 934 = 101$ ).

The ethnic group begins territorial widening after establishing a state at the beginning of the expansion phase and reaches the peak of its foreign policy power in the acme and inertia phases. According to L. N. Gumilev, the inertia phase is characterized by "territorial expansion, the creation of grand empires and vast colonies" [8, p. 314].

All these features were characteristics for the Iberian States. The Asturian kingdom began of the Reconquista in the eighth century. The Leon, Castilian and Aragonese kingdoms continued the Reconquista in the ninth to twelfth centuries. The Reconquista ended in 1492. The Spanish colonial empire was formed in the sixteenth century. In the middle of this century an ethnic ages of the northern, eastern and central groups were respectively 944 ( $1550 - 606 = 944$ ), 862 ( $1550 - 688 = 862$ ) and 616 ( $1550 - 934 = 616$ ) years old. These ages correspond respectively to the beginning of the second period of the inertia phase, the beginning of this phase, and acme phase.

The decline of Spain became apparent in the seventeenth century. In the middle of this century the ethnic ages of the northern, eastern and central groups were respectively 1046 ( $1650 - 606 = 1046$ ), 862 ( $1650 -$

688 = 962) and 764 (1650 - 893 = 757) years old. These ages correspond respectively to the second and to the first crises of the inertia phase and to the one of the heaviest crack-inertia phase transition.

Let us estimate the ethnic ages in which the Spanish ethnic groups experienced distempers and suffered major military defeats. Then, we can identify the periods in which there were distempers and defeats. The results are presented in Table. In the third, fourth and fifth columns, the period numeration is specified in parentheses beside the ages of the ethnic groups and in accordance with the following numerical algorithm: expansion phase - 1, conflict period in the middle of the expansion phase - 1a, acme-expansion phase transition - 2, etc. The ethnic age attributable to the stable period, as well as the numbering of this period, is shown in italics. The presumed period number is signalled by a question mark.

**Table.** The distempers and major military defeats during the ethnopolitogenesis of the Spanish ethnic groups.

#	The chronological framework of distemper and / or major military defeat	Age (years)		
		Northern ethnic groups	Eastern ethnic groups	Central ethnic groups
1	The Asturian's defeats by the Muslims from 791 to 795*.	185-189 (1a)		
2	The revolt against King Leon Sancho III in 958. The expulsion of the usurper Ordoño IV and the return to power of Sancho in 960.	352-354 (2)		
3	The revolt of the Galician nobility against King Ramiro III in 982, his overthrow in 985. The defeats by the Muslims from 982 to 983. Invasion of the Muslims in the Leon and Castile from 988 to 989. The transform of the Astur-Leone Kingdom into a tributary of Cordoba.	376-383 (2)		
4	The struggle for power of Count of the Barcelona Ramon-Berenguer I with his grandmother Ermesinda from 1035 to 1041.		347-353 (2)	
5	The revolt in Santiago in 1117. The distempers in the reign of Queen Urraca from 1117 to 1126.	511-520 (4)		183-192 (1a)
6	The Aragon's defeat by the Almoravides at the Battle of Fraga in 1134. The loss of the territories conquered earlier.		446 (2)	200 (1a)
7	The armed struggle between the noble families of Castro and Lara from 1158 to 1166.	552-560 (3a)		224-232 (1a)
8	The revolt of the Aragonese and Catalan nobility from 1276 to 1280.		588-592 (3)	342-346 (2)
9	The war of Alfonso X with his son Sancho IV Brave in 1281. War of Sancho IV the Brave with his adversaries from 1284 to 1291. The resumption of unrest in the reign of Fernando IV (1295-1312). The distempers in the Castile from 1305 to 1319.	675-713 (4)		347-385 (2)
10	The mutinies of the Aragonese and Valencian nobles against Pedro IV from 1347 to 1348.		659-658 (4)	413-414 (2)
11	The civil war in the Castile from 1358 to 1369.	752-754 (5), 755-763 (6)		424-435 (2)

12	The revolt of the nobility against the Castilian King Juan II. The nobility's defeat at the Battle of Olmedo in 1445. The distempers in the Castile from 1464 to 1467.	839 (6), 858-861 (6)		511, 530-533 (3)
13	The civil war and peasant uprisings in the Aragon and Catalonia from 1462 to 1472.		774-784 (6)	528-538 (3)
14	The civil war in the Castile between Isabella and Juan from 1475 to 1479.	869-873 (6)		541-545 (3a)
15	The revolt of the Germanies in Valencia from 1519 to 1522. The revolt of the Comuneros in the Castile from 1520 to 1522.	914-917 (7a)	831-834 (6)	586-588 (3?)
16	The Spain's defeats by the France from 1636 to 1638. The uprisings in the Murcia and Andalusia in 1640 and in the Catalonia from 1640 to 1652. The deposition of the Portugal in 1640.	1030-1034 (7b)	948-964 (7a)	743-747** (5)
17	The Spain's defeats by the France from 1657 to 1659. The capture by the France of Cerdany and Roussillon.	1051-1053 (7b)	969-971 (7a?)	764-766 (6)
18	The Spain's defeat by the France in the Nine Years' War (1688-1697). The split of the Spain into two camps led by Philip of Anjou and the archduke Charles, an armed struggle between them during of the War of the Spanish Succession (1701-1714).	1082-1108 (7b)	1000-1026 (7)	795-821 (6)
19	The Peninsular War from 1807 to 1814. The occupation of the Spain by the France. The Spanish Revolution from in 1820 to 1823.	1201-1217 (7c)	1119-1135 (7b)	914-930 (7a)
20	The First Carlist War from 1833 to 1839. The Second Carlist War (War of the Matiners) from 1846 to 1849.	1227-1243 (7c)	1145-1161 (7)	940-956 (7a)
21	The overthrow of Queen Isabella II in 1868. The Third Carlist War from 1872 to 1876.	1262-1270 (7c)	1180-1188 (7c)	975-983 (7)
22	The Civil War from 1936 to 1939.	1330-1333 (8)	1248-1251 (7c)	1043-1046 (7b)

\* The data of the political history of the Spain taken from the [9-13].

\*\* The starting point of the central ethnic groups shifted from 934 on 893 likely at the beginning of the seventeenth century. Both here and below, the ethnic age of these groups specified according to this point.

### Discussion

Let us discuss the obtained results. The enemies defeated the Iberian States or united Spain and there were distempers in these States when: 1) all the ethnic groups (northern and/or eastern and/or central) were in unstable states (cases 1-4, 6-7, 9-11, 14, 17, 19, 22; total number of cases - 13); 2) two groups were in unstable state, the third group was in stable state (cases 15, 16, 18, 20, 21; total number of cases - 5); 3) one group was in unstable state, the other group was in an stable state (cases 5, 8, 12, 13; total number of cases - 4). So, the major military defeats and distempers listed in Table occurred during periods when all the ethnic groups of the Spanish superethnos or two of three ethnic groups or one of two ethnic groups were in unstable states, there are no anomalies.

### Conclusion

The result of the research became the verification of the numerical algorithm on the example of the analysis of the ethnopolitogenesis of the major ethnic groups of the Spanish superethnos. The analysis

showed that the distempers and major military defeats occurred during the periods of the unstable states of these ethnic groups. There are no anomalies.

The Spanish empire reaches the peak of its foreign policy power in the sixteenth century. In this period major ethnic groups of the Spanish superethnos were in the acme and inertia phases. The decline of Spain became apparent in the seventeenth century. In this period major ethnic groups were in the crises of the inertia phase and phase transition.

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## Forming of Linguistic Competence at The Lessons of The Native Language: Psycho-pedagogical Aspect

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### Abstract

According to the Standard of the main general education, one of the purposes of teaching the native language at school is developing communicative skills of students. The communicative competence is defined as "mastering all types of speech activity and bases of oral and written language culture, skills of language use in various spheres and situations of communication corresponding to experience, interests, and psychological features of students of the main school at its different stages [1]. Along with it the existing programs for Tatar regard as of paramount importance and forming linguistic competence of students which is implemented in the course of the solution of certain practical and informative tasks. Taking into account the aforesaid, in this article the psychology and pedagogical aspect of developing linguistic competence of students is considered. In it some features of psychological mechanisms of assimilation by students of morphology knowledge are revealed, namely the relevance of the theory of stage-by-stage forming intellectual actions of the prominent psychologist P.Ya. Galperin creating necessary prerequisites for studying independent parts of the native language speech is emphasized. Linguistic basics of this methodical system are covered. At the same time the motivation is considered as the effective and powerful activator of attention and storing the studied language material. Manifestation of intellectual independence and initiative is a necessary condition of motivation maintenance in educational activity.

**Key words:** morphology, native language, parts of speech, linguistic competence, and motivation

### Introduction

In a linguo-methodology the linguistic competence is understood as possession of knowledge of the language system, about rules of functioning of language units in speeches, ability to express own thoughts in an oral and written form. The linguistic competence is formed when studying the native language in the course of which the system of the native language knowledge, about achievements of modern linguistic science, functional potential of each language unit is formed at students [2]. The linguistic competence includes phonologic, lexical and grammatical components [3] among which the morphology figures prominently in a school course and provides developing linguistic skills of students. The linguistic basis of a technique of work on parts of speech in the educational organizations is made by the doctrine about them as categories of the words united by lexic-semantic, morphological and syntactic features [4]. Forming knowledge, skills of parts of speech provides developing logical and grammatical thinking of students, helps to abstract, generalize and compare the grammatical phenomena of the native language to other language, forms conscious perception of own speech and speech of people around.

Training of morphology of the native language is closely connected with psychology. As methodical researches in the field of teaching Tatar of the last years testify (Shakirova L.Z., Harisov F.F., Shakurova M. M, Shakirova G. R.), the solution of theoretical and practical tasks of forming linguistic competence and also providing with psychological means of intellectual development school students is required from psychological science [5]. Scientists theoretically and experimentally seek to reveal features of psychological mechanisms of assimilation by students of knowledge of morphology, try to solve the problems connected with formation and developing linguistic competence of students.

Now the concept "assimilation" is treated as process of transforming knowledge, skills into forms of individual subjective activity [6]. For any assimilation by the general the fact that learning is result of it is. In our understanding learning is an assimilation of such knowledge which caused certain actions and acts

in certain situations [7]. One of important criteria of assimilation is its controllability which can be carried out by stage-by-stage forming intellectual actions. It is possible to realize it "classical" (traditional) and innovative forms of education.

The main thing in the final stage of developing cogitative activity of students is its realization in practical activities. Therefore in educational activity of students the systems of exercises aimed at the developing their linguistic competence have huge value.

Thus, in the course of training of students in morphological concepts of the native language the following stages of activity which each link is an important component in indecomposable and uniform process of training are allocated: reproduction and judgment of the studied material, his storing, fixing on examples and use of knowledge in practice.

### Methods

In the work we used the following methods of a research: theoretical - studying and the analysis of pedagogical, psychological and linguo-methodological literature from the point of view of the studied problem; social and pedagogical - a system research and the analysis of the existing programs, textbooks and methodical grants; studying, generalization and systematization of the best pedagogical practices; pedagogical experiment; methods of mathematical statistics for processing of experimental data.

### Results

Results of this work are reflected that:

- psychology and pedagogical conditions of increase in efficiency of developing linguistic competence of students are opened and proved;
- longuo-psychologic features of training in independent parts of speech of Tatar and the related difficulties in their assimilation of both language, and speech unit are revealed;
- the complete set of the methodical means and receptions used when forming linguistic competence is proved.

### Discussion

It is impossible to analyse a problem of psychology and pedagogical features of developing linguistic competence in the course of studying morphology in volume of one article therefore we will stop on one of the most difficult for assimilation by school students of independent parts of speech - an adverb. It is caused by the following conditions.

1. Studying an adverb and its scientific description happened much later other independent parts of speech. Such outstanding linguists as V.V. Vinogradov, F.F. Fortunatov, G.H. Alparov, F.S. Valeeva, etc. at different times addressed the matter.
2. It is important to note not procedural nature of the sign designated by an adverb. Semantics of static sign pulls together adverbs with adjectives and adverbial participles of Tatar.
3. The observations of an oral and written language of school students which are carried out by us at lessons of the native language allowed to find a set of errors in an oral and written language of students (replacement of adverbs with adverbial participles, insufficiently developed speech in the form of its restriction with adjectives, violations of literary standards of the native language and the standard of speech, etc.).

The lexical units relating this part of speech generally specify the action expressed by a verb [8], define sign of action, or sign of sign. Therefore for the exact characteristic of action (sign) it is necessary to have

necessary quantity of words adverbs in a lexicon and to be able correctly to use them in an oral and written language.

The theory of stage-by-stage forming intellectual actions of P.Ya. Galperin [9] has the big practical importance for training of students in adverbs as they promote conscious possession of set of scientific knowledge of language. According to this theory when training in an adverb in Tatar it is possible to allocate the following stages:

According to the fact that, forming linguistic competence begins with the presentation of the language phenomenon at the first stage primary acquaintance with adverbs as the independent part of speech expressing not procedural signs of action, a state and quality in Tatar is carried out. The studied material at the same time is fixed in the form of the basic cards convenient for work with them.

The second stage assumes judgment of the studied material, in our case - signs of an adverb as a part of words, phrases and offers. The teacher's task - to teach students to work on models, schemes, tables which contents he does not learn. Tasks of this stage do not differ in special complexity: school students on a sample insert the past adverbs into the text or independently make with them offers. That is, the studied morphological phenomenon, its functioning is observed and analyzed in a grammatical construction and in sentence structure, and further - in a context.

Judgment of the studied material includes many thought processes: comparison, the analysis and synthesis, abstraction and a specification, generalization, systematization, that is all variety of psychological processes in which disclosure of maintenance of a training material is made. After that students will much easier manage to mark out the general essential signs and the relations of the studied material [10]. At the same time the analysis and synthesis of the language phenomena are of great importance.

The analysis as cogitative operation, consists that the studied phenomenon is dismembered on the elements making it. In this regard there is a wish to note existence enough serious difficulties in allocation of adverbs from the ready offer (text) as in Tatar this part of speech is grammatical not issued. Difficulties in the correct use of adverbs in the coherent speech result. In this case synthesis - ability to connect separate signs in whole that is possible at awareness of the corresponding regularities of the native language, at knowledge of its rules and laws comes to the rescue.

The most difficult is developing essential signs of adverbs and their value and also ability to find them [11]. This difficulty is connected with the low level of ability of students to abstract, separate essential from insignificant. Studying morphology, we constantly abstract its components from the whole phenomenon: we study categories of adverbs, degrees of comparison of some of them, etc. During the work on parts of speech from students higher level of abstraction is required. They are forced to operate not with concrete language units, but abstract categories - morphological features, lexical and grammatical categories and syntactic functions.

Generalization is one of the main characteristics of informative process - happens thanks to application of the rule to various material. As a result of generalization of essential signs concepts are created. To give a concept about the language phenomena - it means the student to give the grammatical knowledge necessary for formation and consecutive developing their speech.

Type of generalization is systematization of the phenomena that is mental distribution on groups and subgroups depending on similarity and their distinction from each other on these or those essential signs. For example, division of adverbs on value (places, the reasons, time and so on) and on ways of education (affixation, a composition, conversion).

Besides, difficulties in students are caused also by differentiation of concepts, similar in any signs (adverbs and adjectives) and also establishment of essential communications and the relations between them. That the concepts acquired by school students about adverbs really were not indistinct, but exact, certain, it is necessary to specify them and, using comparison method, to distinguish from related or similar concepts. Comparison represents cerebation in the course of which there is an allocation of separate signs, finding of the common and various features. It (comparison) does knowledge of students of the studied phenomena by more accurate, therefore, and the concept about it becomes clear, certain and separated from all other concepts. Children seize essential signs much easier when they are under construction on the evident figurative moments. In this regard much attention is paid to comparison of various morphological concepts and of a technique of teaching Tatar both in the highest, and at high school. When studying separate subjects the teacher needs to pay special attention to a comparison method that will help students to the best storing of the studied material more actively to use it in practical activities.

The following stage according to the theory of intellectual actions when training in language is directed to fixing of the material analyzed and realized at the previous stages. This work is carried out already without use of external support and under direct control of the teacher. Material is successfully automated as a result of repeated repetitions and the language environment. Repetition at the correct organization is more and more profound judgment of material. The work on repetition, the bigger effect is more active it gives for strong assimilation.

Thus, these theories of forming intellectual actions create the necessary prerequisites doing process of assimilation of knowledge operated [12].

At the message and an explanation for students of new material becomes clear that his perception will be impossible in the absence of attention. Without attention there is no perception, and without perception neither the understanding of this material, nor his strong storing or assimilation, its creative reproduction and use is impossible. Difficulties of drawing attention of the child in 13-14 years are usually noted. In this regard from the teacher it is required to interest big skill and art in the studied material and the skillful organization of work, strengthening of attention of the teenager. For this purpose it is necessary to draw attention of students with stronger, bright, new and unexpected irritants. For this purpose the good teacher skillfully maneuvers by the voice during the occupations, uses as much as possible various methods and ways of training and also various visual aids, etc.

An effective and powerful activator of attention and storing is the motivation. If students do not have a motivation to activity - motive, then result of activity or will not be reached at all, or to it students will come, overcoming in them disinterest owing to what knowledge, skills and abilities will not be strong. In this regard we in the work attach importance to motivation of educational activity of students when studying adverbs in Tatar.

According to the prominent psycholinguist I.A. Zimnyaya, training has to begin with actuating of mechanisms of motivation [13]. The stronger the motive is, the bigger need for knowledge it causes. Therefore it is important that at students the informative need for mastering the studied material as it is impossible to hope for success in training was created if the student has to it no interest.

The student receives the maintenance of a training material from the teacher and from educational literature. The aspiration of some teachers to simplify material, "to chew" difficult concepts do material studying by burdensome occupation, any interest in the doctrine "kills". Bright posters, volume models cause involuntary attention of students that facilitates emergence at students of any attention.

Besides, a necessary condition for creation at students of interest in the content of training and to the most educational activity is an opportunity to show intellectual independence and initiative in the doctrine.

The training methods are more active, if they are swift to arise student interest. The main educational tool of steady interest in the doctrine - use of such questions and tasks which solution demands from students of vigorous activity.

The main source of motivation of acquisition of the native language is the need for communication. Possession of the speech is not only assimilation of ready samples, but also mainly ability to use creatively acquired as in the act of the speech, along with ready, there is always a new language material. From this it follows that one of important psychological requirements when training in language communication of thinking and the speech is considered. Therefore it is important that training in the native language contributed to the developing thinking of students, forming ways of expression of a thought new language means.

When fixing a training material an important role is played also by memory which forms a basis of acquisition of knowledge, skills and abilities. The ability to use adverbs in speeches is directed to mastering the student ways of creation of an oral and written language depending on the purposes and conditions of communication with other person during study.

### Conclusions

The use of language means (in particular, adverbs) arises as a result of passing of stages of orientation, planning and is carried out at a stage of implementation of the program in the form of speech operation. Work on adverbs is the work aimed at the developing the speech and thinking of children. Formation and expression of a thought assumes possession of the appropriate language means on which richness depth and accuracy of a thought depends. The adverb is often used by school students by drawing up own statements. But it is impossible to call its use faultless. For example, students of averages and even high school extremely seldom use adverbs as a graphic means of expression. In school conditions language acquisition, first of all, is connected with developing communicative competence of students that is shown in forming various speech abilities: to lexically combine adverbs with verbs, adjectives, adverbs; it is correct to choose a position in the offer on the basis of awareness of their functional importance.

The analysis of the works devoted to psychological bases of training of morphology allows to draw a conclusion that assimilation of the sum of knowledge of a separate part of speech (adverb) is closely connected with features of intellectual developing school students, motives of educational activity, implementation of the sequence of stage-by-stage forming intellectual actions of students.

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## Interliterary Communication and Aesthetic Interference In The Perception of The Russian Poetry of The XIX Century By The Representatives of The other Nationalities (Based on Mikhail Lermontov's Poem "Na Severe Dikom Stoit Odinoko...")

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### Abstract

This research is devoted to the study of the basic aspects of the other nationalities' perception of the Russian classical poetry - interliterary communication and aesthetic interference. The subject of the study is the results of the scientific experiment, aiming at clarifying the features of perception of M.Y. Lermontov's poem "Na severe dikom stoit odinoko..." by the representatives of the other nationalities. Different groups of foreign students took part in the experiment. They are foreign students (Chinese, Uighur students) and Tatar students of the Institute of Philology and Intercultural Communication of the Kazan Federal University. According to the results, aesthetic interference in modern Tatar readers' perception, caused by their native language and literature's influence, was appreciable. In particular, it was evident from the answers of the respondents, when they compared Lermontov's poem with Tuqay's poem "Tugan avyl". Tuqay's lyrics allowed us to distinguish a topic of native land's beauty and love for the country in Lermontov's work, though it is not in the basis of this work. It is the result of the influence of the tradition of the Tatar folk poetry and literature. In the foreign audience perception an interliterary communication was found. Uighur readers understood Lermontov's poem from a completely different point of view that transformed the Russian poet's work into the other model of the attitude to the world.

**Keywords.** Aesthetic interference, interliterary communication, M. Y. Lermontov, other nationalities' perception, reader.

### 1. Introduction

Nowadays the study of interliterary communication is one of the important areas of humanitarian knowledge. In this case, we use the current concepts in the literary comparative studies [1-2], which are associated with the difference between communication and dialogue of the literatures: "In the dialogue the participants' joint way to knowledge does not necessarily end with the agreement. In communication the transmission and reception of information are accompanied by the division of the sides. Knowledge is the purpose of communication" [1].

Communication depends on many conditions, but it occurs mostly when among the reader and the perceived text there is a significant cultural distance.

Communication is also an objective form of perception of other nationalities' work that causes difficulties in understanding from linguistic, artistic and aesthetic points of view. Thus, the use of such communicative words as "good", "evil", "love", "death" in the readers' assessments is quite natural in the modern Russian readers' perception of the classical Chinese literature. According to V. Alekseev's "Works on Chinese literature", there is an insurmountable barrier between the axiological potential of Russian and Chinese literatures, their poetics, the formal properties, genres, which does not disappear in the case of readers' reception and interliterary interaction [3].

Aesthetic interference as a different concept is a phenomenon of literatures' dialogue usually occurred spontaneously and caused by exposure of the reader's mind on the perception of the foreign work that is enriched with "new" meanings, in-depth ideological and psychological potential. The concept of aesthetic interference was developed in the domestic literary criticism in the 80-90-ies of XX century [4-5].

Interest to the problems of intercultural communication, a dialogue between different literatures and the translation in the modern world continues to be unabated, because of the numerous publications in these areas appeared at the beginning of the twenty-first century [6-9].

## 2. Methods

W. Iser and H. Jauss's works considering the stages of interaction between the reader and the literary text had a great influence on the concept of the proposed study. Thus, Iser insists that artwork in the readers' perception acquires entirely different characteristics than those included into the author's intention. Jauss in his concept of receptive aesthetics introducing the concept of aesthetic distance believes that "beauty in them and their "eternal value" put the masterpieces in terms of aesthetic perception, dangerously close "to an easy reading"; it takes a special effort to reread them, to rediscover their artistic nature for perception" [10]. He suggests that overcoming "horizon of expectation" of the classical texts is possible, especially in the perception of foreign language audience.

Despite the fact that the theories developed in receptive aesthetics do not specifically address the problem of foreign perception, it is arguable that the perception of "foreign" literature in the reader's mind is also a spontaneous and complex process.

We based our study on the works devoted to the theory of interliterary dialogues [11-12]. In this works the phenomenon of the dialogue is currently being examined in the light of the problem of the readers' perception of the "foreign" text, "reclamation, comparison, acceptance or denial processes of another national literature which are the basis of interliterary interconnections" [11].

The realization of the tasks set is considered by using the experimental method of scientific research<sup>1</sup>, which gives an opportunity to understand better how Russian classics exist in the consciousness of the modern readers, representatives of the "foreign" linguistic and artistic traditions.

The purpose of the study is related to the identification of the aesthetic interference and interliterary communication in the perception of the Russian poetry of the XIX century by the modern foreign readers.

## 3. Results And Discussion

The subject of the analysis is the famous poem of Lermontov "Na severe dikom stoit odinoko..." (1841).

Na severe dikom stoit odinoko

Na goloy vershine sosna,

I dremljet, kachayas', i snegom sypuchim

Odet, kak rizoy, ona.

I snits'ya ey vsye, chto v pustyne dal'yekoy,

V tom kraye, gde solntsa voskhod,

Odna i grustna na ut'yese gor'yuchem

---

<sup>1</sup> An experiment involved 28 foreign students-philologists (12 Chinese, 1 Iraqi, 1 Turkish, 1 Indonesian, 7 Uighur students) and 30 Tatar readers from Kazan Federal University (for them the Tatar language is the mother tongue, and their future profession is connected with the teaching of the native language and literature at school).



Prekrasnaja pal'ma rastet [13].

This work is known as a free translation of H. Heine's poem "A pine tree stands alone", which Lermontov made in 1841 shortly before the tragic death. Lermontov was never engaged in literary translation, though mastered several foreign languages perfectly. The meaning of Heine's poem associated with the theme of separation of loving people, made a strong impression on him. The Russian poet was able to find that the main theme was associated with the personification of nature. The features of nature's personifications in the Russian and Western European poetry are known to be traditional. These features are transmitted through the images of nightingale and rose, the heaven and the earth.

It is fair to say that an original universal model given in this work can be changed, both in the minds of the translator and the reader. This is especially true when the subject and the images found in the original work, are spiritually close to the poet-translator. In this case, the poet develops the images according to his emotions and values, life experiences, different aesthetic coordinate system.

According to the above-mentioned information, the theme of loneliness in Lermontov's poem compared with Heine's has a more complex existential content. The idea of separation of the two lovers is developed into the idea of poet's tragic fate, in which feelings of love, happiness and understanding become completely impossible. The poem reveals the poet's universal longing for the lost feelings, values, which can no longer be in the poet's life due to some superhuman reasons.

Let us refer to the results of the experiment.

Here are some fragments of foreign readers' reflections illustrating communicative, i.e. the literary approach parted from the context. However, it is quite objective in their perception and intentionality: they are the carriers of other linguistic, artistic, religious, aesthetic traditions and values; represent the "other" type of culture and civilization.

1. Lermontov wrote a poem about his feelings to his beloved Ivanova. A pine tree implements a young lady, whom he is in love with. In Chinese poetry, words of love cannot be dedicated to the pine tree, because in reality, it grows in the dangerous and often deserted places.
2. This poem shows the pine tree which wants to reach the place where it can reach the heat and support. The pine tree usually grows in such places in China, where it can withstand the fierce cold, but stretches towards the sun.
3. The first part of the poem causes a feeling of loneliness. The poet uses a method of personification. In the second part of the poem the sun rises, and you can feel the power of life and beauty. Although the palm tree is sad, its state is better than that of the pine tree.
4. The main theme of the poem is longing for the native land. The pine tree yearns for a warm and native land. In the poem, "the wild north" is opposed to the region "where the sun rises".

Lermontov's poem in the perception of foreign students was seen in the aspect of interliterary communication, which did not allow them to highlight any connections of the work both with the Russian literature and their native (Chinese, Turkish, Uighur) literature. Only in one case, a student saw the story of the tragic love of Lermontov and Ivanova in the content of this poem.

Despite the fact that the motif of loneliness was allocated in this poem as one of the main, the students stressed the beauty of the trees and the places in which they grow (a palm-tree grows where the sun rises). Thus, the theme of loneliness was viewed here through the prism of the concepts, which exist in each national literature, i.e. love, loneliness, the beauty of nature.

It should be noted that communication established in the Chinese readers' perception of Lermontov's poem "Na severe dikom stoit odinoko..." is due to the peculiarities of the relationship between man and

nature in the culture and literature of the Far East [14]. In comparison with the Russian poetry, it reveals the ideological and semantic potential of the main images of this poem. The image of the pine tree rarely correlates with the external beauty of a person in Chinese literature. On the contrary, such spiritual qualities of personality as constancy, resistance, the longevity and immortality are emphasized.

The image of a pine tree in Chinese literature is not traditional in the disclosure of love theme and a motif of loneliness, which contributed, in our opinion, into the creation of communicative uncertainty in Lermontov's poem. The image of the palm-tree is not included into the natural imagery of Chinese lyric poetry in general.

On the other hand, in the reflections of the Uighur students a theme of love for the motherland was found. These students learn the Tatar language and culture, as their native Uighur language also belongs to the Turkic group of languages. The theme found does not match the actual content of Lermontov's poem. Perhaps it appeared in their perception because an antithesis of images is not traditional for their literature. The theme of separation, longing for native land is stable for Tatar literature, which they learn in comparison with their native one.

Thus, the Uighur literature and the poetic creative models include the possibility of extrapolating of the human senses to the natural world. The Uighur readers' striving to see a motif of melancholy for the homeland in Lermontov's poem reinforces the idea that in foreign perception the reader, as well as the writer, may have come from a different coordinate system, which transforms an artwork into a different model of man's relation to the world.

However, it is fair to say that the lack of knowledge in the field of the Russian language, as well as the lack of deep ties with the Tatar folklore and literature, did not allow the Uighur readers to reveal the parallels and create associations.

We should also note that Uighur readers' fluency in the Tatar language has not led them to the aesthetic interference in the perception of the foreign linguistic work, in contrast, for example, with the Tatar readers for whom it is their native language. Apparently, this is due to the influence of their mother tongue. The readers of the Uighur culture only approached it because of a strong influence of their native culture and language. However, Lermontov's poem in their perception caused no associations with artistic works of any national cultures (Uighur, Chinese, Tatar). In this case, we can fairly talk about interliterary communication.

A different form of perception was manifested in the assessments of the poem "Na severe dikom stoit odinoko..." by the modern Tatar readers. We can talk about an aesthetic interference as a phenomenon of interliterary dialogue.

#### 4. Summary

In the analysis of how Lermontov's poem was assessed, it is necessary to consider the following facts.

1. The Tatar reader can freely read Lermontov's works in the original (as compared to the foreign students!), which increases the potential opportunity of their "right" perception.
2. The difficulties encountered by the Tatar reader of the beginning of the XXI century are associated with the assimilation of the old forms of the Russian language, as well as some of the Russian cultural realities of the XIX century.
3. Lermontov's lyrics are close to the consciousness of the Tatar readers generating numerous interpretation and evaluation. In our reflections we proceed from the idea that in the structure of the poet's consciousness there were ideas of faith and God which correlate with the eastern culture and aesthetics.

Modern Tatar readers saw the other aspects of the content in Lermontov's poem "Na severe dikom stoit odinoko...". Here are some of them, which best illustrate this trend of thinking.

1. The main theme is loneliness. Lots of people are lonely in their souls and dream to find "their own" palm trees. As I know, in the Tatar literature loneliness is transmitted through the image of a birch - yalgyzkaen. Lermontov's poem can be compared with the work of M. Jalil "A Red Daisy", where a lonely daisy also lost its friends

2. This poem is about nature. In Lermontov's poems we often find descriptions of nature, including the Eastern world. Speaking about Tatar literature, we can think of G. Tukay and his works about nature (the poem "Tugan avyl").

4. The idea of the poem can be formulated by the Tatar proverbs: tavyk toshenə tary kerə - [a chicken sees millet in a dream]; kyrshə tavygy kyrkə bulyp kyrənə [a neighbor's chicken seems to be a turkey]. We use them in the sense that we do not always know the value of what we have or who we are. We always dream of something unavailable. I can assume that the palm tree dreams about a majestic pine tree that is growing in a snowy, cold area.

### 5. Conclusion

The Tatar students' perception of Lermontov's poem included an aesthetic interference. In particular, it is evident in the responses, where the comparisons of Lermontov's works with Tuqay's poem "Tugan avyl" were made. The appeal to Tuqay's lyrics makes it possible to distinguish the theme of love for his country, though this topic is not a part of an actual content of Lermontov's poem. Apparently, it is the result of the Tatar folk poetry and literature's traditions. However, it is fair to say that the examination of Lermontov's works in the light of the other coordinate system did not allow the Tatar readers to identify the most important, essential things about the poet's tragic fate, the special existential experiences, a strong yearning for the lost feelings of love, beauty. This overcomes the persistent idea of a motif of loneliness as the main thing filling the work "Na severe dikom stoit odinoko..." with the deeper ideas associated with the concept of irreversible tragic fate of the poet.

The inclusion of Lermontov's works text into the context of the Tatar language increased interference in the reader's perception, because the explanation of Lermontov's poem content here was going through the prism of the mother tongue and its aesthetic and semantic features. In our opinion, the clash of different languages has become a foundation that allowed the Tatar readers to understand this poem easily in the light of sustainable concepts (love, loneliness, separation) and create in their minds a variety of associations and comparisons with the national culture. In particular, the readers compared the poem of the Russian poet with the Tatar proverbs, which, in our opinion, has taken them away from understanding of the underlying ideas of the poem, has reduced its semantic content. However, the interpretation of the work "Na severe dikom stoit odinoko..." through different values and a different coordinate system extended the scope of aesthetic interference as an objective phenomenon of the foreign nationality perception of the Russian literature.

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## The Systematic Restoration of Engineering – The Basis for Technological Independence of Russia

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### Abstract

It is proved that over the past 30 years Russia has lost its technological independence, with the exception of certain areas directly related to the defense of the country. This resulted in a significant decline in the production of most of the main types of mechanical engineering products, the predominance of imports in the Russian market of equipment, an extremely low share of machinery and equipment in exports (excluding arms exports). The causes of this phenomenon are studied. It is proved that the main one is a specific form of manifestation of the main economic contradiction of capitalism in the specific historical circumstances of Russia, generated by the method of restoration of capitalist industrial relations. Most of the machine-building enterprises in the current conditions are not able to solve the whole complex of tasks necessary for the establishment of production of competitive products. It is argued that the methods by which the government is trying to overcome the negative trends in domestic engineering, will not give the desired result, because they are based on indirect market regulation and are aimed at achieving budgetary efficiency of state support for industrial enterprises. This does not eliminate the main negative factor – the objective inability of enterprises to organize their own competitive production. A critical analysis of the various proposals to improve the state regulation of mechanical engineering contained in the publications gives grounds for concluding that they suffer from the same disadvantage – their implementation will not provide a fundamental turning point for the better in this industry. It is proved that to ensure the technological independence of Russia it is necessary to revive the production of machinery and equipment through the state planning of this type of activity. The main tasks of this planning and requirements to its organization are formulated.

**Keywords:** technological backwardness, restoration of engineering, state planning

### Introduction

The subject of the research in the article is the problem of restoration of technological independence of Russia. The solution to this problem is of key importance for improving the competitiveness of the Russian economy and overcoming the raw lopsidedness of development. Technological independence of the country is ensured primarily by the appropriate level of engineering development. Russian engineering is still not fully out of the crisis, which was in the 1990s, which was the main factor in the loss of Russia's technological independence. This determined the aim of the research – to examine the causes of the negative trends of the domestic engineering industry and to identify ways of overcoming them.

Engineering is an industry which products have the most diverse purpose. It includes many types of *consumer goods* (tools and equipment used in everyday life and in the personal subsidiary farm; personal vehicles, etc.) and *means of production*, including – *objects of labor* (tools used in production; parts, components, etc.) and *means of labor* (machinery and equipment, vehicles, measuring instruments, computer equipment, means of communications, etc. used in the production and services).

The role of engineering products in the reproductive complex of the country is different. The most important role is played by the production of tools for the *engineering* itself, the products of which include

machine tools, machines and equipment for processing metals and other solid materials, as well as a number of other types of technological equipment. This type of production will be nominally called “machine tool industry”.

The importance of the machine tool industry is that the technical and economic characteristics of its products and the resulting technology are the main *material* factor that determines ultimately the competitiveness of all branches of engineering, including the machine tool industry. As engineering creates the means of labor for all types of economic activities, the production of machine tools industry determines ultimately the level of competitiveness of the national economy as a whole, and hence the degree of economic independence and political sovereignty of the country.

The level of development of the means of labor has also much wider value. K. Marx, as it is known, noted that “economic epochs differ not by what is produced, but by how it is produced, by what means of labor”. [6, 191]

Today, much is said and written about the role of knowledge as a determining factor in production. However, knowledge by itself, if they are not embodied in the relevant means of labor, are not materialized in the production process, it have only a potential value. They can be increased and sold abroad, but the products of national production do not become more competitive.

There is no doubt that improved technologies provide competitive advanced technologies, but any technology primarily involves certain *means of labour*, with which it is inextricably linked and without which it is simply not feasible.

The lag in the development of machine tools industry – regardless of the level of scientific knowledge development and the number of inventions – as the experience of not only our country, but also other countries shows – leads to the lack of competitiveness of most manufacturing industries, the loss of technological security, and instability of the economic and political independence of the state.

For machine tools industry and engineering in general, the following features are characteristic:

- (1) The highest degree of production socialization in comparison with other industries. In the production of *the end products* of engineering practically the majority of types of economic activities take part: research and development, education, extractive industries, manufacture of tools, materials, parts, assemblies, components, energy, etc. To ensure the competitiveness of the produced equipment high quality results of work of all stakeholders is required – from researchers and developers to assemblers of finished products.
- (2) High level of science-intensive engineering products. Advanced R & D and innovation are vital to the engineering development. The level of research and development, innovation activity in the country primarily depends on the state of engineering – whether it is in decline or is actively developing.
- (3) The final products of engineering have the highest share of added value. Investments in engineering give the greatest increase in high-tech jobs and national income per unit of investment. (Of course, we are not talking about the assembly of imported components, but about the production covering the entire production cycle – from the extraction of raw materials to the production of finished products).
- (4) Acceleration of renewability and obsolescence of engineering products. The average useful life of means of labor in modern production is 5-10 years. Accumulation and use of morally worn-out equipment in production inevitably reduces competitiveness of products, lowers the income of producers.

- (5) The statistics indicate that the rate of growth of production of means of labor in the modern economy considerably exceeds the rate of growth of production of objects of labor and commodities. [30], [31], [32]. So, in the United States from 1972 to 2010 the volume of production of the means of labor increased by 4.75 times, materials – 2.17 times, subjects of labor – 1.36% (Calculated by: [22], [23], [24], [25].) According to experts, in recent years, the pace of development of machine tools in the world is accelerating. Thus, in 2015, the production of machine tools in the world increased by 10-12% [1], which is much higher than the growth rate of the world economy as a whole (2.4%) [10].
- (6) The share of engineering products in foreign trade is also growing. [26], [27], [28], [29].
- (7) Finally, engineering is the basis for the development of the “digital economy”, which has been much talked about recently.

**Materials and methods**

The research used the data of domestic and foreign statistics, publications of specialists on the subject of the research, the activities of the Russian government, undertaken to support domestic engineering in recent years. Using the methods of historical and logical analysis, we studied the features and trends of Russian engineering, the causes and factors of negative phenomena in its development, the reasons for the low efficiency of state policy in relation to engineering, ways to improve its efficiency.

Due to the systematic organization of the economy in the Soviet Union during the first five years its own machine tool industry was created, which was achieved on the basis of technological independence of the state. And our country achieved technological independence and supported it, despite the action of many extremely unfavorable factors, hostile surrounding. The planned economy was created and developed at the initial significant technological lag behind the developed countries of capitalism, was forced to make up for the huge losses incurred during the civil and Great Patriotic war, for a long period was under the influence of sanctions by the imperialist countries, including those aimed at preventing our country from modern technologies (CoCom), was put before the need to bear huge military expenses in view of the threat of aggression from the United States and its allies.

**Results and discussion**

Today, some authors claim that in the USSR, allegedly, there was no developed machine tool industry. So, S. Vorobyev writes: “All talk about the developed machine tool industry in the USSR is nonsense of idiots” [2]. However, the facts refute this kind of judgment.

In 1956, the Soviet Union used mainly domestic machine tools, the share of imports in consumption was only 2.6% [4, 47]. At the same time, exports from the USSR significantly exceeded imports for a number of important engineering products. See table 1.

**Table 1**  
Exports and imports of selected goods by the Soviet Union in 1956 [4, 32]

No	Type of goods, units of measurement	Kind of trading	Amount
	Tractors, PCs	Export	5 377
		Import	127
	Agricultural machines, million rubles.	Export	62,6
		Import	27,3

	Cars, PCs	Export	32 747
		Import	916
	Bearings,t	Export	3 590
		Import	117

In subsequent years, dependence on imports of essential metalworking equipment, although increased, remained relatively low. See table 2.

**Table 2.**

The share of imports in the consumption of certain types of tools in the USSR (as a percentage of the total volume in real terms) [8, 647]

Type of tools	1970	1980	1985	1988
Cutting machine	4,6	6,1	7,8	8,0
Forging press machines, including hammers	6,7	3,9	3,6	4,6

The share of exports in the production of these types of equipment remained stable. See table 3.

**Table 3.**

The share of exports in the production of certain types of products of the USSR (as a percentage of total production in real terms) [8, 643]

Type of tools	1970	1980	1985	1988
Cutting machine	7,2	7,8	5,3	7,1
Forging press machines, including hammers	4,6	3,6	2,9	4,2

At the same time, up to 1988, the export of cutting machines from the USSR exceeded their import to our country. Moreover, the machines were exported including the most developed capitalist countries, for example, in Germany. A similar situation was with the press forging equipment. To this the successes of the Soviet Union in space, nuclear energy, rocket science and a number of other high-tech industries should be added.

Exports of engineering products from the USSR increased before the “perestroika” initiated by Gorbachev. See table 4.

**Table 4.**

Export and import of some types of engineering products of the USSR [8, 631-647]

N	Type of goods, units of measurement	Kind of trading	1970	1980	1988
	Machinery, equipment and vehicles,	Export	2 480	7 842	10 873



	million rubles	Import	3 753	15 072	26 601
	Metal-cutting machines, thousand PCs	Export	12,3	14,0	9,0
		Import	9,2	13,0	11,8
	Forging press equipment, million rubles	Export	13,6	29,3	48,1
		Import	not do	not do	not do
	Energy equipment, million rubles	Export	217	885	1394
		Import	67,3	386	520
	Metallurgical equipment, million rubles	Export	not do	not do	not do
		Import	135	423	735
	Equipment for the food industry, million rubles	Export	52,2	120	84,4
		Import	124	455	778
	Equipment for textile industry, million rubles	Export	18,9	155	198
		Import	72,9	392	665
	Equipment for chemical industry, million rubles	Export	53,2	89,5	142
		Import	218	1244	868
	Equipment for the forest, pulp and paper and wood processing industry, million rubles	Export	10,2	46,7	72,9
		Import	not do	not do	not do
	Tractors, thousand PCs	Export	28,3	50,7	47,8
		Import	5,3	5,5	3,0
	Agricultural machines, million rubles	Export	59,5	221	398
		Import	140	772	1177
	Trucks, thousand PCs	Export	33,9	41,9	36,3
		Import	4,7	9,7	13,8
	Buses, PCs	Export	1 380	2 560	2 904
		Import	4 900	10 800	11 100
	Motorcars, thousand PCs	Export	84,8	329	341

		Import	not do	not do	not do
	Sewing domestic machines, thousand PCs	Export	117	154	135
		Import	not do	not do	not do
	Refrigeration domestic cabinets, thousand PCs	Export	78,6	506	1 341
		Import	not do	not do	not do
	Watch household, including mechanisms, mln. PCs	Export	10,7	22,4	17,0
		Import	not do	not do	not do
	Cameras, thousand PCs	Export	621	1225	832
		Import	not do	not do	not do
	TV-sets, thousand PCs	Export	123	690	1 231
		Import	not do	not do	not do
	Radio sets, thousand PCs	Export	1 211	1021	1 113
		Import	not do	not do	not do

However, as it can be seen from this table, in comparison with the period up to 1956, in Soviet engineering, despite its rapid development, the tendency to lag behind exports of engineering products from its imports by certain types and in general formed and began to increase, and for some types of goods – even to reduce exports.

While in 1970 the volume of imports of machinery, equipment and vehicles was 1.5 times higher than their exports, in 1980 – 1.9 times, and in 1988 – 2.4 times. The share of engineering products in Soviet exports fell from 21.5% in 1970 to 16.2% in 1988. During the same period, the share of these products in imports increased from 35.6 to 40.9% [8, 639-643].

The negative trends indicated the emergence and strengthening of the Soviet engineering industry lag behind the developed capitalist countries, which led to a decrease in the economic growth rate of the Soviet Union in those years. The main reason for this trend, in our opinion, was the inability of the leadership of the country to organize a *systematic* technical re-equipment of a significant part of the enterprises – including engineering – in which the material and technical base was formed in the years of the first and post-war five-year plans and since then did not undergo significant modernization, and on this basis to move from mainly extensive to mainly intensive economic growth. In order to carry out such re-equipment, it was necessary to make certain adjustments to the organization of management and planning of the national economy – to target enterprises not to the growth of the cost shaft, but to planned cost reduction and growth of product quality, to increase the centralization of investments and to overcome their dispersion into numerous objects. But this was not done.

During the years of capitalist restoration, the production of tools – as well as engineering products in general – decreased in Russia by tens and hundreds of times. See table 5.

Table 5.

Production of the main types of mechanical engineering products in Russia [14], [16], [17], [18]

Type of goods, units of measurement	1990	2000	2010	2015	2016	2017
Turbines, million kW	12,5	2,1	9,3	3,6	3,3	4,7
Tunneling combines, PCs	406	93	54	33	29	...
Electric bridge cranes, PCs	2 943	638	2 600	1 800	1700	...
Cranes on the road, thousand PCs	14,0	2,4	2,9	2,1	...	...
Tower cranes with capacity of 5 tons and more, PCs	2 526	36	62	88	34	...
Metal-cutting machines, thousand PCs	74,2	8,9	2,8	3,4	4,3	4,5
from them machines with numerical control, PCs.	16 700	200	129	204	...	...
Forging press machines, thousand PCs	27,3	1,2	2,2	3,2	3,0	2,5
from them forging press machines with numerical control, PCs	370	5	-	-	...	...
Lines automatic and semi-automatic for engineering and metalworking, sets	556	11	-	-	-	-
Trolley buses, PCs	2 308	498	406	62	210	...
Trucks, thousand PCs	665	184	155	128	139	...
Cars, thousand PCs	1 103	969	1210	1215	1120	...
Buses, thousand PCs	51,9	54,0	40,9	36,4	42,9	...
Motorcycles and scooters, thousand PCs	765	29,1	10,4	20,2	12,9	...
Tractors, thousand PCs	214	19,2	7,7	5,9	6,8	7,5
Tractor seeders, thousand PCs	51,1	5,2	2,5	2,1	2,9	...
Combine harvesters, thousand PCs	65,7	5,2	4,3	4,4	6,1	...
Motorcycles and scooters, thousand PCs	765	29,1	10,4	20,2		
Tractor mowers, thousand PCs	22,6	6,5	3,2	4,4	6,8	...
Universal agricultural loaders, thousand	29 200	1 500	652	1 978	2117	...

PCs						
Machines for soil application of mineral fertilizers and lime, thousand PCs	21 100	200	541	302	323	...
Milking machines, thousand PCs	30,7	0,4	2,5	10,8	3,8	3,9
Excavators, thousand PCs	23,1	3,4	2,1	1,4	1,4	2,0
Bulldozers, PCs	14 100	3 000	911	577	495	609
Motor graders, thousand PCs	4 800	1 700	943	482	517	...
Spinning machines, PCs	1 509	8	-	-	67	70
Weaving machines, thousand PCs	18 300	100	5	42	7	9

During the “transition to the market” in the 1990s, the machine tool industry in Russia was in a deep crisis.

It was caused by a number of reasons:

- the collapse of the CMEA and the gap of cooperation ties existed more than a decade between enterprises of the machine tool with partners in CMEA;
- the destruction of the USSR and the termination of cooperation with partners from the former Soviet republics;
- “shock therapy” of the 1990s, which caused a collapse in production investment (in 1998 more than 8 times in comparison with 1990) and a sharp reduction in demand for domestic tools from Russian enterprises;
- significant reduction of state funding for research and development in the field of machine tools, etc.

The consequences of the crisis for the industry were:

- curtailment of research and development;
- increase in wear of the technical base of most enterprises;
- reducing the competitiveness of a significant part of the products;
- loss of qualified personnel;
- closure of a large number of enterprises.

The share of machine tools industry in Russia’s GDP is currently only 0.2%, while in Europe and America – 2-5% [1].

The destruction of the domestic machine tool industry and the collapse of investment in fixed assets in the 1990s led to similar consequences in the production of other types of technological equipment and engineering products in general.

At the same time, the majority of Russian enterprises in all sectors of the economy due to the sharp reduction in the cost of updating production assets have accumulated physically and morally worn-out means of labor, which significantly reduced the efficiency of production and competitiveness of their

products that led to the closure of a considerable number of enterprises. The problem of large-scale technical re-equipment of production – in fact, a new reconstruction of the national economy – worsened sharply and became a key problem of the Russian economy.

The increase in fixed assets investments, which began after the crisis of 1998, in the conditions of the collapse and low competitiveness of domestic engineering, inevitably led to an increase in imports of machinery, equipment and vehicles, to the displacement of these types of domestic products by imports, which became an additional negative factor hindering the restoration of Russian engineering. Currently, the Russian market of machinery, equipment and vehicles is dominated by imported machinery, and what is produced domestically depends significantly on the import of components.

The former Deputy Chairman of the Russian government D.O. Rogozin fairly characterized foreign deliveries of machines and the equipment as “the second needle”, – along with oil and gas, – capable to bring the country into “technological slavery” [5]. He stressed: “It is extremely important to localize the production of machine tools... this is the basis of our technological sovereignty, if someone does not understand it, he does not understand anything in the economy” [5]. Describing the situation in the domestic machine tool industry, President of the Russian Federation V.V. Putin set the task of restoring Russia’s technological independence: “It is necessary to strive on a new basis for what was in the Soviet Union when we were technologically independent” [12].

Russia’s loss of technological independence is the main reason for the dominance in the domestic market of not only engineering products, but also products of many other types of manufacturing, turning our country, in fact, into a raw material appendage of industrialized countries. For the same reason, the innovative activity of the majority of Russian enterprises is at extremely low level, despite the repeated calls of the country’s leadership to move to “innovative development”, despite the creation of “innovation centers” in which more and more inventions are created. However, innovations are not just inventions, but their application in the production of products, but usually this point is not reached due to the fact that enterprises prefer imported machines, equipment and technologies. With the development of digital technologies, the negative consequences of the predominance of imported equipment in the Russian market will be even more amplified.

It should be noted that the country’s leadership took measures to revive the domestic machine tool industry. Since 2011, a number of resolutions were adopted on the development of the machine tool industry aimed at reducing the dependence of the Russian defense industry on the import of equipment, which were repeatedly supplemented and adjusted. The measures taken yielded some positive results: a number of projects for the creation and development of new types of equipment, in the financing of which the state participated, were implemented. However, it was not possible to change radically the situation.

The measures that the government has taken to restore the machine tool industry were as follows:

- participation in the financing of a number of projects for the elaboration and development of new equipment in different forms (the total annual funding from the budget usually did not exceed 1.5 billion rubles.);
- stimulation of demand for domestic equipment (prohibition of state organizations to purchase imported equipment in the presence of domestic analogues) (bans are constantly and repeatedly violated).

However, after a slight increase in 2012 (by 2.7%), in 2013-2016 the production of machinery and equipment in general continued to decline and decreased over the years as a whole by 21.4% (Calculated by: [17], [20]). In the 1st quarter of 2017 in the production of machinery and equipment there has been a long-awaited restoration. The volume of production for this type of economic activity increased in 2017

by 6.8%, but in 2018 the growth stopped, for 8 months of 2018 production of machinery and equipment decreased again by 0.1% compared to the same period in 2017 [21].

The volume of production of metal-cutting machines, forging press machines, woodworking machines and other types of technological equipment in comparison with the need for them is a small amount. Only engineering of the country, which uses about 1.5 million machines, most of which require replacement due to the high degree of wear, in the near future will require about 1.2 million new units of this equipment [7]. Machines are imported hundreds of times more than produced. See table 7. (We note that a significant part of the import of machines goes to re-export).

**Table 7.**

Production and import of machine tools in the Russian Federation (Calculated by: [15], [16], [19])

Type of goods, units of measurement	2012	2013	2014	2015
Metal-cutting machines, thousand PCs				
Production	3,5	2,9	3,9	3,4
Import	673,0	845,0	788,0	406,0
Woodworking machines, PCs				
Production	166	137	227	204
Import	313 000	346 300	308 100	232 700

Import of machine tools decreased in 2015-2017 [16], [17], [21] and continues to shrink. "According to the Ministry of Industry and Trade, in 2016 the share of imports in the machine tool industry amounted to 70%. For comparison, in 2015 this figure was 83%, and in 2014 - 87%" [3]. However, many types of machines produced in the country are manufactured with a high share of imported components and therefore can only be called domestic.

The decrease in the share of imports in the domestic market of machinery and equipment was caused primarily not by an increase in production and sales of domestic machines, but by a reduction in imports of equipment due to sanctions of the United States and its allies, a sharp rise in the cost of foreign currency, a decrease in investment of Russian enterprises in fixed assets. As for the domestic production of machine tools, despite their relative reduction in price compared to imports associated with the collapse of the ruble, drastic improvements, as already mentioned, for the period 2014 - 2018, did not happen. (Here, apparently, it has been affected by the fact that many types of tools in Russia are made from imported components, which have become less accessible.)

The former Deputy Prime Minister D.O. Rogozin set the task: "We must move to the fact that half of the machines that we will buy in future years should be of Russian production" [13]. Earlier, Dmitry Medvedev reported that by 2020 according to *the forecast* (but not according to the plan!) it is planned to "launch one hundred plants" (among them - first of all existing uncompetitive plants), the share of imports in the machine tool market reduce to 58% [10].

The measures that are planned by the Ministry of Industry and Trade of Russia to solve the tasks are as follows:

1) Financial measures and instruments:

- interest rate subsidies;
- project financing;
- support R & D;

- subsidization of the pilot lots of equipment;
- support for regional programmes, technology parks and clusters;
- lease incentives;
- export credit support;
- partial reimbursement of engineering, manufacturing and export costs;
- financing of development institutions (IDF, VEB, REA, etc.)

2) Non-financial measures and instruments:

- special investment contracts;
- exhibitions, fairs, conferences, promotion in foreign markets;
- protection of interests of Russian manufacturers abroad;
- regulation of public procurement of industrial products;
- support for project consortia;
- development of engineering centers;
- standardization and technical regulation [9].

Let us note that in the past years, the same methods and tools were used, and the *forecast* indicators for the development of machine tools and engineering as a whole were determined quite high. However, these indicators have not been achieved, the turning point in the development of the industry has not come, despite the implementation of a number of projects to attract foreign capital, especially Chinese. The reasons for this, in our opinion, are not only the imposition of sanctions by the United States and its allies to ban the export of capital and technology to Russia, the relatively low level of financing of state programs for the development of machine tools, and then its reduction; but first of all, the measures taken are reduced to indirect regulation of the activities of enterprises, support for some of their initiatives, but do not contain tasks coming from the state, elements of state planning, as is the case in the defense industry, which in recent years is the most successfully developing branch of domestic engineering.

Representatives of domestic engineering in the media offered a variety of recommendations for the restoration of the Russian machine tool industry. This is a significant increase in public funding for specific projects of machine tool development; reduction or subsidization of the interest rate on loans for the implementation of projects of modernization of production; change in the conditions of Bank lending to machine tool enterprises and the order of settlements of enterprises-recipients of equipment with manufacturers; reduction in the overall level of taxes; exemption of production investments and R & D from taxes on profit; improvement of training for machine building; attraction of foreign capital for creation of Assembly enterprises with the subsequent transition to increase of level of localization of production of components and accessories; protectionist measures; increase of participation of the state in financing of R & D; strengthening of centralization in regulation of engineering (State Corporations "Rostech, Rosatom", "UAC"); involvement of small business in engineering, etc.

In fact, all these measures relate to the improvement of the state impact on the economy mainly by indirect methods. In our opinion, they are able to create conditions for the implementation of only a relatively small number of projects at a number of enterprises, but not dramatically accelerate the restoration of the domestic machine tool industry, because they do not take into account the main reason that led it to its current state. This reason, in our opinion, is the main economic contradiction of capitalism

- the contradiction between the social nature of production and the private form of appropriation, which arose during the restoration of capitalism in Russia and is manifested in a specific historical form.

As already mentioned, mechanical engineering is a highly socialized production, to achieve the competitiveness of products which requires the effective work of many organizations directly or indirectly involved in the manufacture of its final products – from R & D and education to the assembly of finished products. Private ownership of the means of production divides the participants of this socialized process, whose capital is limited, and the interests and goals are often opposite.

It is impossible to restore machine tool industry in the conditions of lagging behind the industrialized countries, which are rapidly moving to the latest technological base, using only those methods of state regulation and support of enterprises that are planned for the near future. This is due to a number of circumstances discussed below.

Most of the machine tool and engineering enterprises are either on the verge of bankruptcy or are barely making ends meet. They do not have the means to meet large-scale challenges. The level of return on assets in engineering is much lower than the interest rate on loans, which makes the loan inaccessible for most enterprises in the industry. In engineering there is a tough competition, and for Russian enterprises entering this market is associated with significant risks in comparison with other activities or the withdrawal of capital abroad. The United States and its allies pursue a policy of turning Russia into a raw material appendage and seek to prevent the development of high-tech production in our country (limiting the supply of dual-use equipment and technologies). Russian enterprises tend to focus on the purchase of imported equipment, as it is more efficient and credit conditions for its acquisition are more beneficial for them, so they often buy imported equipment even bypassing the established restrictions.

It is unprofitable for owners of capital to invest in the production of machinery and equipment. Capital moves to those activities where the degree of risk is lower and the profitability is higher. Foreign companies go to the Russian machine tool industry, but, as a rule, do not transfer the most advanced technologies; key components are produced abroad; the nature of localization of production in many cases does not allow conducting production at the termination of import deliveries; the work of imported machines is often controlled and can be stopped remotely, through built-in chips.

The inability of Russian capital to solve independently the problem of the rise of machine tool industry and engineering in general indicates that the private nature of ownership of the means of production hinders the development of socialized production.

The main economic contradiction of capitalism, as it is known, can be fully resolved only if the transition to public ownership of the means of production and planned management of the economy, but within the framework of capitalist production, it can acquire certain forms of partial resolution. The essence of these forms is to strengthen the elements of economic planning by increasing the role of the state in the economy.

In the current situation, in our opinion, it is impossible to do without the state planning of this industry to ensure the forced development of the production of tools.

The use of state planning, as it is known, allowed the USSR to become a country exporting machines, took 2<sup>nd</sup> place in the world for their production, successfully implemented nuclear, space and other major projects. And today, even in the conditions of the “market” with the help of state planning, for example, projects of modernization of the Armed forces, space exploration, preparation of the Olympic Games in Sochi and the World Cup were successfully implemented; the construction of the bridge from Taman to Kerch was successfully completed. State planning, as you know, became a major factor in the “economic miracle” in Japan and South Korea, which made a powerful leap in technological development, played a significant role in the technological development of post-war France.



In the high-tech products that Russia exports weapons are dominated. Our country has reached the second place in the world in arms exports, which indicates the preservation of the high efficiency of the domestic defense industry. And here it is important to understand that the defense industry enterprises work mainly on the basis of state orders, i.e. not on the market, but in fact – on a *planned* basis, which is *the main factor in maintaining its efficiency*. Of course, the organization of the defense industry has undergone changes over the years of “market reforms”, but it has retained a number of important features of the planned organization acquired over the years of socialism. However, due to the creation of “market environment” in which they operate, and the defense industry enterprises are seriously dependent on the import of equipment, which the country’s leadership has been trying to overcome since 2011.

Of course, state planning in the conditions of the modern Russian economy, where the capitalist economic system prevails, cannot differ from the state planning in the USSR. By its nature, it should be indicative, based on the interest of enterprises in the implementation of the indicators of the plan. Nevertheless, certain features of the Soviet planning experience are quite applicable to the current Russian realities. This is the establishment of specific tasks to the performers in the form of state orders, on a competitive basis; the responsibility of enterprises for their implementation; consistency of all tasks, ensuring the achievement of planned goals in the scheduled time.

Government planning is designed to achieve the following objectives:

- competitiveness of machine tool production;
- optimality of Russia’s participation in the international division of labor in the production of tools;
- localization of production of key components of products that ensure their competitiveness, while importing the remaining parts, which can be easily produced in the country, if necessary;
- achieving within 5-10 years the share of national production in the domestic market of the most important types of tools at the level of 70-80% (this is an indicator of the leading countries of the machine tool industry – Germany, Japan, USA, China, etc.);
- the balance of all components of the production process of new equipment - from design to production of finished products and its implementation, the creation of the necessary conditions for their development;
- the interest of performers in the effective use of resources.

The organization of state planning involves the formation of an appropriate planning body. It can be created, for example, on the basis of the State Corporation “Rostech” and involve leading specialists in the development of plans for machine tools industry.

Successful domestic and foreign planning experience teaches that government planning should combine long-term (5-10-year) and annual plans with the leading role of long-term plans.

The starting point of the plan should be science-based forecasts of trends in supply and demand in the world market of tools (for the most important types of equipment and technologies). On this basis, it is necessary to determine and justify the “niche” that should take the Russian machine tool industry in the domestic and foreign markets in the corresponding planned period (year, 5 years, 10 years) to achieve technological independence. For each planning period, it is necessary to establish the types of equipment, the production of which is planned to master in the country, the volume of their production, their planned technical and economic indicators and the degree of localization of production.

For mass production of competitive equipment it is necessary to have, *first*, its samples which passed tests and confirmed the qualities; and, *secondly*, the corresponding material and technical base for its production.

Therefore, machine tool planning should first of all solve the problem of R & D organization to create in a short time appropriate samples of tools. Our country has accumulated a wealth of experience in conducting such works on a competitive basis, which should be fully used in the current conditions. If among the operating organizations performing research and development, there are no such that would be able to fulfill the conditions of the task to create certain samples of tools with the planned technical and economic parameters in the right time, it is necessary to strengthen them with qualified personnel and the latest equipment or to create new research institutes and design bureaus for the solution of tasks, equipped with the most modern technology. (In the USSR, even during the Great Patriotic war new research institutes and design bureaus were created. So, in 1942-43 the Institute "Tool", Research Institute "Almaz" was created).

Bringing the material and technical base of production to the most advanced level should begin with the best enterprises of the domestic machine tool industry, which in our time are able to create competitive machines. In Russia, there are still a number of enterprises from the Soviet times, whose products are more preferable in the world market for price and technical characteristics, because "40-45% of the production of the machine tool industry in Russia is currently exported to 62 countries, including Japan, the United States, Germany, Italy" [1]. And at the same time it is necessary to establish - if there is no, - domestic production of the most important materials and components for these enterprises of the appropriate level of quality, i.e. to retrofit existing enterprises-subcontractors along the entire technological chain with advanced equipment or to re-establish such enterprises or production units within the framework of machine tool enterprises (vertical integration).

Regarding the existing machine tool enterprises, it is necessary to answer the question: what is more effective, their retrofitting with advanced equipment or closing and creating new enterprises instead of them, armed with the most advanced technical base. And these tasks should be solved in short time.

At the same time, it is necessary to plan the training of skilled workers and engineers in state educational institutions to work in the machine tool industry.

Immediately after the creation of samples of competitive tools and technical reconstruction of machine tool enterprises and their subcontractors, it is necessary to move to the mass production of these samples of equipment, without stopping the R & D to create even more effective models of tools.

To achieve effectively the goals of technical re-equipment of the economy in a short time, the production of competitive types of tools should be deployed in a certain sequence: from the production of tools for the machine tool to the production of tools for other branches of engineering and further to the production of tools for other sectors of the economy.

In order to avoid difficulties with the sale of machine tool products, it is necessary to use the available opportunities for the application of protectionist measures, significantly improve credit conditions, reduce the interest rate on loans and provide tax incentives to buyers of domestic equipment. If the produced tools are really competitive, these measures will successfully displace the import of machines by domestic production.

State planning, further, should include the establishment of tasks for enterprises covered by the planning, for the *production and implementation* in the planned time of specific types of tools with specified technical and economic parameters. The same applies to design organizations, manufacturers of materials and components. On the one hand, the content of the tasks and the conditions for their implementation should be beneficial for the organization; participating in the implementation of state plans, they have a

real opportunity to improve their market position in the long term. On the other hand, enterprises must be strictly responsible for the implementation of these tasks and, if they fail, return the resources allocated by the state with the payment of pre-agreed penalties and forfeit the benefits provided.

For the implementation of state plans for the development of machine tools industry a radical redistribution of public investment between economic activities will require. First of all, it is necessary to reduce the costs of countries that are ineffective in terms of technological development, to use huge budget funds allocated but not used for their intended purpose.

In addition to the redistribution of funds, of course, it is necessary to increase them. Sources of funds for investment purposes can be:

- taxes on capital exported abroad;
- taxes on the purchase of expensive luxury goods;
- issuance of bonds of domestic government loans;
- use of the national welfare fund;
- attracting foreign investment.

The effect of centralized funding for the implementation of tasks should not be measured by the amount of discounted tax increases paid by enterprises – as it is now being done – but by the economic effect – the increase in national income received as a result of the technical re-equipment of the Russian economy.

The conclusion about the need for state planning of engineering needs further detail in the direction of determining the specific structures responsible for the development of planning methodology and the plans themselves, for the organization of financing and implementation of targets.

### Conclusions

- Engineering is an industry that plays a key role in ensuring technological security and independence of the country. Without creation of competitive engineering the problem of the reconstruction of the technological independence of Russia can not be solved.
- The Soviet Union achieved outstanding success in the development of engineering, despite the extremely unfavorable conditions of development. The success was achieved primarily through state planning of socio-economic development. The slowdown in the development of mechanical engineering in the USSR in the 1970s and 80s was caused by mistakes in the organization of planning, the inability of the country's leadership in the new conditions to direct the development of the economy on an intensive path.
- During the restoration of capitalism in Russia in the 1990s, the Russian engineering industry found itself in a deep crisis, from which it is not able to fully emerge in our days. The main reason for the crisis was the chosen method of transition to a market-capitalist economy.
- The consequences of the negative trends of the Russian engineering industry were: the strict dependence of the economy on the import of machinery and equipment, the loss of technological independence of the country, the decline in the competitiveness of the products of most enterprises.
- □ The Russian government's measures to support domestic engineering proved to be ineffective, as they relied only on indirect regulation methods and did not create conditions for solving the whole complex of tasks for the rise of engineering, and most industry enterprises in the current conditions are not able to cope with this problem on their own.

- The implementation of the proposals of economists and practitioners to improve the state regulation of engineering contained in the publications can lead to some positive changes in the industry, but will not provide a fundamental shift for the better – the restoration of domestic engineering in a historically short time; because they have, in essence, the same shortcomings as the activities carried out by the government.
- The main reason for the negative trends in Russian engineering is a specific form of manifestation of the main economic contradiction of capitalism, generated by the specific historical conditions of Russia's transition to capitalism.
- For the restoration of the Russian engineering it is necessary to find and implement a form of partial resolution of the specified contradictions. It should contain elements of economic planning. In other words, there is a need for state planning of engineering, which has specific features due to the market-capitalist nature of the economy.
- State planning is designed to solve the whole complex of tasks to create a competitive engineering in Russia, and thus to ensure the technological independence of Russia. For the organization of such planning the following is necessary: the creation of appropriate planning bodies, scientifically based forecasts of market conditions, preparation and approval of plans containing specific tasks to the performers, the responsibility of the performers for the implementation of targets and a number of other measures noted above.

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## Analysis Of Initiative Projects In The Field of Modern Biotechnology

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### Abstract

Crowdfunding has become a significant additional source of research funding in recent years. This study is devoted to the possibility of achieving the objectives of the campaign to collect funding through the rational selection of the recommended donations. The main platforms for collective work on scientific projects in the field of biotechnology and medicine are considered. There is an explosive interest in both the phenomenon of crowdfunding and the phenomenon of scientific crowdfunding, which has become a significant source of funding, especially for low-budget projects. The review of projects in the field of modern biotechnology, innovative high-tech medicine, projects to combat cancer is made. The assumptions of the model to describe the involvement of participants in the project are formulated, its structure is proposed, and its applicability for projects in the field of biotechnology and medicine is shown. The results of some well-known projects on the largest crowdfunding platforms are presented; the results of campaigns to attract funding using the proposed model are analyzed. It is concluded that the participants of scientific projects are more motivated than of entertainment projects. Recommendations for improving the mechanisms of attracting funding in research projects are given. The obtained results can be applied both in the planning of new companies to attract funds to finance scientific and high-tech projects in the field of biotechnology and medicine, and to improve the efficiency of existing ones.

**Keywords:** biotechnology, medicine, fundraising, mathematical modeling, model structure, crowdfunding

### Introduction

Historically, crowdfunding projects have been widely known funded by benefactors-donors who voluntarily contribute to a project with their financial donations, free work and other resources. Projects for the construction of public and religious buildings and cultural projects funded by donors are well known. In the field of science, it is possible to note projects to support universities, both through one-time donations, wills of property, and permanent work within the boards of Trustees, etc. The considered directions had a significant drawback –the project needed a long and difficult information company to declare itself, difficult to implement for single researchers or teams without significant support, significant difficulties were represented by the output of information about the project beyond the collective, the city.

With the development of the media and the media outlets, the potential audience of donors has increased dramatically, although the number of dubious projects has increased, either not achieving the stated results, or initially aimed only at raising funds and not planning real work. Even more information availability of projects the use of sites in the Internet has expanded, and with the development of electronic payment systems there is an opportunity not just to make individual sites, with all the difficulties of their promotion, but to use specialized platforms – kickstarter.com, indiegogo.com in the Russian segment of the Internet one of the leaders in terms of funds raised and the number of successfully implemented projects is the platform planeta.ru. In addition to the platforms on which projects from different fields are implemented, there are a number of specialized portals, for example, aimed at supporting cultural or scientific projects. Specialization of the platform on the one hand increases the share of interested visitors, allows for better specialized campaigns, and on the other hand – dramatically reduces the number of potential donors. To resolve this contradiction, often the initiators are of the campaigns of others. One of the types of crowdfunding is fundraising – in this case, it is assumed

that the donor will not receive from the implementation of the project any special remuneration or this reward has only a symbolic value (free postcard, thank-you e-mail, etc.).

In the researchers view the process of crowdfunding has come relatively recently (Lambert T, 2010), but in recent years, the interest is continuously growing –the possibilities of crowdfunding as an alternative to traditional means of financing of firms are discussed (Ahlstrom, D., 2018), (Moon, Y., Hwang, J.,2018) the collection of donations as the analogue of the usual economic transactions is analyzed (Bade, M., 2018), the temporal characteristics of the collection of funding (Crosetto, P., 2018), the possibility of using crowdfunding to reach new markets are examined (Estrin, S., 2018).

This paper presents an analysis of projects in the field of biotechnology, as it is a rapidly developing scientific field and rapid growth of collective projects is expected in this area.

#### Goals and objectives

The goal of the study is to develop a model of crowdfunding in research projects that do not involve material compensation (fundraising), with which you can increase the amount of funds collected by the project.

To achieve the goal you need to solve the problem:

- analysis of platforms for raising funds for research projects;
- analysis of indicators of particular projects;
- selection of the model structure and verification of its applicability for projects in the field under consideration.

#### Methods and materials

Crowdfunding projects in the field of biotechnology

At considering crowdfunding projects in the field of modern biotechnology, it becomes obvious that in most cases they are aimed at solving some global problems, the results of the project will be used by an unlimited number of users, and donors may not enter it.

At the same time, the main attention of researchers of the crowdfunding process is paid to projects involving material reward (Shao, T., 2018).

Obviously, the research projects are generally not required to involve a financial reward to the donor, and however in the field of scientific crowdfunding rapid growth is also observed (Wheat, RE, 2013), (Schafer, MS., 2018), especially in projects with expected practical results (Lu, YJ, 2018). Let us consider projects in the field of modern medicine and biotechnology – these areas are rapidly developing and require funding (Siva N, 2014), (Lukk, M., 2018), (Snyder, J., 2018), (Xu, L. Z., 2018).

Almost all crowdfunding projects, in addition to the options to support the project with a real (material, having its own objective value) reward, offer options with a symbolic reward, such as the project to create Glowing Plants: Natural Lighting with no Electricity (<https://www.kickstarter.com/projects/antonyevans/glowing-plants-natural-lighting-with-no-electricit/>) on the platform Kickstarter offered, among others, the following funding options – \$ 5 (sticker on the phone); \$ 500 (the ability to encode a message up to 140 characters in the DNA code, which will be sent to the donor and the seeds of a glowing plant);\$ 5000 (one-day master class of developers with travel to the donor);\$ 10 000 (message up to 30 characters will be encoded in the DNA code of a glowing plant). It is easy to see that these fees are not related to the material benefits of the project and therefore are more related to fundraising. The project raised \$ 484,013 from 8,433 donors on the Kickstarter platform, became one of the most famous, strongly influenced the public consciousness and the regulatory framework – in



particular, Kickstarter after the financial success of the project banned (possibly temporarily) crowdfunding campaigns related to gene modification.

One of the largest British charity organizations Cancer Research UK has created its own crowdfunding platform (<https://www.cancerresearchuk.org/get-involved/do-your-own-fundraising/target-your-fundraising/>), which collects funding exclusively for the study and development of new cancer treatments. For example, donors who have decided to support a project to develop treatments for brain cancer are invited to contribute £ 5, 15, 30, 50, or 100 and are given an explanation of what researchers and physicians will be able to achieve with these funds, and donors who have decided to support a project to fight breast cancer are invited to make a donation of £ 50, 100, or £ 150, with the same text explaining what the funds will go to.

One of the platforms for finding funding for scientific and technological projects is Microryza. The peculiarity of the platform is that the donor is able to monitor the progress of the study and communicate with the initiators of the project who have questions related to the project, to advise him on the content of the research project. One example of the projects is "Genetic system for interactive study" (<https://www.microryza.com/projects/genetic-circuits-for-interactive-learning>), in which it was planned to create an interactive electrical model of the biological system for a better understanding of the human body, but also will be the basis for the development of new treatments.

Another example of a crowdfunding platform for researchers is the Open Access Funding Platform (OAFP), an open platform for researchers based on the social network for iAMscientist scientists. Before the project is able to raise funds, its idea is brought to the discussion of the community of scientists participating in the OAFP. If the project is approved, the researcher can begin to create a video, describe their tasks and determine the required amount. Another important feature is that iAMscientist considers the main problem of the scientific community to be the lack of support for low - budget short-term projects, so there is no minimum contribution to iAMscientist - it is possible to transfer from a few cents to several thousand dollars to the project account, so donors with very modest financial capabilities can join the project support. The most successful project at iAMscientist was the study of tuberosus turtles (Diamondback Terrapins) (<http://www.iamscientist.com/projects/80-Saving-Diamondback-Terrapins-with-New-Technology>) with the help of new tracking technologies, 20 turtles were equipped with miniature sensors with a GPS system, a retainer of body temperature and the depth to which the turtles were immersed.

Также можно ознакомиться с актуальными проектами на портале [experiment.com](https://experiment.com) (<https://experiment.com/discover>) и ряде других - в последние годы такого рода порталы быстро появляются и, увы, иногда прекращают свою работу.

This review does not include projects that collect funding by searching for investors - such projects can be very financially successful, although the result will be a technological failure (an example is the history of Theranos technology development), but as the conditions for the allocation of funding and the details of the negotiations are not known to a wide audience, it is not possible to analyze such projects.

The research questions of crowdfunding and fundraising are of undoubted interest - the dynamics of the collection of funding (Mollick, E, 2014), the estimated fees (Sahid, G. T., 2018), the analysis of decision-making on project financing (Xiao, S., 2018). Fortunately, many projects have open statistics of charges, which allows conducting research on real data (Zhao, Y., 2018).

The present work is devoted to the development of the model structure, with the help of which in the future it will be possible to optimize the fundraising process - to increase the speed of collection of donations for projects in the field of modern biotechnology.

The structure of the fundraising model

There are three main approaches to project financing (Agrawal AK, 2013), (Zubov, D. V., 2017):

- the donor can donate any amount;
- one or more recommended donation sizes with comments are specified;
- the donor is asked to sign up for a monthly payment.

Let us suppose that the donor is familiar with the fundraising project and is willing to spend some financial resources to finance it. We will build a model of one donor and one project and only one fixed donation amount. To make a donation the donor in addition to financial resources, needs to spend time and some effort to carry out the operation. As our research showed – even if the subjects (volunteers with higher education) are informed in advance that there is no need to make a donation in reality, the volunteer is only required to choose how much he would be willing to support an interesting project, the time spent by the donor increases sharply compared to the case when the question is offered – whether a potential donor is ready to support the project for a specific amount. For real projects, you can conduct a similar study using heat maps in packages of Internet statistics tracking tools, for example, as part of the Yandex Metric Toolkit. Thus, it can be assumed that the use of one recommended donation amount can increase the number of effective donors who have made a donation. As the share of effective donors is very small (about 1% or even less), with a small audience acquainted with the project, the probability of fundraising will be small. Therefore, the importance of choosing such a value of the donation increases, which, on the one hand, will not scare away the donor with its size, and on the other, is large enough to collect funding.

Let us formulate the assumptions adopted in the development of the model (Zubov, 2017):

- successful implementation of the project does not give any advantages to donors, i.e. he can use (or not use) the results on an equal basis with those who did not participate in the project;
- participation in the project does not bring problems to the donor;
- we consider a small commission of payment systems or intermediary platforms (in some cases, the commission can be very significant, but taking into account the impact of commissions requires separate consideration);
- we accept that during the collection of funds there are no significant changes in the financial condition of donors and there is no depreciation of the collected funds caused by inflation.

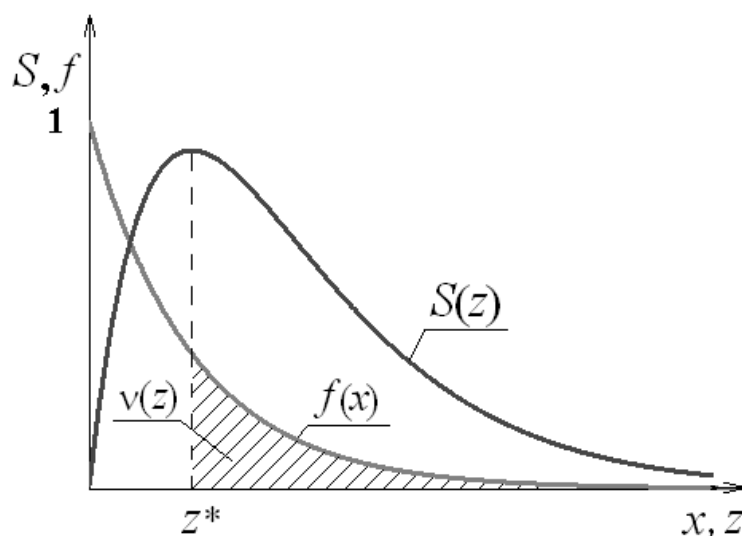
Let's say that a potential investor is ready to become a donor – to donate  $x$  rubles (a measure of donor's satisfaction with the project, a measure of desire to help it, the current financial capabilities of the donor).

Let us assume that the value  $x > 0$  is random, that its values for each donor are independent, and  $x$  is subjected to a certain law, for example, as it is proposed to the exponential law (Zubov, 2017):

$$f(x) = e^{-\lambda_x x}, \quad (1)$$

where  $f(x)$  – the proportion of donors willing to donate  $x$  dollars or less, that is, small amounts ready to donate almost all donors, and large – almost none;

- $\lambda_x$  – a model parameter fixed for a specific project and a set of donors.



**Fig. 1.** Dependence of the share of ready-to-donate donors  $f(x)$  and the total amount of fees  $S(z)$  on the amount of the recommended donation

Let's define the amount of the recommended donation  $z$ . The share of donors willing to donate at least rubles is equal to  $v(z) = \int_z^\infty f(x)dx = e^{-z\lambda_x} / \lambda_x$ , and the total amount of funds received will be  $S(z) = Nv(z)z = Nz e^{-z\lambda_x} / \lambda_x$ , where  $N$  - total number of potential donors. Let's find the optimal value  $z^*$ , providing maximum  $S(z)$ :

$$\frac{dS(z)}{dz} = 0 \Rightarrow e^{-\lambda_x z^*} (1 - z^* \lambda_x) = 0 \Rightarrow z^* = \frac{1}{\lambda_x}.$$

On Fig. 1 the above reasoning is illustrated.

Having dependence, you can adjust the amount of the recommended donation and achieve a greater amount of fees.

As our research showed on the statistics of successfully completed projects on the platform indiegogo.com, exponential law is well-executed for projects in the entertainment industry, such as raising funding for the production of animated films.

### Results

Experimental research of fundraising in the field of biotechnology

Based on the analysis of projects in the field of modern biotechnology, it can be concluded that the most popular projects are the study of cancer and methods of their prevention and treatment.

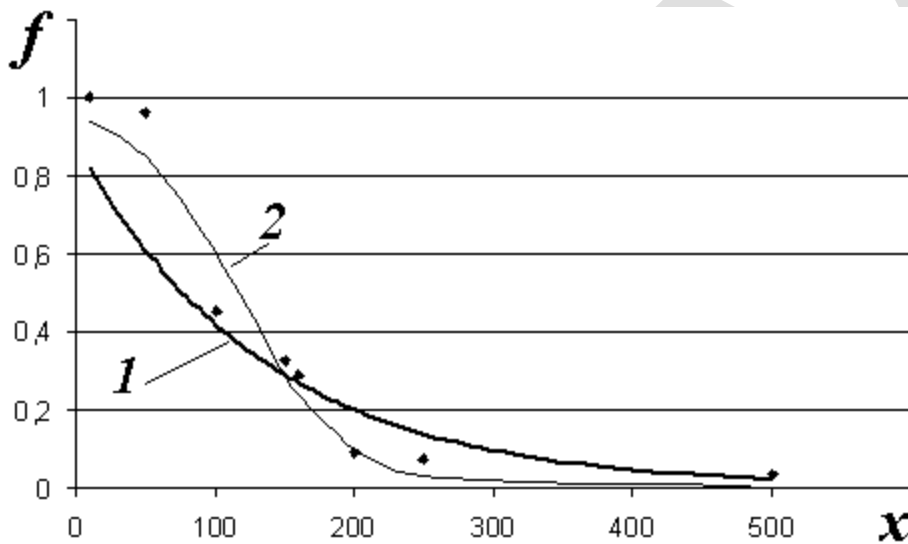
As an example, we consider CancerQ: The First Truly Connected Cancer Platform on the platform indiegogo.com (<https://www.indiegogo.com/projects/cancerq-the-first-truly-connected-cancer-platform/>). Potential donors were asked to donate one of the amounts to the project: 10, 50, 100, 150, 160, 200, 250, and 500 US dollars. The analysis is somewhat complicated by the fact that the set of donation

values and rewards (T-shirt with the project symbols, water bottle with the project symbols, etc.) changed during the fundraising campaign (probably the initiators of the project were looking for values that could improve the financial results of the project). The results of the project fees are presented in the table 1.

**Table. 1.** The results of crowdfunding for the project CancerQ

Value of donations, \$	10	50	100	150	160	200	250	500
Number of effective donors	2	28	7	2	11	1	2	2

A comparison of the experimental data with the model (1) is shown in Fig. 2.



**Fig. 2.** Comparison of experimental values  $f(x)$  and equations (1) and (2) for the project Cancer

The correlation coefficient in this case is 0.84, which on the one hand allows us to talk about the adequacy of the model as a whole, on the other-forced to look for sources of a rather low coincidence of the model with reality, compared with projects in the field of mass culture and art on the same portal indiegogo.com, for which we obtained a much better match between the model and the real fees. The experimental data presented in Fig. 2 show that in the field of small amounts of requested donations, the number of donors does not change much, then with the requested amount of \$ 100, the number of donors begins to decrease sharply and with the requested amount of \$ 200, only 10% of donors are ready to finance the project. To approximate the presented dependence, the function of the form is well suited

$$f(x) = \frac{1}{1 + e^{\lambda_x(x-b)}}, \tag{2}$$

where  $b$  - model parameter.

As it is shown on Fig. 2, equation (2) allows a more accurate description of the available experimental data on the collections, obtaining a correlation coefficient of 0.97.

Let's consider another crowdfunding project in cancer control on the same platform [indiegogo.com](https://www.indiegogo.com/projects/little-green-monster-cancer-magic#/) - Little Green Monster: Cancer Magic ([https://www.indiegogo.com/projects/little-green-monster-cancer-magic#](https://www.indiegogo.com/projects/little-green-monster-cancer-magic#/)/). The results of the fees are shown in table 2.

Table 2. The results of crowdfunding for the project Little Green Monster: Cancer Magic

Value of donations, \$	10	13	25	30	50	56	75	90	100	115	200
Number of effective donors	4	4	27	29	14	14	5	5	3	3	1

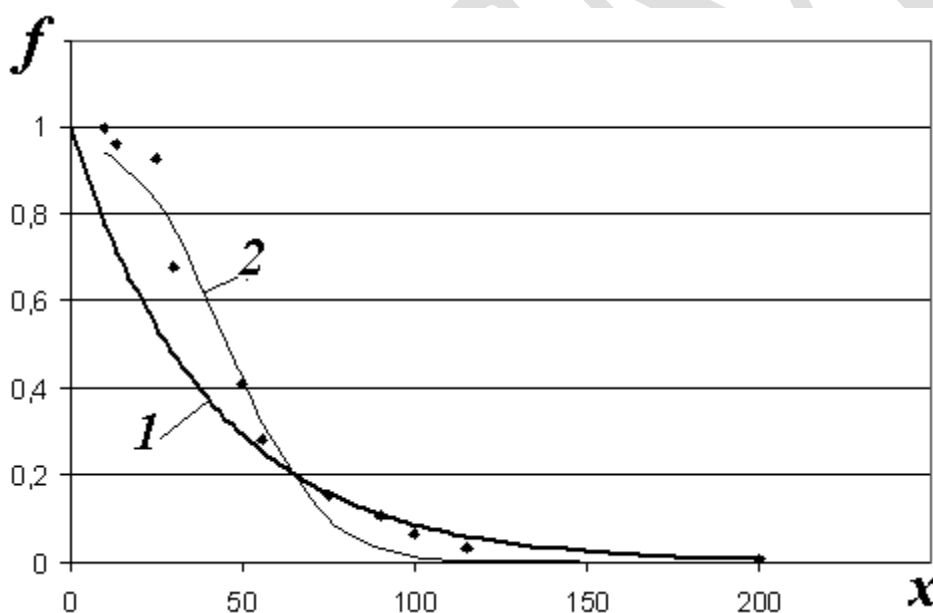


Fig. 3. Comparison of experimental values  $f(x)$  and equations (1) and (2) for the project Little Green Monster: Cancer Magic

Fig. 3 presents experimental data on the project Little Green Monster: Cancer Magic and dependencies found on equations (1) and (2). It is seen that equation (2) allows describing more accurately the available experimental data on the collections, obtaining the value of the correlation coefficient 0.99, against the value of the correlation coefficient 0.95 for , found by equation (1). Thus, it can be argued that equation (2) can satisfactorily describe the dependence of the share of successful donors on the size of the requested donation for projects in the area under consideration.

### Discussion

In general, it can be concluded that the participants of projects in the field of medicine, biotechnology and science are more motivated in the successful completion of the project than the participants of entertainment projects, and therefore are ready to invest significant financial resources in the project. In particular, this means that the initiators of such projects do not make sense to set small amounts of recommended donations (less than\$10).

### Conclusions

According to the results of the analysis of fundraising projects in the field of modern biotechnology, the type of dependence of the number of donors ready for donation on the size of the required donation is proposed. The parameters of the proposed dependence can be determined for similar projects or at the first stage of funding collection. Using the received dependence, it is possible to adjust the quantities of recommended donation with the aim of increasing the overall charges of the project or reduction in collection time required for its realization amount.

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## Kalmyk Relations With Kuban Tatars (Second Half Xviii - First Half Xviii Centuries)

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### Abstract

The article is devoted to relations between Kalmyks and Kuban Tatars from the second half of XVII century till the first half of the XVIII century. During this period, the Russian government launched a military campaign against the Ottoman Empire and the Crimean Khanate. Numerous military campaigns with the participation of Kalmyk units have been started. Later the Kalmyks took active part in the Northern War, as a part of regular Russian troops and as individual combat units. After the defeat of the Swedes at Poltava Turkey in alliance with the Crimean Khanate declared war on Russia. In the summer of 1711 in order to protect the southern borders the commander of Russian troops in the region P. M. Apraksin with 20000 detached Kalmyks led by Chakdorzhab, the son of Ayuka Khan, entered the Kuban territory and completely defeated the Kuban Tatars - vassals of the Crimean Khan. In February 1715 the 30-thousands Kuban squad struck back at Kalmyk territory. Russian troops hadn't supported the Kalmyks in this fight and the latter ones, not having a sufficient number of soldiers at the time, suffered a crushing defeat. Disappointed with the policy of the Russian government, Ayuka reconciled with the Kuban Khan in 1717 and promised to give him military support in the suppression of Tatars of Great Nogai Horde - subjects of Bakhty Giray. The conclusion of such union worried Russia, but in spite of periodic rapprochements of Kalmyk Khanate and Kuban Tatars, Kalmyks continued to remain faithful to the oath once given to the Russian state.

**Key words:** the Russian state, the Kalmyk Khanate, Kuban Tatars, the Crimean Khanate, Turkey, raids.

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### Introduction

At the XVII century Russia was a big polyethnic state inside of which its ethnicities build their relations with central government and their neighbors on the basis of actual historic realities which were formed at the time. In the article we review relations between the Kalmyks and the Kuban Tatars from the second half of the XVII till the first half of XVIII centuries. Within the bounds of this question we try to shed light on the biggest political matters, which generally influenced destiny of these ethnicities and left marks in the history of Russia itself.

The government accepting Kalmyks as subjects of Russia first of all considered defense of their south borders from Crimean and Kuban Tatars' raids which strongly destabilized a regional situation. The Kalmyk Khanate obligations to Russia were embodied in the *sherti*, according to which *taishis* received certain privileges and steppe territories. It should be said, however, that the Russian policy towards Kalmyks had always proceeded from specific goals and objectives and the situation on the southern borders of the country. From the second half of XVII century the Kalmyks actively supported the Russian



government in its conflict with Turkey and the Crimean Khanate. This initiative of Kalmyk *taishis* was not only because they wanted good pays and generous presents from Russia government and rich spoils of war, but was dictated by their sense of allied duty. The latter postulate needs explanation.

Russian historiography includes a lot of examples of interrelations between *taishis* and the tsarist government where the Kalmyk Khanate considered itself an ally rather than a subject. When Ayuka Khan came into power the Kalmyk Khanate considerably raised its political status, which allowed *taishis* to conduct active foreign policy. The Russian government aimed to limit foreign contacts of Kalmyk *taishis*, if not completely, then at least to put them under control. Already in 1677, a clause which established operative control of Kalmyk foreign affairs was created in Russian Empire Law [Hereinafter COR RI. 2. T. Number 672].

From the end of XVII century Russian government started resolving such strategically important questions as consolidation of its position in the Caspian coastal area and an entrance to the Baltic and Caspian seas. At the time the Crimean khanate supported by Turkish government increased the frequency of its raids on Russian lands. The closer relations between the Crimean khanate and Turkey had endangered not only Russia but also the Kalmyks, since Crimean Tatars war raids passed through Kalmyk territories. Moreover, Ayuka feared that the Nogais displaced by the Kalmyks in the past and as Crimean subjects now would start to claim their old territories back. Also, this created a threat of riots among the Embuluchk, Edisansk and Malibashk Tatars, which always strived to escape Kalmyk *taishis* authority.

Certain parts of Volga region Muslim ethnicities' aristocrats nurtured an idea of unification with their brothers-in-faith. *Podyachiy* Venyukov and *tolmach* Daudov visited Turkey in 1672 and reported after their return: 'the Astrakhan and Kazan Tatars, with Bashkirs visited the Sultan with a plea for him to take them with Astrakhan and Kazan Khanates into allegiance' [Soloviev, 1961. P. 579]. The Sultan gave them a hope and asked to wait. It's clear that the Kalmyks, being Buddhists, would be in a difficult situation. That's why, Ayuka Khan send a letter to *Posolkiy prikaz* (Ambassador bureau), where he wrote that the Kalmyks would support Russia in its war with the Crimean Khanate, and also they would attack the Kuban Tatars. He based his decisions on the fact that close neighborhood with the Kuban Tatars is dangerous for the Kalmyks. Chakdorzhab, a son of Ayuka, was willing to defeat the Kubans, so that both the Kalmyks and the Russians can live more freely and safer.

### **Purpose Of The Study**

The purpose of this study: to show the role and importance of Kalmyk-Kuban relations in the southern politics of Russia, Turkey and the Crimean Khanate; to establish the degree of independence of the foreign policy of the Kalmyk Khanate and its role in stabilizing the situation on the southern borders of Russia from the second half of the 17th to the first half of the 18th centuries.

### **Research Methods**

The scientific article used the following methods: the principle of objectivity, historicism, as well as historical comparative and historical systemic. In the first case, a verified account of events was used based on reliable historical sources that adequately reflect the events and processes under investigation. The principle of historicism made it possible to trace the Kalmyk-Kuban relations from the second half of the 17th century to the first half of the 18th century in the context of the policy of the Russian government and the historical realities that were developing at that time.

### **Results Of Research And Their Discussion**

In the second half of XVII century Russian government launched a military campaign against the Ottoman Empire and the Crimean Khanate. Several military raids were conducted with participation of Kalmyk units. After the Constantinople peace treaty Russia send their war might towards a conflict with

Sweden on which Peter I declared war in 1700. The Kalmyks took part in the Northern war as a part of regular Russian forces and as independent battle units. Tsarist government highly appreciated Ayuka support, because Kalmyk cavalry acted efficiently by using its mobility and speed advantage. Russian army Command employed the Kalmyks to raid enemy rears. For their military achievements Kalmyk *taishis* received year wages, money, wine and other presents and privileges.

At the time, Turkish government took a wait and see attitude in a hope that the war with Sweden would weaken Russia, and this would allow Turkey to take back Azov and other forts lost by the Treaty of 1700. Since considerable part of Kalmyk forces left towards the northern theater of operations, the Crimean Khan periodically launched plundering inroads on the southern borders. The Tsar responded by ordering Ivan Alexeevich Tolstoy in Azov: "...for the safety from the Kubans to increase baptized and unbaptized Kalmyks count as much as local income allows" [Golikov, 1837. P. 190]. On 30 April 1707 the letter to P.M. Apraksin arrived: "... about recruitment two or three thousands of Kalmyks and appoint them a duty station by their choice" [Golikov, 1837. P. 190]. Thus, southern Russian borders were protected against Kuban and Crimean Tatars raids by local cities garrisons, the Kazaks and the Kalmyks.

The Sweden defeat in the Battle of Poltava took away Turkey's hope to weaken Russia, and from that time Turkish government had begun to prepare for war. Peter I was aware that a clash with Turkey is inevitable, and immediately assumed countermeasures by excellently allocating troops along the border. After repeated skirmishes of Russian army and the Crimean Tatars, governor P.M. Apraksin had to agree that he would be in a heavy situation without Kalmyk cavalry.

In September 1710 P.M. Apraksin met with Ayuka on the Danilovka river, near Astrakhan, and signed an article "About allegiance of Ayuka Khan with his taishi and people towards Russian sovereign" [Hereinafter COR RI. T. IV. Number 2291]. Also Ayuka signed that he is to send his people to assist Russian army for the defense of peaceful cities. In the autumn of the same year Ayuka ordered a big unit of Kalmyk warriors with taishis Chemet Batyrov and Cheter Munokotemirov in charge to nomadize under Cherkessk till the spring.

At the time the king of Sweden visited the Ottoman Empire encouraging Ahmed III to start a war with Russia. The same policy was supported by Crimean Khan Devlet II Giray. On 20 November 1710 the Ottoman Sultan felt for persuasions and declared war on Russia. Crimean army under the command of its Khan attacked the Left-band Ukraine where the Kuban Tatars were expected to join them.

In February 1711 10 thousands of Kuban Tatars advanced to help Devlet II Giray, but approaching Kalmyk forces made them turn back [Essays on the History..., 1976. P. 160]. The commander of the army in this region P.M. Apraksin moved against the Kubans in the summer 1711 before the second invasion.

Ayuka sent a 20-thousand Kalmyk unit with his son Chakdorzhab in charge to support P.M. Apraksin [Bakunin, 1995. P. 201]. In March 1711 Russo-Kalmyk army entered Kuban, and the Tatars were forced to retreat into mountains, a Kalmyk unit was sent to pursue them. As a result of this pursuit the Kuban Tatars were completely defeated by the Kalmyks, about three thousands were taken captive. Kalmyk *taishis* were left with good spoils of war.

Despite the south front's success, the war was lost. Russia had lost Azov all of its South fleet and forts signing the Treaty of the Prut. Despite the peace treaty between Russia and the Ottoman Empire, the situation on the south borders remained the same, since the Kuban Tatars continued their raids on Kalmyk and Russian people. Kalmyk *taishis* repeatedly asked Russian government for a help. In September of 1714 Ayuka himself wrote to M.I. Chirikov in Astrakhan: "The Kubans aren't truly in peace with us. That's why allow to send my nobleman in Kazan so that they would send me a ten thousand cavalry army or, if not possible, at least six or five thousands. And if it's not possible from Kazan then write to the Great Prince in Moscow so that this army was send till the ice..." [ON SC. F. 36. Op 1. D. 2. L. 105].

Kalmyk *taishis* understood that with Russian army support they would be safe from Kuban Tatars raids. Charkdorzhhab two times wrote letters to ober-commandant with a request to send them army in hope that the Kubans wouldn't dare to enter Kalmyk territory knowing that about these reinforcements [ON SC. F. 36. Op 1. D. 3. L. 105]. But all requests from Kalmyk authorities weren't granted and the situation of Kalmyk Khanate were becoming more and more vulnerable. Charkdorzhhab tried to be informed on the situation and for this he was sending small units, which brought unpromising news about Kuban army actively preparing for a military campaign on the Kalmyk Khanate and nearby cities.

We studied this problem and can note that in writings of N.Y. Bichurin [Bichurin, 1838. P. 184-186] and V.M. Bakunin [Bakunin, 1995. P. 31] a fact is mentioned that main purpose of the Kuban campaign was the Kalmyk Khanate. However it's possible that the Kalmyk nomadic territories were just on the path of Kuban army, which went to plunder Russian cities. Detailed description of the raid can be found in letters of colonel Nemkov and Bekovich-Cherkasskiy, who personally witnessed them.

In February 30-thousands army under the command of Bahti-Giray himself marched off from Kuban. At the same time Ayuka Khan not knowing it left Krasnoyarsk fort and went to Boldinskiy island accompanied by 30 of his people. He set his kubitka near the fort, where prince Alexander Bekovich-Cherkasskiy with Khiva expedition unit resided [RGADA. Fund 248. Op. 3. Book Inventory 102. L. 611].

On 15 February Bahti-Giray with its forces attacked Boldinskiy island and rebellious Kazak Ignashko Nekrasov joined them with his people [RGADA. Fund 248. Op. 3. Book Inventory 102. L. 611]. So sudden attack from Kubans had taken everyone by surprise. Ayuka himself received the news from Bekovich-Cherkasskiy's messenger and went towards the Boldinskiy river with his wife and people beforehand. Colonel Nemkov retreated together with him joining Khan in an hour before the attack. Astrakhan send a rescue unit under Bekovich-Cherkasskiy towards the Kalmyk Khan to whom Charkdorzhhab with his people joined. At the time a 100-people Kuban unit captured a Khan kubitka with his personal belongings and a seal, then started in pursuit of Ayuka and his people, following them as far as the fort. Nemkov wrote: "Pursuers chased after us on ice and on riverbank as far as Kutumov, to Astrakhan..." [RGADA. Fund 248. Op. 3. Book Inventory 102. L. 608 back of the page].

Ayuka united with Charkdorzhhab and gave pursuers a repulse, which ended in a short but fierce battle. Bekovich-Cherkasskiy noted that one of the Tatars' nobleman was killed in this skirmish. Russian army didn't help the Kalmyks in this battle, moreover Bekovich-Cherkasskiy refused Ayuka's suggestion to pursue and kill Bahti-Giray. After this the Kubans didn't attempt any attacks on the Kalmyks, and in the morning they went toward Krasnoyarsk territories, plundering Kalmyk territories on the way. Bekovich-Cherkasskiy wrote about it: "... the Kuban Tatars left toward Krasnoyarsk fort, where Kalmyk auls located, and taken prisoners a lot of people, 7000 of Embuluchk and Edisansk Tatars, all of which were Ayuka subjects" [RGADA. Fund 248. Op. 3. Book Inventory 102. L. 609]. After these events Ayuka visited Krasnoyarsk fort area to personally witness Kuban raid's aftermath. And it was: about two thousands Kalmyk warriors killed, dwellings plundered, livestock and prisoners taken away. Damage was colossal.

This sharp attenuation of Kalmyk Khanate was used by the subjected Embuluchk and Edisansk Tatars which give up to Kubans without a fight, and 10000 kubitkas and all livestock went after Bahti-Giray. This bring a thought that they were initially in cahoots and used a situation to leave the Kalmyk Khan authority for their brothers-in-faith. The Kubans made an overnight stop near the Ivanovkiy temple and went ahead, down the river, lighting new and new waves of rebellion. Nemkov wrote that Elmuraz Tinbaev used the total chaos and repeatedly betrayed, intrigued against and killed Russian government representatives. At this time 500 kubitkas of Yurt Tatars, who started to slaughter Russians and rampaged. The founder of Trinity Monastery reminisced how people were killed: "... traitors and the Yurt Tatars bayoneted a lot of Russians on *uchugs* and humiliated them - cut the chests of two people from the

Trinity Monastery and took out hearts from them" [RGADA. Fund 248. Op. 3. Book Inventory 102. L. 610 back of the page].

Meanwhile messengers reported that Bahti-Giray led his army along the northern coast of Caspian Sea. Kazan vice-governor wrote that the Kalmyks are under a threat of 5-thousands Kuban army. At that time the Kalmyks didn't have a lot of military might and weren't able to repulse the Kubans. Ayuka and Charkdorzhzhav gathered a big Kalmyk unit but hadn't decided to enter a battle and just observe the invasion. Alexander Bekovich-Cherkasskiy wrote: "...the Kalmyks were greatly frightened until the Kubans retreated, however they had a hope in Prince's people who were with us" [RGADA. Fund 248. Op. 3. Book Inventory 102. L. 809].

Bekovich-Cherkasskiy and colonel Nemkov reported information just about rescuing the Kalmyk Khan and his people by the Khiva expedition unit, referring that Ayuka Khan would have been captured without their help. Nemkov gave a special role to prince Bekovich-Cherkasskiy and described his actions: "... prince Alexander Bekovich himself stood with his guards on guard duty behind yurts for a whole day, and remained on duty four day, not taking any rest, and Khan with the Kalmyks were saved by him..." [RGADA. Fund 248. Op. 3. Book Inventory 102. L. 611]. However these reports didn't mention even once that Ayuka Khan repeatedly asked Bekovich-Cherkasskiy to fight the Kubans and defend honor, property and people under his authority, however all these requests were baselessly denied. Although at that moment Bekovich-Cherkasskiy had infantry regiments and artillery, he didn't actively help Kalmyk people, in consequences of which the Kalmyk Khanate suffered enormous loses and Bahti-Giray retreated completely unpunished. Ayuka Khan was deeply offended by Bekovich-Cherkasskiy's behavior and from this moment on the sharply changed his attitude, suffering an affront. From his side Bekovich-Cherkasskiy easily managed to describe Kalmyk Khanate's failure to defeat the Kubans explaining it by internal feuds between taishis. Prince stressed: "Such misfortune happened because they all were divided and were carelessly informed that the Kubans were advancing and weren't able to prepare beforehand" [RGADA. Fund 248. Op. 3. Book Inventory 102. L. 609].

From this point on the Kubans didn't stop raiding south borders of Russia, periodically small groups of robbers attacked peaceful population. In May of 1715 Musal Mursa took charge of one of plundering inroads, but Astrakhan government managed to convince Mursa to retreat, however some of his people were arrested for attempting plunder. Crimean Sultan Mengli-Giraly's representative Agadzi Hadja came to Astrakhan to resolve this issue, and an agreement on mutual prisoner exchange was concluded [RGADA. Fund 248. Op. 3. Book Inventory 102. L. 623, back of the page]. A delegation was sent on Kuban to represent Kalmyk and Russian interests and a peace treaty was agreed on which covered relations of Kuban with Kalmyk Khanate and Astrakhan [Tepkeev, 2006. P. 43]

Ayuka Khan always considered himself not so much subject of Russia as peer ally, and he with his people were always ready to complete their duty, protecting south borders of the country, overcoming great difficulties and going through danger. That's why he was in his right to receive equal support from the Russian government in crisis and difficult moments for Khanate. However, after he experienced himself that Russian authorities didn't keep their promises and obligations, Ayuka Khan with his willful character decided to act from this point on in the same way. That's why some researchers think that then prince Bekovich-Cherkasskiy departed in Khiva for negotiations with Shirgazi Khan, Ayuka with the help of Turkman Doulat convinced Shirgazi that the Russians coming not with peace but with war. The Khivans reacted accordingly and demolished Russian unit and the prince [Nefed'ev, 1834. P. 39-40]. It's possible that it really happened but there are not direct evidences of Ayuka Khan being involved in prince's death.

Disappointed with Russian government's policy, in 1717 Ayuka reconciled with Bahti-Giray, receiving the Embuluchk and Edisansk Tatars under his patronage again. On his side Ayuka promised Bahti-Giray

military support in suppression the Hogai Horde Tatars – subjects of Bahti-Giray. This union didn't mean anything good for Russia because Ayuka didn't forget the insult.

In 1717 Bahti-Giray made a plundering raid on Russian lands. Saratovskiy and Penzenskiy uyezds had suffered most of all. The Kalmyks warned Russia about coming attack, but intentionally did it too late. In archives (ON SC) Charkdorzhab's letters to ober-commandant remained extant which tell us about soon advancement of Bahti-Giray. But the letters dated from 4 and 8 august, when Bahti-Giray's army had already attacked Tsaritsyno and made an ascent of the Volga. It's quiet evident that Kalmyk authorities secretly allowed the Kubans to pass towards Russian cities. In his letter Charkdorzhad wrote: "We heard about Bahti-Giray Sultan with his thousand or more army had come towards Tsaritsyno and the Volga, and that's what our people said, and we don't know where they are moving" [Palmov, 1922. P. 26].

### Conclusions

Russian authorities repeatedly asked Ayuka to enter a struggle against the Kubans and kept their oaths about Kalmyk Khanate's loyal service to Russia. Ayuka having an agreement with Bahti-Giray skillfully and cunningly refused to march out against the Kubans to remind the government about events of 1715, when the Kalmyk Khanate didn't receive support from Russia. However all claims were addressed to Bekovich-Cherkesskiy who refused to defend honor and property of Kalmyk people. Moreover, Ayuka Khan didn't want to break promises given to Bahti-Giray, since he received a lot of benefit from him. Many researches, for example, A.M. Pozdneev consider this behavior as terrible and treacherous. However, we shouldn't forget that before the 1715 the Kalmyk Khanate conscientiously served and repeatedly helped Russia in difficult moments in 1705, 1708-1709 years.

Later Peter I himself visited the Lower Volga Region, where his meeting with Ayuka Khan happened. Peter I had a good understanding of people's nature and he fairly regarded unjust attitude of Russian authorities towards the Kalmyk Khanate, that's why where were no claims to Ayuka about not keeping his word about defending and supporting government [Palmov, 1922. P. 29]. For a Tsar the important mission was stabilization of the situation on the south of country and that's why it was completely fine with him that the relations between Kalmyk Khanate and Kuban took a peaceful turn. The latter ones concluded peace treaties, created friendly embassies and developed trade relations. However, strengthening of this connections wasn't welcomed and it was decided to send *stolnik* D.E. Bahmetyev with a Russian soldiers and Kazak unit to secretly observe foreign policy of the Khan and his connections with the Ottoman empire and its vassals [Batmaev, 1987. P. 43-44]. Ayuka was told that this unit was for guarding his Khanate from sudden raids.

That was the beginning of forming a special executive and observant administrative body – Kalmyk affairs.

With time D.E. Bahmetyev was designated to Saratov as a *voevoda*, and "dragoons allocated in regiments", but Kalmyk affairs were still under his control [Bakunin, 1995. P. 202]. In June 1722 Bahmetyev give the Kalmyk Affairs Administration to lieutenant-colonel Lievov, whose functions as a political representative were wider than Bahmetyev's ones [Essays on the History ..., 1967. P. 186]. One of Lievov's tasks was "...remind Ayuka Khan and observe carefully", so that "between His Imperial Majesty and the Ottoman Porta the eternal peace treaty is firmly abided by and no one give any cause against it" [ON SC. F. 36. Op 1. D. 8. L. 19]. This was an answer to on a complaint of Turkish ambassador Miralem Mustapha-agi, who said that the Kalmyks "... every year under the pretext of winter went on Turkish territory and attacked Turkish subjects – Nogai Tatars and Abazins and caused great pillages and hurts" [ON SC. F. 36. Op 1. D. 8. L. 20]. Ayuka received a charter which forbade any raids.

Lieutenant colonel N. Lievov wasn't in charge of Kalmyk Affairs for long. In December 1722 he was replaced by Beklemishev. Instruction given to Beklemishev didn't fundamentally differ from the Lievov's

one [Essays on the History ..., 1967. P. 186]. In spite of the fact that the leaders of Kalmyk Affairs didn't reside in Ayuka Khan's headquarters "all the time", they carefully watch the Kalmyk taishis' connections through intelligence personnel. Only from September 1721 till May 1722 "for any investigation" Saratov's noblemen Ivan Kurlovskiy, Grigoriy Popov, Tsaritsino nobleman Yakov Tatarinov were send in Kalmyk uluses, and from April 1722 a translator from Kalmyk language Akexei Tevkelev resided in Ayuka's headquarters.

It should be said in conclusion that, despite periodic rapprochements of Kalmyk Khanate and Turkish, Crimean Khanate and its vassals, Ayuka continued to remain loyal to his oath once given to the Russian government.

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## Religious Policy of The Russian State Among The Volga Kalmyks In The 19th Century

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### Abstract

Religion had a major impact on the formation of political system in Russia. The main purpose of this article is to analyze the religious policy of the Russian state within the period of incorporation of the Kalmyks into the all-Russian system of statehood. The article deals with the steps of the development of Buddhism in Kalmykia in this period. The authors present information on the construction of prayer houses and Buddhist temples, the establishment of Buddhist communities and centers, the organization of meetings and other activities. The performed analysis allows to conclude that at the end of the XIX century the legal status of the Lamaistic church had been finally determined and the structure and order of management of the spiritual affairs of the Kalmyks had been developed. The Russian government clearly recognized Lamaism as a religion of the Kalmyks, but the Lamaistic church was deprived of autonomy and fell into complete subordination and control of state imperial authorities. The measures to limit the rights of the Lamaistic church were to be realized, and the number of khuruls and their clerics was reduced. So, in Russia the government support of Buddhism in Kalmykia in that period was directly related to the interests of political and social stability.

**Keywords:** Buddhism, the Kalmyks, khuruls, the Russian state, religious policy, the Russian historiography.

### Introduction

The Kalmyks belong to the one of the nations who voluntarily become the part of the Russian state in the early 17th century. The entry of the Kalmyks was a rather complex historical phenomenon, and, in our view, had several stages: the actual entry, namely, the establishment of the Russian nationality, and then a gradual incorporation into the structure of the state.

These processes were in harmony with certain tendencies: the gradual unification of the legal status of the populated territories, the establishment of a uniform standard of nationality and, accordingly, of a uniform management system and the introduction to the all-Russian socio-cultural environment. In these conditions, the religious policy was the most important integral and connecting link of both internal and foreign policy of the Russian state.

One of the significant factors of the incorporation in the Volgian nomad camps of the Kalmyks was the religious question, realized through two main directions: the Buddhist church was fully controlled by the state and the efforts to convert the Kalmyks to Christianity.

### Methodological Framework & Literature Review

The history of Buddhism of the Kalmyks in the Russian historiography has been scrutinized extensively. The launch of the comprehensive study of the history and beliefs of the Kalmyks was commenced by the Petersburg Academy of Sciences (Rychkov 1762, Lepekhin 1771, Gmedin 1777, Georgi 1799, Pallas 1809). In the XIX century the researchers drew attention to the condition of the Buddhism in the Kalmyk nomad camps (Nebolsin 1852, Nefediev 1834, Bobrovnikov 1865).

The historiographic analysis of pre-revolutionary works regarding the history of the Buddhism in Kalmykia is contained in the works of G. Sh. Dordzhieva (Dordzhieva 1995, Dordzhieva 2012) and E.P. Bakaeva (Bakaeva 2014).

The research of the history of Buddhism in the historical Kalmyk studies began in the 1970s [Lamaism ... 1977]. The article of L.S. Burchinova, based on published sources, explores the Buddhist (Lamaistic) church of Kalmykia in the system of Russian statehood [Burchinova 1977]. The article of I.I. Orekhov [Orekhov 1977] scrutinizes the Buddhist clergy in the early XX century. The article of G.A. Avlyayev [Avlyayev 1977] considers the history of creation, the administrative system and business activities of the Kalmyk Khurul in the XIX century. The fundamental research of the Buddhism of the Kalmyks appeared in the late 80's and 90's of XX century. [Ubushieva 1986; Bakaeva 1994; Nadneeva K.A. 1994; Dordzhieva 1995). The last three decade presented the publication of a number of works on the history of Kalmyk Buddhism [Dordzhieva 2009; Bakaeva 2010; Bakaeva, Ochirova 2010; Badmaeva 2012; Omakeva 1997; 2018].

### Results&Discussion

The Oirats originally appeared in the late XVI - early XVII century on the Russia's southern borders of Siberia, settled in the Eurasian border-zone of the Lower Volga and the Ural, maintaining a tendency to move to the west. The formation of a new Mongol-speaking nationality, known as the "Kalmyks", is connected with the Kalmyk language [Omakeva 2010]. The decampment of a significant part of the Kalmyk people in 1771 triggered the split of the Kalmyk ethnos, and the greater part of the Kalmyks returned to the Jungaria, which had not yet become a historical homeland, by this time conquered by the Qing China. The smaller part of the Kalmyks remained in Russia. They began to live in the form of nomad camps, concentrated mainly on both sides of the lower reaches of the river Volga, eventually became known as the "Kalmyk steppe".

The Kalmyks were under the jurisdiction of the Collegium of Foreign Affairs and the Astrakhan Governor. Because of an adjustment of the remaining Kalmyks in Russia under the general imperial rank, the Kalmyks got significant changes connected with the formation of a new system of administrative management.

The policy of the Russian government was reflected in a number of legislative acts: "The Highest Approved Rules for the Administration of the Kalmyk People from 1825" dated March 10, 1825, "The Highest Approved Regulation on the Management of the Kalmyk People" dated November 24, 1834, "The Highest Approved Provision on Management of the Kalmyk people "dated April 23, 1847 (Highest ... 1830; Highest ... 1836; Highest 1848).

The reforms also affected the Kalmyk Lamaistic church. The government put in place measures to determine the status of the Kalmyk Lamaistic church in the system of Russian statehood. How it was realized? Initially, the institution of bailiffs was established. It existed until the introduction of the Rules of 1825. On the basis of the Rules of 1825, the administration of the Kalmyk people was divided into the main, the regional, the district and the khanate (ulus). The Chief Directorate was concentrated in the Ministry of Internal Affairs (hereinafter - MIA). The main responsibility was to guide and control the local government. In its activities, it had to rely on the chief executive of the Caucasian region and the Astrakhan civilian governor. The Chief Bailiff and other officials of local government were in the direct subordination of the mentioned above persons.

In the early of the XIX century the Russian government did not have accurate data on the composition and the number of the Kalmyk clergy. Consequently, according to the rules of 1825 the Astrakhan Kalmyk Affairs Commission (hereinafter - AKAC) was established as a regional management body in the structure of the provincial government in the city of Astrakhan. It consisted of the Astrakhan civil governor, vice-governor, the chief bailiff, the provincial prosecutor and two Kalmyk deputies elected from the noions and the clergy. The AKAC existed from July 26, 1826 to May 13, 1836, and was the administrative-executive body with some judicial activities (ON RK F. 1. Op. 1. D. 236. Ll 82-85; F. 2. Op 1. D. 1. L. 27, F. 7. Op. 4. D. 1. L. 32).



The AKAC was authorized to make a list of the representatives of the higher clergy, to collect a data "about the attitude of the owners to the clergy," "about the degree of dependency of the dependent and about servile obligations accomplished in favor of the ... clergy ..." and finally, "about the extent of the power of the clergy and their responsibilities, their influence on the affairs of the people, on the owners, zaisangs and plebians".

The rules of 1825 imposed the duties of the district administration on the court of Zargo, consisted of eight representatives from the privileged Kalmyk classes (two from the clergy and six from the noions and the zaisangs), elected for a period of three years.

The lowest instance in the system of governing bodies was the khanate (ulus) divisions, included the noion - the owner of the khanate, the judges, elected for one year from the zaisangs, the private bailiff and the synchronist. The Kalmyk khanates (uluses) were divided into the possessory and the governmental. The possessory khanates (uluses) were headed by their noions-owners, the governmental khanates (uluses) were headed by the chiefs from amongst the local zaisangs or noions, who did not possess their own khanates (uluses) and elected by the administration. The noions and the governors of the possessory and the governmental khanates (uluses) were under control of the bailiffs. The private bailiffs did not have the right to meddle in internal affairs, but they were obliged to stay abreast of all these affairs and from time to time should inform the chief bailiff. At the same time, they were instructed to control the activities of local courts. Thus, the private bailiffs exercised an administrative and police supervision and performed some judicial functions (The Highest 1830, Burchinova 1980, pp. 20-22; Maksimov 1995, pp. 214-220; Maksimov 2002, pp. 165-172, History of Kalmykia ... 2009, pp. 489-491].

Consequently, the higher clergy of the Kalmyks participated in local government, namely, besides the privileged class (noions and zaisangs) the Lama was included to the AKAC, two representatives from the clergy of the Kalmyks were to be elected every three years to the county governing body of the Zargo. The members of the Zargo, elected by the clergy, were not permitted to consider the civil cases, and only if the absence and lack of proof or evidence required the "conscience beliefs" or the civil cases were connected with spiritual things. For example, this category of cases concerned "the matters of matrimonial disagreement and the matters between parent and child" and etc. Under the Regulations of 1825 the Kalmyks retained the right to practice their own religion - Lamaism, as well as the Russian government should be informed about the number of senior clergy. Concurrently, the administrative control procedure over the Kalmyk church was not elaborated.

The Regulations of 1825 were temporary and the further action in determination of the legal status of the Kalmyk clergy was "The Highest Approved Statement on the Management of the Kalmyk People" from November 24, 1834 [The Highest ... 1836].

According to the Statute for the Kalmyk people, "the special administration shall be established, separate from the provincial". Instead of the previously established administrative supervision, the bailiff introduced a sponsorial system to manage the Kalmyk steppe. The trustees were appointed instead of the private bailiffs. In turn, the trustees performed the affairs in the management of the Kalmyk people. The Chief Executive of the Caucasian region left his duties to manage the Kalmyk people and his authorities were transferred to the Astrakhan military governor. The AKAC was reorganized into the Council of the Kalmyk Administration, later renamed as the Council of the Astrakhan Kalmyk Administration (hereinafter referred to as the SAKU).

The SAKU functioned from May 21, 1836 to October 4, 1848 (ON RK, F. 7. Op. 4. D. 1. L. 7; F. 9. Op. 4. D. 16. L. 86; F. 9. Op. 4. D. 17. Ll 3-17 ob.). It included a chief trustee, two deputies, the one assessor elected from noions, and two representatives from the aimak zaisangs. According to the Regulations of 1834, the Lamaistic church was recognized by the Kalmyks. The Kalmyk clergy was distinguished as a class. Moreover, the main categories of spiritual votarists were indicated: Lama, gebkui, gelungs, manjiks. The

rights and the duties were defined for them. According to the Regulations of 1825, the clergy participated in the activities of civil bodies. According to the Regulations of 1834, the clergy was excluded from the participation and even presence in the activities of civil bodies.

In fact, it was a final separation of the Lamaistic church from the state, the complete loss of its independence. The range of powers was reduced and included the spiritual and only some civil affairs of the Kalmyks. Moreover, the Russian government continued full supervision over the Lamaistic church, and also the Lamaistic church was subordinated to local and central authorities. Thereby, in order to establish government control over the Kalmyk clergy, in accordance with the Regulations of 1834, a new state structure of the highest level of local administration was organized - the Lamaic Spiritual Board. Its staff included the Lama of the Kalmyks who was appointed by the emperor from among the highest Buddhist clergy of Kalmykia - the chairman and four members elected by the general meeting of bakshees and gelungs for three years.

The Lamaic spiritual board was supposed to have information about the number of the Kalmyk clergy, to perform a constant control over the khuruls, to prevent the interference of clerics in secular affairs, for example, to compose or rewrite complaints and petitions, and to consider the lawsuits between the Kalmyks. The decisions of the Lamaic spiritual board were subject to the mandatory approval from the SAKU, otherwise the decisions could not be realized.

The scope of activities of the Lamaic spiritual board included: the administration of the Buddhist clergy, the appointment of bakshees, gebkuis, gelungs, gezuls and manjiks and the conferment of appropriate spiritual ranks, as well as monitoring their activities and behavior. The Board had some judicial functions in the family-marital sphere and regarding the indecent behavior of the clergy (with the exception of criminal offenses). Specifically, the Board judged the clergymen who committed indecent acts, it considered the cases of incorrect appropriation of spiritual ranks, and considered the cases involving lay people in certain categories of civil cases (domestic cases). The case papers concerning criminal offenses committed by clerics were transferred to the Ulus (khanate) Court and to the Zargo. Also, the board controlled the proper use of financial resources and kept records of the donations in the khuruls. (Highest ... 1836; Burchinova 1980, pp. 20-24; Maksimov 1995, pp. 220-241; Maksimov 2002, pp. 172-187; History of Kalmykia ... 2009, pp. 492-496).

On the basis of point 17 of the "Highest Approved Regulations concerning the management of Kalmyk people" from November 24, 1834, at September 27, 1836 the approved Lama of the Kalmyk people Jimbo Gabung Namkaev reported to the Astrakhan military governor in the presence of the Chief Kalmyk trustee and 17 gelungs arrived from different uluses that on the basis of elections the structure of the Lamaic spiritual board was elected. It includes gelungs - the representatives from uluses: from Maloderbetovsky ulus - Lushur Bagsha, from Bagatsohurovsky ulus - Tsurum Denzen, from the Hosheutovsky ulus - Tsurum Dorji, from the Harahusovsky - Gelik [NA RK. F. I-42. Op. 1. D. 1. L. 1.]. The collegiate registrar Aleksei Efimov Beskharchenko was elected as the secretary (RGIA, F. 821. op.8, D. 1221. L. 25). At October 27, 1836, the Lama of the Kalmyk people received the response from the Major General Timiryazev that approved the structure of the Lamaic spiritual board and the petition to notify about the time of opening of the Lamaic faith (NA RK. F. I-42, Op.1, D. 1. L. 2). At October 28, 1836 (at Wednesday, 11 o'clock midnight) the opening and the first session of the presence of the Lamaic spiritual board were happened (NA RK. F. I-42. Op. 1. D. 1. L. 5). The notice regarding the opening of the Lamaic spiritual board were sent to the following recipients: the Astrakhan governor, the provincial government of Astrakhan, the Council of the Astrakhan Kalmyk Governance, the court Zargo, the Iki-khuruls: Maloderbetovsky, Oshederbetovsky, Ikitsohurovsky, Bagatsohurovsky, Yandykovssky, Harahusovsky, Erketenevsky, Erdeni Tsagaan-Kichikovsky and Hoshoutovsky. The Iki-khuruls were instructed to inform the бага khuruls (NA RK. F. I-42. Op. 1. D. 1. L. 7-8 ob.).

The government allowed for the Kalmyks to have their own spiritual governance, established daily control over them. The control should have been performed by the chief and ulus (khanate) trustees. The SAKU was entrusted with a special task - "to collect the proper information and then to determine how many clerics should be in the khuruls of each ulus." This information considered to be as the basis for further legitimization of a certain number of the Kalmyk Khuruls and the clerics - thus, the quantitative reduction of the Kalmyk clergy was in the plan. Within the period from 1836 to 1837 there was a correspondence between the SAKU and the Lamaic Spiritual Board. At October 28, 1836, the SAKU asked the Lama Namkaev to submit the following information: the rules of the Lamaic faith, regulating the number of clergy by a ratio of the population; the number of clergymen - Gelungs, Getsuls and Manzhiks in one Khurul; the information regarding the determination of the number of clerics in accordance with the number of khuruls and kubitkas (nomad tents) (200 kubitkas needed Gelungs, Getsuls and Manzhiks) (ON RK, F. I-42, Op. 1. D. 2. L. 1.). On the basis of the Lama's reply from November 30, 1836, according to the customs and rules of the Lamaic faith, there was not a clear definition regarding the accordance of the amount of khuruls to the number of people and nobody knew the number of Gelungs, Getsuls and Manzhiks. 200 kubitkas needed 50 clerics: under one khurul: 25 Gelungs, 10 Getsuls, 15 Manzhiks (ON RK, F. I-42, Op. 1. D. 2. L. 3.).

In the letter from November 30, 1836, the SAKU asked Lama for additional information: the provision of a rationale for the transfer of clerics from one rank to another: from the Manzhiks to the Hetsul, from the Hetsul to the Geulung. In the letter from December 1, 1836, the Lamaic spiritual board replied that the transition of the manjik to the spiritual rank of the Gelungs or Hetsuls took place in the spring with notification of the zaisang, and with his permission, in turn, it was reported to the Lama. The Lama tested everyone "in the fullness of the perception and dignity." The written acts were not issued. The person, admitted the spiritual rank, was obliged to stay in the khurul, to succeed in the sciences, taking away sinful deeds (ON RK, F. I-42, Op. 1. D. 2. L. 8.).

At December 7, 1836, the SAKU requested the Lamaic Spiritual Board to notify the necessary amount according to the Lamaic confession of clerics for each large and small Khuruls, is it possible to unite them, to reduce the number, and asked about the necessary quantitative composition in each ulus of large and small Khuruls (NA RK, F. I-42, Op. 1. D. 2. L. 11-11 ob.). On December 8, 1836, the Lamaic Spiritual Board for the first time harmonized and made a proposal for a new staff of the Kalmyk clergy. According to the staff schedule, the Board recognized the most appropriate to divide the Khuruls into big and small.

The structure of the big Khurul: 1. Baksha (the chief) - 1 person, 2. Gebkui (the ruler) - 1 person, 3. Gunzud (who begins divine service) - 1 person, 4. Nirva (treasurer or provisor) - 1 person, 5. Geik (assistant of gebkui) - 1 person, 6. Darga (assistant of nirva) - 1 person, 7. Tsavrucha (who offers and serves holy water) - 1 person, 8. Burhachi - 1 person, 9. Zama (cook) - 2 persons, 10. Servants - 2 persons.

The amount of persons played the musical instruments - at 2 bishkurs (short trumpets) - 2 persons; at 2 burs (long trumpets) - 4 persons; at 2 dungahs (rakovnin) - 2 persons; at 2 ganglins (shinbone festula) - 2 persons; at 2 honhu (bells) - 2 persons; at 10 kenkerge (drum) - 10 persons; at 2 tsangi (copper dishes) - 2 persons; at 2 selniks (the smaller copper dishes) - 2 persons; Readers - 10 persons. In total: 50 clerics (NA RK, F. I-42, Op. 1. D. 2. L. 17).

The structure of the small Khurul: 1. Baksha (the chief) - 1 person, 2. Gebkui (the ruler) - 1 person, 3. Gunzud (who begins divine service) - 1 person, 4. Geik (assistant of gebkui) - 1 person, 5. Nirva (treasurer or provisor) - 1 person, 6. Burhachi - 1 person, 7. Tsavrucha (who offers and serves holy water) - 1 person, 8. Zama (cook) - 2 persons, 9. Servants - 2 persons.

The amount of persons played the musical instruments - at 2 bishkurs (short trumpets) - 2 persons; at 2 dungahs (rakovnin) - 2 persons; at 2 selniks (the smaller copper dishes) - 2 persons; at 1 kenkerge (drum)

-1 person; at 1 honhu (bells) - 1 person; at dengshe - 1 person; Readers - 5 persons. In total: 25 clerics (NA RK, F. I-42, Op. 1. D. 2. L. 17 ob.).

There were 3 big and 5 small khuruls in the following uluses: the Erketenevsky, the Bagatsohurovsky, the Yandykovsky, the Ikitsohurovsky, the Hoshoutovsky. The Harahusovsko-Erdenievsky and the Bolshederbetovskiy uluses had 3 big and 3 small khuruls, the Erketenevsky ulus had 3 small khuruls, the Maloderbetovskiy ulus had 9 big and 15 small khuruls. In total, there were 30 big and 46 small khuruls. 50 clerics worked in Big khuruls (25 gelungs, 10 getsuls, 15 mandzhiks) and 25 clerics worked in small khuruls (12 gelungs, 5 getsuls and 8 mandzhiks). The Lamaic spiritual board clearly defined the staff schedule of the Kalmyk clergy. 30 big khuruls with 50 persons amounted 1 500 people, 46 small khuruls with 25 persons in each amounted 1 150 people. In 1836 the overall number of whole clergy amounted 2650 people (NA RK. F. I-42. Op. 1. D. 2. L. 19).

Thus, at the meeting of December 15, 1836, the SAKU decided to reduce the number of Khuruls in accordance with the staff schedule drafted by the Lamaic Spiritual Board. It was also decided to strip incapable, immoral, and also healthy and young persons of their spiritual ranks. An initiation and acceptance into the spiritual title for a time was discontinued (NA RK, F. I-3, Op. 1. D. 84. L. 625-629). The Lamaic Spiritual Board made a general list and notified the trustees of the ulus administrations administering the state-owned uluses, about the number of excluded clergy. This list was transferred to the SAKU (ON RK, F. I-42, Op. 1., 17.1 2 ob.). In turn, the SAKU obliged the Lamaic Spiritual Board to gather all clerics in each ulus. Each baksha was obliged to make a list of the clergy of the khurul with indication of the age, behavior and the date of their consecration. In addition, the members of the Lamaic Spiritual Board were required to test the whole clergy in the knowledge of their duties. The persons, who passed this test, got a written certificate of their inclusion in the staff, fixed by the seal and signatures of the attendees and the secretary (NA RK, F. I-42. Op. 1. d. 17.1. 2 ob.).

Some Khuruls (which were not included to the staff) were to be closed down, the other part of khuruls, in its small number, joined the remaining 76 Khuruls. The persons with spiritual ranks (who were not included to the clergy) were to become lay people and were sent to their native uluses to carry out labour conscription (Na RK, F. I-42., Op. 1. D. 17, L. 3, 24).

The SAKU received a report from the Lamaic Spiritual Board from December 31, 1837, stated that 76 Khuruls included 1302 Gelungs, 530 Getsuls, 818 Manzhiks. The total amount: 2 650 people compared to 5 270 people in 105 Khuruls (NA RK. F. I-42. Op. 1. D. 37. L. 4). In fact, the number of clergymen was reduced by half, and the number of khuruls was reduced on one third.

Established the Lamaic spiritual government, the state authorities tried to control and involve the Buddhist clergy to solve the problems of the state authorities. The state authorities transformed the clerics of the Buddhist clergy into government officials, and the structures headed by them into an addition of state bureaucratic apparatus. The new body in its functions, principles and methods of operation resembled an ordinary state institution that was designed to facilitate the management of the spiritual affairs of the Kalmyks. Moreover, its organization had an objective to accelerate the final elaboration of the legal status of the Kalmyk clergy. It should be noted that since the implementation of the Regulations of 1834 and the approval of the staff schedule of the Kalmyk clergy and before the adoption of the new "Regulations of 1847", the number of the Kalmyk clergy remained at the same level.

The legal status of the Lamaistic church was finalized in the "Highest Approved Regulations on the Management of the Kalmyk People" of April 23, 1847 (Highest ... 1848, pp. 349-372). The local and central authorities obtained control over the Kalmyk clergy. According to the Regulations of 1847, the government determined the activity of the Lamaic spiritual board as unpractical and it was abolished, and its functions were distributed between the APGI and the Lama of the Kalmyk people and his office. The Lamaic Spiritual Board was abolished on October 01, 1848. The APGI was charged to regulate the

number of Buddhist clergy and Khuruls, to supervise the discipline and legitimacy of their activities, as well as monitoring the correctness of the allocation of places for grazing of the khurul livestock.

The Lama of the Kalmyk people was considered as the superior cleric, the head of all Khuruls, and, in fact, he was an official who was at the service of the government. His post was approved by the emperor from among the bakshees of big Kalmyk Khuruls. The candidacy for this position was offered after agreeing it between the Chief trustee, the owners of uluses, the rulers and the trustees of the uluses and the Astrakhan governor. He was assisted by a correspondence clerk and a secretary. In actual fact, the power of the Lama was not ultimate.

The Lama's competence included the issues of religion, marriage and family relations, the supervision of the khurul household and the behavior of the Buddhist clergy, the appointments of the personnel and the movements of the Buddhist votarists. The lama had to monitor, "that clerics should not interfere in any secular matters under any pretext" and "without the written permission of the heads of the khuruls do not leave their place of residence," and to provide the Chief trustee with "accurate information regarding all khuruls, the ways of their maintenance, the number of clerics in these khuruls "(Highest ..., pp. 349-372, Burchinova 1980, pp. 24-264; Maksimov 1995, pp. 242-267; Maksimov 2002, pp. 187-201; History of Kalmykia ... 2009, pp. 531-532).

The files on this topic remain deposited in the Department of Pre-Revolutionary Funds of the National Archives of the Republic of Kalmykia in the I-42 Fund "The Lamaic Spiritual Board". It consists of two founders of the funds - the Lamaic Spiritual Board (1836-1848) and the Lama's office of the Kalmyk People (since 1848). The fund has 54 storage units, which dated from 1836 to 1898. In this fund the range of files is quite diverse, both in specific variety and the content, which is the basis of the source base for studying religious issues in the considered period. It includes the reports regarding the opening of the Lamaic Spiritual Board, minute books, annual reports and statements on the status of religion in the Kalmyk steppe. It includes also an information concerning the houses of prayers, the number of khuruls, the size of their household, lay offerings, the list of votarists of the Lamaistic cult, the calendar of the Kalmyk holidays. There is a good bulk of materials in respect of the government measures to reduce the number of the Lamaistic clergy, prohibiting the Gelungs to convert the christened Kalmyks into adepts of the Lamaistic church.

Certain brief reports of the Lama of the Kalmyk people were revealed in the I-9 Fund "Management of the Kalmyk People". These reports are mostly kept in the form of preparatory materials that were included in the consolidated annual report of the Kalmyk administration.

The study of the office complex demonstrated that the powers of the Lama and the Astrakhan Chamber of State Property were strictly delineated. Under the Regulations of 1847, the Lama was obliged to submit an annual report to the chief trustee, who applied it to make a consolidated annual report on all branches of the Kalmyk administration.

The unified instructions were sent to the institutions or officials with equal powers. If the required information concerned more than one question, the form was sent to present relevant information. For example, on December 12, 1849, the Astrakhan Chamber of State Property for the separation of the Ordyn peoples required to submit the report to the Lama not later than January 10, 1850 which was sent to the Council of the Astrakhan Kalmyk Administration. In this case, the forms of the statements were attached. In total, there were five forms: 1. The statement on the number of khuruls and the clergy in 1849; 2. The statement on the number of the khurul buildings; 3. The statement of unsolved cases regarding the department of the Lama of the Kalmyk people lasting more than 3 years; 4. The statement on the progress of cases and papers in the department of the Lama of the Kalmyk people for 1849; 5. The statement on the offerings and voluntary donations in favor of the Khuruls by the Kalmyk people in 1849 (ON RK, F. I-42, Op. 1. D. 37. L. 146-153).

Each report had a title, for example, "A Brief Report on the Spiritual Kalmyk Board of the Astrakhan Province for 1884". An external analysis of the report allows us to conclude that the length of the report was 4 pages of handwritten text, filled on both sides on the good quality paper with calligraphic handwriting and black ink. In visual terms, the sheet is conditionally divided into two parts: on the left, the report is written in Todo Bichig: the right - a parallel translation into Russian. The report is accompanied by a cover letter signed by the Lama of the Kalmyk people, written in Todo Bichig with a parallel translation into Russian "On the provision of the annual report for 1884". The internal content of the report indicates that the descriptive part of the report had two sections: "The Khuruls" and "The Clergy". The "Khuruls" section describes the availability and the quantitative data regarding big and small Khuruls for the reporting year. The section "The Clergy" reflects the staff schedule of the Kalmyk clergy." The report was accompanied by statistical tables-statements reflected the account of the died clerics and clerics who left the clergy for different reasons, as well as a statement regarding the available number of khuruls and the Kalmyk clergy in the uluses (NA RK. F. I-9, Op. L. 271-277). The analysis of the sources showed that the practice of making of the short annual report of the Lama of the Kalmyk people was stable, with the exception of statistical statements. We might assume that it was connected with the poor preservation of this type of source.

### Conclusion

The performed analysis allows us to conclude that at the end of the XIX century the legal status of the Lamaistic church had been finally determined and the structure and order of management of the spiritual affairs of the Kalmyks had been developed. On the one hand, the Russian government clearly recognized Lamaism as a religion of the Kalmyks, on the other hand, the Lamaistic church was deprived of autonomy and fell into complete subordination and control of state imperial authorities. The bureaucratic apparatus of spiritual affairs was organized, as well as its internal records management. The measures to limit the rights of the Lamaistic church were to be realized, and the number of khuruls and their clerics was reduced. The Lama of the Kalmyk people became one of the officials in the general administrative apparatus of the administration, and his office was a state institution that, in our opinion, was analogous to the Holy Governing Synod, the supreme body of ecclesiastical and state administration of the Russian Church, established by Peter I.

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## The Interaction of Society And Nature: Fighting Crime In The Sphere of Environmental Legal Relations

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### Abstract

**Purpose.** The purpose of the study is to consider the problematic aspects of the interaction of society and nature through the prism of state legal regulation based on the analysis of the current environmental legislation in Russia and other countries, general theoretical provisions, materials of law enforcement practice in Russia and other countries. The interaction of society and nature in its legal regulation faces a number of problems: on the one hand, environmental requirements for environmental protection, on the other, the benefits of consumption and use of the natural environment.

**Methodology.** The following research methods were used: formal-legal, historical-legal, comparative-legal, statistical, analysis and others.

**Results.** The authors consider the “phenomenon of double standard”, the problem of interaction between society and nature is both social and legal in nature, on the first place there is the development of legislation in the field of environmental requirements and fighting crime in this area. The article analyzes the law enforcement practice in Russia and foreign countries. As a result, it is concluded that it is necessary to prevent environmental crimes from childhood, instilling in children a love of nature. Thus, in foreign countries, an integral part of environmental education is classes in nature, the development of environmental games, the essence of which is a holistic emotional perception of nature. The modern ecological crisis has exposed biological and social aspects of human interaction with the environment. Improving the standard of living and health, normal life should be carried out only with full protection of the environment. However, legal nihilism in consciousness and behavior, corruption, abuse, remaining unpunished. All this, of course, destroys the basic principles of ecological behavior, devalues the attitude of society and the state as a whole to natural resources and the environment.

The problem of effective implementation of the state environmental function should be resolved not only at the Federal but also at the regional level. Each region is concerned about the state of the economic situation, and each in its own way, to the extent of its forces, should raise these issues, solve them at the level of the subject, with the support of the Federal center. All together will be able to influence a more stable environmental well-being in the region, and then at the level of our country.

**Conclusion.** The authors concluded that despite the existing regulatory framework for the regulation of environmental relations and environmental liability for violation of the law, an increasing number of departmental acts, the legal basis for the use of natural resources is still not sufficiently formed and do not create a strong legal foundation in the regulation of law and environment, society and nature.

**Keywords:** law, ecology, economy, state, ecological and legal culture, environmental responsibility

### Introduction

One of the duties of our state is the recognition, observance and protection of human and civil rights and freedoms. It should provide real guarantees of human and civil rights to a favourable environment for life.

The tasks of socio-economic development of the society determine the ecological function of the state, in particular, ensuring the interaction of socio-economic and ecological systems of the society.

The ecological function of the state is aimed at a reasonable ratio of environmental and economic interests of the society, as well as the implementation and protection of human rights to a favorable natural environment.

From how effective the implementation of such a function is, we should talk about the role of the state in ensuring the rational use of natural resources, the state of environmental protection in the country, as well as, in general, the attitude to man and citizen. Performance of such function is mediated through legal (adoption of laws and other normative legal acts) and organizational methods. Legal activities should also include enforcement and law enforcement.

Methods. Due to the comparative legal method it is possible to compare the level of environmental protection in certain countries. Historical and legal method allows analyzing the development of legislation in the field of ecology. Environmental assessment, certification, monitoring, environmental control among other similar activities are organizational methods to ensure environmental management.

Legal measures of influence on public relations in the sphere of interaction between society and nature are one of the priorities [1].

Results. In the twenty-first century, global problems and threats related to environmental degradation have worsened.

To date, the "double standard phenomenon", the problem of interaction between society and nature is both social and legal in nature, on the first place there is the development of legislation in the field of environmental requirements and fighting crime in this area. "The double standard phenomenon" covers the most important areas of social relations, including relations on the protection and rational use of the environment, and has a significant impact on the interaction of subjects of environmental law, their assessment, approaches and actions.

Environmental protection (as opposed to the development of natural resources) is a costly process from a financial point of view, and in terms of many expenditure items of budgets of all levels (including the implementation of national projects) - secondary to the public authorities [2].

The low level of environmental and legal culture also affects the tense environmental situation.

Analysis of law enforcement practice in Russia and foreign countries leads to the following conclusion: it is necessary to prevent environmental crime from childhood, instilling in children a love of nature. Thus, in foreign countries (the USA, Germany, Canada, England, and Sweden) an integral part of environmental education is classes in nature, the development of environmental games, the essence of which is a holistic emotional perception of nature.

Environmental education of a person and a citizen should take place through the ability to solve environmental problems in practice. The modern ecological crisis has exposed biological and social aspects of human interaction with the environment. Improving the standard of living and health, normal life should be carried out only with full protection of the environment.

Some foreign publications point to the positive relationship between age and environmental care, suggesting that older people are more concerned with environmental issues than young people. In

addition, the level of education has little effect in explaining to citizens the need to take care of the environment [3]. Environmental illiteracy leads to the fact that citizens can not protect their rights, and the authorities – improperly perform their duties to protect the environment, do not take measures to identify and eliminate environmental harm.

Discussion. The effectiveness of any regulatory legal act adopted by the state should primarily depend on two factors: the level of socio-economic usefulness and the level of environmental safety. When did the problem of priority between ecology and economy hang over humanity like the Cicero's "sword of Damocles" [4]? Was there a push or did it all start with the evolution of society?

The confrontation between humans and nature existed for human development, but global challenges like in the XX-XXI centuries have not arisen yet. It is time for the citizens of the Earth to consider whether this economic progress is worth the environmental regression with horrific consequences.

Protection of the environment and economic progress – here the question is in the priority setting, in the need to achieve a universal goal: to ensure a high level of development, which would not suffer from social needs and created material benefits, but the biosphere is also preserved and maintained in the normal state. This is the basis of the principle of ecological development, because man is not the only inhabitant of the planet. We must remember that it is in the interests of humanity to take care of the harmony between economic development and the preservation and enhancement of natural resources. The priority of any of these two components of a normal human existence is out of the question. It's time to think about not only the solution of global environmental problems, and to start the implementation of solutions. We would like the decision based on the concept of sustainable development.

Today such words as "ecological apocalypse", "strengthening of cataclysms" are not just empty words, but quite possible real future. It is necessary to bring to a consensus the two most important conditions for a happy human life, to put a sign of equality between the environment and the economy.

For example, in order to achieve this equality, China is currently developing so-called "Business ecosystems" around new emerging industries. Innovative ecosystems today are society and the environment, functioning as a whole [5].

Compliance with environmental legislation is also facilitated by different approaches to environmental management, which are expressed in the form of cooperation or coercion (application of sanctions). Enforcement of environmental laws in the United States is based on a hybrid strategy that includes elements of enforcement and cooperation [6].

As for the Russian legal system, environmental crimes are contained in section IX of the special part of the Criminal Code of the Russian Federation (hereinafter – the Criminal Code) "Crimes against public safety and public order". Attacks in this area represent a small part of the total number of crimes; however, their social danger is very high. Such acts infringe on the environmental security of the entire state, society and population.

The norms on responsibility for environmental crimes were first identified in an independent Chapter 26 "Environmental crimes" of the Criminal Code of the Russian Federation in 1996.

Environmental crimes are among the threat of assault that is prohibited by the criminal law. 18 norms included in Chapter 26 of the criminal code relate to environmental crimes.

The most well-known classification of environmental crimes is the classification, which is based on the object of criminal law protection. However, recently in the legal literature there have been statements about the insufficiency of the criminal-legal classification of crimes on the basis of the object of the attack, because it does not always combine crimes with common features, which does not contribute to both improving the efficiency of the fight against crime and solving the problems facing legal science. In

addition, as some researchers point out, the criminal law classification of crimes contained in the Criminal code is not the only possible one [7].

The most expedient is the classification of environmental crimes according to their location in the Criminal Code of the Russian Federation. The list of environmental crimes contained in Chapter 26 of the Criminal Code should not be considered as exhaustive. This is indicated either by articles in other sections with purely environmental offences or by provisions of so-called related legislation. This classification allows dividing environmental crimes into two groups: the first is environmental crimes, the responsibility for which is provided in Chapter 26 of the Criminal Code; the second group consists of environmental crimes, the compositions of which are placed in other chapters of the Criminal Code. [8] Among the compositions of environmental crimes some can be identified as general, encroaching on environmental safety in general, associated with violations of established environmental standards, and special, causing harm to individual components of the environment. [9]

In the desire of people to improve their technical capabilities, they forget that interfering with the environment they violate the biological balance in it. The problem of relations between society and nature is an environmental problem of society and the state.

The huge burden on the environment in the second half of the XX century as a result of population growth, intensive industrialization and urbanization has reduced the ability of environmental systems to self-cleaning and regeneration.

The environmental policy of the state is based on certain principles, which should include, first, the so-called principle of the cost of missed opportunities.

It means that the use of a limited resource should take into account the value of the unused alternative. The cost of missed opportunities is the difference in profit when using the environment as a waste receptacle and using the same area as agricultural land [10].

At the same time, when violators of environmental norms bear the costs of combating adverse effects on the environment and restoring violated rights, it forces them to look for more acceptable measures for a more sparing use of natural resources. In this case, the principle should work: "he who pollutes pays".

The socio-economic development of society, on the one hand, and the state policy in the field of ecology, on the other, must be inseparable.

Holistic understanding of the interaction of ecology and economy and the legal regulation of relations for the protection and rational use of the environment formed the basis of the general logic of the study.

Legal nihilism in consciousness and behavior, mass character of unpunished abuses and corruption accompanying reforms, extremely negatively affected also the attitude of citizens, society and the state to natural values, actually destroyed the principles of moral behavior in the ecological environment.

Issues of environmental well-being are becoming important and priority for the state, society and for each individual.

### Conclusions

The Constitution of the Russian Federation proclaims (Art. 42) the right of everyone to favorable environment, reliable information on its state and on compensation of the damage caused to its health or property by an environmental offense. The Steppe Code (Constitution) of the Republic of Kalmykia refers to the relevant provisions of the Constitution of the Russian Federation on human and civil rights and freedoms. At the same time, the basic law should have pointed to the constitutional right to a favourable environment, the recognition of which implies the definition of legal means, mechanisms by which the state will guarantee and ensure the implementation and protection of this right. However, it is necessary

not only to recognize, but also to implement the relevant activities of regional public authorities of the Russian Federation.

Currently, environmental problems are becoming clearly relevant. Scientific, in-depth knowledge of the issues of legal responsibility will enable the practical application of the protection of the right to a favorable environment.

Therefore, uncompromising criminal and legal protection of environmental safety should help to reduce air, land, subsoil, soil, surface and groundwater pollution, eliminate the social danger of these crimes and prevent possible threats to human health and life, as well as the continued existence of flora and fauna in Russia. [11]

The problem of effective implementation of the state environmental function should be resolved not only at the Federal but also at the regional level. Each region is concerned about the state of the economic situation, and each in its own way, to the extent of its forces, should raise these issues, solve them at the level of the subject, with the support of the Federal center. All together will be able to influence a more stable environmental well-being in the region, and then at the level of our country.

The country's environmental programmes are not sufficiently effective. Social and environmental factors are given secondary importance, although the objectives of greening and social orientation of production are constantly declared in government policy documents. As a result, the anthropogenic impact on the environment has reached a level exceeding the self-healing forces of nature [12].

The natural environment can no longer cope on its own with the restoration of disturbed environmental relations. The degrading nature hinders the normal course of reproduction, both of the social product and the labor force, worsening the economic conditions [13].

The need to improve legislation in the field of ecology is due to its lagging behind the realities of modern life, the deterioration of the environmental situation, changes in socio-political and economic situation.

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## Promising Areas of Interaction Between The Russian Far East and The Countries of The Asia-Pacific Region

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### Abstract

The article analyzes the main areas of interaction of Russia, represented by the Far Eastern territories, with the countries of the Asia-Pacific Region (APR) in the non-resource sector.

The purpose of the work is based on the analysis of circulating official documents, analytical materials and statistical data to identify areas of interaction that would help Russia to be out of the status of a raw materials supplier to the countries of the region. The authors propose mutually beneficial ways to expand contacts between Russia and Asia-Pacific Region. There exist some segments where Russia could become a worthy competitor on regional markets. It is necessary to include cooperation in high-tech industries (joint research and exploration of space and the World Ocean, nanotechnology, robotics, biotechnology, medical technology, IT technology), increase in stability of food markets and in the goods movement through shorter and more profitable transport routes between Europe and the countries of the Asia-Pacific Region.

The study's methodological basis is grounded in the modeling method that allows determining the priority areas for further regional cooperation of Russia with the countries of the Asia-Pacific region in the near future, taking into account the likely domestic policy, foreign policy and geopolitical factors in the context of the historical challenges of the beginning of the 21<sup>st</sup> century.

The study of the proposed issues will contribute to shifting the share in the economic cooperation of the Russian Far East with the countries of the Asia-Pacific region from the commodity sector to the highly intellectual one, which will have a positive impact on increasing the competitiveness of the Russian region in international markets.

**Keywords:** Russian Far East, Asia-Pacific region, regional integration.

### Introduction

Over the last few years, the Asia-Pacific Region (APR) has been the center of gravity for geopolitical, military-strategic, sociocultural and intercultural processes that have a significant impact on a complex of diverse regional and world processes. Russia is an active participant in many regional international processes.

The issues of interaction between Russia and the APR countries are in the focus of attention of domestic and foreign researchers [1], however, Russian and foreign science mainly deals with economic issues of cooperation.

Russia has been always regarded as the raw materials supplier. The authors believe that in the context of the global transition to an information society, with a high level of technologization in all spheres of life, Russia should actively participate in innovative processes in the Asia-Pacific region, propose new areas of interaction taking into account historical traditions and mentality of the region states. Along with raw materials, Russia could offer other mutually beneficial areas of cooperation to APR partners. That would help the Russian Federation to take a worthy place among the countries of the region. Among the promising areas of cooperation of the Russian Far East with the countries of the APR, the authors singled out the interaction in the field of IT, food security issues, cooperation in high-tech industries (Space and the World Ocean exploration, nanotechnology, robotics, biotechnology, medical technologies), in transport and port infrastructure development, logistics and other spheres.

### Material and methods

The methodological basis for this study is grounded in the theory of scientific knowledge. Beside general scientific methods, the authors employ a set of specific methods, such as modeling, forecasting, analysis and synthesis, problematic method and others, to comprehensively consider the problem.

Using the comparative-historical method, the authors explored technologization processes at a certain historical stage, the essence, and genesis, evolution, and development dynamics of these processes.

One of the traditional and universal methods of the theory of knowledge is modeling. Modeling as a method of comprehending objective reality becomes one of the most effective ways of approaching truth in its most diverse dimensions in the modern science.

The use of variable modeling helps identify possible areas for further cooperation of the Far East of Russia with the countries of the Asia-Pacific region, depending on the likely domestic policy, foreign policy and geopolitical factors in the challenging conditions of the early 21<sup>st</sup> century. Variable modeling implies the creation of several model options that are compared with each other. When considering various model options of the all-round interaction of the Far East of Russia with the countries of the Asia-Pacific Region, and comparing them, we increase the possibility of an objective assessment of each model.

The method of variable modeling makes it possible to construct models for development options for a particular situation that were not realized in reality but could potentially be realized under the necessary conditions as it takes into account alternative development ways. Thus, this method helps to analyze events from the point of view of their possible variable development and increases the possibilities of explaining the actually performed actions.

When modeling areas for further cooperation development between the Russian Far East and Asia-Pacific countries, it is possible to utilize all forecasting methods (trends, regression models, expert estimates, etc.). A scenario approach is widely used to assess the consequences of the implementation of qualitatively different development options. Moreover, the most rational, combined strategy is formed, including the most important elements of all possible scenarios.

The method of analysis and synthesis helped to split the study's topic into a number of narrower and more specific issues and examine each separately. At the same time, the authors utilized the systemic method to join all of the components of the work's substantive part into a single entity and examine them through the prism of their dynamics and interrelationships.

### Results

Over the past decade, Russia has strengthened its authority in the geopolitical space of the APR. The foreign policy concept of the Russian Federation of 2008 notes that the APR is important in the context of a multi-vector state foreign policy. That was conditioned by "Russia's accession to this dynamically developing region of the world, and interest in using its capabilities in implementing programs for the economic expansion of Siberia and the Far East, the need to strengthen regional cooperation in the field of countering terrorism, ensuring security and fostering a dialogue between civilizations" [2].

Restoration of the status of the country as one of the leading world powers is listed among top-priority objectives in Russia's foreign policy. In this context, Russia cannot but strengthen its presence in the APR. Traditionally, Asia-Pacific states regard Russia as a supplier of various types of raw materials. At the same time, the realities of time dictate the need to solve new issues, including the search for new areas of interaction.

The implementation of joint projects in the field of IT is relevant and promising for Russia and the APR states. The APR countries, including the USA, Singapore, the Republic of Korea, Japan and China, are the leaders in the field of information technology in the world. US companies hold a dominant position in the



production of computers and components, software development and the provision of IT services. The countries of East Asia (Taiwan, China, Japan, the Republic of Korea, and Hong Kong) dominate in the production of semi-conductor products and the production of high-tech components, as well as in the production of telecommunications equipment [3].

The specifics of the Far Eastern information technology market is manifested in its remoteness from the centers of IT business development in Russia (Moscow and St. Petersburg), as well as in the small volumes and free niches of implementation. Over the last few years, the Far Eastern IT market has increased. Russian Far Eastern companies are expanding their existing experience of cooperation with Asian-Pacific partners. Thus, one of the leading Russian firms in the market of information technologies "Lanit-Partner" cooperates with South Korean and Singapore colleagues, interacts with the American company "Sun Microsystems". The Far Eastern company "R-Style Vostok", together with Japanese experts, is implementing projects to provide software for its further development and implementation in the industrial enterprises of the Far East.

In the conditions of declining acreage and insufficient supply of drinking water, another important area of Russia's cooperation with the APR countries in the region could be the solution to food security issues. By the 1<sup>st</sup> decade of the 21<sup>st</sup> century, life expectancy has increased in the Asia-Pacific countries. At the same time, the problems associated with the need to meet the growing public demand for food have clearly manifested themselves. Moreover, it became urgent to create effective social protection systems to reduce poverty, create systems, and risk management tools to help mitigate the effects of economic and food crises [4].

This problem is in the focus of attention of the Food and Agriculture Organization of the United Nations (FAO), which is perplexed about the impact of climate on food quality in the APR countries and seeks to reduce the number of starving people in the region, whose number still reaches 490 million people [5].

Russia could make a significant contribution to the strengthening of food security in the APR, since the eastern regions of Russia have extensive acreage, but a significant proportion of acreage has not been introduced into economic circulation yet. In the Far East of Russia, it is possible to increase the volume of agricultural production in the short term, both through the restoration of arable land and the processing of unused land. These opportunities are of particular interest to Russia's Asian partners. This can be explained by the fact that in the next decade, the demand for agricultural products in Asian countries will grow steadily.

Among the leading partners of Russia are China, South Korea, and Japan. The joint projects with the above countries are being implemented in the southern regions of the Russian Far East for growing crops (soybeans, grains, buckwheat) with subsequent delivery of products to international markets [6,536].

A joint solution to the issues of food security will help Russia and the countries of the Asia-Pacific region to strengthen the political dialogue, to reach a new level of cooperation in the field of technical and technological areas of cooperation [7].

It seems useful to employ the experience of state support for agriculture in a number of APR countries (USA, China, and South Korea), where agriculture is a strategic sector of the economy. In these countries, the volume of state financing of agriculture is much higher than in the Russian Federation. Thus, a significant part of the budget in the United States is allocated to the development of agricultural research, which provides the high efficiency of agribusiness. American farmers have a number of benefits when paying taxes. A special role in the development of agriculture in the United States is played by government regulation of prices for agricultural products.

Chinese government provide huge support to farmers. State financial and credit institutions, the Agricultural Bank, the Agricultural Development Bank and the State Development Bank, in particular,

provide loans for the purchase of agricultural products, their storage and processing. The Chinese state provides financial assistance to farmers in the event of crops damage because of adverse weather conditions and natural disasters. Thus, 35% of insurance contributions to farmers are paid from the budget of the country and rural administrations [8,15]. Recently, agricultural producers in China have been exempted from a number of taxes, in particular, from agricultural tax, slaughter tax, tax on special types of agricultural products. The national government of China compensates for up to 90% of the costs that farmers can incur.

In the coming decade, a significant increase in fish and seafood consumption in Asia and Oceania is expected. Therefore, fish products are promising export food products of the Russian Far East. The Far East is the fish granary of Russia. Far Eastern Federal District (FEFD) accounts for up to 70% of the fish catch volumes in the country.

The leading areas of the FEFD, specializing in fish and seafood catching and processing, are the Kamchatka Territory, Primorye Territory, and Sakhalin Oblast. At the same time, more than 90% of Far Eastern fish products exported to the APR countries are fish raw materials (fresh and frozen fish, frozen crabs, shrimps, shellfish), which does not contribute to the creation of a modern fish and seafood industry in the Far East. Consequently, there are no products with high benefit that could compete in the global market. Therefore, it is advisable to legally prohibit the export of fish raw materials outside the Russian Federation. Only drastic measures can change the situation in the fish industry of the region and create the necessary conditions for the implementation of the plan of the Russian Ministry of Eastern Development to increase the volumes of deep processing of aquatic biological resources by 2.5 times in the Far East of Russia.

The foreign and domestic scientific community proposes to implement several promising projects in order to strengthen food security in the region together with Asian-Pacific partners:

1. Creation of the "Eastern Grain Corridor" in the Far East of Russia focused on the APR countries.
2. Providing some countries of the Asia-Pacific region with agricultural land in the Russian Far East for joint farming. At the same time, it is important to legally secure the responsibility of the Asian partners in the event of unfair use of leased land.
3. Establishing a joint production of ethanol and biodiesel based on agricultural crops (potatoes, corn, sugar beet), which will be grown in the eastern regions of Russia.
4. Creation of cattle-breeding complexes for breeding cattle and pigs in the Russian Far East.
5. The creation of Regional Grain Fund, together with Russian partners from the Asia-Pacific Region [9, 17-18].

The launch of these projects will allow bringing cooperation to a higher level, as well as increasing the share of the Russian Federation in the food balance of the region. The Amur region has a high potential for the supply of milk products to the APR. The level of availability of this product at the expense of local dairy farms is about 108%. The Jewish Autonomous Oblast provides itself with milk at the expense of its own production by 70%. The promising regions of the FEFD that could supply meat to the markets of the Asia-Pacific countries are the Republic of Sakha (Yakutia) and the Chukotka Autonomous Oblast. These regions are fully provided with own-produced meat.

Primorsky Krai is the center of the poultry industry in the Far Eastern region. The largest enterprise, "Mikhailovsky Broiler", operates in Primorye, producing poultry products. The "Mikhaylovsky Broiler" company provides all regions of the Far East with its products, and part of the poultry meat produced at this plant could be exported to Asian countries.

The development of port infrastructure, transport links and logistics is a promising area of cooperation integration between the Russian Far East and the Asia-Pacific countries. The countries of the APR are

interested in the modernization of transport communications in Russia, which make it possible to safely and efficiently carry out cargo transportation between Asia and Russia [10].

At APEC summit held in 2012, Russia proposed using its transit potential to form shorter and more profitable routes for the delivery of goods between Europe and the Asia-Pacific region. To implement this, Russia intends to use the Northern Sea Route, the transarctic cable system, the transport tunnel under the Bering Strait with the adjacent railway system, the Trans-Siberian Railway, which is supposed to be connected to the Trans-Korean Railway, the Eastern Siberia-Pacific Ocean oil pipeline, the gas pipeline Sakhalin-Khabarovsk-Vladivostok. However, despite the "East-West" corridor "ideal from the geopolitical point of view, only about 1.5 percent of ATR cargo is transported via Russia due to customs problems and transport infrastructure deficiencies" [11].

Currently, certain results have been achieved in this direction. Within the implementation of federal target programs "Development of the transport system of Russia (2010 - 2015)" and "Economic and social development of the Far East and Zabaikalie until 2025", a number of infrastructure projects have already been completed and some are underway. Thus, the reconstruction of the Kiparisovsky, Vladivostok, Lagar-Aul and Obluchensky tunnels, bridges across the Zeya and Bureya rivers was completed; the 2nd phase of the railway bridge crossing over the river Amur was opened. By the APEC summit in Vladivostok (2012) in Primorye, 2 cable-stayed bridges, a low-water bridge across the Amursky Bay, a highway from the airport to island Russian were put into operation.

Along with the existing roads (federal highway "Amur" (Chita-Khabarovsk), "Ussuri" (Khabarovsk-Vladivostok), "Kolyma" (Yakutsk-Magadan), "Lena" (Nerchinsk-Yakutsk), "Vilyui" (Tulun - Bratsk - Ust-Kut - Mirny - Yakutsk) and others), it is supposed to connect the Chukotka Autonomous Oblast with the country's road network through the Kolyma highway.

The construction of new and renewal of the existing network of the Far Eastern Highways will improve the work of international transport corridors - Primorye-1, Primorye-2, East-West.

Over the last few years, the reconstruction of airport complexes in the Far Eastern region has been actively carried out so that they meet the modern requirements of air transportation. This made it possible to intensify cooperation between the Russian Far East and the countries of the Asia-Pacific region in the field of air transportation. New air routes from the territory of the FEFD to the Asia-Pacific countries are emerging. However, today direct international flights from the eastern regions of Russia are carried out mainly to major cities in the countries of Northeast Asia (Japan, Republic of Korea, and China). The possibility of flying to the countries of Southeast Asia from the Far East is restricted due to the need to make a transfer in the airports of the cities of Kazakhstan and China.

The Russian authorities associate further development of the region transport infrastructure with the reconstruction of the Trans-Siberian Railway and the modernization of the Northern Sea Route, as well as the possibility of constructing BAM-2, which will transport cargo from Asia-Pacific countries to Europe through the Far Eastern region. If these infrastructure projects are implemented, by 2020 the Russian Federation will be able to increase the freight turnover of Eurasian transportation by nearly 6%: 5% will come to TransSib, and 1% to the Northern Sea Route. The reconstruction and modernization of TransSib and BAM will allow the use of the transit potential of the Russian Far Eastern regions to ensure transport links between Europe and Asia in full [12, 142].

The Russian authorities are aware that these projects are indeed of strategic importance to boost not only regional economy, but also the state economy as a whole. Their importance is evidenced by the fact that the implementation of the above projects will make it possible to speed up and reduce the cost of cargo transportation from the Asia-Pacific countries through Russia to Europe.

In order to materialize these plans, the following legal acts were adopted: "Strategy for the socio-economic development of the Far East and the Baikal region until 2020", "Transport strategy for the year 2030", "Strategy for the development of railway transport until 2030". Despite the intensification of work, the implementation of transport projects in question has not received sufficient facilitation yet since they require large capital investments.

Experts estimate the current state of the port infrastructure in the Russian Far East as unsatisfactory. The reason is the low level of technological and production capabilities of the Far Eastern ports. The idea of creating "innovative" ports in the Far East of Russia is relevant and promising today. This will reduce the time and cost of goods delivery via the route APR - Russia - Europe - APR, and will also have political and socio-economic importance [13, 5]. To materialize this idea, it is necessary to modernize the Far Eastern ports of Russia (create cutting-edge mechanized and automated complexes for processing various types of cargo, construct deep-water berths, construct new terminals and expand existing ones for cargo transshipment). These measures will enable to increase the freight traffic in the region. The largest ports in the Far East are Vostochny, Nakhodka, Vladivostok, Vanino, Sovetskaya Gavan, Petropavlovsk-Kamchatsky, Magadan.

Partners from the Asia-Pacific region are particularly interested in the deployment of gas-chemical enterprises on the territory of the Far-Eastern ports, whose products could be supplied to the markets of the Asia-Pacific countries. It is planned that the ports Vanino and Sovetskaya Gavan will acquire the specified specialization.

The Russian authorities are interested in attracting the Asia-Pacific countries to the development of port facilities in the Far Eastern Federal District. Therefore, it seems advisable to involve specialists from the APR, in particular, Australian specialists and investors, in the implementation of infrastructure projects, primarily in road construction and the arrangement of port areas.

Logistics of the Russian Far East is underdeveloped and significantly away from the needs of the APR countries. This is due to the fact that in the FEFD there is a small number of logistics companies that would ensure a wide range of services. The Far Eastern logistics market is mainly represented by small companies that provide a certain type of service, for example, transportation of goods by car, sea or rail. Very few logistics companies arrange door-to-door services in the Far Eastern Region.

Our country is significantly inferior to individual APR countries in terms of speed and cost of delivery. For example, in Russia, the speed of delivery of goods by road is 300 km per day, and in the United States, it is 700 km per day.

One of the problems that impedes the development of the logistics market in the region is the presence of contradictions between freight forwarding companies and large transport companies, such as Russian Railways, for example. Since transport companies are monopolists, they are not interested in overcoming production problems, unlike freight forwarding companies.

The number of unsolved issues in the Far East of Russia in the field of logistics include the lack of a sufficient number of modern multifunctional warehouse complexes, container and railway terminals, special zones for customs clearance of goods, a shortage of qualified logistics specialists, and a lack of legislative basis in the field of freight forwarding, lack of certification and licensing of freight forwarding activities, a complicated and bureaucratic procedure of customs clearance.

Under these conditions, all interested parties (private forwarding companies and large transport companies) need to combine their efforts so that transport and logistics services in the region are efficient and in demand by consumers.

To organize efficient logistics in the Far Eastern region, it is necessary to build large logistics centers that will coordinate the interaction of all types of transport and participants in the logistics process.

Domestic and foreign experts suggest different measures aimed at the development of logistics in the FEFD. They include the development of multimodal transportation based on the GLONASS navigation system in the region; the introduction of a dispatching system that would help solve the issue of “non-return” cargo via the Trans-Siberian Railway from Asia to Europe and promote electronic document circulation in the Far Eastern ports and railways with the help of radio frequency identification (RFID) technologies. All these measures will enable to increase the speed of cargo handling [9, 16].

The Far Eastern region can become part of Russian economic space and of international transport system of Asia-Pacific region only if Russian authorities take practical steps to create the latest transportation network with logistics hubs in the Far East.

The priority area of cooperation between Russia and the countries of the Asia-Pacific region should be the space sphere. China, India and Japan demonstrate particular interest in the development of space programs. 6 out of 10 countries that have demonstrated independent launch facilities are located in Asia. They are China, India, Iran, Israel, Japan, and North Korea. This fact testifies the growing importance of space programs in the region [14].

Currently, there are 10 cosmodromes in the Far East, each of them operating according to its own program, and 2 regional space cooperation organizations - the Asia-Pacific Regional Space Agency Forum (APRSAF), promoted by Japan, and the Asia-Pacific Space Cooperation Organization (APSCO) under the leadership of China. The existence of 2 regional space organizations indicates sharp differences on space exploration in the APR. At the same time, there is no institutional mechanism to coordinate these 2 regional initiatives.

Nowadays, Russia and China, as the leading space powers, are closely cooperating in the field of space projects. “Future joint activities in space may include the joint development of rocket engines and a joint Russian-Chinese space station” [15]. Currently, Russia has intergovernmental agreements with a number of APR countries, including the United States (1992, extended in 2007), with China (1992), with the Republic of Korea (2004), with Japan (1993, extended in 1998), Australia (2001), Indonesia (2006), Malaysia (2003) [16]. The Russian leadership associates the expansion of cooperation with the APR countries in the aerospace field with the construction and operation of the Vostochny cosmodrome in the Amur Region.

The following facilities will be located on the territory of the cosmodrome: the launch complex of rocket-carrier Soyuz-2, a shelter for specialists during the launch of rockets, a command post to control the launch, an administrative building, an oxygen and nitrogen process unit, a technological unit for compressed gases, technical complex, workshop for assembling spacecraft and rockets. The cosmodrome will be connected to Transib via a railway branch line, that is aimed first at transporting construction materials and equipment for technical and industrial complexes, and then at transporting rockets.

The first launch of rockets from the Vostochny cosmodrome was performed in 2016. Experts expect to launch extra-heavy rockets by 2020. The implementation of this project, on the one hand, will help galvanize the socio-economic development of the Far East of Russia, and on the other hand, it will enable us to more actively promote Russian space services and goods in the markets of the APR countries.

An important vector for interaction is cooperation in the field of education and the expansion of intercultural dialogue. Despite the fact, that almost a third of the total number of students in the world are getting education in the APR countries, the issue of unequal development of the education system remains acute in different countries of the region. Specialists point out the gap in the provision of educational services and their quality between developing and developed countries [17].

Speaking at the APEC Summit held in 2012 in Vladivostok, President of Russia V.V. Putin highlighted the need to work out the idea of forming a single educational space in the APR. "Russia is an integral part of the APR from the historical and geographical point of view. We regard the full-format access to the Asia-Pacific space as the most important guarantee of a successful future for Russia, the development of Siberian and Far Eastern regions "[18]. Along with obtaining quality education, young people in Russia and the Asia-Pacific countries are being educated in the spirit of general humanitarian and cultural values, friendship and good-neighborliness, and a culture of peace. This contributes to the expansion of international cooperation of Russia with the countries of the Asia-Pacific Region, the strengthening of interethnic dialogue in all spheres.

### Discussion

In the course of the study, the authors identified priority areas for Russia's interaction with the countries of the Asia-Pacific Region. The integration development will contribute to enhancing the integration of the Russian Far East into the economic and socio-cultural space of the Asia-Pacific Region.

The search for new areas of cooperation is associated with the need to minimize the risks, dependence of the parties on the financial, trade, and economic shocks that have manifested themselves in recent years.

The leading states of the APR are interested in importing cutting-edge technologies. Unfortunately, Russia is not yet an equal partner for the "Asian tigers". However, the "rise of the East" made the leaders of the Russian Federation not only passively monitor the Asian development, but also actively participate in this process. This indicates that Russia's interests in the APR are pragmatic in nature and are associated with the desire to preserve and strengthen the status of a great power [19, 134].

Achieving a positive result is possible when solving a number of issues and problems.

- 1) One of the main problems of the Russian Far Eastern IT market is the shortage of highly qualified specialists. This opens up broad prospects for cooperation with partners from the APR in the field of training and retraining of specialists in IT sphere. It is also important that currently the Far Eastern IT companies have an innovative potential and are ready to offer new non-standard solutions to the market of the APR countries, high-tech products and services in the field of information technology.
- 2) In developing a strategy to address the issue of food security, the parties should learn the experience of each other. For Russia, it seems appropriate to increase the volume of state support for agriculture at the expense of budget funds, and not to make a bet on the provision of loans to Far Easterners at preferential terms.
- 3) Russia will be able to occupy a decent niche in the markets of the Asia-Pacific countries, if it succeeds to create a modern and efficient transport and port infrastructure in the Russian Far East in the shortest possible time.
- 4) One of the mechanisms for resolving the issues in question should be regional cooperation in the field of education and culture, where Russia continues to hold leading positions. The population of the APR countries has always attracted Russian culture and many of them, despite political conflicts, continued the dialogue. Vladivostok remains the center of intellectual and cultural life in the Russian Far East, where the branches of the leading museums of Moscow and St. Petersburg are represented with permanent or temporary expositions. A special place in the implementation of the tasks assigned is assigned to the Far Eastern Federal University (FEFU), which serves as an intellectual resource for the development of cooperation in the APR. The Khabarovsk Territory is no less interesting in terms of education and culture. International conferences, symposia, exhibitions are regularly held in the cities of the Khabarovsk Territory. Ensembles of the indigenous peoples of Amur take place there. The high intensity of bilateral relations with the countries of the Asia-Pacific region is largely promoted by

the annual Activity Plan signed between the Khabarovsk Territory and the Asia-Pacific Region, which includes the development of cross-border road transport, participation in exhibitions and fairs, cooperation in the field of sports, ecology, culture and tourism, archival and librarianship [20].

### Conclusion

To conclude, the authors view transport, port infrastructure, logistics, information technology, food security issues, space exploration, education and culture as priority areas of cooperation between Russia and the APR countries. The areas above can become platforms for the integration of the Russian Far East in the Asia-Pacific partnership in the coming decade. The potential areas where Russia could compete with the countries of the Asia-Pacific region can also include innovation, migration issues, environmental protection, and other areas. Achievement of the goals set can be realized taking into account the study of the culture and traditions of the regional states; this will provide substantial support in strengthening the international dialogue on economic issues.

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## Simple Sentences With A Predicate Noun In The Russian Orthodox Sermon Discourse

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### Abstract

The present study is devoted to the analysis and description of the functional specialization of copular sentences – simple sentences with a predicate noun. Scientific literature shows their use in speech is subject to opposite tendencies: idiomacy (phraseological meaning) and unpredictable, regular and individual deviations. The discourse theory of the French linguistic school is used as the main tool for analysis, and the use of these types of sentences in the Russian Orthodox sermon discourse is the main subject. For comparison, language data from other areas of communication are employed. The sample presented in the article is projected onto all copular sentences, real or potential, in the Russian Orthodox sermon, which is justified by the description of the discourse in the theoretical analysis as of a possible world. A semantic-syntactic analysis of the material is effectuated based on the hypothesis ‘rule for rule’ which is a prerequisite for the theory of discourse analysis used. Particular attention is paid to the problem of actualization of these types of sentences in connection with the mechanisms of predication and reference in discourse. The general conclusion is that these mechanisms are not involved in the sermon discourse; copular sentences used by the speaker are only acts of pronouncing a sentence in itself; each is a phonetic and a universal illocutionary act of a certain kind, namely expression of a message. The condition for the use of copular sentences is formulated as the asubjectivity of the speaker. The study reveals that this very condition explains copular sentences in sermons, as well as polyphony and all the restrictions and prohibitions of the functioning of such sentences: the impossibility of metaphorization, idiomacy, the only possible type of syntactic meaning (permanent relation) and one possible grammatical form (nominative case of the predicate noun).

**Keywords:** copular sentences, discourse, Russian Orthodox sermon, asubjectivity, speech, utterance

### Introduction

This paper is devoted to the type of simple sentences the use of which was hardly studied – predicate noun sentences<sup>1</sup> (structural scheme N 1 Cop f N1/N5) [34, p. 724]). Further on, they will be denoted by the term ‘copular sentences’ (CS) [4, p. 304, 308; 9, p. 445], since in Russian they have a zero link, and in certain contexts the link ‘to be’ is used [4, p. 304]. Examples of copular sentences are, in particular, as follows (due to the specificity of the English language, the link verb ‘to be’ is always present in translations from Russian)<sup>2</sup>:

(1) *History is primarily the history of people (Materials of the Uppsala Corpus, Collection 722); Generations have been told since childhood that our main virtue is strength (Mercy); Hence, happiness is the best educator (Materials of the Uppsala Corpus, Collection 210).*

The main focus of the present paper is one semantic class of such sentences, namely, those in which the sign is not in the subject, but is established on the basis of its various connections and comparisons.

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<sup>1</sup>Term from: [31].

<sup>2</sup> All the examples (1) are taken from the Russian National Corpus [43].

(2) *Fertilizers are the growth of fertility; Man is style; Every tree is a pood of honey; The circus is primarily hard work* [31, p. 279].

These sentences are often used as phraseological units with a corresponding structure (see [38, pp. 58-59]): *Risk is a noble cause; Knowledge is power* (Bacon); *Husband and wife are finger and thumb*. The possibility of using them both as phraseological units and as non-idiomatic expressions raises the issue of their functional specialization. The author will consider this issue on the basis of the religious use of language in Russian Orthodox sermons, where such sentences are not only sufficiently frequent but also absolutely productive, since they are an important component of the genre structure [8, p. 289]. Here are some examples of CS from sermons:

(3) *Humility and meekness are the virtues of Christ* [42, p. 34]. *The source of wisdom is the Holy Spirit* [42, p. 63]. *And yet blasphemy is the gravest sin and is not left unpunished* [42, p. 89].

Analysing the CS, the author assumes that in sermons they are idiomatized when the actualization of the expression<sup>1</sup> does not involve the mechanisms of reference and predication<sup>2</sup>: i.e. the utterance is only an act of actually pronouncing a sentence – a phonetic act [23, p. 261 265; 27] and the universal illocutionary act [23, p. 268] of a certain type, namely the expression of the message. The author believes that if in these speech situations the CSs formally explicate the speech and predication acts, then functionally they are similar to idiomatic or citatory sentences. The material used in the work suggests that this feature is inherent in CSs as facts of discourse. The main purpose of the article is to demonstrate the fundamental features of using CSs.

1. Methodology. This section presents an approach (to discourse analysis) to the description of CSs functioning in the sermon and attempts to substantiate the methods (primarily developed by linguistic semantics) of describing the functioning of linguistic phenomena in discourse. The use of methods of linguistic semantics is due to the fact it makes it possible to raise questions that are not taken into account in studies that do not use a similar approach.

1. The concept of discourse. The concept of discourse is widely used in linguistics; however, it is difficult to give an exhaustive and clear definition of it [32, p. 25-27; 20, p. 307; 35; 26]. This section clarifies the boundaries of this concept in terms of how it will be used in this paper<sup>3</sup>. According to [3, p. 137], discourse is speech or texts determined by factors that characterize the process of communication – pragmatic, sociocultural, psychological, etc. In [32; 33; 35] discourse is also defined as texts, yet it is shown that the problem of their generation goes beyond the communicative function of the language; their production is explained differently by the fact that in discourse, language is used to express a special mentality and a special ideology (while discourse from the point of view [3] is characterized by the use of language in communicative function). It should be noted that the ‘communicative’ approach, unlike the ‘ideological’ approach, is almost synonymous to pragmatics: the phenomena described refer to the individualized use of language and are tied to a specific situation (see works by T. van Dijk [16, 17]).

<sup>1</sup> In accordance with [28; 29; 23; 6; 21], this article develops the idea of describing the semantics of a sentence functioning as a statement (see, for example, [28, p. 4]). The utterance in these works is defined as a context-dependent form of a concrete sentence [23, p. 51; 21, p. 334]. The author uses the term ‘utterance’ as a narrower one: this is the content of a particular sentence for a particular situation.

<sup>2</sup> In the terms from [28, p. 23] no propositional act is effectuated (as a separate component of the speech act structure), including the act of reference and predication. In the terms from [23; 28], the corresponding components of the locus act are not effectuated [23, p. 257-264].

<sup>3</sup> The problems of defining discourse in relation to the concepts of text, speech, dialogue, monologue, etc., and also various approaches to its study (see: [20, pp. 308, 26, pp. 83-99]) are not discussed..

In this paper, discourse is considered as in [32; 33; 35], and an attempt is made to establish the mental models expressed by CSs in sermon discourse. The author proceeds from the fact that the content of the mental model is the propositional content of the utterance<sup>1</sup>. The term 'propositional content of an utterance' means the true meaning of a proposition expressed by the particular sentence in the given circumstances; in other circumstances, the true meaning of a proposition might be different. In [12] a proposition, true within a single text, is called a fact; in the same way it is characterized in [35; 28]. For example, in relation to the temporary deictic center, (4) and (5) will differ in propositional content:

(4) *He paints;*

(5) *He is painting.*

If in Example (4) the temporal deixis is interpreted in conditions of situationally non-actualized speech<sup>2</sup>, then the propositional content corresponds to (A). If in the example (5) the temporal deixis is interpreted in the context of situationally actualized speech, then the propositional content corresponds to (B):

(A) *He is an artist, painting is his profession (hobby, passion, what he does for a long time);*

(B) *He (now, at the moment) is painting (rather than singing or dancing).*

Studies of various phenomena of discourse, carried out in the spirit of an 'ideological' approach, show that the meaning of a statement is directly or indirectly related to the definition of the conditions that this statement must satisfy, so that its proposition can be considered true [1; 2; 33; 35]. In this work, the definition of conditional-truth equivalence of sentences is considered as a method of specifying utterances in all cases, especially with ambiguity and so on. The method of empirical demonstration of the meanings of sentences and utterances is paraphrase.

An additional conclusion when using the principle of conditional-truth equivalence in discourse is that the propositional content of utterances can be applied to the concept of possible worlds. This is addressed in [35, p.45]: "Each discourse is one of the possible worlds". The author of the present study believes the description of discourse as a possible world (in such variant of the definition of a possible world which presents it as a set of propositions true in this world [23, p. 133, 246]) allows accurately determining the rules and patterns that reflect the abilities of native speakers to generate and interpret acceptable utterances in discourse. CSs corpus (described based on sermons) will be presented from this point of view: firstly, as a closed class of sentences equivalent in terms of the truth, and second, as a sample which covers all the CSs in the language of the Russian Orthodox sermon – both real and potential<sup>3</sup>.

A particular problem of discourse analysis is the change in the aspects of the semantics of utterance that are associated with the speaker. These changes are also motivated by the action of a special communicative mode of language in discourse. It is important to note that they take place in any

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<sup>1</sup> The term 'propositional content of the utterance' is used in [28, p. 33] as a synonym for the term 'proposition'.

<sup>2</sup> The terms 'situationally actualized speech (type of speech)' and 'situationally non-actualized speech (type of speech)' are used in accordance with [7, p. 10-13].

<sup>3</sup> Since the papers speaks about discourse, the drawn conclusions are able (even if they relied on only one sentence) to characterize an unlimited number of potential utterances that the speaker could make in the sermon using CSs. It can be assumed that analyzing discourse as a purely semantic phenomenon, a possible world, predetermines the generative character (see [24, p. 152]) of its linguistic analysis. From this point of view, the material of the present article is considered exhaustive.

communicative context, which differs from the canonical situation of communication<sup>1</sup>. From the semantic point of view, this problem was most thoroughly studied with respect to the narrative (see [29].) In the case of the narrative, its features are related to the fact that we as readers are not dealing with the speaker (as the real 'sender' of speech) or even with the author but, depending on the narrative form, with the image of the author, the narrator or even the character [13, pp. 107, 14, pp. 203, 29, p. 202]<sup>2</sup>. The explanation of the position of the speaker in the narrative is that the speaker is eliminated and presented as substitutes – the narrator and the character. The semantics of words and sentences suggesting the speaker in the narrative, assumes the speaker in these hypostases. For example, (6) in Vinogradov's classical work [14, p. 223] illustrates the change in the communicative semantics of the introductory word 'finally' which as an egocentric element<sup>3</sup> does not belong to the speaker but to the inner speech of the character and reflects the subjective perception of Hermann:

(6) *Hermann stood only in his frock coat, not feeling the wind or the snow. At last the countess's carriage came.*

In the discourse, the subjectivity of the utterance phenomenon is determined by the peculiarities of the reference of non-verified sentential groups (for example, nominalizations [33]). If, in the canonical situation of communication, the referents of linguistic expressions correlate with reality at the will of the speaker, then similar groups in the discourse have the property of reference regardless of the subject of speech. In the theory of the French School of Discourse Analysis (FSDA) [19], where this phenomenon is described as a condition for generating utterances in discourse, it was referred to as 'adsubjectivity' [33, p. 369-371]<sup>4</sup> – the subordination of the speaker who acts as the bearer of some foreign point of view dominating over them (the phenomenon of polyphony). The author of another's point of view in these works is defined as a universal subject, anyone who can take responsibility for the truth of the proposition expressed in the current utterance by the unapproved sentential group [32, 33]. The author of the present study believes asubjectivity (as formulated by FSDA) is a universal of the act of producing an utterance in discourse and, naturally, extends to CSs in sermons. In this paper, the FSDA theory of utterance act is used as a starting point for explaining the features of CS usage in sermons.

## 2. Results. Features of CSs use in the Russian Orthodox sermon.

### 2.1. Grammatical and semantic characteristics

The complete paradigm of CSs in Russian includes 8 forms (indicative and subjunctive moods [31, pp. 282]. Sermons only use those CSs where the predicate noun is in the nominative case with the link in the present tense:

(7) *Food and drink are the pure Body and the honest Blood of our Savior [46, p. 73].*

The exception is only one example noted by the author of the present study in [8] on the investigated corpus of 1100 works – the link and the noun have other forms: *The Word of God was, and is, and will be*

<sup>1</sup> The canonical situation of communication is a complete speech situation. Its definition, according to [29, p. 259], contains the following conditions: "I. The speaker and the listener are present in the context of the message. II (*unity of time*). The moment the utterance is made by the speaker coincides with the moment it is perceived by the listener. III (*unity of place*). The speaker and the listener are in the same place ... ". In the definition of the canonical situation of communication, the author of the present study also includes the condition characterizing the situationally actualized speech [7, p. 11] – a direct link between the content of the utterance and the situation.

<sup>2</sup> As a specific task of linguistics, the problem of studying the language of fiction was posed by V.V. Vinogradov in his theory of artistic speech (see: [25, pp. 212-213]). According to the principle of its construction, it relies on the category of the author's image [37, p. 309-315; 15, p. 170-177].

<sup>3</sup> The egocentric elements of language are words and constructions referring to the speaker [29, p. 200].

<sup>4</sup> The term 'adsubjectivity' will be used.

until the end of the century the life-giving source (instrumental case in Russian) that gives the hearts of people the greatest spiritual pleasure [44, p. 124]. However, it is obvious that the semantic nature of this sentence does not violate the rules of functioning of the sentences under discussion and does not contrast with them in meaning, but, on the contrary, is a sort of illustration of their deep structure.

From the semantic point of view, the examined group of CSs refers to sentences where the qualifying characteristic of the subject is effectuated, or the attribute is established according to various relationships [31, p. 279, 281] (from the point of view of the speaker). Examples of use and possible interpretation of the semantic structures of this type of CSs are as follows:

(8) *Humility and meekness are the virtues of Christ;*

(8a) 'the virtues of Christ' is the qualifying characteristic of the subject of the sentence, attributed by the speaker.

(9) *Death is an execution;*

(9a) 'execution' is a consequence, a result from the point of view of the speaker.

(10) *Faith is the source of all blessings;*

(10a) the subject of a proposition is characterized by the relation of dependence, which is determined by the worldview of the speaker.

Thus, sentences similar to (8-10) should be understood as statements oriented towards the expression of the speaker (in the predicate) of their own selective and subjective attitude to the subject of the proposition. Proceeding from this, it may be suggested that when constructing utterances on the basis of sentences of the type (8-10) in the sermon, all the aspects of the expression, content and functioning of utterances should be derived from the speaker's point of view. Further, the present study will show this assumption is not confirmed.

2.2. The use of CSs in the Russian Orthodox sermon. There is a regular correspondence between a certain grammatical form of CS and the propositional content of the utterance. It can be assumed that this coincidence is a manifestation of the hypothesis 'rule for rule' [23, p. 175, 222] in the discourse. It should be noted that correspondence between the grammatical and semantic structure of CS in the sermon is observed only in utterances with the nominative case of the predicate, provided that the link has a 'timeless' meaning, or the meaning of a permanent relationship [7, p. 12]. Note the properties of CS in sermon discourse, taking into account the correspondence of the grammatical form to the propositional content. For instance (11):

(11) *The cross is the banner of peace* [45, p. 26];

(11a) with the timeless meaning (21) has the interpretation 'it is presupposed that the cross was the banner of peace until the moment of speech, is such at the time of speech and will be after the moment of speech'.

(12) *The cross is the banner of peace;*

(12a) with the meaning of the present actual ('now, at the moment of speech') (22) has the interpretation: 'before (until the moment of speech) the cross was not the banner of peace'.

(13) *The cross was the banner of peace* (presupposed that "now the cross is not the banner of peace").

(14) *The cross will be the banner of peace* (presupposed that "the cross was not the banner of peace in the past and is not such now").

(15) *Let the cross be the banner of peace* (presupposition 'the will to realize the state of affairs').

Examples (11-15) lead to the conclusion that in the sermon only sentences of the type (11) and not (12-15) can be used. This is only explained by the manifestation of the discursive universal - the asubjectivity of the speaker. For interpreting (12-15), the pragmatic (psychological) principle is relevant: the speaker, using the sentence, does this in accordance with own judgments about reality; therefore, the predicative relation in (12-15) is stated at the request of the speaker at the time of speech. In (11) the predicate relation between the subject and the predicate is not established at the request of the speaker, but is ready, i.e. it cannot be freely (at the request of the speaker) opposed to other forms of the link verb by the categories of time and modality, since this leads to unacceptable statements. Therefore, for the interpretation of (11) the factor of propositional content is relevant, i.e. the discourse factor proper. Despite the fact that from the point of view of syntax (11) and (12-15) are represented by one syntactic type and even the same sentence, from the point of view of mental representations of a possible world, they are units of different discourses.

Now let us apply the same analysis of CSs in their speech mode, the deictic mode of functioning, while confining ourselves to only one type of CS – phraseological units which in this capacity should exist in the language as given, as an already established result [39, p. 212].

16) *Knowledge is power* (Bacon);

(16a) *Knowledge was, will be, let it be force.*

In (16a) it is presumed correct to say that knowledge is a force, correlating the content of the statement each time with the new and changing circumstances of the CS. In other words, there is no asubjectivity in (16a), and the speaker expresses own opinion on the state of things, in spite of the fact that (16) exists in the language as an expression with an idiomatic meaning. Thus, in a discourse the CS can acquire an idiomatic meaning, and in the canonical situation of communication it can lose it. In sermon discourse, the CSs are subjected to strong idiomatization with complete reduction of the predicative act.

The asubjectivity of the speaker in sermon CSs also raises the question of the specifics of the reference mechanism when the CS is uttered. From the author's viewpoint, at the level of the propositional content of the utterance, correlated with the external picture of the world that is specific to the discourse, the speaker does not have own reference.

### 3. Discussion

#### 3.1. Referential features of nominal predicate groups in sermon CS

It is well known that the mechanism of reference is subject to two conditions: the reference is carried out at the will of the speaker and depends on the context [28, p. 101; 23, p. 310]. The author believes these conditions are not fulfilled in discourse. In the case of CS, the first condition (speaker's reference) is not fulfilled in connection with the idiomatic nature of the CS. The second ('deictic condition'<sup>1</sup>) is also not fulfilled due to limitations on the speaker's reference to the semantics of unverified sentential groups. In particular [1, p. 178] shows that the value of an unverified sentential group in discourse can never be arbitrary. In the examples (11-16) above, this restriction is demonstrated – only the situation (11a) can be the CS referent in sermon of all possible for this type of sentence in the speech mode. The same examples show that in sermon discourse the actual reference for any CS is justified by the paraphrasing relation, and not by the pragmatic context.

There are also indirect arguments that the mechanism of reference in sermon discourse does not obey the deictic condition. This, in the author's opinion, is the proof of the reference use of the noun (hereinafter - the description) in the predicate of the CS. It is well known that in different cases of using the same

<sup>1</sup> A working term.

sentence, the description from this sentence can be used either referentially, in the function of identifying the object of reality with another object, or attributively in the function of characterizing (subjective evaluation) the object of reality [18, p. 134; 4; 9]. In order to determine the reference status of descriptions in the predicate of the CS in the sermon, the following analysis is proposed. According to [22, p. 296, 308-309; 4, p. 313], the type of the functional value of the description in the predicate can be qualified by the way for continuing the text (connectivity/coherence test). This method consists in starting the text following the CS with the subject of the previous sentence. If the next sentence is acceptable, then the previous predicate noun should be viewed as used for the purpose of reference, since only "reference can be used in the descriptions of the same function in the further text without disturbing its connectivity" [4, p. 313]. If the following sentence is unacceptable, the description in the predicate of the previous CS is used as an attributive, a characterizing expression. In the examples (17-20), according to the coherence test, the descriptions in the predicate are used referentially:

(17) *Humility and meekness are the virtues of Christ* → *Humility and meekness (the Virtues of Christ) make a man worthy.*

(18) *Lent is the time of union with Christ* → *The time of union with Christ will come.*

(19) *For every word of the Gospel is a living word of Matthew, or Luke, or Mark, or John* → *The living word of Matthew, Luke, Mark, and John reveals to us the word of God.*

(20) *Death is the life of the righteous* → *The life of the righteous is an example of service to God.*

In the examples (21-24), according to the coherence test, the descriptions in the predicate are used attributively:

(21) *Salvation is our eternal glory.* → \* *Our eternal glory requires repentance from us.*

(22) *The devil is a liar, a flatterer* → \* *Liars and flatterers push us to sin.*

(23) *The Word of God is a sign of love* → \* *The sign of love embraces the penitent.*

(24) *Christ is the only source of spiritual enlightenment* → \* *The only source of spiritual enlightenment is forgiveness.*

As can be clearly seen, the coherence test reveals the cases that can be treated both as cases of reference and attributive use of descriptions. However, the author's thesis is that in the examples (21-24) the descriptions are used referentially. To illustrate this thesis, negative paraphrases (25-28) of sentences (21-24) are given:

(25) *Salvation is not our eternal glory.*

(26) *The devil is neither a liar, nor a flatterer.*

(27) *The Word of God is not a sign of love.*

(28) *Christ is not the source of spiritual enlightenment.*

Negative paraphrases (25-28) differ from (21-24) not only by the presence of negation but also by a meaning that contradicts religious ideology. Meanwhile, in verbal deictic interpretation, the true meaning of the proposition of the CS is justified only by the propositional settings of the speaker, which predetermine both the existence of the feature and the free possibility of its abolition. For example, (29) and (29a) differ from their negative paraphrases only by the absence of negation, there are no other semantic oppositions between them:

(29) *Happiness is the best educator;*

(29a) *Happiness is not the best educator.*

Thus, the use of the description in the sermon CS should be regarded as referential both theoretically and empirically.

It is then necessary to explain why the examples (21-24) are perceived as characterizing utterances. The reason for this is the 'behavior' of the CS in sermon - it behaves like a metaphor that involves understanding one area through the prism of another [36, p. 351]. Additional examples of using the CS as a metaphor are as follows:

(30) *A bad friend is poison for youth* [46, p. 35].

(30a) *A bad friend is poison.*

(31) *The temple is Heaven on earth* [45, p. 11].

(31a) *The temple is Heaven.*

(32) *Jesus' prayer is a solid food for our mind* [40, p. 74].

(32a) *Prayer is food.*

These examples lead to the conclusion that the language of preaching is metaphorical. However, in the author's opinion, the possibility of such inference, based on superficial forms of statements, is not supported by an analysis of the propositional content of utterances. Let us consider this issue in more detail. As known, the metaphor is based on comparison. If excluding the comparative link from a simile leads to metaphor [5, p. 353], then the reverse process should lead to comparison. The sentence (33) from this point of view is a metaphor.

(33) *Jesus is the grapevine*<sup>1</sup>.

(33a) *Jesus is not the vine but is like a vine.*

Meanwhile, for the sermon CS the aspect of comparison is not possible, only the aspect of identification is possible, cf. the false (34a, 35a, 36a, 37a):

(34) *The cross of Christ is the source of spiritual edification.*

(34a) \* *The cross of Christ is not a source of spiritual edification but is like a source of spiritual edification.*

(35) *The Kingdom of God is the kingdom of mutual love.*

(35a) \* *The Kingdom of God is not a kingdom of mutual love but is like a kingdom of mutual love.*

(36) *The blessed life among the dangers of fierce death is the most precious treasure of the immortal soul.*

(36a) \* *The blessed life is not the most precious treasure but is like the most precious treasure.*

Consequently, the CS in sermon is not a metaphor.

### 3.2. Illocutionary meaning of sermon CSs

Since the analysis shows that in an act of communication any CS is an object preceding the speech act, it is also necessary to explain the features of the speech activity. In this connection, there is need to establish which speech acts are effectuated by using CSs in sermon. Let us compare the examples in which the

<sup>1</sup> Example from [11, p. 730].



sentence is presented in the context of two speech acts - messages and statements. These two types are chosen due to their universal character (they are not culturally specific, like many performatives), and also because there is subjective component in the statement content ('I'm sure') and no such component in the message content. The rationale for using the CS was based precisely on the subjectivity/ asubjectivity criterion of the utterance. The interpretations of the corresponding speech acts are as follows:

(37) I say = 'Wishing to make you know this': Jesus' prayer is a solid food for our mind.

(38) I say = 'I think it is true': Jesus' prayer is a solid food for our mind.

In (37), the speaker's proposition is not subjected to any interpretation. It is only reported that the proposition takes place, as well as the desire of the speaker, so that the listener knows about the existence of a certain state of affairs. In (38), the speaker gives a definite estimate of the proposition as such a state of affairs that is true from their point of view. Consequently, a statement as an illocutionary meaning cannot form CSs in sermon. In its full and explicit form a statement based on a CS has the following form: "I am reporting + CS", where the illocutionary verb is an assertion, and the CS is a pre-constructed syntactic form expressing the voice of another subject in a statement that is formally made on behalf of the speaker <sup>1</sup>.

### Conclusion

It is important to note once again that in sermons only such CSs are used where the predicate noun is in the nominative case. In literature, attention is focused on the special significance of the nominative, which formalizes the predicate: "... The nominative case is generally incapable of expressing any grammatical relations. This category is self-sufficient and maximally asyntactic... The nominative predicative can reveal a special syntactic meaning, because it relates to a link. This meaning must differ from the those of other predicative cases. We think this meaning could be defined as the relation of a constant identity (or, rather, 'timeless identity') of the subject that is defined by the nominative" [30, p. 234]. The author of the present study believes that the special syntactic meaning of the predicate noun is due to the following factor: the act of predication is performed before the moment of the statement. The author strived to show the truth of this, and the sermon CSs are such expressions where the predication and reference precedes the speech act in the given circumstances.

In connection with the CSs peculiarities in sermon discourse, the following conclusions can be drawn: 1) the specificity of the CS is that they characterize the proposition as a fact - a proposition that is true within one given text (type of text); 2) Assertion in sermon CSs is not a predication, but a speech act of message which establishes predication as a fact; 3) the act of producing utterances on the basis of these sentences belongs not to the speaker as the subject of speech, but to the other subject; 4) Sermon CSs cannot be used metaphorically, although some constructions are lexically similar to metaphors and in another situation might have metaphorical meanings; 5) CS in sermons are strongly idiomatic.

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<sup>1</sup> FSDA uses the term 'preconstruct' to denote the syntactic forms of the expression of the other [1; 33, p. 356-361].

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## Aesthetic Education of University Students Through Russian Musical Folklore

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### Abstract

The paper looks into specific aspects of university students' perception and understanding of Russian musical folklore, based on the balance of the categories of universality, particularity and singularity in the process of aesthetic education.

Being a priority goal of present-day education policy in Russia, the aesthetic education of university students through folklore helps to ensure continuity of generations, development of the worldview and national identity. To analyze the efficiency of aesthetic education of university students through Russian musical folklore, the university has developed and piloted a model based on the interconnection of the teaching activities in the university.

In this study, a number of surveys among 18–20-year-old students were carried out and analyzed within activity-based, ethno-educational, competence-based and environment-based approaches and principles of the aesthetic education. Statistical methods of testing and evaluating students' creative works were used. The following stages of aesthetic education of university students were identified: the information-oriented stage, the judgment-based stage, and the practical stage; the statistics shows that the model was efficient.

The aesthetic education of university students through Russian musical folklore is related to the area of personally significant relationship within the "human being – nature – society" system. The process of studying this phenomenon involves the "past – present – future" plane and reflects the values of the folklore traditions in various periods of history.

**Keywords:** aesthetic education, folklore, Russian musical folklore, the universal, the particular, the singular, model, higher education.

### Introduction

In the present-day tertiary context, the aesthetic education is one of the priority goals of Russia's education policy. The personal capability of understanding and formation of the categories of the beautiful, the tragic, the sublime and the comic foster aesthetic awareness, aesthetic consciousness, aesthetic thinking and aesthetic taste.

The study of theoretical and practical problems of aesthetic education of university students identified the key contradiction between the need to develop a personality able to acutely sense and understand the beauty in nature, environment and arts, and underdevelopment of aesthetic taste in modern young people. It leads to inability to see the expressive in objects and phenomena, to feel and be aware of the harmony of colors, shapes, sounds in all aspects of the diverse world, reluctance to interact with pieces of international and national art and Russian folk art.

Russian folklore researchers (E. E. Alexeev, G. L. Golovinsky, V. E. Gusev, I. I. Zemtsovsky, N. I. Zhulanova, V. Ya. Propp, B. N. Putilov, V. M. Shchurov and others) not only look into the matters of study and analysis of Russian folk music in historical retrospective, but also denote problems of the modern society: ensuring continuation of generations, formation of youth's (in this case students') worldview and national identity through musical folklore.

The problems of preserving and promotion of Russian folk music are also reflected in federal documents. The Presidential Decree of December 24, 2014 № 808 "On approval of the Fundamentals of the state cultural policy", the Federal Law on Education in the Russian Federation set forth that the principle of the state education policy is "fostering the sense of citizenship and patriotism, preserving national cultures and local traditions in the context of the multi-national state...".

To understand the intrinsic character of the aesthetic education of university students, the following concepts were analyzed: "aesthetics", "aesthetic education", "folklore", "Russian musical folklore".

Scholars (A. G. Baumgarten, G. W. Hegel, I. Kant, M. M. Bakhtin, A. F. Losev, L. P. Pechko and others) define the concept of aesthetics differently:

- 1) The lower capacities of cognition – sensuous cognition (A. G. Baumgarten);
- 2) The science of the beautiful, i. e. from the viewpoint of the aesthetic ideal (I. Kant, J. G. Fichte, F. W. Schelling);
- 3) The third opinion is based on the category of the expressive: M. M. Bakhtin, A. F. Losev, A. F. Lobova (Yafal'yan). Thus aesthetics are regarded here as a science studying the sensuous human culture, the aesthetic ideal from the viewpoint of the expressive.

Well-known Russian scholars (V. G. Belinsky, A. I. Herzen, N. G. Chernyshevsky) argued that the potential of the aesthetic education is laid down in "realization of the ways of fostering the good sides in harmonious personal development" (as cited in Hessen 1995, 190).

N. A. Berdyaev, S. I. Hessen, N. O. Lossky linked the value-based grounds and purposes of personality-oriented education with fostering the Russian citizen that has morally absorbed the values of Russian culture, including spiritual development and teaching the cultural values (as cited in Zemtsovsky 1982, 80).

V. V. Rozanov argued that "it is necessary to educate cultured people, reverential to everything their life is connected to Fatherland, soil, family, home etc., they should revere their history and know their customs" (as cited in Alexeev 1988, 432). Thus, representatives of Russian culture pointed out that the aesthetics and the morality are related.

International researchers J. H. Pestalozzi and J.-J. Rousseau believed that one of the main goals of the aesthetic education is the revival of the native language and the native people. J.-J. Rousseau related the aesthetic education with national diversity of literature and artworks, which he viewed in the historical aspect (as cited in Alexeev 1988).

### Methodology

Examining the origins of this concept allowed to focus on a number of views that are important for understanding the essence of the aesthetic education of university students.

The first view is related to the development of the personal aesthetic qualities (V. G. Krysko, N. V. Savin, V. A. Sukhomlinsky, V. N. Shatskaya).

For instance, R. Burns, A. Maslow, K. Rogers believed the key source of the aesthetic education of personality was self-actualization: "the recognition of the natural and persistent worth of every human being, of the importance of human relations in education" (Maslow 1999, Ushinsky 1968).

The second view is shared by the following scholars: Yu. K. Chabansky, A. I. Burov, B. T. Likhachev, L. P. Pechko. They consider this process from both personality-oriented and activity-based approaches (Likhachev 1985).

The third view is based on the values developed by the science, ideology and theory of artistic and aesthetic cognition (S. P. Baranov, A. Zh. Ovchinnikova). They believe that the aesthetic education "is connected to the awareness of the expansive world of aesthetic values from the perspectives of the categories of the beautiful and the ugly, the sublime and the ignoble, the comic, and the tragic, the dramatic" (Ovchinnikova 2011, 99).

In summary, the aesthetic education should be understood as a deliberate process of development and fostering of aesthetic feelings, aesthetic awareness, aesthetic thinking, and aesthetic taste in university students. Consequently, one of the main goals of the aesthetic education of university students is the aesthetic, spiritual and moral personality. One of the means to achieve this goal is Russian musical folklore.

There is currently no standard definition for "folklore". In a broader sense, folklore means the entirety of history of peoples that existed in the primeval time. In the narrow sense, the scope of the term includes social norms, customs, cultural traditions that have become the historical past (Tylor 2000).

In Russia, the formation of the folklore concept is associated with the name of V. V. Lesevich. In his view, "folklore is the system of various judgments on all the areas of the people's existence. These judgments and statements may include songs, legends, proverbs, sayings, fables, tales, spells, wedding, funeral and other rites and many other things (Lesevich 1899, 19).

In the second half of the 20th century, V. E. Gusev and K. S. Davletov saw the term "folklore" as an "artistic reflection of the reality through verbal and musical, choreographic and dramatic forms of folk art" (Gusev 1967, 78).

However, this paper sticks to the view of B. N. Putilov, a leading scholar of the 20th century in the field of humanities. He wrote: "Folklore is the body of knowledge, skills, artisanship and practices of the historical past, communicated verbally and/or nonverbally from one generation to another directly, i. e. without mediation of the educational system, publications or other sources. Folklore as a living self-regulating system that while transforming very rapidly and challenging fake cultural and art objects, still gives way today to media industry standards" (Tylor 2000, 31).

Thus, the problem of studying of Russian musical folklore by university students is associated with its perception based on the balance of categories of universality, particularity and singularity in the process of aesthetic education. Of certain relevance for this conclusion are works of philosophers (G. W. Hegel, I. E. Ilyenkov, A. P. Sheptulin), psychologists (A. A. Bodalev, V. V. Davydov, S. L. Rubinshtein), educators (S. P. Baranov, A. Zh. Ovchinnikova and others).

*The universal* is an objective attribute, an aspect or a relation inherent to a group of objects or phenomena; something recurrent in many material formations that are indicative of similarity and identity (Ovchinnikova 2011). In the aesthetic cognition, the universal is the "essence", the "law", the "unity" in the diversity of aesthetic phenomena and processes". The educational aspect of this category is that a student identifying the universal becomes aware of the significant and aesthetically important part that belongs to folklore. In studying Russian musical folklore, the universal is manifested in the identity of the national art related to the development of historical, political and cultural traditions that represent a complex correlation of philosophical, moral, aesthetic and historical views.

An analysis of foreign studies allowed to consider the universal at the same time comprehending the deeper meanings of the folk art forms and the system of mythological ideas about the surrounding world.

The most ancient inherited human understandings of the world (archetypes) that were termed "the collective unconscious" by a German scholar C. G. Jung (as cited in Bamford 2006, 245). The archetypes underlie the "cold" culture (as opposed to the "hot" culture, the designations were introduced by a French ethnographer and culturologist of the 20th century C. Lévi-Strauss) (as cited in Golovinsky 1981, 6). The "hot" culture is focused at cognition, mastering new experience through methods of rational thinking", and the "cold" culture includes "archaic, or more commonly, traditional cultures – those developed in various peoples at the very early phase of their development: the period of descent-based communities. For instance, the traditional culture of East Slavs developed in the pre-Christian era of paganism. Such culture is based on a stable system of mythological ideas of the world" (as cited in Golovinsky 1981, 6).

A. N. Afanasiev, I. P. Sakharov, I. M. Snegirev, E. Tylor, J. Fraser believed, that musical folklore is based on the archetypal ideas of the national mythology. Understanding of the archetypal ideas is the core condition for comprehending a Tylor's idea that cognition of folklore is based on the theory of analogies, according to which "understanding of the world is actualized on the principle of reflection of various aspects of reality in the human mind and is expressed in the ritual, spiritual, material and poetic action" (as cited in Ovchinnikova 2011, 66).

The identification of the universal in folk art is closely connected with religion. The universal in the understanding of the ancient religion of the Slavs, is paganism. Its main feature is the "plurality of cults: ancestors, fertility, animal, plants, forces of nature. Given that, the key idea is the existence of two worlds in the Universe, which are simultaneously opposed and interrelated" (Ovchinnikova 2011, 26).

The identification of the universal in the Russian musical folklore, which represents an iconic and symbolic system, reveals the national identity, that is, the essential closeness of the national and Russian musical folklores, which are based on the ethnic tradition marked by a complex mutual penetration of aesthetic, cultural and historical, artistic, psychotherapeutic, ethno-educational values (Beloshitsky 2006, 9). On the other hand, what is important for this research is the identification of the universal from the perspective of studying the natural, historical, social and cultural aspects of Russian musical folklore.

The universal in the aesthetic cognition of Russian musical folklore by university students differs from the universal in scientific cognition.

These differences are:

- Firstly, the universal in aesthetic cognition of Russian musical folklore is an aesthetically valuable source of identical emotions; in scientific cognition, it determines the nature and essence of the phenomenon under study;
- Secondly, aesthetic cognition compares meanings of various works of folk art; while in scientific cognition, the universal describes a certain group of objects and phenomena identical in the way of being.

The universal is reflected in aesthetic cognition of Russian musical folklore at different levels. At the empirical level, the universal represents generalized knowledge of many musical and aesthetic properties of folk art and takes the form of a sensuous image; at the theoretical level, it is associated with the understanding of the essence of the phenomenon under study.

Thus, identifying the universal in Russian musical folklore as a means of aesthetic education of university students makes it possible: 1) to distinguish the laws covering the material and non-material aspects of Russian musical folk art; 2) to understand the essence of mythological symbolism that contributes to the cosmic conceptualization of the world, that is, the equation of the microcosm and macrocosm rendered in plots and musical forms, and 3) to determine the identity of the national art.

Hegel explored particularity within the triple category of singularity, particularity and universality. The particular is defined "as something mediating the relationship between the individual and the universal" (as cited in Babansky 1989). For example, the concept of "Russian musical folklore" is universal in relation

to the concept of "Russian musical regional folklore", and singular in relation to the concept of "folklore" (Markauskaite & Goodyear 2016, 25).

The particular is manifested in the fact that while preserving the key features of the national culture, Russian musical culture acquires specific and distinctive qualities of composers' secular and spiritual music in national and regional cultural traditions.

The individual is reflected in the development of regional Russian musical folklore, which contributes to the enrichment and development of national traditions. This process is linked to preserving the authenticity, originality of performance of folk artworks of a particular region.

In the definition of a dominant component of Russian musical folklore structure from the standpoint of the individual, an important role is played by the classification of genres of regional folklore. The following typical for the Lipetsk Oblast genres are distinguished: 1) drawing songs, 2) chastushkas, 3) pripevkas (comic under songs) and other (Green & Hopwood 2015).

The process of aesthetic cognition by university students through Russian musical folklore represents the movement of student's thought from the individual to the particular and the general, and vice versa. This process is carried out at each of its stages. At the sensuous stage of aesthetic cognition, the individual predominates, and the perception gradually moves away from the individual towards the universal, abstract level. Based on the analysis, begins the identification of individual properties, aspects, connections characterizing the distinctness of Russian musical folklore. In the analytical and synthetical investigation of the students, individual properties, attributes and connections in musical folklore are classified into classes and groups and require further abstraction. At this stage, the particular is identified: the transition stage from the individual to the universal. With the further abstraction in studying aesthetically valuable objects of musical folklore, the universal relating to the reflection of the regularities and genetic relations in Russian folk art, dominates.

### Results

Since Russian musical folklore has much in common with the spiritual culture and is a spiritual heritage of the national culture, it has a massive impact on students. Musical folklore serves as a sub-variety in the folklore learning system and includes all its features, in this perspective it can be presented as a component of the spiritual culture of mankind as a whole and the specific personal culture in particular.

The study of Russian musical folklore as a means of aesthetic education of university students is connected with the understanding of art through oral history that is handed down from generation to generation. They reflect the specifics of the national worldview (V. V. Lesevich) affecting the personality through songs, nursery rhymes, etc. This kind of understanding of folk music makes it possible to understand the national traditions, homeland culture through the understanding of universality, particularity and individuality, and also fosters patriotism and helps to consider folklore as a pedagogical phenomenon.

Since Russian musical folklore is an integral part of the public life and reflects the integrity of the worldview and mental outlook of the personality, it appears as spiritual and aesthetic heritage with an enormous educational potential.

The contents of aesthetic education of university students through Russian musical folklore made it possible to refine the structure of this phenomenon, which includes the following components: aesthetic awareness, consciousness, thinking, taste, which contribute to the transforming of the content of the students' artistic activity in studying the best works of Russian musical folklore.



Teaching future teachers Russian folk musical art by including Russian folklore in the university education is an important link in the process of aesthetic education, which promotes humanism, creative activity and mental maturity, i. e. the personal qualities necessary for a teacher of the 21st century.

The experience at Bunin University shows that the aesthetic education of students through Russian musical folklore is carried out in all the professional training fields, but the process is mainly focused at the students of the following professional training fields: 44.03.05 Pedagogical education, profiles: Music; Music and global art culture; Music and supplementary education.

At Bunin Yelets State University, a model of aesthetic education through Russian musical folklore was created and piloted. It is based on the general requirements to BAs at both theoretical and practical experience levels, reflects the theoretically grounded structure of the professional capabilities set out in the Federal State Educational Standard for Higher Education.

The model of the aesthetic education of the future music educator by means of musical folklore is based on the interconnection of the key components of the educational process and extracurricular activities at the university. It has a content-based and activity-based nature and reflects the interconnection of all components at various stages of the professional personality development of future music educators.

Among other things, the model of aesthetic education of university students through Russian musical folklore ensures unity, integrity, orderliness, intersubordination and interdependence of all its components, on the basis of the synthesis of methodological, structural and substantive, diagnostic and technological elements.

The methodological element of the model includes the description of the activity-based, ethno-educational, competence-based, environment-based approaches and principles of the aesthetic education of university students through Russian musical folklore. The reason why the combination of approaches is used is that the contents and essence of aesthetic education of university students through Russian musical folklore cannot be fully articulated within the framework of a single structure, therefore, the combination of the above approaches is necessary.

The essence of the activity-based approach is that the phenomena under study are considered within the structure of the diverse student activities (N. M. Borytko, V. V. Davydov, A. N. Leontyev, A. N. Perret-Clermont, V. P. Kuzovlev, A. V. Muzalkov, B. M. Teplov, S. L. Rubinstein, V. I. Petrushin, G. M. Tsykina). The fundamental concept of this approach is "activity", which is considered as an active interaction of a person with the environment, in which they achieve their consciously intended objectives. In pedagogy, the concept of "activity" is articulated through another concept it is closely interrelated with. For example, K. D. Ushinsky wrote that "education is a purposeful activity" (Ushinsky 1968, 46). S. A. Smirnov believes that activity is the basis, a means and a crucial premise for personality development; this is where personality is formed and manifested. Activities of any student, including those who study Russian musical folklore, are associated with developing their creativity. And creativity, as V. A. Sukhomlinsky argues, is the highest level of activity.

Based on these provisions, the key ideas were identified to clarify the scope of the activity-based approach to the aesthetic education of university students through Russian musical folklore, the links were established between activity and aesthetic education of university students as a process. "Activity" is a generic concept for the process of aesthetic education of university students. The process is bilateral and implies interrelated activities of the teacher and the student, aimed at aesthetic comprehension of reality through the expressive means of Russian musical folklore.

The analysis of the phenomenon of aesthetic education of university students from the perspective of the activity-based approach implies studying components of aesthetic activity such as its purpose, motives, means, process (operations) and result. Activity is instrumental in the development of active aesthetic

attitude towards works of Russian musical folklore in students, the development of their mental processes associated with generalizing, abstracting, analyzing and synthesizing knowledge, abilities and skills in the process of studying folk art, and the accumulation of knowledge about musical folklore, elements of social experience. The activity process implies interiorization (transformation of internal structures of social activity into the structure of students' personal activities) and exteriorization (transformation of internal psychic structures into behavior). Thus, the activity-based approach permeates the whole process of aesthetic education of university students.

The ethno-educational approach to aesthetic education of university students is closely linked with the development of a sense of ethnicity, national interests, a sense of pride in the achievements of the national culture and readiness to promote them, respect for the culture of other peoples. It reflects the interaction of the universal, national and regional cultures at the level of axiological substantiation of the pedagogical process orientation at the higher educational institution (Z. V. Vidyakova, G. S. Vinogradov, G. N. Volkov, D. S. Likhachev, I. F. Pleteneva and others).

The legal framework of the ethno-educational approach is the Federal Law on Education in the Russian Federation. It stipulates that in the educational system (including the aesthetic education) it is necessary to observe the historical continuity of generations and development of national culture, to respect Russian historical and cultural heritage.

An analysis of publications on aesthetics, musicology and pedagogy has shown that to implement the ethno-educational approach to the aesthetic education of university students, the following conditions should be met:

1. The contents of the aesthetic education of university students should be determined by the attitudes of the ethno-educational approach based on the integration of traditional cultures and relevant pedagogical instruments, including the conceptual framework of education and modern technologies and methods.
2. Including materials of regional cultures into the contents of aesthetics and music education disciplines should lay down the experience of value-based and semantic-based attitudes to folk art, allow taking into account the historical and cultural traditions of the Russian people, their rites, the lifestyle, which provides stability and centuries-old historical continuity for the society.

Artists, writers, musicians used folk narratives, samples of folk songs, poems, epic poems for their works. Russian thinkers and scientists, such as N. A. Berdyaev, G. N. Volkova, V. O. Klyuchevsky, N. O. Lossky, D. S. Likhachev, P. I. Pidkasisty and others took a great interest in Russian folk culture as an example of spiritual culture. Nowadays, there are remarkable opportunities of using folk art as an education source.

Thus, the ethno-educational approach to the aesthetic education of university students is as follows:

- The ethno-educational approach makes it possible to correlate the process of the aesthetic education of university students with their real life in the ethno-cultural context, with the social and cultural experience acquired in the process of studying a particular ethnos;
- It is the foundation for determining the strategy and tactics of aesthetic education of students, based on respect to the aesthetic values of Russian musical folklore, preservation and development of the national culture;
- This approach provides a conceptualization of the aesthetic educational process of university students from the perspective of ethno-educational values, folk traditions and customs.

Competence-based approach is considered in the works of A. G. Asmolov, A. A. Verbitsky, V. D. Shadrikov and others.

An analysis of publications on educational psychology showed that the term "competence" is viewed from a number of standpoints: - as a personal quality, which is recognized as a quality ensuring the success of the activity; - as fundamental knowledge of a particular theoretical or practical activity; - as the

educator's possession of the necessary body of knowledge, abilities and skills that determine the degree of maturity of their educational activity, pedagogical communication and personal qualities, including the axiological, anthropological and pedagogical subsystems.

A. V. Usova understands competence as the practice-oriented knowledge, abilities and skills and methods of professional activity.

Generally, the Russian pedagogical science links the conceptualization of the competence-based approach educational, including the aesthetic education, to the solution of key problems. The first problem is an attempt to misrepresent a well-established knowledge-based approach in the domestic practice as the competence-based approach. Certainly, knowledge, abilities and skills are a necessary element of competence, however, these two concepts should not be equated. Knowledge, abilities and skills are some instrumental categories, while competence is a phenomenon of a higher level. Competence is a kind of personal, even a psychological new phenomenon, which can even determine the nature and specific personal qualities of the carrier of competencies. Competence as a category includes the key components of the knowledge-based paradigm and transforms them into a kind of living system that is capable of changing and evolving. Therefore, the key differences between the competence-based and the knowledge-based approaches are the correlation with practical (professional) activity and the presence in a person considered competent of psychological mechanisms of self-development, adaptation and adjustment of the existing knowledge, abilities and skills. In its highest manifestation, competence means mastery and creativity in a certain field. At the same time, these indicators make the concept of competence more blurred and difficult to determine, unlike such concepts as knowledge, abilities and skills, particularly when it comes to aesthetic education. It is closely linked with the phenomenon of creative consciousness and creative activity.

The second problem is associated with the linguistic reality: it is an accepted practice in Russian pedagogical science to distinguish competence as a quality to develop or competence as a quality a person already has. This problem does not exist in foreign pedagogical science because there a single linguistic equivalent is used there for the phenomenon in question. In this aspect, we adhere to the viewpoint that those are phenomena of different levels, and they both are not reducible to knowledge, abilities and skills, although comprise those.

Based on the comprehensive contents of professional training of students and the qualification requirements of the Federal State Educational Standards for Higher Education, the key provisions of the competence-based approach to aesthetic education of university students were defined. An analysis of publications on educational psychology showed that although there are many classifications of competencies, universal aspects can be distinguished in them. Competencies having a certain universality were termed "core competencies". The concept of "core competencies" was introduced in the foreign pedagogical science in the early 1990s by the International Labor Organization. In the mid-nineties, this concept is beginning to define professional training requirements.

Competence is understood here as a target-oriented basis of aesthetic education of university students. It provides the ability of students for efficient artistic, aesthetic and professional performance in the process of studying Russian musical folklore. This concept cannot be narrowed down to knowledge or skills alone. This is an integral personal quality, the ability to apply the acquired knowledge, abilities and skills in professional practice. It is important not only to provide students with basic knowledge of folk art, to teach them how to sing and move, but also how to implement all this in their professional, creative aesthetic activity.

E. F. Zeyer understands the core competencies as meta-knowledge, qualifications and productive abilities necessary to carry out successful activities and successful behavior in the professional and personal

spheres. He distinguishes five important core competencies in the professional education of the European community:

- Social competency – the ability to feel both independence and responsibility, ability to cooperate to solve problems and make decisions, tolerance in terms of social attributes, ethnicity, religion, gender, age; orientation for the integration of personal and public interests, personal and group interests;
- Communication competency – the ability to use written and oral communication technologies in different languages, computer programs, Internet communication;
- Social and informational competency – the ability to apply information and communication technologies in the professional practice, enhanced critical thinking based on self-reliance and reasonableness in information assessment and decision-making;
- Cognitive competency – the ability to independently search for and assimilate knowledge, to translate them into abilities and skills, to self-education, to social and personal self-development;
- Special competency – the ability for reflective reasoning, the ability to use the technologies and strategies of reasonable evaluation of own professional actions and outcomes.

Thus, the competency-based approach ensures successful professional, social and cultural training of university students in the study of Russian musical folklore.

The environment-based approach is associated with the social and cultural context, which is an important source of developing non-material interests and needs. This is why P. A. Florensky equates the culture and the environment which develops and nourishes the personality; and St. Tikhon of Zadonsk urges to "be sure to take into account the impact that the spiritual environment makes on a person" (Florensky 1990, 38).

An important role in the aesthetic education of personality is played by region-specific cultural traditions and the possibility to interact with art (Yu. S. Manuilov, D. S. Likhachev, D. A. Pryakhin). While humans need nature for their biological life, the educating environment is just as vital for their moral life, for their moral self-discipline and sociality," wrote D. S. Likhachev.

The environment-based approach to the aesthetic education of university students through Russian musical folklore emphasizes the role of regional aspect in education, which contributes to the preservation of regional culture, history and traditions. Thus, the conceptualization of the regional cultural and educational environment implies understanding of the aesthetic originality of folklore, bearing an impress of homeland nature. In Yelets and the Yelets district, the environment-based approach is associated with Yelets lace, Yelets piano harmonica, wooden architecture. Russian musical regional folklore is reflected in the works of Yelets writers, artists, composers and sculptors (I. A. Bunin, N. N. Zhukov, N. A. Kravchenko, M. M. Prishvin, T. N. Khrennikov and others).

The environment, therefore, includes the students' context and socially valuable circumstances that affect the personal development of students and their inclusion in the modern culture.

Analytical conceptualization of the theoretical and methodological approaches makes it possible to reflect on the cultural, historical, axiological, ethno-educational and environmental problems of aesthetic education of university students through Russian musical folklore.

Based on the definition of the key provisions of the methodological approaches, the principles of aesthetic education of university students through Russian musical folklore in the educational process were determined. Those include the principles of natural conformity, cultural conformity, multifunctionality, openness, variability, continuity, imagery and integrity.

The principle of natural conformity, associated with the necessity to educate students in accordance with the objective regularities of their aesthetic development, suggests a personalized approach to aesthetic personal development through Russian musical folklore.

The principle of cultural conformity draws upon the specific features of the universal, national and regional culture; it teaches the student to aesthetically and spiritually conceptualize Russian folklore.

The principle of multifunctionality promotes actualization of various functions of Russian musical folklore in the aesthetic personal education. This principle makes it possible to actualize various types of aesthetic impacts of Russian musical folklore on personality, including the socio-historical, informative, communicative, artistic, creative and other impacts.

The principle of variability is the need to constantly adjust the forms of aesthetic activity of students in studying Russian musical folklore according to the evaluation of the outcomes.

The principle of openness is realized in perception of works of Russian musical art and is based on various types of communication, students' commitment to mutual understanding and dialogue.

The principle of continuity in the aesthetic education of university students implies the connection of the aesthetic culture of a people with best traditions of the past, the development and preservation of cultural heritage of the past.

The principle of imagery is associated with the development of metaphoric and emotional thinking of students in studying with Russian musical folklore, their understanding of the specific artistic and imaginative features of folk art.

The principle of integrity is associated with understanding the unity of spiritual, moral and aesthetic evolution of students in studying Russian musical folklore from the perspective of truth, goodness and beauty.

Thus, the principles of aesthetic education of students contribute to the development of a comprehensive perception of Russian musical art including all its of aesthetic, spiritual and moral properties, evaluating the interrelation, continuity, interdependence and development of aesthetic phenomena and processes, understanding the role of folk musical art in the formation of national identity of the individual.

Moreover, having examined the steering documents for disciplines related to the musical folklore, one can also speak of the methodological foundation of the bachelor model, which includes the formation of an educator who is also a citizen, mentor, professional, an outstanding creative personality able to engage students and be a role model of educatedness (Chart 1). The presented model of aesthetic education of music educators through Russian musical folklore has a content-based and activity-based nature and reflects the interconnection of the key components of the educational process and extracurricular activities at the university.

### Discussion

Having considered the process of aesthetic education of university students, and having implemented the model of aesthetic education of the music educator through Russian musical folklore in Bunin University, the conclusion was made that aesthetic education of future music educators through musical folklore involves a number of stages:

Stage I (information-oriented) – knowledge of musical folklore is built up, skills of performing Russian folk music are mastered;

Stage II (reflective and evaluative) – greater interest in Russian folk art; students began to realize that they belong to a certain ethnicity and that folklore sources have educational value; a will was observed to use them in pedagogical practice;

Stage III (activities and practice) – a greater share of folklore works in performing and educational practice increased; students were more creative in finding solutions to pedagogical objectives by means of musical folklore, regional musical traditions; and more active independent research was observed.

As a result, 23.3% of students increased their interest in Russian folk musical art. 13.4% of students increased their repertoire of musical folklore. Students began to be aware of themselves as representatives of Russian ethnicity (26.7%) and to take interest in the history of their homeland (30%). More than that, 20% of students have intensified their independent research in studying, preserving and promoting works of regional musical folk art.

As a result of the experiment, positive dynamics was observed at all stages of the study, which confirms the effectiveness of the presented model.

### **Conclusion**

The following conclusions were made based upon the core principles of aesthetic education of university students through Russian musical folklore and the balance of the universal, the particular and the individual:

- Firstly, the correlation of these categories in Russian musical folklore is connected with the sphere of students' personally significant relations within the "man-nature-society" system, reflected in the artistic images of folk artworks;
- Secondly, studying this phenomenon involves the "past - present - future" plane and reflects the aesthetic values of Russian musical folklore in various periods of history.

### **Acknowledgments**

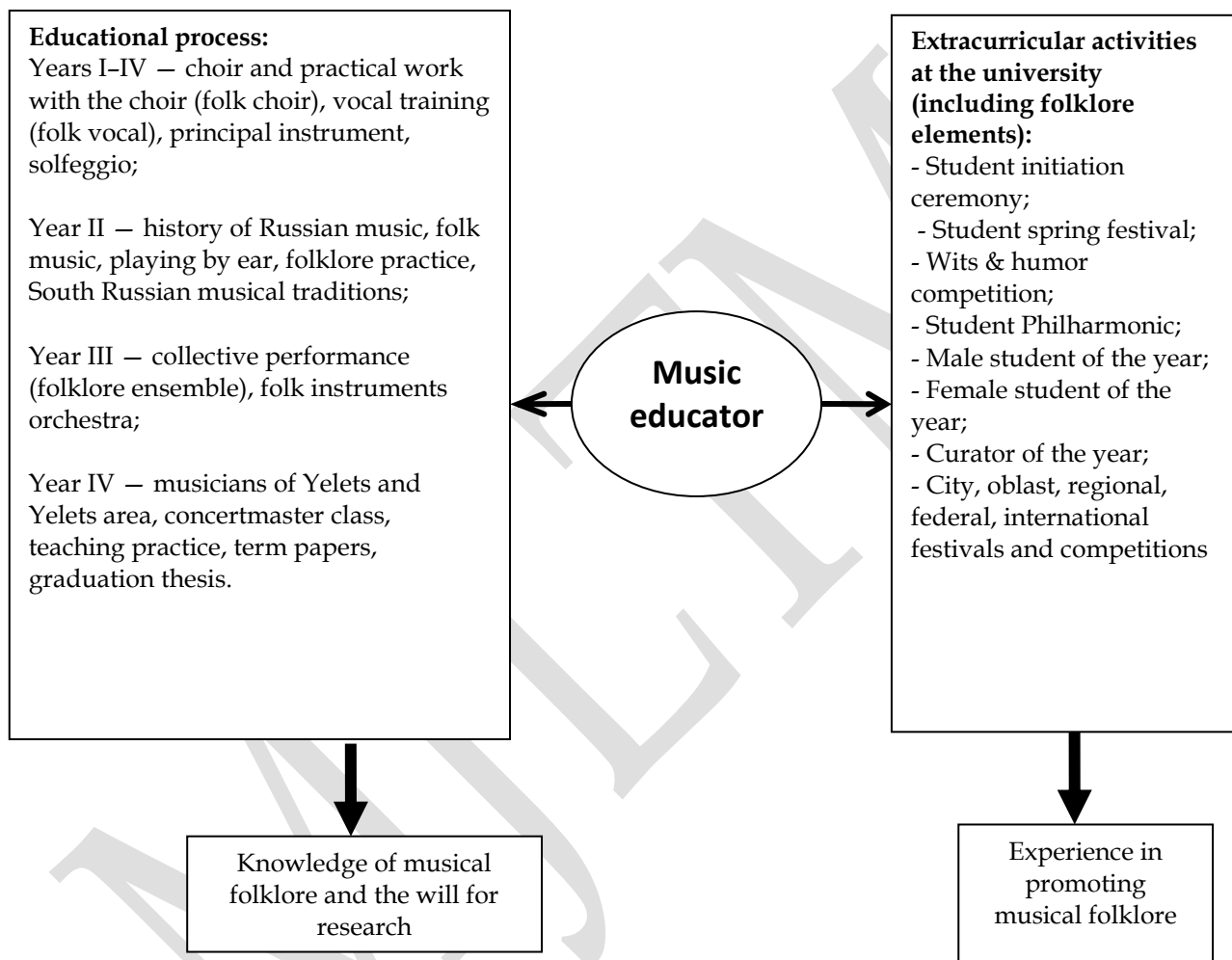
Bunin University has an enabling environment for implementing a number of theoretical and practical research projects. For instance, in recent years, Ph. D. theses on the study of Russian musical folklore have been defended, and the following of student creative projects have been implemented: "A person that forgets its past has no future", "Great Russia is alive", an international outdoor festival-contest for creative youth and university students. In addition, the Department of Music Education created a database of Lipetsk region folklore material.

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Appendixes

Chart 1

Model of aesthetic education of a music teacher by means of Russian musical folklore



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## Extradition as a Factor Affecting The State of Transnational Crime ©1

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### Abstract

Crime problems have long gone beyond national borders posing a threat not only to individual states but also to the society as a whole. These problems become especially relevant in the process of globalization, integration and unification of economic, political and cultural space. At the same time, the legal cooperation of states in criminal cases and, in particular, in extradition (extradition of criminals) is not efficient enough.

The discussion and problematic nature of individual issues of extradition in the legal literature, abundance of legal acts that do not solve problems uniformly, absence of clear methods for international cooperation of states in extradition lead to the need to return to the origins of the establishment of the above-mentioned institution and the development of efficient standards that will enable it to provide the necessary assistance in fight against international crimes.

The subject of the research is the international legal statutory instruments related to the extradition institution in terms of legal assistance of one state to another and fighting with the crime at the international level.

The works of the following Russian authors has been devoted to the study of the extradition institute: A.S. Grishin, S.Sh. Daubasov, A.V. Plotnikov, N.A. Safarov, O.E. Simeon; as well as foreign: M.Sh. Bassiouni, I.A. Shearer, G. Gilbert, L. Gardocki, Sh.A. Williams.

The purpose of this work is to study the phenomenon of extradition in modern criminal law through the prism of history, revealing its current state and inherent problems.

Research tasks: to reveal the problems that accompanied the institution of extradition in the past; to assess the development of the extradition institute in the modern world; to study the problems that slow the development of the extradition institute; and to consider possible methods for their solution.

As to methodology, historical, institutional, and complex approaches were used. Research methods: historical and legal, comparative and legal, logical and legal, extrapolation.

The results of the study can fill gaps and neutralize the inaccuracies of the extradition institution, which are often complicated by interference of the political factor, relations of states on the world arena, which has a huge impact on the extradition process.

**Key words:** extradition, extradition of a criminal, international agreements, history of development, crime, transnational crime.

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### Introduction

Modern crime has long crossed national borders and poses a serious threat to the entire world community. This process is especially highly relevant in the modern world. At the same time, there is a lack of efficient legal cooperation between states in criminal cases, which allows criminals from time to time to avoid punishment and impede the restoration of social justice. Consequently, international law needs special standards and institutions that would offer efficient methods of fighting the international aspect of crime. And the institute of extradition takes a special, extremely relevant place in this regard. Therefore, the reform of the extradition institute is one of the most important problems of world integration, since the preservation of some extradition restrictions allows certain categories of criminals to go unpunished in the territories of foreign states.

The purpose of the article is to study the phenomenon of extradition in modern criminal law through the prism of the history of this institution, to identify its current state and its inherent problems and methods for their solution, both with respect to the international aspect of this issue and with respect to the Russian Federation.

Works of the following domestic authors are devoted to this problem: R.M. Valeev [3], A.S. Grishin [5], S.Sh. Daubasov [6], A.N. Kudryavtsev [11], A.V. Plotnikov [20], N.A. Safarov [14], O.E. Simeo [15]. They analyze the legal nature of the extradition institution, state the branch affiliation and characterize the issue of extradition. Foreign authors: M.Sh. Bassiouni [17; 18; 19], I.A. Shearer [23], G. Gilbert [21], A. Lorincz [22] in their works study violations of human rights, issues of international criminal law and, in particular, extradition. The issues of double imputation are analyzed in the works of L.Gardocki [20], Sh.A. Williams [25].

### Methodology

The article uses the following legal categories: extradition, extradition of a criminal, international agreements, fight with international crime. The scientific concepts used do not contradict the system of principles, methods and means of theoretical knowledge, emphasize the principles of practical comprehension of the object of legal science; reflect the important laws of the development of modern research approaches (historical, institutional, complex) and their features; show the organization of practical impact and the correlation of theoretical and applied aspects of legal activity. Applied categories enhance the proposed author's argument. The methods used during the study are adequate. Among them, we can name: historical and legal, comparative and legal, logical and legal, extrapolation. The methods and approaches used helped to achieve the set goal and solve a set of stated tasks. The theoretical basis of the research is a comprehensive toolkit of scientific political and legal concepts related to understanding the institution of extradition in general. Among them we can name the concept of extradition of criminals, the concept of legal assistance (R.M. Valeev), and the concept of legal guarantees of human rights and freedoms (V.N. Kudryavtsev).

### Results

The institution of extradition has a very long history and its first manifestations refer to the period when the unified system of norms of international law and even the theoretical notion of it had not yet been developed. At the same time, at the dawn of civilizations, the first signs of diplomacy arose, which provided an opportunity to introduce extradition institution into the socio-political life.

In the history of the formation and subsequent development of the institution of extradition, following F.F. Martens, we can distinguish three periods in order to subsequently characterize each of them:

- from Ancient Egypt to the beginning of the eighteenth century.
- from the beginning of the eighteenth century to the middle of the nineteenth century.

- from the forties of the nineteenth century to the present day [9, p. 132].

Thus, the first period refers to the Ancient World, which, although characterized by the rudimentary level of international legal relations, still contained some precedents for the extradition of criminals.

Here is, what B.A. Turaev writes about this:

"Evidence of the existence of such practices is, for example, the agreement of the Egyptian pharaoh Ramses II with the king of the Hittites, Hattushil III, concluded in 1296 (1278) BC. It said that "if someone escapes from Egypt and leaves for the country of the Hittites, then the Hittite king will not detain him, but will return him to the country of Ramses" [16, p. 201].

It is noteworthy that such examples are typical not only for Egypt, but also for the Greek and Roman civilizations. "Ancient history and specific facts of extradition are known. From the history of Greece, an example is given of how the Athenians agreed to extradite to Macedonian King Philip all those who encroached on his life; and the Achaeans threatened Sparta with a breach of the alliance if their citizens who attacked one of the villages were not extradited. In the history of Rome, they refer to the Gauls demanding the extradition of Fabius who attacked them, and to the analogous demand of the Romans against Hannibal, as well as to Cato, who demanded the extradition of Caesar to the Germans for starting an unjust war with them" [10, p. 116].

Also, in the era of slavery, extradition played a significant role as a means of suppressing the possible flight of slaves, which constituted the major part of the labor force. Having made an attempt to draw a conclusion from the shown historical examples of extradition, it is possible to put forward several theses: first, any demand for extradition was of a political nature; in any case examined, it was a question of demanding the extradition of a political criminal, therefore, using the institution of extradition, the state already at that time set its goal to protect itself and defend its interests. The only exceptions are the agreements signed by the Kiev princes Oleg and Igor with Byzantium, which provided for the extradition of Russians who committed a criminal act in Byzantium, back to their country for punishment. That is, in fact, the Russians in the territory of Byzantium were endowed with immunity. Secondly, the demands, as a rule, came from a stronger side, which seems quite logical, since in the absence of international agreements the so-called right of the strong had a predominant role. The consequence of unfulfilled agreements was often wars: "Thus, the Israelis demanded the extradition of residents of the city of Giza, who, after raping and killing a woman in Israel's generation, took shelter within the Benjamin's generation. The refusal to extradite and punish those responsible led to the war and the defeat of Benjamin's generation. Similarly, the Lacedaemonians declared war on Messinas for refusing to extradite the killer; and Lukul to Tigranes for refusing to extradite Mithridates" [8, p. 271-272].

At that, in a situation where extradition was necessary, but there were no arguments in its favor, and war was not the best solution, the states used gold and diplomacy. For example, in 144 BC, the Jewish priest Simon brought the Romans as a gift a golden shield in order to agree on the extradition of the runaway Jews. Proceeding from this, we can ultimately consolidate the already voiced thesis that the subjects of the extradition treaty were not equal in rights, and each individual occasion was solved by available means (gold, threat, war), and the approach was always individual.

In the Middle Ages, the first treaties began to be concluded, following which the contracting parties undertook to extradite criminals to each other (whose crime, again, was, as a rule, of a political nature). One such treaty is a treatise concluded by the King of England, Henry II, and the Scottish King William in 1174: it also dealt with political criminals and rebels [5, p. 54]. Also, the effect of such treaties touched the so-called "dissenters" (and in fact dissidents) whose activities were aimed at undermining the existing mechanism of power and "non-believers" whose actions could also damage the state, which is clear if one

takes into account that huge role of the church in the political life of the country, which was peculiar for the Middle Ages.

In 1136 the French King Philippe Valois put into effect a decree that declared Count D'Artois, who had fled to England, guilty of insulting His Majesty, forbade his subjects to provide support and shelter to the Count, and also ordered to detain him upon discovery and hand him over to the King for bringing to justice. However, the English King Edward II rejected the extradition claim of the French monarch, contrary to the terms of the treaty. A later treatise on the extradition of 1475 obliged King Charles VIII to arrest the murderers of Jean Burgundy and extradite them to France [5, p. 57-58].

A later treaty of 1661 obliged Denmark to extradite to the English King Charles II all those who participated in the execution of his father Charles I. Under the same treaty, the enemies of the Catholic Church, heretics and violators of religious rites were considered as reciprocal enemies [10, p. 119].

Proceeding from the foregoing, it seems legitimate to conclude that such factors as feudal fragmentation, a historically established rule to solve problems by force and bribery, personal gain as the purpose of extraditing a criminal - all this suspended the process of development of the extradition institute. The question about it was raised only in each specific case, and the process of extradition was not systematized.

At the same time, the Church, as a unity uniting the fragmented states, activity of which was aimed at achieving personal gain, or the benefits of their sovereigns, contributed to the unity of one-man management and organization. The church played its part in spreading the extradition of heretics, because they were considered enemies of all Western European states. At the same time, many historians note the role of the Church in expanding the right of asylum, which extended to sacred places, i.e. such places where the extradition was impossible in principle (monasteries, temples, chapels, etc.). It was a kind of humane expression against the often personal motives of revenge. However, over time, the shelter of this kind has become a tool for personal gain by the medieval church. Over time, the development of national states and the strengthening of the central power leveled the right of asylum. Here, what Cesare Beccaria wrote about this: "Within the limits of a given country there should not be a place to which the power of laws does not apply. Their power is to follow the citizen as a shadow behind the body. Impunity and asylum differ little from each other. And as the inevitability of punishment makes a greater impression than its severity, just as the shelter stimulates crimes more than punishments keep from them. Increasing the number of asylums means creating the same number of small independent states, because where new laws do not have an effect, new ones can be adopted that contradict those in force in the country. And this can contribute to the formation of a spirit hostile to the spirit of the whole society. The whole history shows that asylum was the source of great upheavals in the states and in the opinions of people" [1, p. 210-211].

The eighteenth century within the topic under consideration is marked by the application of the extradition institution not only to political criminals, but also to murderers, counterfeiters, thieves and other common criminals. The reasons for such changes include the fact that the processes of industrialization in Europe have led to the emergence of new modes of transport and, accordingly, the rate of migration has increased.

The main party to the extradition treaties in this period was France. It was France that initiated most of the extradition arrangements in Europe, the fundamental provisions of which exist in one form or another at present days (for example, non-extradition of political criminals, refusal to extradite for crimes with expired limitation period). Moreover, the term "extradition" itself arose precisely in this period and it was in France, first being used in the decree of 1791, which regulated the extradition procedure.

11 years later, the Amiens Treaty on Extradition was concluded between Britain, Spain, France and Holland, which was remarkable for its very essence: it was a treaty [11, p. 270], which was bound not just by two neighboring countries, but by several states.

Thus, summing up the second period in the development of the institution of extradition of criminals, it can be concluded that there has been a transition from extradition for purely political reasons to the extradition of ordinary criminals.

The third period, which affected the second half of the 19th and ended in the second half of the 20th century, is noteworthy, first of all, by the awareness (primarily by the developed countries) of the need for joint struggle not with political criminals, but in principle with all who transgressed the law. In other words, for the first time in the history of the extradition institute, the extradition is filled with the usual meaning: fighting international crime and legal assistance of one state to another.

One of the impulses for the institution of extradition of criminals to a new level was that the means of communication acquired new forms more accessible to people, which entailed the use of these forms by people seeking to escape from justice. For the first time, even those countries that were geographically as far removed as possible from continental Europe had to take care of measures to protect themselves from the invasion of crime from abroad.

A striking example in this regard is Great Britain, which, once outstanding by liberalism in the issue of accepting immigrants and negative attitude to the procedure for extradition of criminals, in 1870 adopted the law on extradition. In just forty years, the number of agreements with other countries reached 34 [14, p. 271].

The example of Great Britain was followed by the majority of the European countries, but Great Britain itself took one more step forward, laying out the process of registration of the extradition institute within the framework of the British Commonwealth of Nations (1843). By 1881, 35 states of the Commonwealth had signed the law on search of offenders [14, p. 278], which created conditions for the search for criminals in all countries of the designated commonwealth.

The tendency to conclude extradition agreements became popular among Latin American countries, and, as is typical, the concluded agreements were multilateral. An example is the convention on international law, signed in Montevideo in 1889 between Uruguay, Peru, Bolivia, Paraguay and Argentina [9, p. 331].

Multilateral cooperation is gaining momentum in the 20th century. In 1902 the Convention in Mexico City is signed by 17 countries. Similar agreements were later improved in 1911, 1928 and 1933 [9, p. 340].

In 1952, it was the turn of the League of Arab States that adopted the relevant extradition convention. In Europe, similar issues were settled by the conventions of 1957 and 1962. [6]. Noteworthy for this stage of development of the institution of extradition of criminals is also the fact that extradition issues have been considered and discussed at the theoretical level at the sessions of the Institute of International Law. And in 1924 the League of Nations established an ad hoc committee of experts in the field of international law, [6] whose tasks were to study the theoretical aspect of extradition.

A special role in the issue of the development of the extradition institute was played by the Second World War. It was the Second World War and the international military tribunals that followed it (in Nuremberg and Tokyo), that underpinned the understanding of extradition, another meaning: the persecution for crimes against the peace and safety of mankind. On February 13, 1946, the UN General Assembly adopted a resolution on the extradition and punishment of war criminals, which obliges all

states to make every effort to arrest and deport war criminals<sup>1</sup> to the countries of the crime they committed for the trial.

Summarizing the above stages of development of the institution of extradition, it is necessary to first conclude that for four thousand years the society, as it developed, was aware of the importance of the extradition institution, its role in fighting crime and the importance of maintaining security not only of one state, but the whole world. Obviously, the institution of extradition received the most intensive development as the pace of the globalization process increased, but in this relation, it is possible to speak more about the sharp jumps in the quantitative aspect of the extradition institution. Apparently, here the principle of "calling and reply" Toynbee [24, p. 60]. When the challenges brought about by the process of globalization arose, a response emerged in the form of concluding new treaties and conventions on the extradition of criminals aimed at maintaining general security. At the same time, speaking about qualitative changes in this issue, first of all it is necessary to note the fact that for 40 centuries extradition has changed both its subject, which passed from separate individuals to the sovereign state, and the object: if at the time of the extradition institution the object was a person persecuted solely for political reasons, then with the development of political pluralism, awareness of the value of personal rights and freedoms, the object of extradition was a person who violated the law as such, a person threatening the public security, and not a person who became an opponent of the current political regime.

What common problems did the extradition process face? What hampered its movement on the way from the rudimentary state to the one we are seeing now? In order to answer this question and its accompanying ones, it is necessary to set two points on our line of coordinates: the first one will be the definition of the nature of the extradition institution in its early period; the second will reveal its essence and structure at the present stage. Thus, using the structural-functional approach to make the definition and taking into account the above-described history of the criminals' extradition institution development, we can draw a preliminary conclusion.

The functions of the extradition institution were as follows:

1. The persecution of dissenters, rebels, heretics, dissidents: thus, the most important function was to strengthen the vertical power.
2. Satisfy the personal needs of the powers that be.

The structure of the institution of extradition, by and large, was absent, since each individual case was unique, and the common element for the structure of most extradition processes was either the support of their claims with gold or a threat.

To disclose the essence of the modern concept of the institution of extradition, one can resort to the definitions most often found in the scientific literature. So:

"Extradition is the transfer by one state to another of a person prosecuted for a committed crime, to bring him to criminal responsibility or to execute his sentence. Issues of extradition of criminals are regulated both by internal law of states, as well as by international treaties, as a rule, bilateral "[13, p. 72].

"Extradition means a formal process by which a certain person is transferred by one state to another on the basis of a mutual treaty between the respective states" [8, p. 391].

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<sup>1</sup> The UN resolution dated February 13, Extradition and Punishment of War Criminals // <https://documents-dds-ny.un.org/doc/RESOLUTION/GEN/NR0/034/60/IMG/NR003460.pdf?OpenElement> (access date 09.01.2018)

Russian scholars define extradition as "an act of legal assistance based on international treaties and generally accepted norms and principles of international law, consisting in the transfer of the accused or convicted by the state (in which territory he is) to the state requesting his transfer, on the territory of which the requested person committed the crime or a citizen, or the state that has suffered from the crime, to bring him to criminal responsibility or to bring to execution the sentence"[3, p. 93-94].

Using the available material, one can draw a conclusion about the structure and functions of the extradition institution in the modern world. To the functions, therefore, the following can be referred:

- Legal assistance from one state to another.
- Fight against crime at the international level.

The structure of the institution of extradition has also undergone changes, henceforth its components have become:

- Formalization, that is, a clear documentary justification, the rule according to which the extradition process is proceeding.
- Extradition treaties have become multilateral and cover an increasing number of states, as opposed to the locality of the first extradition agreements.

The most important feature of the modern understanding and direct application of the institution of extradition is also refusal to extradite persons persecuted for political reasons.

### Discussion

There are quite a number of factors that influenced the fact that the institution of extradition took about forty centuries to come to the present view.

There can be several points of view on this problem. First, it is quite legitimate to make the assumption that society itself was not ready for changes in the institution of extradition, both qualitative and quantitative. In fact, in the era of the slave system, in the era of the earliest stage of development of statehood, there was hardly a need to clearly structure and formalize the phenomenon of the extradition of criminals. Flight beyond the borders of one's state was a very difficult affair, respectively, and the pursuit of the fugitive was also unprofitable. It was another matter when it concerned dissenters, people capable of undermining the existing system by their actions; but such precedents arose infrequently. On the international fight against crime, there could be no question, because such processes as migration and globalization had not yet arisen. In other words, if there was a need in the society for a theoretical and practical improvement of the institution of extradition, this need was not so obvious as to give room for change.

Another approach to the problem of the development of the extradition institution would be an attempt to look at the question from another angle, or to be more precise, to eliminate the very notion that extradition did not develop due to the presence of any obstacles. Extradition, occupying an extremely important position in the modern system of world law, is, in fact, only a tool, and any tool is inherent in the attribute of interchangeability. As well as the form of government is only a kind of instrument for the exercise of power in society, extradition is only an instrument in the fight against crime. Accordingly, the essence of extradition may vary depending on the requirements of society, political situation and economic background. Let us dwell on this thesis in more detail. What in fact means the set of functions and structure that at this stage constitute the essence of the institution of extradition:

- 1) The fight against crime at the international level; and the very fact of the need for such a fight means that the borders between states are being blurred by the growing rates of globalization (both of political and economic nature) and it is impossible to conduct such a fight at the local level.

2) The legal assistance of one state to another is represented in this review as being aware of the fact that the modern world is less and less divided by any criteria, showing a tendency to unification; and help of one state to another also means helping oneself.

3) The formalized structure of the institution of extradition speaks precisely of the acute need for a collegial solution of problems.

In other words, extradition in the modern world is that set of functions and that essence, the need for which this world is experiencing at this stage. At the same time, the modern world represents a tendency to constantly change from a vector to globalization, which puts before the institution of extradition all new tasks and problems.

In the modern world, there are two types of rules for international legal regulation of extradition: Romano-Germanic and Anglo-Saxon. The first legal system ensures the legality and rights of the individual being extradited, while at the same time contributing to the avoidance of punishment. The second system of law reduces the role of general principles and provides the courts with an opportunity to punish a criminal by passing judgment on each individual case, paying more attention not to generally accepted principles, but to bilateral treaties governing the interaction of states with one system of law.

Extradition issues are reflected in a number of important international documents: UN documents (the Model Treaty on Extradition<sup>1</sup>, the Rome Statute of the International Criminal Court<sup>2</sup>), conventions (the European Convention on Extradition<sup>3</sup>, the European Convention on International Legal Assistance in Criminal Cases<sup>4</sup>, the Berlin Convention on the Transfer of Persons Convicted to Imprisonment, to Serve Their Sentence in the State of Which They are Citizens<sup>5</sup>) and multiple treaties between states.

The European Convention on Extradition of Criminals of 1957, signed by members of the Council of Europe, and the Convention on Legal Assistance and Legal Relations in Civil, Family and Criminal Cases of 1993 (signed by 10 CIS countries) deserve special attention. The provisions of these conventions are approximately the same: states undertake to extradite to each other persons who are on their territory for the purpose of criminal prosecution, and these conventions regulate in some way the procedure for issuance itself.

At the same time, it should be noted that the attitude of the states themselves to the institution of extradition is ambiguous: some of them show a desire not to extradite their citizens who committed a crime abroad, others willingly take this step. Some states leave the right to make a decision on extradition for judicial bodies; others create extraordinary courts for this.

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<sup>1</sup> Resolution No. 45/116 of the UN General Assembly "Model Treaty on Extradition" (Adopted on 14.12.1990 at the 68th plenary session of the 45th session of the UN General Assembly) // <http://www.consultant.ru> (access date 18.01.2018).

<sup>2</sup> "The Rome Statute of the International Criminal Court" (Adopted in Rome on 17.07.1998 by the Diplomatic Conference of Plenipotentiaries under the auspices of the United Nations for the establishment of the International Criminal Court) // <http://www.consultant.ru> (access date 18.01.2018).

<sup>3</sup> European Convention on Extradition of ETS No. 024 (Paris, 13.12.1957) [ratif. feder. law: adopted by the State Duma of the Federal Assembly of the Russian Federation on 25.10.1999] // Official Gazette of the Russian Federation. - 1999. - No. 43. - P. 5129.

<sup>4</sup> European Convention on Mutual Assistance in Criminal Cases (ETS No. 030): [ratif. feder. law: adopted by the State Duma of the Federal Assembly of the Russian Federation on 25.10.1999] // Official Gazette of the Russian Federation. - 1999. - No. 43. - P. 5132.

<sup>5</sup> "Convention on the Transfer of Persons Convicted to Imprisonment to Serve Their Sentence in the State of Which They are Citizens" (concluded in Berlin on 19.05.1978): [ratif. Decree of the Presidium: adopted by the USSR Supreme Soviet on 03.04.1979] // Vedomosti VS of the USSR. - 1979. - No. 33. - P. 539.



Nevertheless, the overwhelming majority of states recognize the general reasons for extradition, the reasons for state demands to extradite the offender:

- the crime is committed in the territory of this state;
- the offender is a citizen of the state;
- the crime was committed against the interests of the state.

It would not be superfluous to note the fact that in the absence of an international treaty, the extradition of a criminal can be resolved diplomatically. An example is the precedent that arose between Israel and the USSR, when hostages were captured on the territory of the Soviet Union, criminals asked for an airplane and flew to Israel, where they were detained by the police and extradited to the USSR in the absence of any agreements [14, p. 167]. Another example shows how, at times, the decision to extradite is situational. A certain citizen of the Republic of Belarus committed a crime in Manila that is harmful to the Philippines (illegal possession of firearms), was convicted and subsequently extradited to his homeland, in exchange for a Filipino sailor previously convicted in the Republic of Belarus [14, p. 173]. In trying to identify common points in extradition cases, several cornerstones should be identified that will determine how this case will be resolved: territorial affiliation (the location of the crime and the present location of the offender) and the citizenship of the offender.

### Conclusion

The analysis showed the complexity of the extradition of criminals' institution application in the modern world.

Firstly, this is the "double imputation" rule, which can be characterized as follows: a person can be extradited only in cases where the act committed by him is assessed as criminal both under the laws of the requesting state and the state making the decision to extradite such person.

It should be noted that this rule has a kind of a posteriori character, in other words, it cannot be found in international treaty practice, but it is covered by the rules on crimes involving extradition. At the moment, there are semantic and linguistic disputes about the appropriateness and accuracy of the term itself, but in fact, Rene Descartes' desire to "agree on the meaning of words" [7] is already satisfied in this matter: most scholars and researchers understand under this rule precisely the qualification of the extradition act in as a crime, proceeding from the legislation of both states that are interested in extradition.

At the same time, one qualification of an act as a criminal is not enough for extradition. International practice suggests that this act must also be punishable by imprisonment for an agreed period of time.

Another feature of the modern positioning of the institution of Extradition is the rule of specialization.

The rule of specialization finds its application when the criminal prosecution is carried out beyond the limits outlined by the extradition request and tries to answer the question of whether a person can be held responsible for a crime, even performed by him, but not reflected in any way in the request for extradition and not considered as the basis for extradition by the requested state.

The rule of specialization says that criminal prosecution for an act not provided for by the request for extradition is unacceptable. Concerning this concept, semantic-linguistic disputes are also conducted, but they are very insignificant. This rule has received universal recognition and has become a general principle of international law.

This rule was the logical result of an attempt to prevent the desire of a state to bring to responsibility a person who committed an act that does not fit into the list of crimes that may lead to extradition.

In conclusion, it should be noted that ensuring an optimal balance between the rights of a person extradited and the problems of fighting international crime is an essential part of the cooperation system of states on extradition. The settlement of the conflict of extradition requests should ensure an optimal balance between the above-mentioned interests.

In our opinion, the conclusions of the research are determined by social realities and tendencies in the development of modern legislation and may serve as the basis for clarifying extradition issues in national criminal legislation (and in some cases internationally) with the subsequent conclusion of bilateral agreements with foreign states in the system of international interaction.

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## Skill Conversion: The Life-Long Foreign-language Education In The System of Continuing Professional Education

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### Abstract

The new socio-economic and political situations require the implementation of a language policy in the field of language education aimed at satisfying both public and personal needs. With the implementation of the new language policy, the creation of a flexible system of languages and the conditions for their study, as well as a variation of forms and means of teaching, reflects the current state of the theory and practice of teaching a foreign language. In this regard, the foreign language in the system of continuing professional education has acquired a broad scale. The purpose of this study is to systematize the experience of creating a model of life-long foreign-language education in the system of continuing professional education, describing it through the prism of theoretical and methodological approaches. The model needs to be characterized, firstly, to comprehend what was done and outline the next steps in improving the system, and secondly, it will be useful for managers working in continuing professional education. This article can be beneficial for the learners, who prefer to know from which approaches educational programs and courses are built, which they still choose or have already chosen for training.

**Keywords:** continuing professional education, the foreign language program, language policy, further education, theoretical and methodological approaches, second language acquisition, the model of continuous foreign-language education.

### Introduction

Today a foreign language is not a luxury, but a vital necessity. Learning foreign languages in the modern world is the most crucial component in the life of the successful person. Foreign languages are necessary for effective interaction within science and politics, culture and art, economics and other critical areas of our life. The main point in learning foreign languages is the opportunity to plunge into the world of the mysterious and incomprehensible, the opportunity to communicate with people of another outlook and mentality. Knowledge of foreign languages is now becoming the main professional competence, especially English as the language of international communication, is relevant for all Russian youth, who want to find a good job, to come in contact with the outside world, and to improve their cultural knowledge (Nurutdinova et al., 2018). According to the research, 76% of Russians believe that learning foreign languages is the key to study different culture, tolerance and develop memory, and is the vital

component in their future employment, so knowing foreign languages is necessity (Knowledge of foreign languages opens up great opportunities: Russians are convinced, 2008).

It is almost impossible to imagine the life of a modern person who does not know any foreign language because most modern means of communication are aimed at people who know the language to some extent. Knowledge of foreign languages in the age of globalisation is critical. This time is marked by the globalisation of the economy, the integration of political, cultural and economic life, which leads to the strengthening in various fields between countries. All these changes led to a significant increase in the role of foreign languages in society. Knowledge of at least one foreign language expands the horizon, allows to learn more about the culture and customs of another people. Foreign languages are not only the means of communication but also the condition for successful interaction of individuals and various countries under the conditions of economic, political, military and cultural integration (Nurutdinova et al., 2016a).

By the early sixties of the XXth century, the primary political vector is changing: the English language becomes not only the language of research and international communication, but also the language which inextricably linked with the USA. However, it is not yet clear which way the pendulum will swing in the future, though, according to some forecasts, the vector can move towards the Spanish language, on the other - towards the Chinese (Foreign languages and politics, 2008).

Language is now an integral and essential part of human culture in general. Communication and technological transformation in society involved both a direct and indirect communication, which led to the intensification in the need for using foreign languages. Earlier understanding the foreign languages was a crucial component for successful people: such aspect has long been included in questionnaires for HR and commercial establishments. Those who can speak several languages, are wider in scope, the inner world is more vibrant, logic is more perfect. Moreover, if we talk about the image, we cannot disagree with the fact that such people produce the most favourable impression (Tilene, 2011).

In the European linguistic policy, particular attention is paid to the development social and communicative competencies (soft skills) that enable them to become mobile and competitive on the European labour market. According to the European Union developers in the language policy, knowledge of foreign languages in the context of continuous and intensive intercultural interaction is a vital competency and will make Europeans more civilised and open, and the European economy more transparent and legitimate. According to the website of the European Council for Education, the English language is the leading language in the EU countries: 38% of EU residents are fluent in English, 14% in French, 14% in German, 7% in Russian, 5% in Spanish. In the EU countries, a great deal of attention is paid to the question of owning foreign languages, as today people are entering into diverse cultural contacts. There is an increasing number of situations when they are merely forced to speak not in their language: during travel, in the process of interacting with the global economy and the international labour market (Gottlieb, 2009, 2010; Tilene 2011).

The 21<sup>st</sup> century educational system is in the transformation process.

- it is the social changes;
- it is globalization and universalisation of political, cultural and economic life, the emergence of an increasingly unified, interconnected and diverse human civilisation;
- it is the role of information technology in society and production (Filippov, 1999).

Globalisation and internationalisation are inseparably linked, and both processes are in the zone of close scientific attention and are inextricably linked with significant technological and social changes of the last quarter of the 20<sup>th</sup> century. One of the first who turned to the problems of globalisation in the early 90's

XX<sup>th</sup> century was the American Sociologist R. Robertson (1992), who defined it as a set of processes that make the social world unified.

For nearly two decades, the term “globalisation” has been used to refer to the growing interdependence of the world - economic, socio-cultural and political (Inozemtsev, 2008). In the last third of the XX<sup>th</sup> century, humanity has found itself in an unknown situation hitherto: the total globalisation of all processes taking place in it and with it. The process of globalization, observed by the whole world, means the emergence of a hybrid world culture, the blending of national traditions, the strengthening of cooperation between nations and is manifested in the unification of the most diverse aspects of people's life - their worldview and outlook, needs and skills, politics and economy, social life and production, science and education, culture and art, religion and language, statehood and way of life, ecology and demography, sport and crime (Nurutdinova, Dmitrieva & Amirova, 2018).

We can give the following detailed definition of modern globalization processes: “Globalization is a multidimensional, objective process of the global peoples' community formation on the scale of the mankind in unity with the natural sphere of the planet Earth, replacing local, isolated forms and norms of people's life with universal, uniformity, interaction and interdependence of various aspects of the lives of individual continents, countries, peoples within a single world, odes of personality, as well as openness and removal of barriers to the establishment of material, intellectual, spiritual, ethical, aesthetic and other forms of communication between people” (Barlybaev, 2003). Such an expanded definition of globalisation is determined by the large-scale, multilevel, multidirectional nature of this phenomenon, its complex structure and content. Indeed, the spheres and directions of globalization are diverse: one can speak about worldview globalization, the needs globalization, professional globalization, social, linguistic, information globalization, globalization of the transport system, economic, ecological, demographic, religious, educational globalization, globalization of culture, scientific and scientific-technical globalization, globalization of the way of life, political, criminal and sportive globalization (Nurutdinova & Dmitrieva, 2017a). Spheres and directions of globalisation appear in close unidirectional interweaving, as a single process, are organically interconnected and interacting attributes of the life of humanity as a global community in unity with the natural environment of the planet Earth. Separately, each of these factors, spheres and directions can be considered only theoretically because of their relative independence, significance and specificity of participation in the process of globalisation of human activity (Barlybaev, 2008).

Globalisation removes barriers that impede the capital movement, technology, intellectual achievement, information and skilled labour. Globalisation implies not only increased cooperation between nations but also a worldwide labour division. Globalisation is inextricably linked with the emergence of an educated society and is a characteristic feature of our social, economic and cultural space. Profound and original basis, the initial driving force of globalisation processes is the predisposition of a person to communicate with other people, which is the inner core of human nature, that man is a social being aimed at the formation of various kinds of human communities. Without communication with a similar person, a person would not and cannot be a person (Barlybaev, 2008).

Globalisation and internationalisation are two interrelated processes that lead to the transformation of society into new forms. Internationalisation is based on cross-communication and exchange between divided nations. According to the definition adopted in the Organization for Economic Cooperation and Development (OECD) studies, internationalisation at the national, sectoral and institutional levels is commonly understood as a process in which the goals, functions and organisation of the delivery of educational services acquire an international dimension. The notion of internationalisation in the field of higher education in international practice traditionally includes two aspects: “internal” internationalisation (local internationalisation) and “external” internationalisation, or education abroad,

cross-border education, cross-border education (education overseas, across borders, cross-border education) (Internationalization of Education, 2009; Internationalization of Higher Education, 2004).

Unlike globalisation, internationalisation is not a new phenomenon. The idea of cross-cultural cooperation in art, science and education was born in the XVII century. At present, new forms of international cooperation have emerged. Global globalisation, integration within Europe and the transformation processes in Russia and other countries of Eastern Europe led to the rapid growth of contacts in all areas of our life at the intercultural level. Communication with representatives of other cultures has become a part of our daily life. Intercultural contacts took place at all times, but today they are more than ever global and massive (Nurutdinova & Dmitrieva, 2017b). Tourist trips, exchange of pupils and students for the purpose of more in-depth study of the language, culture, internships of scientists and international conferences, transnational concerns, joint ventures, exhibitions, tours, political discussions at the international level, Olympic games, various other sports competitions, personal contacts - this is far from an incomplete list of situations of intercultural communication, firmly included in our daily life.

Under the influence of globalisation processes, the number of models of social behaviour increases, and one of the new conditions for social mobility and successful adaptation in the social space is the mastery of foreign languages (Zelenina et al., 2006). With the development of international business contacts, the development of new foreign technologies and the intensification of professional activities in close contact with foreign specialists, and also in connection with the prospect of Russia's accession to the WTO, the need of individual regions of Russia for specialists with foreign languages has increased notably. The socially active population of the Far East is increasingly seeking to use the international labour market that has opened up to them, where the level of fluency in foreign languages influences the success (Blazhevich, 2010) significantly. All this - Russia's rapid entry into the world community, significant changes in politics, economics, culture, mixing and moving peoples and languages, changing relations between Russians and foreigners, entirely new goals of communication - leads to logical results: in Russia, - there is an unprecedented demand for the study of foreign languages.

The internationalisation of higher education creates new opportunities, increases the accessibility of higher education and its quality, and introduces innovative methods of work in higher education systems. Relying on the achievements of international cooperation, internationalisation, in turn, contributes to its strengthening. The internationalization of education pursues various goals, among which: diversification and the growth of financial revenues through the attraction of foreign students to paid education; expansion of curricula and training of their students in foreign partner universities; expansion of the regional network of the university for the practical use of its resources; improving the quality of education and research through the participation of students and teachers in the international process of knowledge sharing (Nurutdinova et al., 2017). The development of international interuniversity cooperation allows organising joint research projects, exchange programs for students and teachers, special programs for international students (Saginova, 2006).

The internationalisation of education includes the following forms of international cooperation (Internationalization of Higher Education, 2004):

- Individual (academic) mobility: mobility of students or faculty for educational purposes;
- The mobility of educational programs and institutional mobility; formation of new international standards of educational programs;
- Integration into the curricula of the international dimension and educational standards;
- Institutional partnership: the creation of strategic educational alliances.

The internationalisation of education is aimed at the convergence of national systems, finding and developing universal concepts and components in them, those common grounds that form the basis for the diversity of national cultures, promoting their mutual enrichment (Kuptsov, 1991).

As was shown above, the internationalisation of higher education today means student and teaching mobility, the reform of curricula, cooperation in research and development through networks and associations, open and distance learning without borders, the regional and foreign cooperation of educational institutions, the international division of labour and other activities (Tukaeva et al., 2018), where the precondition for successful international co-operation is the absence of a language barrier. Everyone understands that the first prerequisite for successful international cooperation is the provision of mutual understanding through teaching, on the one hand, and learning a common language, on the other. In this respect, Western European countries with their traditions of language education are in a more favourable situation than, for example, Russia, where decades of life behind the "Iron Curtain" did not mainly stimulate the study of foreign languages. However, at the end of the 1980s, when the borders were opened, the situation changed drastically.

### Research Methods

The sociocultural processes associated with the entry of the world community in the era of informatisation, the development of telecommunication technologies, the need for a person to quickly adapt to the conditions of a continually changing multicultural world increase interest in the subject "foreign language". Throughout history, the study of languages was regarded as an actual element of the formation of a cultural person. In connection with global changes in the political and economic life of the society, a foreign language has become a means of intercultural communication.

Back in the XVIII century the French Philosopher F. Voltaire said that "knowing many languages means having many keys to one lock." The great German Thinker I. Goethe, noting the interrelation of languages, said: "Who does not know foreign languages, he does not understand anything and in his native language."

Valuable thoughts on the study of foreign languages are found in the statements of foreign and national educators and thinkers, who emphasise the role of language in the formation of the personality, its intellect, morality and spirituality. This is due to the most important and determining role of a foreign language in the development, first of all, of a person's thinking ability. Knowledge of foreign languages promotes penetration into the past of peoples, knowledge of their present, foreseeing the future; helps assess the masterpieces of world culture and expand the philological training of students (Okonishnikova, 2008).

### Results

The education system in Russia has undergone some significant changes in recent years. The refusal of the state monopoly in the field of education, the transition to paid training, and the changing way of public life led to the creation of many non-state educational institutions in various fields of education, which in turn caused an increase in demand for educational services and foreign languages (Nurutdinova et al., 2016b). Changes in the education system are reflected in some official documents, for example, such as:

The National Doctrine of Education in the Russian Federation (Russian Education & Society, 2001) defines the main directions for improving the legislation in the field of education and is the basis for the development of programs for the development of education. The doctrine notes that the education system is designed to ensure the continuity of education throughout the life of a person;



Federal Education Development Program (Review of the national educational policy, 2000). The program establishes specific directions and measures for the development of the education system by types of educational programs - general educational, professional, supplementary;

The program "Education Reform" (Egorshin & Nikandrova, 2004). This program is an integral part of the program "Main Directions of the Social and Economic Policy of the Government of the Russian Federation for a Long-Term Perspective." Section 1.3 focuses on improving the quality of education by its openness and informatisation, financing the informatisation of education and the introduction of modern teaching technologies, including the Internet. Section 1.10 provides suggestions for the development of additional and postgraduate professional education;

The concept of modernisation of Russian education for the period until 2010 (Official documents in education, 2002). The concept defines the priorities of the educational policy and the main directions, stages and measures for the modernisation of the education system.

A new approach to education suggests that education should no longer be limited solely to the school. On the contrary, it should include leisure, family, work, society, international relations, the environment. It requires that people become teachers and realise their intellectual, emotional and creative potential (Leclerc, 1991). For this type of education to become possible and not seem a utopia, new educational structures and a changed way of thinking are needed. In this case, the system of continuous language education should be designed in such a way that in a timely and flexible manner it meets the educational and professional needs of the individual. The most critical component of this system is, as already noted, its continuity, i.e., openness for the entry of any individual wishing to acquire the appropriate level of language education or to acquire a different specialisation, at any stage of his or her life activity (Paye, 1996).

Education XXIst century should distinguish the following features (Egorshin & Nikandrova, 2004):

- accessibility, provision of prerequisites and guarantees for quality education for all;
- diversity, the creation of conditions for quality education for everyone;
- continuity, the development of a system of promptly renewed education throughout life;
- fundamentality and depth of the foundations of primary, primary, general secondary and vocational education;
- the practical orientation of education;
- the adequacy of education, its relevance to the needs and tasks of developing the economy, culture, science and technology;
- the international nature of education.

To realise these ideas, it is essential to create conditions for improving the healthy entrepreneurial activity of educational institutions of all forms of ownership, to expand the market for paid educational, information and scientific and technical services provided by them (Egorshin & Nikandrova, 2004).

A new look at education is an objective necessity. New tasks involve changes in the requirements for the level of foreign language proficiency, the definition of new approaches to the selection of content and organisation of the material, the use of adequate forms and types of control in different ways of studying it. In the era of globalisation, the socio-cultural context of the study of foreign languages in Russia has changed significantly (Nurutdinova & Bolotnikov, 2018). The educational and self-educational functions of foreign languages, their professional importance in school, in the university, in the labour market as a

whole, significantly increased, which led to an increase in motivation in the study of the languages of international communication.

The education system is closely related to the existing socio-economic and political conditions. One of the main trends in the development of the world market for educational services is globalisation, which is the primary force that is changing the world today. The process of globalisation encompasses all national education systems. Higher education undergoes a severe transformation under the direct and indirect influence of global trends. Strengthening competition in different directions is an integral factor of globalisation and characterises the modern development of the world education market. Competition is growing between traditional state-owned universities and alternative higher education institutions, such as virtual, corporate educational associations, which are in the hands of private capital. The struggle for students between universities within the country and at the inter-country level is increasing. The globalisation of the market was made possible through the liberalisation of educational services markets (Aidrus & Filippov, 2008).

The world market for higher education is often called the tertiary market. As a rule, higher and postgraduate education is referred to tertiary level educational services. In many countries, tertiary education includes bachelor's, masters and doctoral studies. Another approach to the definition of tertiary education can be found in the International Standard Classification of Education (ISCED), according to which tertiary education includes secondary vocational education, higher education and postgraduate education (Aidrus & Filippov, 2008). The struggle of universities for leadership continues, so every year the university rating changes.

There are new trends in language education and significant development of some old (Vasilyeva & Nurutdinova, 2018): increasing the variability of teaching foreign languages, expanding multiculturalism, expanding the range of foreign languages, opportunities for individualization of the learning process of a foreign language, internationalization of teaching, increasing the number of universities using multimedia technologies learning a foreign language. The abovementioned trends have a positive impact on the development of language education and allow improving the quality of teaching a foreign language. To implement programs for additional vocational foreign-language education, universities with educational centres are required, where the best-qualified teachers are taught, an appropriate educational infrastructure is created to accommodate a large number of students, and there is a high level of educational services provided.

Educational programs in foreign languages are represented in the system of supplementary vocational education of almost any higher educational institution, as evidenced by the analysis carried out within the framework of this study (Official documents in education, 2002). The analysis was carried out by studying the sites of higher educational institutions in Russia and encompassed both central and peripheral universities. We periodically conduct this kind of cuts, because they help us to adequately build the activity of the Institute of Continuing Education in HEI "The University of Management TISBI." In the course of such a study, the following conclusions were made.

As a rule, educational programs in foreign languages are offered either in the continuing professional education or through the centres of foreign languages available in universities: the centre of American studies, the French centre, the centre for studying Canada, German educational and cultural centre. The names of the centres are different - they are imaginative, but as a rule, they have the same mission: popularisation of the culture of the country of the represented language, study of its economy, politics, culture, scientific problems, development of all-around ties and cooperation with it. In the centres of this kind, meetings with native speakers are regularly held, thematic meetings prepared by students and teachers, a video club can work. The educational activity of the centre in most cases is connected with the

preparation for international examinations in foreign languages, and the vast majority of language courses are realised through the system of additional education of the university.

The courses offered by universities are known for their effective teaching of foreign languages with the active use of a communicative methodology, which, in combination with conversational practice, helps listeners develop oral communication skills.

The most popular languages offered are English, Spanish, French, German, Italian, Finnish, Chinese. At the same time, central universities, for example, universities in Moscow or St. Petersburg, offer a more significant number of European languages (including Dutch, Swedish) than peripheral universities. Such languages as Chinese or Japanese are typical for educational programs of Far Eastern universities. Moreover, languages such as Arabic, Latin or Hebrew are rarely represented in the programs of additional education of universities.

The target audience is mostly adults or middle age. Programs of early language education are rarely found in the university. The same is true for educational programs for schoolchildren. Exceptions are school leavers who are potential university entrants and therefore have the opportunity to study in vocational training programs for universities. The target audience of HEIs is diverse: specialists, students, other categories of the adult population, schoolchildren are mostly residents. Seldom target audience is children of younger age. Higher educational institutions in their additional educational activities, as a rule, do not offer programs of early language education for preschool children.

The proposed educational programs provide for a multilevel system of education with the acquisition of both linguistic and regional knowledge. The traditional number of levels is five (initial, basic, fundamental, level of language improvement and level of language mastery). In practice, more often there are programs with fewer levels - two or three. Training programs, for example, consisting of eight levels, are rare.

In the case of a significant demand for educational services, groups are formed according to the results of testing. This condition can be difficult to observe with a small contingent of students, which, in turn, makes it difficult for the teacher to work and leaves a trace of dissatisfaction among the trainees.

The average number of listeners in a language group is 10-12 people. There is a tendency to reduce the number of listeners in the group. It is believed that this is one of the components of improving the quality of educational services and, of course, attractive for students, but in the case of foreign languages, it is unprofitable for the university.

In connection with the peculiarities of the trained contingent, HEIs offer classes in the system of supplementary vocational education at a convenient time for the listeners. There are a day and evening forms of training. However, classes in the evening are more popular than in the daytime.

The volume of educational programs (in hours) and duration of training (in weeks, months) varies considerably. Universities do not particularly welcome specific courses and courses less than 72 hours. Preference is given to longer-term programs, which on average are two or three months of training. Many programs are offered, in which the duration of training ranges from three months to three years, depending on the knowledge and objectives. Highly qualified professors with a high level of language pedagogical education are involved in teaching.

There is a tendency to attract native speakers to the learning process, which certainly increases the attractiveness of language courses and supports the motivation to learn the language.

The educational programs of the central universities (Moscow, St. Petersburg), naturally, differ from the educational programs of other Russian universities - there is more demand for foreign languages, the market for educational services is more diverse, there are more opportunities to attract native speakers.

For example, for conducting master classes during a semester, teachers from leading universities of the world can be attracted; There is an opportunity to conduct language courses with the best teachers of the university, as well as individual education programs. However, the higher the cost of the offered services. In general, central universities have more prospects and opportunities for realising the idea of continuous foreign language education.

Many universities are preparing for the passing of international examinations in foreign languages: English, German, French, Spanish.

Some universities actively implement information and communication technologies (ICT) in the educational process and offer distance education programs, including in foreign languages. Classes are conducted from combined outlandish technologies, involving the conduct of networking lessons based on satellite television broadcasting technologies. The interactivity of listeners is provided through e-mail, teleconference, video conferencing. Increasing use is found in use in the educational process of electronic learning environments.

The idea of continuing education is so prevalent in recent times that many universities proclaim it as the basis for the activity of additional education, which is reflected in the name of the structures (the institution of continuous education, the centre for continuing education). In reality, the university does not have a continuous chain of educational services, including foreign languages. The most popular programs offered are called something like this (English example): "Conversational English", "Business English", "English for Beginners", "English for Professional Communication", "Translation in Professional Communication", "Preparation for International Exam".

### Discussion

Language globalisation proceeds from the premise that language is a means of human communication and results in the development of multilingualism (Barlybaev, 2008). Political, socio-economic and cultural changes in Russia in the 90's. Significantly expanded the functions of a foreign language. The inclusion of Russia in the world market, expansion of cooperation with foreign countries significantly increased the possibility of contacts for representatives of various social and age groups. There were real conditions for getting the education and work abroad, for promoting Russian goods and services to the world market, for exchanging students, schoolchildren, and specialists. As a result, the role of the foreign language in society has changed, and from the academic subject it has become a fundamental element of the modern education system, a means to achieve the professional realisation of the individual (Nurutdinova & Dmitrieva, 2017c).

One of the features of the Russian market for educational services is the growing competition of educational institutions for attracting potential students, which becomes a significant problem for the university. Marketers and education managers should attract not only new consumers (paid students and listeners) but also adapt their efforts to the actions of competitors, which requires the development of effective marketing strategies (Development of a marketing complex for a new company on the market of educational services, 2008). The main tasks of universities and scientific circles in the sphere of export promotion of educational services are to assess the prospective opportunities for exporting educational services, creating prerequisites for increasing education exports, based on (Knowledge of a foreign language is important in job placement, 2011):

- an adequate assessment of its export potential and prospects for its development through the development of investment business plans, taking into account the possibilities for diversifying sources;
- formation of competitive educational products;

- development of infrastructure that guarantees the possibility of providing quality educational services;
- participation in monitoring and in creating conditions that ensure an attractive social infrastructure for consumers;
- effective implementation of the activities of the program.

The most critical first step in strategic marketing is a clear understanding of the environment. The orientation of the activity to the consumer is expressed in the following well-known principle: “Produce what the consumer wants, and do not try to sell to him what you managed to produce” (Development of a marketing complex for a new company on the market of educational services, 2008).

For the successful functioning of the system of continuous language education, it is essential to collect data on the trade in educational services, in this case, foreign languages. It is advisable to study the available proposals, as knowing information helps to develop the right development strategy and stimulates to improve the quality of the services offered. Of course, to strive for a more detailed and complete collection of statistical information. Nevertheless, there is a problem of limited coverage of universities, scientific centres and other organisations engaged in providing educational services in foreign languages and statistics. In our work, we rely on the experience of individual universities in Russia and regularly study the market of Udmurtia, which allows us to track prices and the type of educational services offered and helps to identify new trends in the development of education (Nurutdinova & Dmitrieva, 2018). The primary source of information is the Internet sites of institutions and the advertisement of educational services of any kind (newspaper, magazine, media, radio, television). The variety of types and models of foreign language education complicates the task of collecting such data and analysing them, studying the dynamics of the development of education, and comparing the training systems of different higher education institutions or organisations in the sphere of additional education.

The role of linguistic diversity in society is reflected, for example, in the following official documents (Foreign language and modern society, 2008):

1. UNESCO Universal Declaration on Cultural Diversity, 2001 (Linguistic Diversity in UNESCO Regulations. Languages Endangered, UNESCO). The plan of action of this declaration calls on the Member States to take appropriate measures to:
  - the preservation of the linguistic heritage of humankind and the promotion of self-expression, creativity and the dissemination of ideas in as many languages as possible;
  - promoting linguistic diversity - while maintaining respect for the mother tongue - at all levels of education wherever possible, as well as learning several languages from an early age;
  - expanding linguistic diversity in cyberspace, and promoting universal access across global networks to any public domain information.
2. Convention for the Safeguarding of the Intangible Cultural Heritage, 2003. The Convention recognises the vital role of language as the means of expression and transfer of the intangible cultural heritage. Everyday use and transmission from generation to generation of all forms of intangible heritage - from knowledge of the universe to customs and rituals, from performing arts to knowledge and skills associated with traditional crafts - depend on the language. In the field of oral traditions and forms of expression, language is not merely the bearer of the intangible heritage but forms its basis.
3. Convention on the Protection and Promotion of the Diversity of Cultural Expressions, 2005. The introductory part of the Convention affirms that linguistic diversity is a fundamental element of

cultural diversity. In the context of measures aimed at protecting and promoting the diversity of cultural expressions that are proposed for participating countries, the Convention also recommends the adoption of provisions relating to the language used in connection with cultural activities, the exchange of goods and services.

The changes that have taken place in Russia over the past decades have transformed the country from a closed, oriented only to its forces and reserves, to a state open to the whole world. At all levels, the need for contacts with representatives of other countries has increased. In connection with the integration of Russia into the world economic and cultural space, with the expansion and qualitative change of international relations, the possession of foreign languages adequate to the historical moment becomes one of the essential competencies of modern man. Foreign language opens the way to free communication of people of different nationalities, the rapprochement of cultures, mutual understanding.

4. Following the "Concept of modernisation of Russian education for the period until 2010", a new language policy of the state is formulated. The modern system of teaching a foreign language, according to this policy, is characterised by the fact that, firstly, the practical possession of a foreign language has become an urgent need of broad sections of society, and secondly, the general social context creates favourable conditions for the differentiation of teaching a foreign language. With the implementation of the new language policy, the creation of a flexible system of choice of languages and the conditions for their study, as well as a variational system of forms and means of teaching reflecting the current state of the theory and practice of teaching is connected with the implementation of the new language policy (On Higher and Postgraduate Professional Education, 1996).

### Conclusions

The modern dynamic world develops in such a way that it becomes more and more difficult for an educated person to get along without foreign languages. When developing programs for additional vocational education in foreign languages, this is especially important, since it helps to determine the target audience and consumer demand.

For the modern generation, continuous education is becoming ever more urgent, which has a long history on a global scale, but in Russia, it has not yet been widely disseminated, although it has been recently spoken about and written about more and more.

The market for educational services in foreign languages is exceptionally diverse. It is saturated, dynamic, in demand. Foreign languages teach everything, and foreign languages are taught everything. On the one hand, continuous education is a reflection of the objective needs of society, which has reached a certain level of economic and social development. The principle of continuity is considered as the coordination and continuity of knowledge at all stages of the educational process. On the other hand, continuous education involves upgrading the level of basic knowledge and exceptional skills necessary to function in the new economy. At the same time, continuous education is a doctrine of lifelong cultivation of a person, the development of his abilities and inclinations during all periods of his life (The concept of export of educational services of the Russian Federation for the period 2011-2020, 2011).

The most important principle of the modern educational system should be the communication to new generations of the understanding that education is an ongoing process that must accompany human development throughout his life.

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## The Historiosophical Pre-Romantic Poem "Ermak" By I. I. Dmitriev's As New Stage of Development of Liro-Epic Genres In Russian Poetry

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### Abstract

On the one hand, the relevance of the problem under study is due to the increasing interest in history and literary historical genres, and on the other – the intention to figure out the complex interaction of the phenomena of lyrical and epic nature, in the specifics of the pre-romantic in Russian literature. The work is focused on I.I. Dmitriev's lyrical epic. Outlining his view of the past, reflecting (and obviously taking into account Derzhavin's experience) over the phenomenon of the posthumous glory of the "great man", I.I. Dmitriev emphasizes the historical distance between the time of the events described and his own time. The emerging "gap" between the historic and the modernity is intended to express the idea of the difference of historical epochs. The way the poet manages to distance himself from the depicted events, thereby achieving the effect of artistic objectivity is revealed in the article. The purpose of the article is not only to determine the value of I. Dmitriev's literary experiments on the creation of a new type of historiosophical pre-romantic poem for Russian and European poetry, but also to analyze the poem "Ermak" in order to reveal the specifics of its composition, image system, connection with history, mythology (state and religious). It is shown how the "monologue" of high genres of classicism (odes and heroic poems), which does not take into account foreign language and alien points of view, is replaced in the poem by lyrico-epic author's vision. Dmitriev's searching for new approaches to the theme of greatness of historical personality, his appeal to various literary and cultural traditions: classical; Russian folklore; old Russian; old Testament; Ossianic (Celtic folklore), etc. and their new conceptualization are analyzed in the article. This paper discusses the features of historicism, manifested in Dmitriev's works and reveals the influence exerted by the experiments of Lomonosov, Derzhavin, Karamzin. The object of the authors' research is the pre-romantic poem "Ermak" by Dmitriev. The leading method for the study of this problem is the historical approach, which allows us to study the problem in the development, in the context of the General historical and cultural space, to identify a set of cause-and-effect relationships in the formation of images of the formation of a new lyric-epic genre". The article proves that changes in literary epochs begin with subtle movements in poetics. Although a new form (genre) emerges from some

new content, the very new content does not appear from anything. Dmitriev relies on the achievements of the previous literary period and creates an original genre unfamiliar to classical poetics. Traditional poetic genres, mastering the historiosophical theme and striving for the emancipation of the author's "ego" had to reach a significant degree of maturity for a pre-romantic historiosophical poem to appear. The results of the study allow us to make a conclusion of not only the way the processes of interaction between lyrical and epic took place, but also the way the genre of historiosophical pre-romantic poem was born. The materials of the article are of practical value for use in comparative studies of Russian and European literature. The materials and results of the study can be used in the creation of works on the history of Russian literature of the XVIII-XIX centuries, on the problems of Russian poetry of the XVIII-XIX centuries, in introducing academic courses in the history of Russian and European literature, theory of literature, cultural studies, and anthropology of literature.

**Keywords:** XVIII century, the genre of the poem, I.I. Dmitriev, pre-romantic poem "Ermak", historiosophy.

### Introduction

Until the end of the XVIII century the solemn ode kept its primacy among lyrical genres (Abramzon & Petrov, 2017; Blagoj, 1951; Kuzmin, 1974; Petrov, 2011; Petrov, 2005). However, at some chronologically difficult point, many poets simply stopped addressing it. The ode turned into an object of parody, but at the same time, the potential that was accumulated by it, especially relating to the methods of comprehension and the forms of representation of the historical and political life of the nation, was often in demand. It became the basis for genre experiments and artistic and philosophical works. At the same time, poets of a new generation, expressors of sentimental and pre-romantic sentiments appeared in the role of experimenters.

So, in 1794, I.I. Dmitriev, poet-sentimentalist, created "instead of the odic genre" "a sample of a new poetic form" - "historical and romantic song-ballad" (Blagoj, 1951) "Ermak", as D.D. Blagoj determined the genre peculiarity of this work.

Researcher did not dare to call Dmitriev's work a poem, but he did not even call it the ode. It is the problem of the genre that is the key to understanding the artistic identity of "Ermak", and since it is directly related to its concept, the consideration of these two questions will be the content of this article. At once we will say that we do not consider Ermak to be either an "updated ode" (Eremenko, 1983; Kochetkova, 1980; Makogonenko, 1967) or even a historical epic (Vjazemskij, 1982; Kuprejanova, 1941; Kucherov, 1953; Beljaev, 1984), but a lyric-epic pre-romantic historiosophic poem. The new genre quality of "Ermak" reveals itself at different levels of poetics (Abramzon et al., 2016a): in plot construction; in the system of points of view organizing it; in the functional fullness of the author's image; in the chronotope; in imagery, and so on.

In the XVIII century one of the first authors who encountered the problem of overcoming the lyrical and creating an epic way of exposition, beginning about 1756, work on "Peter the Great" was M.V. Lomonosov. A well-known explorer of the genre of the poem points out that in order to solve this new problem for Russian literature, it was necessary "to develop a system of objectively-pictorial forms of composition and language." This required "the elaboration of an epic manner of exposition of events," and a concise "story" and an "image"; introduction the narrator; "descriptions of characters and experiences of heroes"; creating a "literary portrait" and landscape sketches. Literally after Lomonosov goes Dmitriev. However, belonging to a different literary epoch, he introduces lyricism and historicism of a new type into his version of the poem genre.

### 1.1. The Problem of the Novelty of the Poem "Ermak"

The poem of 1794 is extremely laconic, it has only 156 lines (for comparison: in the Song of the First "Peter the Great" – 632 verses). However, both the theme and scale of coverage of events in the "Ermak" are epic; In his plot conjugated all three temporal modes: the past (events are referred to 1581), the present (in which the author resides) and the future (literally "the last times": the end of the world). Various time strata are correlated Dmitriev innovatively: through changing points of view; By the synthesis of lyrical, epic and dramatic ways of representing the author's "I" and images of heroes. The subject of historical memory becomes the subject-forming, giving inner unity to the product.

The three-part composition is inherited by the poem from oratorical genres. "Ermak" (Dmitriev, 1967) opens with a historical and ethnographic introduction of 25 poems, which gives a pictorial description of the place of action (the bank of the river Irtysh) and colorful figures of two Siberian shamans, the Old Man and the Young. This fragment is an "Ossian" text with its signs such as a night landscape, a solemnly mournful fantastic intonation, an archaic vocabulary, a primate attempt to create suspense. We will remind you, that Ossianism served in the poetry as a sign of historical and heroic themes on the frontier of the XVIII-XIX centuries.

The author, who acts here as the subject of narration and description, then with the help of an emphatically epic reception ("And I listen to them") proceeds to the main part – a dynamic dramatic historical narrative. It skilfully combines narrative and descriptive fragments: the story of the shamans about the conquest of Siberia by Yermak, the description of the match between Ermak and Megmet-Kul, the comprehension of the reasons for the military defeat of the Siberian peoples. In this part, the intonation of grief and groaning of the heart begins to develop, and the author becomes to agree with the point of view of the conquered peoples.

Dmitriev does not force the defeated to express joy over the fact that they were subdued, as it used to be in odes, but in the final part, he openly expresses his personal position – an odic ecstasy towards the great Yermak. The *conclusion* of the poem, consisting of two monologues (19 and 15 verses) – the author and the "genius of poems", Apollo apparently – according to stylistics, imagery and pathos goes directly to the genre of the solemn odes, but also reveals Dmitriyev's original artistic attitudes.

The general ideological concept of "Ermak" consists of two points of view correcting each other: *defeated* (conquered by Russia peoples) and *descendants of the winners* (the author and his contemporaries). The first belongs to the shamans, in whose story the outlines of the history of theosophy are discerned by Dmitriev. At the same time, he expresses his opinion with precision, not declaratively, through replicas of characters alien to him in the way of thinking, looking at events "through the eyes of eyewitnesses" (Kochetkova, 1980; Makogonenko, 1967). In other words, the opponents of Russia got the right to vote in Ermak (which was impossible in the battle dress as a lyrical genre), and the author tried to understand an ideologically alien position (which was not characteristic of the heroic poem of classicism). Although the author's own point of view is revealed in traditional rhetorical forms (exclamations, questions and answers, a monologue of an allegorical character), however, the content contained in them is quite original.

### 1.2. Ways of Overcoming Classicistic Traditions in Dmitriyev's Poem

Sentimentalism and pre-romanticism gave the Author (creator of the work) new "degrees of freedom" for self-expression and self-representation. For Karamzin and Derzhavin, for example, the path of rapprochement of the lyric "I" with the *biographical* one was especially significant. Dmitriev, in particular in his poem experiments, is characterized by his striving for the liberation of the author's image from the *conditional forms* of his expression characteristic of the literature of classicism. So, in the "Ermak".

– compulsory appeal to the Muses, poetic inspiration or Wisdom is replaced by appealing to "antiquity", that is, to History;

- the subject of chanting loses integrity (now it is not only the Hero-winner) and it transforms into an object of lyrical comprehension and empathy;
- to replace the legitimate emotion - to delight - an unusual combination of *admiration* for the great historical personality comes and *regrets* that it is "oblivious";
- the ritual manifestation of loyal subjects (encirclement to monarchs and patrons, complimentary formulas) is replaced by informal patriotism;
- didactics leaves the new genre and reveals itself in the problem of that is an axiom for the predecessors, authors of odes and heroic poems.

In this sense, the final part of the "Ermak" is indicative and most dependent on the tradition. Dmitriev refers here to the oddest topos of *glory*. In the odes of Lomonosov, for example, glory surrounded Peter the First during his lifetime and accompanied him until death, in "eternity", where Peter continues his existence as a sacred patron of Russia. Dmitriev's contemporary Derzhavin in his work in 1790 transforms the "common place" into a theme of historical memory. The poet connects it not only with the major political figures of the Catherine's reign (as a rule, by generals: Rumiantsev, Suvorov, Potemkin), but also with individuals "ordinary", "unhistorical" (Meshchersky, "second neighbor"), and with his own destiny "Monument", "Swan"), and even with intimate experiences. Dmitriev, of course, relies on the experience of his predecessors, but he introduces into the poem an unreasonable motive for Lomonosov and an uncharacteristic for Derzhavin - the assumption that the descendants will forget "the deeds of the ancestor are loud." Starting with traditional glorification:

Mir prahu tvoemu, Ermak!

Da uvenchajut rossijane

Iz zlata vylityj tvoj zrak,

Iz rebr Sibiri istochenna

Tvoim bulatnym kopiem!

Dmitriev uses traditional odic formulas. He states the real, in the present, state of things - his hero is forgiven:

No chto ja rek, o ten! zabvenna!

Chto rek v userdii moem?

Gde obelisk tvoj? - My ne znaem,

Gde dazhe prah tvoj byl zaryt.

The fate of the historical person is surrounded by the pre-romantic atmosphere of mystery and exoticism: the circumstances of death and the burial place of Ermak are unknown. Historical justice is called upon to restore art ("But be thou comforted, hero!"): "The soaring poetry of genius" every morning sings "the sweet song" over the dust of Ermak.

The 15-line period, due to approve the idea of the hero's right to the eternal memory of descendants, is literally oversaturated with rhetorical figures, among which are: conversion, concession, one-man rule, repetition, aggravation, tension, etc. (see Lomonosov's Rhetoric, Part II, Chapter 6). However, this complex "odic" design expresses completely meaningless meanings of the genre of laudable odes. They are, first, in a new pathos - in overcoming historical oblivion in spite of the unreliability of memory, in the resurrection of forgotten figures of the past. Secondly, Dmitriev puts the hero, new to the national poetry: not a biblical or mythological character, not a monarch, not an abstract Ross, not the famous Catherine's commander - but a simple Russian Cossack, in a "row with the demigods. Thirdly, the

historiosophical problems (eschatological motives and the idea of social regress) have been openly introduced into the monologue of the "genius of poem":

"Velikij! Gde b ty ni rodilsja,  
Hotja by v varvarskih vekah  
Tvoj podvig zhizni sovershilsja < ...>  
No ty, velikij chelovek,  
Pojdesh' v rjadu s polubogami  
Iz roda v rod, iz veka v vek;  
I slavy luch tvoej zatmitsja,  
Kogda pomerknjet solnca svet,  
So treskom nebo razvalitsja  
I vremja na kosu padet! "

The original interpretation of Dmitriyev national historical story was noted by all researchers. G.P. Makogonenko (1967) believed that the poet "was able to depict a true historical hero in the real circumstances of his acting". The poem really made an attempt to comprehend the long-past events as such, without allusions and "applications," linking them with modern time by the means, which are more subtle than the topos of historical continuity.

Kakoe zrelishe pred ochi  
Predstavila ty, drevnost', mne?

- In order to assess the novelty of such a laconic introduction, it is necessary to recall how the historical theme was introduced by Lomonosov himself.

The corresponding introductory formulas never started with his own work, neither in an ode nor in "Peter the Great." Usually they were part of a widespread didactic comparison and entailed a historical digression. It was in the odes that these formulas contained the motive of vision, spiritual vision. Compare: "I see the past time by my spirit " (Ode 1746, verse 10), "Let's look at the ancient times" (Ode 1761, verse13). From odes this motif turned into a poem about Peter: "Let's look mentally back to former times" and "Open me to the past, oh, antiquity, times!". However, the topos of chanting was principled for the epic poet:

Poju premudrago Rossijskago Geroja<...>.

This topos was also preserved by Dmitriyev, but it was transferred to the end of the poem, where the "genius of the poetry" tells the "sweet song". The complex structure of the introductory parts of the Lomonosov poem itself (a 65-verse dedication with compound formulas and polemics with literary predecessors, a brief paraphrase of the content, the first paragraph appeals to the "Wisdom," the second one appeals to the "goddess" or to the Empress) remained an alien to Dmitriyev. Nevertheless, the very image of the "log-style", and the image of the "naked" "wild peoples", seen by the author of "Peter the Great" in the "former times" were accepted by him:

Narody dikie, ne znajuchi nauki,  
Vojujut prashhami i naprjagajut luki. <...>  
Uzhe daleche zrju v kurenii i mrake

Nagovo tela vid, ne javstvennyj v prizrake. <...>

«Tak dolzhno drevnosti prostoj byt' i ne jasnoj,

S narodov nagotoj, s netshhaniem soglasnoj!»

Comparison of the abstract list of names and deeds that represent the past in the odes and the heroic epic of Lomonosov, as well as the inherent didactics and abstract imagery with Dmitriev's landscape and a detailed description of the two "exhausted husbands" and their "outfit" that "horrifies the heart" proves *how much* the historical vision of Russian poets has changed over the course of 30-40 years with obvious evidence. It became more concrete, and the past (the 16th century in "Ermak") approached so much that the people who were in it became discernible.

Art historiosophy also acquired personalism (even in the forms of its representation), having lost allusions and topicality typical of high genres of classicism. (For example, it is very difficult to relate the plot of "Ermak" to the events of 1794 in Poland or to identify Ermak with Suvorov.) The epic distancing of the author from the heroes-narrators contributes to the fact that his historiosophic concept grows out of the dialogue of shamans, conveying *their* interpretation of events and expressing *them*, different from the modern, mythological consciousness (Volkova et al., 2018). For this consciousness it is natural that the religious interpretation of what happened is the primary:

Navek otverzheny bogami!

O, gore nam! -

and only then - politico-patriotic:

O sil'na, drevnjaja derzhava!

O mater' neskol'kih plemen!

Proshla tvoja, ischezla slava!

Sibir'! i ty poznala plen!

In the course of how the actors themselves described the events - the pagans of the XVI century - explain to themselves the reasons for the "capture" of Siberia, and the historiosophical concept of I. I. Dmitriev is revealed.

### 1.3. Pre-Romanticistic Historiosophic Conception of I. I. Dmitriev

The first reason for historiosophy is the realization that the greatness and power of a "strong, ancient power" are transitory in time. As it seems, the author of the poem admits the existence of a certain historical law, but it is not clear in the text what it is. In any case, in the words about the disappearance of the glory of the ancient state, one can discern the motives of two historiosophical concepts circulated in the 18th century: "biological life cycles" (peoples and societies are like living organisms, they also grow, get old and die) and the "theory of states" (the "natural" state is replaced by "civilian" state, barbarism by civilization, etc.) (Savel'eva & Poletaev, 1997).

The closest tradition, which Dmitriev uses, is the military odes of classicism and their topoi, namely, the motive for the victory of Russian weapons and the picture of "battle". In odes, the topos of military victory is associated, as a rule, with the motives for establishing peace, protecting its territory, fulfilling allied obligations, while Dmitriev is talking about "captivity", conquest. The surprise and bitterness of the old shaman is due to the fact that *a handful of Russians* led by Ermak conquered Siberia. Lomonosov does not have such a figurative formula, but it can be found, for example, in Derzhavin, although in a later poem (compare in "Snigira": "With *a handful of Russians* win everyone"). Traditionally, the single word

"Ross" ("Rossi") in "Ermak" has not been used once. Almost not shown in the poem is the imperial thinking characteristic of the odic and epic poets, and here Dmitriev is historically accurate, since he does not tolerate the ideology of the late 18th century with the corresponding poetic formulas ("common good", "honor of the Russian people", "fatherland and faith", etc. in the work describing the events of the late 16th century.).

As for the second odic motif - Ermak's duel with Meg-met-Kul, the researchers have already highlighted Dmitriev's original interpretation, who refused "traditional descriptions of battles" (Makogonenko, 1967). Episodes, describing single fights, are, of course, impossible in classic odes, where it is a question of confrontation between states and nations. Such artistic coverage required an extremely abstract imagery for its expression: allegories (Mars, Phaethon), metonymy (Porta, Berlin, "Russian heroism is hurrying"), emblems (eagle, lion, lily, moon). The transfer of artistic interest from "general" to "private", the strengthening of the personal principle in the literature of the late 18th century naturally led to the particularization of imagery, the sources of which could serve, in particular, folklore (epics, historical songs), Old Russian (chronicles, military novels) and even the ancient (Homeric epic) tradition. We will recall that Lomonosov in "Ideas for picturesque descriptions of the Russian history" 8 of 25 "ideas" dedicated to battle scenes, three of which depict martial arts (Nos. 4, 6, 10). The description of the latter was included in the canon of the military narrative, was its culmination, when "the result of the single fight meant the outcome of the whole battle" (Kuzmin, 1974). Compare with Dmitriev's verses:

Uzhasnyj vid! oni srazilis!  
 Ih sabli molniej blestjat,  
 Udary tjazhkie tvorjat,  
 I obe razom sokrushilis'.  
 Oni v ruchnoj vstupili boj:  
 Grud' s grud'ju i ruka s rukoj;  
 Ot voplja ih dubravy vojut;  
 Oni stopami zemlju rojut;  
 Uzhe s nih syplet pot, kak grad;  
 Uzhe v nih serdce strashno b'etsja,  
 I rebra oboih treshhat;  
 To sej, to onyj na bok gnetsja;  
 Krutjatsja, i - Ermak slomil!  
 "Ty moj teper'! - on vozopil, -  
 I vsjo otnyne mne podvlastno!"

In the description of the battle you can see all three of these traditions, but the enemy's image is affected by the experience of the sentimental writer: "The gentility of the sentimentalist demanded that the victor should see a man in the one who was defeated" (Kucherov, 1953) Megmet-Kul is portrayed as a worthy person equally to Ermak, as a patriot, as a brave and freedom-loving warrior as a "hero":

"Daj luchshe smert', chem zhizn' ponosnu  
 Vlachit' mne v plene!" - on skazal -



I vmig na Ermaka napal.

All of the written above suggests that Dmitriev creates a historical myth in Ermak. The comparison of the poetic interpretation of the events of 1581 with the scientific-historical one is the additional confirmation of this. Later N.M. Karamzin (1982) in the 9th volume of his "History" will describe the capture of Mametkul: "<...> Atamans chose only 60 fellows who at night came up to Mametkulov's camp, attacked, killed many sleepy Tatars, took the prince himself alive and brought him triumphally to Iskar, to the great joy of Ermak: for he by this happy captivity got rid of the courageous enemy <...>" (Karamzin, 1982). Although Karamzin's interpretation is also not free from mythology and fiction, it is obvious that Dmitriev was not interested in the factual side and that his Ermak is a mythopoetic character.

It is known that the ode offered images of ancient and biblical mythologies for the "ascension" of great personalities; an epic poem finally followed the same path, although Lomonosov directly refused to sing "fictional Gods." Dmitriev "raises" a "simple" man in 1794 and, ignores, following Lomonosov, an ancient tradition, turning to the Old Testament and medieval historiospheres.

Ermak, as follows from replicas of shamans and words of the god Rachi, carries out the mission of "punishment", acts as a tool of Providence. The Oldman tells the Younger how he heard a "voice from heaven", praying "over the sacrifice to the gods":

"Neukrotim, uzhasen Racha,

Kogda kaznit vseleenu on.

Sibir', otvergsha moj zakon!

Prebud' vovek, stonaja, placha,

Rabynej belogo carja!

Da svetlaja tebjazarja

I cherna noch' v cepjah zastanet;

A slava grozna Ermaka

I chad ego vovek ne vjanet

I budet pod lunoj gromka! "

In this speech, one can discern the profile of one of the historiosophical concepts of Ancient Rus - the "theory of the plagues of God." It asserted the "providentialistic principle of the world order" and "the principle of punishing by disasters" (invasions of enemies, natural disasters) - "God's punishment for transgressions", primarily for "deviation from faithfulness" (Mil'kov, 2000). The echoes of this theory can be found in the Synodica of the Cossacks and in the Esipov Chronicle (1636), which may have been known to Dmitriev and where Ermak was given the "features of an Orthodox enlightener of Siberia", and Kuchum is represented in "the image of a proud pagan king who overflowed the cup of God's patience "and was disgraced by the" simple Cossack " (Panchenko, 1980). Thus, the military defeat of Siberia receives in the poem a providential explanation: it is punished by the god Racha for rejecting faith in him, for the transition to Mohammedanism.

In describing the actions of Yermak:

On vechnyj mrak proster na vas! <...>

On shel kak stolp, ognem paljashhij,

Kak ljutyj mraz, vsjo vkrug mertvjashhij! -

and in listing the calamities more terrible than he turned out to be ("pest and smooth", "coward, deluge, or thunder"), allusions to the Old Testament books "Exodus" (chapters on the executions of Egypt) and "The Revelation of John the Word of God" are guessed. Inheriting some qualities and attributes of Jehovah, his angels, Moses and the horsemen of the Apocalypse, Ermak is portrayed as the source of evil, which brings death:

Kuda strelu ni posylal –

Povsjudu zhizn' pred nej blednela

I strashna smert' vosled letela.

Allegorical image of death in combination with the verb *to get pale* or *epithet to be pale* can be met in Derzhavin's works ("On the death of Prince Meshchersky," "On the capture of Ishmael"). Returning to this image the original - apocalyptic - sound, Dmitriev came close to the themes of *demonism* and *demonic personality*, without crossing the line separating the art of pre-romanticism from romanticism. In the near future the formula "great person" will join a Napoleonic subject.

### Conclusion

Behind the terrible demonic character of the conqueror of Siberia, the face of the odic Russian and the Emperor, expanding the borders of Russia and spreading its power and orthodox faith through the territories of the "unintelligent" peoples. L. V. Pumpyanskiy, while describing the "system of the classical conception of history," highlighted Russia's "geographical advantage", its desire "to explore the globe to the end", "to complete the inner cause of civilization" and "awaken" the peoples of the East to the "new life" (Pumpjanskij, 1983). Pumpyanskiy hyperbolizes, of course, certain mythological and historiosophical motifs of Lomonosov's odes (for example, 1742, 1747, and 1752), which refers to the movement of Russia to the east of the Eurasian continent and the spread of the light of civilization. Modern researchers write about the "state myth" in Russian literature of the XVIII century (Zhivov, 1996; Jeksle, 2001; Abramzon et al., 2016b; Petrov, 2005; Petrov, 2011) and about the appropriate odic topo (Sazonova, 1987). In the poem of the late 18th century, the huge geopolitical thinking of the poets of the 1740s-1770s. is replaced by a more private, but also a deeper historical and ethnographic vision. The "geographic" theme of the Lomonosov Ode, which had an imperial and partly scientific character, is transformed into a "local history" one. For the poetics of "Ermak" and the whole pre-romantic poem, this resulted in the development of "local color" (see especially the introduction and prosaic notes). In the development of ideology (historiosophy), which was characteristic of such genres as ode and epic poem, Dmitriev recreates the initial stage of the origin of the imperial consciousness and describes the fate of the hero-discoverer, the conqueror of new lands in the east.

The changes of literary epochs, as we know, begin with subtle movements in poetics. And although the new form (genre) grows out of some new content, the new content itself does not arise from nothing. I.I. Dmitriev relies on the achievements of the preceding literary period and creates an original genre unfamiliar to classical poetics. However, in order for the pre-romantic historiosophic poem to appear, a considerable degree of maturity was to be achieved by traditional poetic genres, mastering the historiosophical theme and striving for the emancipation of the author's "self". We come to the conclusion,

- that the historiosophical problems of pre-romanticism have one of their sources in historiosophy and historicism of classic odes and poems based on the ideas of the sacralization of the monarch and the continuity of the individual boards, glorifying military victories and civilizational aspirations of autocratic power;

- that the conscious and free eclecticism of the pre-romanticism in the choice of cultural and historical traditions and the described religious mythological systems are followed by the normality of aesthetic prescriptions and the lack of alternative exemplary Greco-Roman antiquity;
- that the "local" color, picturesqueness and concreteness of imagery grow dialectically on the basis of the abstract artistic thinking of odeographers, who are enumerating Russia's submissive ethnic groups, countries and natural objects with the enthusiasm of the discoverers-conquerors;
- that, finally, the objectivization of the image of the author, elaboration and immediacy of the feelings of the narrator and the characters of pre-romantic poems is promoted by the considerable achievements of the poets of classicism, who, sometimes unconsciously, used forms to express personal and subjective feelings.

### Recommendations

The article is of practical value as its results can be used in comparative studies. The article is addressed to philologists, professors, teachers, students and anyone interested in Russian poetry and history. The conclusions of the research can be used both when studying intercultural processes and by culture experts, sociologists, ethnologists and historians when studying social and cultural, historical and literary processes.

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## Subjective Reasons for The Happiness of Students and Their Relationship To The Learning Process

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### Abstract

Professional activity of a person is an important part of the life of any person. Success in this activity affects the emotional and psychological state of a person. We consider the reasons that affect the satisfaction of their own activities. Much attention is given to the theories of E. Deci and R. Ryan, E. Berne, D. Winnicott. The article includes the research of subjective reasons for happiness among university students. The author has conducted a comparative analysis of people with a high and low index of happiness and has revealed the influence of study on the subjective feeling of happiness among students.

**Keywords:** happiness, transactional analysis, self-determination theory, true self, education

### 1. Introduction

Success in studying, in obtaining education or professional activity largely depends on the motivation of a person. Motivation leads a person to action. It largely depends on motivation, whether the result will be achieved or not.

However, not always achieving a result makes a person happy. Satisfaction with one's own activities and life as a whole depends on how much these results correspond to the true needs of a person. Thus, we can consider justified the division of motivation into internal and external. In their self-determination theory, R. Ryan and E. Deci say that external motivation is not related to the content of the activity itself and the pleasure from its implementation (Ryan & Deci, 2000). External motivation does not promote personal well-being, it suppresses internal motivation, and thus, is least effective in the education system. With external motivation, a person does not perceive him(her)self as the initiator of his(her) own activity, and the motivation for action is based on the incentives that result from the current situation and circumstances. However, each person has an internal motivation, the sources of which are the cognitive activity and interest. Here already a person sees him(her)self as the main reason for what is happening in his (her) life. One of the main ideas of this theory is the idea of three basic needs underlying the internal motivation: in self-determination (autonomy), competence and relatedness need with other people. The need for self-determination implies a person's desire to initiate his (her) own actions, control his (her) behavior, determine goals. The need for competence is expressed in the desire to achieve certain results, to feel aware, to be professional in relation to something. The need for interconnection implies the desire to establish reliable and trusting relationships with others, to feel own belonging. Thus, while maintaining internal motivation, we increase the efficiency of activities and the psychological well-being of a person.

The idea of three basic needs intersects with the idea of E. Berne about the autonomous personality and its components (Berne, 2005). A true autonomous personality is a person who realizes "the manifestation or restoration of three abilities: awareness, spontaneity and intimacy (closeness)". Awareness is the ability to see, listen, sense and feel things as they are without filtering own feelings about the world. Spontaneity is the ability to choose and act from the whole spectrum of thoughts, feelings and behavior, to respond directly and openly. Intimacy is a manifestation of warmth and closeness, an open expression of feelings and desires. At the same time, feelings are authentic or veritable (Steward & Joines, 1996).

D. Winnicott uses such concepts as True and False Self (Winnicott, 2006). The true life is sincere and direct, regulated by the true needs of a person. Behavior based on the True Self, is possible only if from the very childhood the individuality, independence, spontaneity of a child is maintained and encouraged. Pathological alternative to True Life, D. Winnicott considers the False Life based on reactions to external

incentives. The behavior of such child (and later, of an adult) is determined by other people. He (she) disaccustoms to understand his (her) own desires and does what people around him (her) expect of him (her).

Thus, it can be concluded that it is autonomy and independence in behavior, following one's own desires and needs that leads ultimately to high motivation in any activity. The main thing is that this activity should correspond to the true needs of a person. In this case, a person feels his (her) importance, strength and ability to manage his (her) own life. (S)He sees the opportunity to live the life (s)he wants, and feels the strength and ability to change what (s)he does not like. A person feels him(her)self the author of his (her) life, satisfaction with life grows, his (her) desire to engage in this or that activity increases.

In this regard, we decided to find out whether the university students are happy, which makes them happy and unhappy, and based on the results obtained, to assume whether they are following their true needs, true self or not.

## 2. Method

The study involved 86 bachelor students who are enrolled in the first year of the Institute of Construction and Architecture at the age of 17-22. Participation in the study was anonymous and voluntary. 37 respondents were offered an express test "The subjective happiness scale" (short SHS, here and below - SHS), developed by Lyubomirsky and Lepper (Lyubomirsky, Lepper, 1999) in its adapted version (Osin, Leontiev, 2008). This scale consists of 4 statements, for each of them it is necessary to indicate the degree of consent from "absolutely disagree" to "completely agree". In order to be able to divide the respondents into groups, several levels have been identified: 26-28 points - high level, 20-25 points - average level, lower 20 points - low level. The maximum possible number of points is 28, the minimum is 4.

46 respondents were offered a Renewed Oxford Questionnaire of Happiness (abbr. - OXI, here and below). This questionnaire consists of 29 groups of statements. In each group, it was necessary to choose one of 4 statements, best describing the feelings of a respondent recently. The results of this methods divide the respondents into 5 levels - from low to high. The maximum possible number of points is 100, the minimum is 0.

Also, 52 subjects completed the questionnaire on life satisfaction, including 4 open questions:

1. If you feel yourself a happy person, then tell me, please, why?
2. What gives you pleasure, makes you happy?
3. What do not you like about your life, brings grief and trouble?
4. For complete happiness I do not have enough ... (finish the statement).

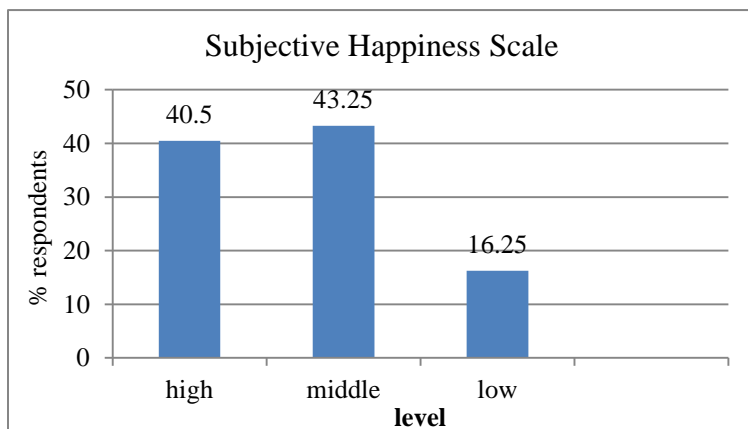
The processing of these methods included qualitative and quantitative analysis.

## 3. Results

First, the analysis of the results was carried out for each method separately:

### 3.1. Analysis of the results obtained during the procedure

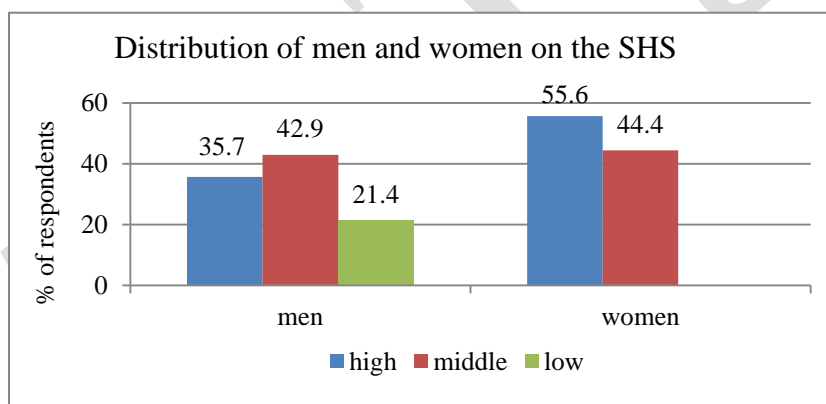
"The subjective happiness scale". During the analysis it was revealed that 15 people have a high level on the subjective happiness scale, 16 people are average and 6 are low level on the SHS scale. The average value for this method was 22.5, the minimum value was 14, the maximum value was 27. The percentage ratio of the respondents was shown in Figure 1



**Figure 1.** Distribution of students in levels of subjective happiness, SHS.

Thus, 83.75% of respondents have an average or high level. This suggests that most of the respondents feel themselves to be happy people. 16.25% feel unhappy.

Next, we compared men and women on this scale. The results are shown in Figure 2.

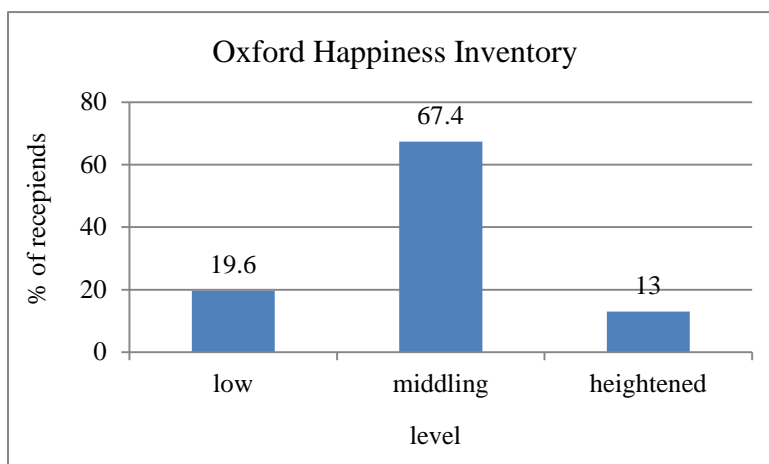


**Figure 2.** Distribution of men and women by levels of subjective happiness, SHS

It can be seen from the figure that women on average are happier than men, because among women, 55.6% have a high level of happiness, 44.4% – average level and no low level, while there are more men with an average level of subjective happiness, and 21.4% have a low level.

**3.2. Analysis of the results obtained during the Renewal Oxford Questionnaire of Happiness.**

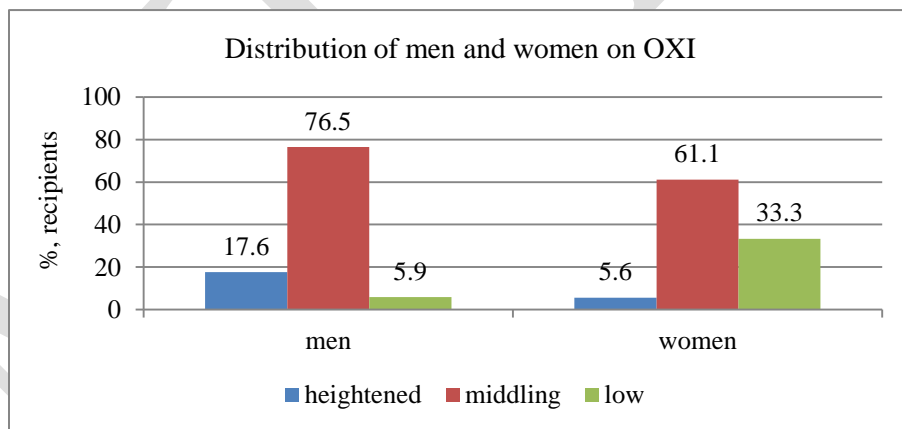
In this method, the levels of happiness are also highlighted. During the analysis it was revealed that 6 people have an increased indicator of happiness, 31 – average and 9 – lowered indicator. The average value for this method is 49.1, the minimum value is 23, the maximum value is 71. The percentage ratio of the respondents is shown in Figure 3.



**Figure 3.** Distribution of students by levels of happiness, OXI

Figure 3 shows that 80.4% of the respondents have an average or high happiness indicator, which indicates their well-being. At the same time, almost 20% of the respondents feel themselves not happy enough.

Further, we also compared the indicators of men and women by this method. The results are shown in Figure 4.



**Figure 4.** Distribution of men and women according to the Renewed Oxford Questionnaire of Happiness.

The data obtained during this method show that men are generally happier than women. Among women, only 5.6% with an increased index of happiness, while for men this indicator is 17.6. Also among women the number of insufficiently happy is more than among men (33.3% for women versus 5.9% for men).

If we summarize the data obtained from the analysis of the two methods and compare men and women, then there are more women with a high / increased and a low / decreased index of happiness, than men. At the same time, there are more men with an average index of happiness, than women.



**3.3. The analysis of the questionnaire about life satisfaction.**

During the processing of the questionnaires, the respondents' statements on each issue were analyzed. Next, we grouped them according to similarity and determined the share of each group of statements among respondents with different levels of happiness.

The results are shown in the tables below. Each table relates to one of the questions.

**Table 1.** Respondents' answers to question 1. «If you feel yourself a happy person, then please tell me why?»

Question 1. Group of statements	Level		
	High	Average	Low
Family	22.8%	6.1%	20%
Friends	10.5%	18.2%	13.3%
Basic needs (food, clothing, home, health)	19.3%	9.1%	20%
Support of close people, mutual understanding	22.8%	42.4%	13,3%
Favorite occupation (business, hobby)	10.5%	6.1%	
Surrounding people, the world	8.8%		
Absence of difficulties, grief		15.2%	13.3%
Cheerful, carefree life	3,5%		
Money	1.8%	3%	6.8%
I am not happy			13.3%

Summarizing the obtained data, we can say that the family, support of close people and satisfaction of basic needs make happy people with a high level of happiness. These people are characterized by such statements as "close people and relatives are alive and well," "there is a house, food, I can hear, talk," "a family where people understand and love me," "there are good friends, caring parents".

For people with an average level of happiness in the most part (42.4% of all statements of this group on this issue), support of close people, mutual understanding are most important, then friends and absence of grief go. It is interesting that people with a high level of happiness have no say about the absence of grief, in contrast to groups with an average and low level. Perhaps, this indicates that people from these groups have had a grief in their life or now everything is not very positive in life, because of what they see the lack of difficulties as happiness ("there are no serious problems", "there are no reasons to be very sad").

For people with a low level of happiness, family and basic needs are most important.

When answering the question "What gives you pleasure, makes you happy?" the respondents showed great similarity in the answers. In all three groups, the most popular were statements about the family, close people and friends ("relatives and close people to me", "friendship with a best friend"). Occupations and hobbies were noted by people with an average and low level of happiness. And people with a high level responded more often that they are pleased with the world around them, pleasant moments and events in life ("events and people that surround me"). Among people with a low level of happiness, the popular response was also about basic needs.

**Table 2.** Respondents' answers to question 2 «What gives you pleasure, makes you happy?»

Question 2. Group of statements	Level		
	High	Average	Low
Self-development	5.7%	6.1%	
Close people, family	17.2%	24.2%	25%
Health of close people, relatives	8.6%	3%	
Own achievements, successes	5.7%	9.1%	
The surrounding world, pleasant events, moments	14.3%	3%	
People	2.8%	3%	
Friends	17.1%	21.3%	25%
Basic needs (home, food, health)	11.4%	3%	12.5%
Different things	8.6%		6.25%
Hobbies	8.6%	15.3%	12.5%
Freedom, control of one's own life			6.25%
Studies		3%	6.25%
Joy of close people		3%	
Money		3%	6.25%
Absence of difficulties		3%	

It is possible to generalize that close people, family and friends make happy any person. So this is an important component of happiness, as well as occupations, hobbies. I think that this is due to the fact that with close people and friends a person feels relaxed, behaves openly and shows sincerity. In occupations and hobbies are also manifested inclinations that are characteristic of a person, which reflect his (her) personality. Getting carried away, a person also feels free, can act spontaneously and liberated. Unfortunately, studies make happy very few of the respondents. And this means that, most likely, studying is not their favorite occupation, does not correspond to their true needs.

Analyzing the answers to the third question, we can see the scatter of answers among different groups. For people with a high index of happiness, the main trouble is brought, first of all, by their own mistakes and failures, then personal qualities, lack of time and studies. Among the answers of this group there are

such statements as "own indecision, inability to make decisions", "everything that I do not like depends on me and my actions", "own laziness, lack of motivation", "lack of time", "exams, my evaluation".

People with an average index of happiness are more often upset because of problems in their personal lives or family, the surrounding people and negative thinking of society, as well as the injustices and troubles of others. They are characterized by such statements as "disagreements in the family, lack of home comfort," "there are bad people who make my life more difficult", "there is a lot of injustice in the world".

**Table 3.** Respondents' answers to question 3 «What do not you like about your life, brings grief and trouble?»

Question 3. Group of statements	Level		
	High	Average	Low
Personal characteristic	20%	10.5%	9.1%
Problems in personal life / family		21%	9.1%
Dependence on others, lack of freedom		5.3%	27.2%
lack of time	20%	5.3%	
Lack of purpose		5.3%	18.2%
Injustice in the world, other peoples' troubles		15.8%	9.1%
Surrounding people, bad people, negative thinking of society		21%	
Mistakes, failures, troubles	30%	10.5%	9.1%
Studies	20%	5.3%	18.2%
Living away from home	10%		

People with a low level of happiness are saddened by the lack of freedom and dependence on others, because of lack of purpose and studies. They say about a lack of understanding with what they want to relate their lives, about problems in the family, life, studies.

Comparing people with high and low levels of happiness, we can conclude that the statements of the first group sound their independence and responsibility for what happens in their lives, including for troubles and failures. People with a low level of happiness say about dependence, lack of freedom and misunderstanding of their own purposes. We also want to note that in both groups many respondents perceive studies as a trouble. It can be assumed that the first group, with a high level of happiness, is more distressed by their own failures and mistakes in their studies, and the group with a low level – from studying as a whole. Nevertheless, it shows the important contribution of study to a sense of one's own happiness. Unfortunately, the study did many respondents rather unhappy.

Analyzing the answers to the fourth question, more precisely, the unfinished sentence "For complete happiness I do not have enough..." we can see that most people with a high level of happiness do not have enough time and order in life. Respondents with an average level for complete happiness do not have enough material prosperity, money and some personal qualities (their answers: "financial well-being", "car, own apartment", "simplicity in the head"). Most respondents with a low level of happiness lack material prosperity and money.

**Table 4.** Respondents' answers to question 4 « For complete happiness I do not have enough ...»

Question 4. Group of statements	Level		
	High	Average	Low
Family	11.1%		
Material well-being (car, apartment, restaurant)	11.1%	25%	20%
Different things (chocolate, sneakers)	11.1%		
Money	11.1%	18.75%	20%
Health			10%
Personal qualities (perseverance, sociability, simplicity in the head)	5.5%	18.75%	10%
Time	27.8%	12.5%	10%
Freedom	5.6%		
Problems, interference in life		6.25%	
Mutual love, personal life		12.5%	10%
Purpose in life		6.25%	10%
Good work, life in order	16.7%		10%

As can be seen from the table, people with a high level do not believe that money or a car and an apartment will make them happy, unlike people from the other two groups. Most of all, people with a high level of happiness do not have enough time.

#### 4. Discussion and conclusions

In general, having analyzed all the results obtained during the study, we can conclude that the majority of respondents are quite happy. Among men, there are a large percentage with an average level and few people with a low or high level. Among women, there are more representatives with a low or high level. I think that this is due to the fact that usually women, more than men, tend to reflect, to trace their experiences, are more sensitive to any moments or events in a life.

A more detailed analysis of the subjective reasons of happiness and satisfaction with life, showed that all the respondents are happy with family, close people and friends. An important role is played by basic needs, one's own and close people' health, the opportunity to do things you like, warm supportive relationships with people. The reasons make people unhappy in their personal lives are: lack of money, freedom and goals; personal qualities and their own mistakes; lack of mutual love and material benefits.

Comparing the two extreme groups, with a high and low index of happiness, it can be noted that they are similar in subjective reasons for their happiness: family, friends and basic needs. We can assume that this is the basis of happiness, the necessary minimum to feel happy. Perhaps for people with a low level of happiness this is the only thing that makes them happy, while people with a high level of happiness realized that this minimum is the most important, and it is already enough for happiness. Significant differences between these groups, in our opinion, are manifested in the subjective reasons of unhappiness. People with a high level of happiness believe that they can influence their own lives, that they are the initiators of what is happening in their own lives, including some troubles. They believe that such personal qualities as indecision, lack of purpose, uncertainty make them unhappy. They are saddened by their own mistakes, problems that they can not solve on their own, which also demonstrates an active attitude towards their lives. While people with a low level of happiness occupy a more passive position, they see the cause of their unhappiness in other people, in surrounding people, in injustice towards themselves and other people. They feel dependent on others, not free to make decisions and manage their own lives.

Thinking about what they lack for full happiness, people with a high index of happiness most often indicate time and orderliness in life (in the first place, professional life). And people with a low level of happiness talk about the lack of money, cars, apartments for full happiness. In our opinion, this is also a reflection of different positions to life: active, dependent on the person (because time is not enough for something, for some activity) and passive, when happiness in life depends on external and material attributes such as money and a car.

Although there is something that unites them: study, or rather, the perception of it as a trouble and cause for grief. It suggests that the studies are compulsory, not their own conscious choice, or that studies do not provide an opportunity to realize their inner potential and feel responsible for the outcomes.

The study confirms the self-determination theory of R. Ryan and E. Deci, the theory of the True Self and False Self of D. Winnicott (2006), the theory of the autonomous personality of E. Berne (2005). The fact that respondents are unhappy because of their studies tells us that studies in most cases are not based on internal motivation, do not sufficiently develop the person's desire to initiate his (her) own actions, tells us about a greater manifestation of the False Self, rather than True Self, based on true needs and interests.

Thus, to increase the motivation for learning, for greater satisfaction with it, it is necessary to increasingly perceive the personality in a student, learn to recognize it, support individuality and initiative of the students, give them the opportunity for greater activity, rather than wait or require them to blindly follow instructions. This approach will help them become professionals and happy people.

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## Emotional Intelligence

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### Abstract

This article offers a detailed description of the basic models of emotional intelligence. The author, in spite of all the differences existing between these models, identifies the common features of emotional intelligence, which comprises understanding of emotional frameworks the interrelation of this ability to social success. This issue is a matter of genuine interest for the general public as indicators of efficiency of the biggest companies have improved after implementation of emotional intelligence elements into corporate culture. Emotional Intelligence has produced a beneficial impact on Companies' climate. Improvement of communication between people due to these skills touches upon not only the corporate environment, but personal relationships as well. The main difficulty behind emotional intelligence training comes from inherent predisposition to emotional intelligence. The author of this article reveals certain elements of emotional intelligence that could change modern societies viewpoint and daily life.

**Keywords:** behavior control, emotional regulation, emotional intelligence

### 1. Introduction

By the end of 20th century, scientists who had been breaking their heads for decades on the formula of success managed to get into the heart of the mystery behind this phenomenon. In 1990, John Mayer and Peter Salovey published their work based on numerous research studies of their predecessors. Mayer and Salovey introduced the new concept of "Emotional Intelligence". In 1995, the book by Daniel Goleman described this new concept in detail was published explaining this idea of "Emotional Intelligence" (Goleman D., 1995). This book became very popular among a broad community of people. However, working on the issue of emotional intelligence has been still underway, although this in no way diminishes a significance of the discovery made at the end of 20th century.

From the point of view of an average person, Emotional Intelligence is not something that makes someone nice and happy. It is all about our skills, an ability to identify emotions (the way how I feel, or the way how others feel), an ability to understand what causes these emotions, in addition to our capability of feeling and showing empathy. In other words, emotional intelligence is an ability to process information contained inside emotions, determine their sense, interconnection between such emotions and use the emotional information as a basis for thinking and decision making. Thus, this human behavior exerts a strong influence upon both personal growth and career. In its turn, this influences a success Manager. (Salovey P. & Mayer JD. 1990, Goleman D. 1995, Mayer JD & Salovey P. 1997, Bar-On R. 1997, Mayer JD, Caruso D. & Salovey P. 1999, Goleman D. 2001, Lyusin DV, Maryutina OO & Stepanova AS 2004, Goldber E. 2007, Bredberri, Grivz (2017), Goleman D, Richard E., Boyatzis R & McKee A. 2018).

### 2. Methods and Models

Let's have a look at several models of emotional intelligence:

#### 2.1. The model of the Emotional Intelligence by Daniel Goleman (1995).

**Table 1.** Model of emotional intelligence. D. Goulman's

Properties	Characteristics
Self-awareness	- emotional consciousness - exact self-assessment - self-confidence
Self-control	- restraint of emotions - openness - adaptability - will to win - initiative - optimism
Social sensitivity	- sooperezheniye - business awareness - courtesy
Management of relationships	- enthusiasm - influence - help in improvement - assistance to changes - settlement of the conflicts - team work and cooperation

According to the Goleman model, there are four areas of competence:

Self-awareness

Self-control

Social sensitivity

Management of relationships

Self-awareness

People possessing high emotional self-awareness tend to listen to their feelings and clearly see the impact that their feelings produce on their psychological condition and performance indicators. They unerringly catch their fundamental values and can select instinctively a manner of behavior in a difficult situation due to their ability to watch the entire image of what is happening in general. Leading individuals having well-developed emotional self-consciousness often happen to be fair and sincere, capable of openly talking about their feelings and believing in their ideal. Self-awareness allows estimating the limits of human capabilities and strengths that leads to adequate self-esteem and confidence.

**Self-control**

In other words, it is an ability to curb your emotions and impulses and even use them for the benefit of business. Successful people effectively cope with this problem and are able to stay calm and prudent even under severe stress and crisis. Openness is referred to the same sphere - the capability to express feelings and convictions, thus facilitating a progress in establishing honest relationships. A person who admits their mistakes but does not turn a blind eye to the same, is a leader possessing high ethics that makes them a fighter against immoral behavior of others (I cannot help mentioning the Prime Minister of Singapore Lee Kuan Yew - the man who raised up the country from poverty and brought it to



prosperity). Therefore, no wonder that D. Goleman attributed both will to victory and initiative to this particular sphere. The openness is associated with a strong will, and a strong willed person is proactive. Accordingly, it turns out that these qualities cannot exist without each other in an individual character. Confidence sits at the top of the system. Only a confident person can tell directly what they are not satisfied with. Such an individual is a leader!

### *Social sensitivity*

A successful person knows how to listen to someone else's experience and how to get tuned to a wide range of emotional signals. This quality allows a successful person to understand the unspoken feelings of individuals and entire groups of people. He has sympathy towards to the surrounding people and can mentally put himself on the place of another person. Empathy is the property owing to which, a leader perfectly gets along with people from different social groups and even other cultures. He is keenly aware of all changes of an established life, politically insightful and able to manifest most important social interactions and understand the intricacies of the power hierarchy. Such a leader usually realizes which political forces operate in the organization and what are the governing values and informal rules determine the behavior of employees. He is prudent and strives to create such emotional environment in the organization that assists the employees in maintaining a proper relationship with customers they serve and demonstrates the readiness to communicate with everyone.

### *Management of relationships*

One of the qualities of a successful person is inspiring. To put it in other words, this person is skilled to inspire others with an idea of the future and a common mission to be performed. Such a manager personally gives the employees an example of the desired behavior and is able to set out an objective so that others can be inspired as well. Presetting a goal for himself, he makes people's work more sensible. This makes another property of a successful person – a capability of influencing others.

The attributes of this behavior are diverse: from the ability to choose the right tone when addressing a particular listener to the ability to attract interested parties and gain a mass support for initiative being promoted. Help in self-development and promotion of changes are two other fundamentals the author of this model referred to the sphere of relationship management. In fact, if you carefully study all of the above-mentioned spheres we will see clearly the intersection of some properties. Assistance in self-development and a promotion of changes are qualities equal to an initiative in the self-control sphere. A successful person is aware of how to initiate transformations and is able to identify the necessity of making such changes. He challenges the established order of things and defends a new one, becomes a teacher and a mentor for the subordinates helping them to improve themselves and achieve preset objectives. Yet another feature of a successful person is being fit for conflict resolution. It means an ability to bring conflicting parties to a frank conversation to find a point of contact with an acceptance of feelings and positions of all those involved into a conflict situation. That is what is characteristic for this feature holder. For this particular reason, a person with high emotional intelligence is an excellent team player able to make an impact upon a surrounding environment and company's financial achievements (this explains a greater interest on the part of corporate management to this issue).

### *Management of emotions*

Since emotions are carriers of information and put an influence upon human thinking, it makes sense to take them into consideration while building logical chains, solving various problems and selecting a way of behavior. To do so. It is very important to understand our own emotions no matter whether they are desirable or not and choose strategies of behavior, taking them into account. This feature relates to skills directed to using information provided by emotions, causing said emotions to occur or rejecting them depending on how informative or useful they really are, managing the emotions of our own or ones coming from other people

## 2.2. Model of the Emotional Intelligence by Reuven Bar-On (1997)

Table 2. Model of emotional intelligence of R. Bar-On

Properties	Characteristics
Intrapersonal sphere	- assertiveness - emotional introspection - independence - self-esteem - self-updating
Interpersonal Relations sphere	- empathy - social responsibility - interpersonal relations
Sphere of adaptability	- ability to solve problems - reality assessment - flexibility
Stress management sphere	- tolerance to stress - control of impulsiveness
Sphere of general mood	- satisfaction with life - optimism

In this model, the intrapersonal and interpersonal spheres can be seen in addition to adaptability; stress management and general mood are distinguished. The intrapersonal sphere refers to the ability to understand and control one's self. This sphere combines the properties of introspection (an ability of a subject to identify his/her feelings and understand their nature), assertiveness (an ability to openly express thoughts and feelings), independence, self-esteem recognition of both strengths and weaknesses, while retaining a good self-opinion in spite of all flaws) and self-realization (an ability to realize a potential). The interpersonal sphere includes social skills (an ability to interact with other people). The constituents of this sphere, according to R. Bar-On, are empathy (an ability to understand the others' feelings), social responsibility (a skill of cooperation with surrounding people benefiting a social group to which a skilled person belongs) and also, an ability to start and maintain new relationships that are mutually beneficial and lead to a compromise and a sense of social affinity.

The adaptability means the sphere which includes an ability to be flexible and realistic (i.e. being able to see things as they are, not as they are desired to be seen) and an ability to solve problems (being able to define a problem to proceed then to finding an effective solution). The stress management means abilities to withstand stress and control impulses. Tolerance of stress (an ability to remain calm and focused under stressful events environment) is an important criterion of success. Many achievements occur precisely through a strong stress. Therefore, an ability to cope with a stressful situation is the key formulation of a successful person. A control over impulses facilitates making an optimal decision without an exposure to strong emotions. The general mood is a final sphere identified by the author of emotional intelligence model. This includes optimism (an ability to maintain a positive attitude even when it is very difficult to do so) and an ability to feel a joy (i.e. being happy because of the feeling of joy arising from life a person lives and hobbies a person is committed to).

## 2.3. The Model of Emotional Intelligence by John Mayer and Peter Salovey

Table 3. Model Salovey-and-Mayer

Properies	Characteristics
Emotional management	<ul style="list-style-type: none"> <li>- an ability to remain to be open for both pleasant and unpleasant feelings</li> <li>- an ability to extract emotions and to distract from them depending from their values and usefulness</li> <li>- an ability to control emotions both your and others (distinguishing they influence, sensibility and typicality)</li> <li>- an ability to manage emotions both your and others, reducing negative ones and increasing positive emotions without suppressing and amplification information they can transmit</li> </ul>
Emtional understanding and its analys	<ul style="list-style-type: none"> <li>-an ability to mark emotions and its verbalization, understand the difference between similar emotions</li> <li>-an ability to interpret meaning of emotions, to understand cause and effect connection</li> <li>- an ability to understand complex feelings</li> <li>- to distinguish emotional changes</li> </ul>
Emotional implementation for improving mental activity	<ul style="list-style-type: none"> <li>- to use emotions for priority things and important information</li> <li>- to use emotions as means for memory</li> <li>- emotional fluctuation of mood, changing individual prospects from optimistic to pessimistic mood, contribute to consider multiple point of view</li> <li>- to evoke emotions for solving certain tasks (e.g. creative tasks are solved better if an individual is in a good mood)</li> </ul>
Emotional esteemation and its expression	<ul style="list-style-type: none"> <li>- an ability to identify emotion in physical conditions, perceptions and thoughts</li> <li>- an ability to identify emotions of those who depict on pictures, art works and so on via sounds, language and behavior</li> <li>- an ability to persicely express emotions and need interconnected with them</li> <li>- an ability to distinguish accurate and inaccurate emotions, genuine and unauthentic feelings</li> </ul>

This model offers four different spheres of emotional intelligence: accuracy of evaluation and expression of emotions, using emotions in the mental activity, managing and understanding emotions.

*The accuracy of evaluation and expression of emotions*

Emotions are signals indicating to important events occurring both inside and outside. This sort of skills rests on an ability to identify emotions based on a physical condition, thoughts, an exterior appearance and behavior of a subject. Such skills also include an ability of a person to accurately express his/her emotions and disclose the needs associated with them to other people.

*Use of emotions in the mental activity*

The way that we feel has an effect on how we think and consequentially what we think. This feature is helpful in understand how to think more efficiently by using emotions. Managing the emotions, we can

have a perception of the world at different angles in order to find more effective solutions for problems to be solved.

### *Understanding of emotions*

Emotions never occur like random events. They tend to appear because of certain reasons and they are variable obeying certain rules. Human capability to locate a source of emotions, identify them, detect a connection between words and emotions, construe their meanings, understand sophisticated (ambivalent) feelings and transitions from one emotion to another in view of their possible further development contributes. The skills regarded vital for an elementary coexistence in social life.

### **3. Results**

All above-mentioned models highlight the important property which comprises understanding of human feelings and having a control over them. Thus, this quality becomes fundamental in emotional intelligence. The second very important property is empathy for its being helpful to understand others and build up effective relationship (in the model by J. Mayer and P. Salovey this ability is absent as their model implies a training technique to develop emotional intelligence in a subject, while empathy is an inherent quality of human beings that cannot be acquired during the life). It is important to distinguish emotional intelligence from a simple manipulation. Both approaches are used in the human management field: thus, the first approach leads to success and high results, but the second one leads to nowhere. Manipulation is a substitution of concepts as it is one of the most in miserable way to attain preset goals. It includes intimidation, discrimination and blackmailing. Under such circumstances the emotional connection between people are lost, the conflict situation is formed and the society is collapsed as a single efficiently functioning unit. In general, this method of "management" causes irreparable damage to the society, including loss of faith, lack of motivation, isolation, embitterment and higher crime rate. All of these drawbacks result from the lack of leadership possessing high emotional intelligence.

Here is a simple example illustrating how the emotional intelligence may influence the outcome of work. Let us consider the work of a furniture salesman. Trying to understand a customer, the salesman with high emotional intelligence offers what the customer needs to establish a strong emotional connection with him. Emotional connection helps him in the sale process to overcome various objections of the customer. Often the connection becomes so strong that the details of this company's products play less role than in the case of full absent of it. The customer follows their impulse to buy in the place where the salesman established a good contact.

The next example will show how exactly emotional intelligence affects art and what exactly characterizes these people. An illustrative sample includes a musician. Undoubtedly, this sort of professionals has a high emotional intelligence. With zero emotional intelligence they would not be able to express their feelings in music since this particular thing makes the music soulful. This music player is a refined person and it is very difficult for him to control his feelings and emotions (they are much more numerous and much stronger as compared to feelings and emotions of an average person). Therefore, all these feelings are entirely transferred to music and become an integral part of their life what makes him great musician (in this example, the connection of musical intelligence is tracked as one of the components of the emotional intelligence). Similar mechanism applies, when it comes to other representatives of creative professions.

What happens if the emotional intelligence is either not enough or totally unavailable? Everyone knows Henry Ford. Many books describe his phenomenal success, but few people are aware that he had awful relationship with his only son (he never became his successor) and that his lack of flexibility in management almost destroyed the company. His self-esteem and self-conceit were barriers on the way of establishing emotional contact with engineers and developers. An inadequate evaluation of himself almost brought his company to collapse if not headed later by a person with high emotional intelligence.

Not everything is simple even for those having a high emotional intelligence. Steve Jobs, the creator of next generation technology. Jobs was often involved into severe conflicts both with employees and partners. Being extremely intolerant, bad-tempered, and excessively emotional, he could inspire millions. Emotionally Intelligent people possess the ability to inspire others, thus making other people yearning for achievement and active. Such qualities overlapped all these disadvantages of his character and he went into history as a man who changed the world. Thus, it can be seen that possessors of emotional intelligence are also humans with their own flaws, but they have something in common: an open emotional connection with the outside world with the willingness to share the best things they have inside themselves. Those possessing vast knowledge and skills often remain a shadow of success precisely because of the absence of this connection which, as it can be already seen, plays a key role in the formation of a successful person, regardless of the life sphere.

**Table 4.** Levels of emotional intelligence

Intensity of Feelings	Happy	Sad	Angry	Afraid	Ashamed
High	Elated	Depressed	Furious	Terrified	Sorrowful
	Excited	Agonized	Enraged	Horrified	Remorseful
	Overjoyed	Alone	Outraged	Scared stiff	Defamed
	Thrilled	Hurt	Boiling	Petrified	Worthless
	Exuberant	Dejected	Irate	Fearful	Disgraced
	Ecstatic	Hopeless	Seething	Panicky	Dishonored
	Fired up	Sorrowful	Loathsome	Frantic	Mortified
Medium	Passionate	Miserable	Betrayed	Shocked	Admonished
	Cheerful	Heartbroken	Upset	Apprehensive	Apologetic
	Cratifiend	Somber	Mad	Frightened	Unworthy
	Good	Lost	Defended	Threatened	Sneaky
	Relieved	Distressed	Frustrated	Insecure	Guilty
	Satisfied	Let down	Agitated	Uneasy	Embarrassed
Low	Glowing	Melancholy	Disgusted	Intimidated	Secretive
	Glad	Unhappy	Perturbed	Cautious	Bashful
	Contented	Moody	Annoyed	Nervous	Ridiculous
	Pleasant	Blue	Uptight	Worried	Regretful
	Tender	Upset	Resistant	Timid	Uncomfortable
	Pleased	Disappointed	Irritated	Unsure	Pitied
Mellow	Dissatisfied	Touchy	Anxious	Silly	

**4. Discussion**

Currently, the definitions of emotional intelligence are as numerous as researchers taking care of this issue. Business coach Andrei Pozdeev thinks the definition and model of the emotional intelligence proposed by D. Mayer and P. Salovey is the most accurate for him (*Salovey, P. & Mayer, J. D., 1990, Mayer, JD, Caruso, D., Salovey, P., 1999*). He says that the emotions and intellect should act in partnership without dominating one another. This is what he teaches at the trainings on the development of emotional intelligence. According to him, emotions and intellect are not two separate structures of the brain. This is

a single interconnected area and changes in one part of it leads to changes in another (emotions affect intellect and vice versa).

Admitting that emotional part of the brain is an older formation, we acknowledge that emotions were dominant in the ancient times. In this case, a behavior is rated as primitive and low efficient since an excess of feelings disorients a person who: freezes as if he is already dead or hiding erratically without settlement of a problem or a situation. Therefore, A. Pozdeev mentions a complementarity of emotions and intellect (rational and emotional constituents of us). Psychologist Irina Andreeva outlined in her work "The Emotional Intelligence: researching the phenomena" the problem of a gap between mental development and personality development (including emotional gap). It is pointed out by the author that the problem of the modern society lies in the rational attitude toward life embodied in the image of die-hard and emotionally deprived superman.

It is known that a prohibition on emotion leads them to the exclusion from consciousness. In its turn, impossibility of psychological processing of emotions contributes to the growth of their physiological factor. It became very obvious that people with lower level of self-control have emotional problems. Emotions, getting out of the control of consciousness, impede implementation of plans, erode person-to-person relationships, adversely affect a proper performance of office and household duties, thus undermining health and hampering rest.

The professor of the Department of Organizational Behavior of Cleveland Richard Boyatzis believes that the people, if they really want, can develop emotional intelligence. But many experts are of opinion that the level of emotional intelligence is predestinated from the birth. He emphasizes that the main problem is not a lack of ability to change but a motivation. For example, if a manager is fearful of losing a job because of misunderstanding his subordinates, he may be deliberately desirous for a certain time to show empathy and sympathy toward them. But fear-generated changes and an avoidance of colleagues can hardly last for long. Changes generated by hopes and a desire to achieve a goal will be more stable.

The professor of Neurology at New York University and director of The Institute of Neuropsychology of Cognitive Activity Elkhonon Goldberg stresses that emotional intelligence is subject to studies only to certain extend. He says that emotional intelligence is similar to the mathematical and musical abilities, asking whether it is possible to become a musician by nature without having received this gift from nature. His answer says it is possible but such a person will unlikely become Mozart. He holds the opinion that intelligence develops through a combination of natural endowment and training. Without such endowment is it unlikely to achieve a high level of emotional intelligence only through training. It will be a waste of time for both a coacher and a student.

The former president of medical company in Minneapolis William George says that work over emotional intelligence begins with understanding your strength and weaknesses, self-consciousness, life goals, values and motivations. He believes that self-consciousness is not something given from the birth, but the ability can be developed during the life though it requires self-observation, understanding and feedback coming from other people. It is necessary to learn from the difficult circumstances and setbacks. Some individuals succeed only due to the determination and aggressive tactic. But when such people reach the leading chair they become destructive as they did not focus on the work over a personal growth in a good time. Those who have a passion for self-exaltation can be exposed to unjustified risk, they may be so confident in their own importance that they will eventually put their interests above the interests of the company, family and so on.

Musical director of the Symphony Orchestra of San Francisco Michael Tilson Thomas refers to an orchestra conductor as a person with high emotional intelligence who deeply understands the true state of things, has a kind heart, and strive to inspire everyone to create awesome and marvelous music.

He does not seek to rule the orchestra giving to every musical instrument the power over its own performance. Michael inspires musicians to play in unison realizing that they are the most important elements of the music. He sets the goal of helping to perform convincingly and naturally that every musician feels himself a part of mutual conception.

Despite the fact that the participants in this discussion have different interpretations of the emotional intelligence – all points of view presents us with a complete picture of this question from various angles. I agree with A. Pozdeev that the emotional intelligence is associated with IQ. I. Andreeva noted very correctly that any emotional suppression or a prohibition entails destructions. R. Boyatzis pointed out that without a sincere desire it is impossible to achieve a good results in working on oneself. It is difficult to challenge the fact that without talent for emotional intelligence it is hardly to be developed. Elkhonon Goldberg brought the musician as a good example of that. W. George talks about the importance of working on yourself, as without it even with the high emotional intelligence good results in all life spheres will never be attained. And as the final feature of such a people – the skills to submit their power to the other leader – the wisdom that is acquires during the life but those who achieve it become very successful and attained the place on the top of the society and introduce themselves as strongest leaders into the history.

## 5. Conclusions

The importance of this discovery has already played a huge role in the world. A lot of companies have attracted specialists on this issue to improve management efficiency and get better indicators. The orientation towards success by building effective relationship with employees helps to save companies a substantial finance and time resources. The implementation of the emotional intelligence in personal relationship also contributes to a deeper mutual understanding between partners that has a beneficial effect on that. Thus, the discovery of the emotional intelligence affect all spheres of human life, that is led to a qualitative and profound changes that is unlikely to be affected by fleeting fashionable public opinion and stereotypes.

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## Psychology of Marketing

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### Abstract

This article provides a deeper insight into psychological tools and tactics used to facilitate brand promotion to achieve an increase in sales. Modern psychological mechanisms of influencing potential customers via marketing device implementation are comprehensively described below. All disclosed methods of increasing sales efficiency are based on serious experiments performed by psychologists of different countries and effectiveness. Statistical data collected after implementation of these methods by various companies are supported. The present article presents different points of view of both Russian and foreign experts in the field of marketing. The author notes that their respective visions of modern marketing tactics are similar in terms of effectiveness based on psychologists' research. The article highlights the main feature of the modern approach to increasing efficiency in sales and the changes in perception of advertising media over the past decade among consumers. The only unchanged element remaining in the approach to marketing psychology is the sincere desire to render assistance to consumers in solving their problems by selling to consumers a company's product or service

**Keywords:** marketing psychology, experiment, customers, customers, company results

### 1. Introduction

A broad array of various goods is widely distributed in modern economies. A frequent questions pops up: why does one company succeed in the market while another one does not? What prompts purchasers to buy this or that product or service? How do purchasers make decisions and what actually influences their decision making strategy? All these issues lay in the field of psychological marketing or behavior economy and answers refer us to the depth of the human history. Psychological marketing is a fundamental science, based on psychological researches and estimations of human nature and its interrelation with the environmental world. This branch of marketing is an inalienable part of the general marketing. It is oriented to the depth of psychological processes that accompany consumers' decision-making to buy some goods or use some services. An implementation of psychological tools appeals to consumer emotions and suggests a context to purchase goods or services without persuasion. The context is an outer trigger to make up the decision to buy while emotions form an inner trigger. Emotions generate a human's answer to environment. There are numerous emotions that influence consumers buying process. That makes it difficult to explain. Sometimes, emotions may look spontaneous with no connection with what happens in reality however, it is far from the truth. It is known there is empirical research studies focused in particular on the study of emotions related to consumer buying behavior. This science involves emotional intelligence. It assists in explaining emotions in a certain period of time and lends a hand in better understand the nature of making up a decision to buy some goods or services: Claus Mozer (2013), [R. Best](#) (2016), S. Weinschenk (2013), Nir Eyal (2016).

### 2. Methods

Psychologists distinguish nine principles that guide people reacting to external incentives of marketing in their decision making strategy: Chaldini R., Martin S. & Noah Goldstein H.(2013), Chaldini R., Kenrik D., Neyberg C. (2016), Robert Cialdini (2017).

### Reciprocity

This principle was offered by Robert Cialdini in his work "The Influence: psychology of persuasion". Such principle is very simple: someone does something for you disinterestedly and you are grateful for this and desire to do something back for them. Why the marketing takes place? The matter is the



principle “mutuality” is widely used here: bonuses, fast delivery, a box of chocolate, greeting card – all these things serve for construction of better interface with a consumer and having their greater loyalty.

Commitment. The principle “commitment” is a nice way to retain a bonding to client when he/she wants to go away. This was described by R. Cialdini as well. Of course, the first principle is better to be used but if that one doesn’t work for some reasons, “obligation” is the best way to make client feel bound with the selling company: prepayment, giving elite client status, unexpected gift. All these actions make a client feel obliged and facilitate keeping the client closed to the company.

Authority. Such a principle rests upon opinions of the reputable experts, whose points of views are difficult to call in question. As a rule, they are famous people like actors, athletes and professionals in different fields. They are serving as a kind of guarantee in support of “correctness” of a decision being made. Thus, authority converts something into trust and trust converts the same into a purchase. A vivid example of this phenomenon includes athletes engaged into active promotion of products for fitness and sports top-models advertising cosmetic products and clothes, exhibiting their “best choice”. All these people are invited experts and they are very well paid for such work. Costs of many companies for such promotional activities to market their products are largely compensated later on by gained profit. But how these people are actually selected for this mission? This selection stands upon psychological researches of customer’s behavior. Frequently, not just a product is sold by companies, but a prestige or sweet promising.

Bandwagon. Joining to existing group of consumers is much easier than making up a decision to buy alone. Have you ever noticed if several people stay next to counter, you have an instinct to come over and see what is there? And there is no responsibility for taken decision as all these people have already done it for you. That is why, specifically in online shops, replaced buttons and counters of social network, the data of quantity of the sold product, feedback and views are serious incentives to acquire this product or services.

Liking / Sympathy. This is another principal underlined by R.Chaldini (2014). When a person likes something a feeling of being attached to the liked object occurs. This attachment feeling adds to a higher likelihood for the person to address the chosen object. Identify your client and create an image of retail outlet, which may be liked by a client. What does it mean? Let us just imagine, you are selling business clothes. Put an accent on the successfulness of people wearing your clothes. Human nature calls individuals for association themselves with idols (with those whom they want to be similar). It explains why people who watch advertising with attractive and confident men and women who are leading to their offices, driving luxurious cars, having dinner in fine restaurant, consider themselves, if they would put on the same clothes, to be exactly confident and happy, full of success because companies are selling to people a dream of these people. There is nothing more crucially important than a consumer’s dream. Buying something, the consumer is guided by emotions capable of pressing the consumer into getting hold of this particular product as fast as possible because it is the shortest path to those things long awaited by consumers.

Scarcity. It has been commonly known when an offer for a desired product is limited, a demand for that product tends to grow. To get a better result using this marketing action, it is necessary to make an accent that there were a lot of these desired products offered for sale, but now they are almost none in stock. Hurry up, guys! The offer of the product is coming to an end! It was demonstrated by researchers that a financial effect may be even worse when it was initially claimed that a product in stock was not offered for sale in a sufficient quantity. Presumably, other principal named a social instinct seems to have been at works here. If customers buy a certain product, it means this particular product is highly valuable for the consumers and, therefore, it deserves to be bought. Not many people can clearly see that the situation

about this product is totally opposite and such product offered for sale aggressively, most likely, has been merely stored in the warehouse for too long. That is how exactly the marketing psychology works!

Illusion of Novelty. Illusion of novelty has a very remarkable effect. This principle works as follows: you noticed a certain thing to respond intentionally to this fact and then start noticing such a thing everywhere. And this particular thing may be new for you only. A lot of young parents getting ready for baby birth were noticing that the world around them suddenly became full of pregnant women. And this fact doesn't mean that an actual quantity of pregnant women increases in reality. The human mental structure is such that it just can put an emphasis upon something which tops the agenda. And an objective faced by psychologists into exploring this issue is to create a condition when a product offered for sale would become fit for day-to-day life of everyone, bring people to understanding how useful the product may be their daily life (products of luxury segment are not considered in the instant case).

Forgetfulness. The modern world is overloaded with information. The consumers have neither time nor desire to go into all the details of it. And due to the effect of forgetfulness, everything which was read and heard disappears quickly from the head of a modern consumer. That is why the bright colored ad with capital letters can not only attract consumer's eyes but it makes them remember the message addressed to them. Researchers showed that only headlines of the ad remains in human's memory.

Grouping. Our physiology imposes a limitation to our short-term memory. Common limit is 7 point of information. For easier memorizing, humans use informational grouping by similarity. For example, the customers often group the stuff they need by supermarket departments: milk products, grocery, and meat section and so on. Then, whenever a customer comes into a certain department he remembers his needs and the list of the needs become detailed, but in a mental way. That is the reason why the offered goods must be grouped in such a manner making it easier to memorize them.

Lack of understanding a psychology of marketing is the reason for many mistakes in creative media, product promotion and goods positioning. In spite of a company's efforts to increase the clients' loyalty, they leave a company very easily to get something from their competitors. Companies run by old paradigms invest big money in their brand but the time of such a marketing step was gone.

### 3. Results

The modern rationalization of buying some products very often remains beyond the usual understanding of this term. The right example of it is described further. A huge number of people bought iPhones for big money and afterwards they insisted that the price of this phone was reasonable compared to cheaper analogous counterparts. The situation in reality was opposite. As it can be seen from this example, the rationalization of the purchase happened, but under completely different logic. What was actually sold to a customer? Hardly the convenience of the phone was sold as there were other less expensive and functional models on the market. What gives a rise to such a situation on the market and why on the part of the human in makes them to behave irrationally, keeping the opinion that they are absolutely right? Here physiology matter takes place. Our brain can be divided into three sections: reptilian brain, limbic system and neocortex. When decision is making informational processing comes from the bottom to the top.

First, information is accepted by reptilian brain since it is the most ancient part of it which is responsible for our primitive feelings. In psychological marketing, this type of brain is hardly taken into account. Another part of our brain, the limbic system is responsible for emotional functions, is under target observation of psychologists for decades. Neocortex is rations chain in our brain. It looks like that the whole brain is responsible for rational human behavior, but it is not the truth! All decisions attained rational brain part is predetermined by emotional one and, as a result, we get decision based on our feelings, not on rationality.

Here is another wondering fact of our brain mechanism, which attracts attention of the marketing experts while introducing new goods or services on the market. Did you ever face situations, when you didn't like something at first, but then it became a favorite thing? This type of situation frequently occurs and they can be explained scientifically. We acquire positive attitudes to external stimulus if we are under an influence all the time. The longer we have been under such influence, the stronger positive attitude we acquire. A good example is a compulsive song that sounds everywhere: on TV, radio, internet. In less than two months this song becomes a hit in spite of poor lyrics and primitive tune. It is a successful marketing works! The addiction principle makes people liking the song. But is it not necessary to aware the subject of addiction that such a mechanism has an influence on people. In one research, the geometric figures flashed a front of audience with a high speed (4 milliseconds) that it was impossible to notice them. After the experiment, the participants were offered to choose the geometric figures: one flit before so fast the participants of experiment could not see it; another one was absolutely new for them. Researches asked people to choose one figure from those two that they like more. And they insistently chose the unknown figure they observed during experiment. In reality, the unaware influence is very strong at our consciousness. How could it happen that invisible influence was more powerful than bright and attractive ad that looks incomparable? The answer lays in emotional primacy. This concept suggests that our emotional reaction can go first compared to our cognitive skills.

An effect of influence becomes stronger when it happens fully unaware as it has emotional reaction without cognitive one. They make our estimation stronger with distortions because only emotions take part in it. But if the brain switches on, taking decision will be changed to opposite one. Unaware influence prevents potentially harmful for "right" decision changes and that is why it is highly-efficient in marketing.

Why do repetitions cause a strong influence upon people? Psychologists explain that similar people are mutually attracted. The principal of attachment based on this mechanism. The repetition creates a positive attitude towards stimulus by strengthening a sense of habitualness to the stimulus that makes it less threatening for potential customers. Besides evolution, a couple of reasons are behind the principle of attachment to the viewed materials. The first reason belongs to formation of conditional reflexes, the second one relates to a fluency of processing. The processing fluency and a speed of information processing have a serious impact to our perception. As a rule, the higher speed of informational processing we have, the more positive attitude we develop. Why does it happen? It explains a feeling of satisfaction of the quick information processing and we confuse a source of positive feeling. When we have positive emotions, we believe that they are caused by received information from ad (it explains an effect from interactive creative media with tests and tasks for potential clients). How information processing is associated with stimulus repetitions? This mechanism has a high influence on observers because of increasing speed of the information processing, i.e. the more people watch the same video, and the faster they process their information. This mechanism is widely applied by famous brand company. They call this strategy of persuasion and it is based on key words, such as: a comfort, a prestige, a convenience and so on. In such cases, a "conceptual" fluency appears and plays a leading role in our consciousness - a type of fluency connected with simplicity of information implementation. Usually, the faster such a "concept" comes to our minds, the more we tend to have positive thoughts about it and the easier we get a trend of purchasing a certain product. Another interesting fact about our perception is that the oftener we watch the same materials, the better mood we have. This conclusion was done by researches experimenting with hieroglyphs. In the experimental group, where hieroglyphs were shown 25 times the mood was worse compared to the group where hieroglyphs were shown 5 times. And it is explainable: the more participants watched the same hieroglyphs, the better they could memorized them, the more satisfaction they could have, which definitely led them to a better mood. And, on the contrary, participants who didn't have repetitions of the same hieroglyphs felt uncomfortably and unsatisfied with

the fact they could not memorize the showed material because of a weak capacity of information processing.

Psychologists studied one more very important event in marketing, which is so called “selective attentiveness” (it is a key factor in the mechanism of repetition). During experiment, the participants were offered to watch a video and count the number of ball passes by participants of one from the two teams. The goal of this experiment was not to reveal those who could count ball passes, but identify a percentage of those who during this experiment didn’t notice a man in the gorilla’s costume. The result of the experiment was overwhelming: no one from the experimental group paid attention to a man walking among them in such a weird costume. Psychologists came to conclusion that brand building, promotions of different products and ways of its selling and other marketing steps must be simple without excessive details that could overload our perception of new marketing action. Further experiment was focused on an impact the colors may produce on customers. During this experiment, different colors were used: in one experimental group the colors were match to each other, but in another group they contrasted one another. This experiment revealed that well-matched colors are remembered better than contrasting colors. And an optimal number of hues should be no more than 3 in colors chart. The research showed to experts in marketing the importance of color spectrum and it appears in minor details – up to the color of commercial site.

On this base, the psychologists who took part in this experiment came to conclusion that contrast of colors is important, but this should be present between background and a main marketing message. But in the key design, contrasting tones and abundance of colors better not to use. An influence of the group was also studied (i.e. bandwagon feeling that was above-mentioned and it has been playing a leading role in decision-making). This experiment involved the participants who mostly were false participants. They gave wittingly wrong answers that were obvious. But what did happen in the experimental group? Those few real participants were influenced by erroneous answers (they predominated as false participants) and started giving wrong answers too. The psychological experiment helped to estimate the group influence on potential customers. It means if several false customers “are buying” something in the store it is highly probable that a real customer who randomly comes in will do the same. It is important to take into account headers. Only 20% of people will read advertising text without proper headers, even if posted information there are very useful. All listed results of psychological experiments help to increase sales several times. Therefore, successful companies use them. This also applies to clothing or personnel dealing with customers. A good example is airlines. They strictly adhere to the corporate style of clothing beginning from the stewardess to the technical staff of the airlines. The colors of the logo and the clothes of personnel as we already understand are selected on the psychological basis. They must inspire confidence in reliability and be associated with a comfort during the flight. The advertising served in the plane is not so intense since people who watch it are in a confined space of the plane and if the advertisement is excessively dynamic then sitting people may have a feeling of discomfort as they are almost all the time in a seated position.

#### 4. Discussion

The research helped to develop the consumer market to the existing level. And this does not finish the work of psychologists. Each subsequent year brings more and more new breakthroughs in field of marketing.

Igor Samoylik, the general manager MRTNG.pro (Matyushkin V.C., 2018), says that the marketing psychology is based on a potential buyer’s portrait and this portrait should include not only customer’s dreams, but also fears, psychological trauma, acute needs, sufferings (the marketing of insurance is based on this criteria – the fear of a negative event and its consequences make people buy insurance policy) . He believes after the client’s portrait it is crucially important to understand motives that make customers buy

and a way of decision-making. I. Samoylik submits that strategic marketing is built up on psychology as the less and less manipulation techniques efficiently work with buyers, especially via Internet. A client has become easier to get out of communication and become more independent in making purchasing decisions. Information noise generally nullifies the possibility of selling something. So, to develop an advertising campaign, it is very important to have a psychological portrait of a potential client, including a temperament, a social status, and take into account a temper, a field of activity, fears and dreams. The more honest is a communication with potential customers, the more efficient will be marketing campaign. It is marketing foundation in the 21st century.

Anna Latinskaya, HR director of the company "Streamer" (Matyushkin V.C., 2018) , believes that marketing and psychology is closely interconnected because these two spheres describe human's behavior, but from different points and they rather focus on different aspects. According to her opinion, psychologists can enrich marketers with new marketing tools, and first of all this concerns B2C. It becomes possible by the help of latest research of a target audience of customers, namely how they perceive characters from the advertisement, colors and other creative media elements. Fundamental work about age-related psychology, where the main crisis of people's life and hierarchy of motives for each age group are comprehensively described. This work is a practical tool kit for marketers along with researches about people's reactions on something new. Anna warns that psychology is science with many fields of studying and schools and that explains why there are many opinions on the same issue. Therefore, a marketer should employ a critical approach to the psychologists' researches and study results of new research implementation without stopping carrying out he/her own research.

Dmitriy Koshelev (Vetrova T.V., Dolzhenko R.A. & Manin A.V., 2016), the psychologist, applies specific features of a certain businessman to build up an individual marketing strategy. This idea is based on conception of 12 archetypes discovered by American researcher Carol Pierson. Implementation of such strategy for promotion or developing business brings good results. Dmitriy gives an example: his client addressed him for his help when he was on the verge of bankruptcy and was already preparing his own properties for sell. During detailed analyses of this marketing strategy the old model of holding business was revealed - archetype of this strategy was required to be changed. Only after serious work of psychologist the client's business started coming to recovery, in spite of having to get rid of long-time working staff as the business approach was completely changed to new one.

Andrey Burichenev (Vetrova T.V., Dolzhenko R.A. & Manin A.V, 2016), the leading marketing expert of the company "Four Paws", rates internet mailing and annoying advertisements as a weak marketing tool, stressing that such information is neither filtered nor distributed in customers' consciousness. Therefore, a company has a questionnaire for a customer being served to find out needs of the customers and makes a customer-oriented offer. Only information that helps clients to solve out their problems does work well and brings high results for the company this author has been working for.

Rand Fishkin (Eric Enzh, Stefan Spencer, Rand Fishkin, Jesse Strikchiola, 2011), the executive manager of SEOMoz, outlines the specific feature of nowadays marketing, telling about possibilities of its implementation, such as how to gain a friendly relationship, how to get trust and positive attitude of potential customers to the brand. And all these objectives become attainable without a serious financing, relying simply upon only a content of advertisement or other marketing way of brand promotion and attracting potential clients. A good content requires and rewards creativity and efforts without working only for financial award. Moreover, this kind of approach appeals to the customers' nature and has a bigger impact on them compared to motivational and regular advertisements. The marketing psychology has changed since the Internet took more places in people's life. More Informative ads started playing more prominent role than before. Therefore, a key aspect involves use of appropriate information channels, i.e. use of effective methods of placing promotional information.

James Agat (Matyushkin V.C., 2018), the founder of Skyrocket Seo, believes that the contemporary marketing technology was laid in 1985. And exactly the same approach is widely used globally now, even on the Internet. Marketing, especially its online version, exists for attracting potential clients and turning them into regular customers. A lot of marketers have already come to conclusion that clickable corporate links being advertised for customers are useless without right approach to promotion of products and services and they even may produce an opposite effect upon potential customers. In order to enjoy a successful marketing, it is necessary to think out with utmost attention and care all the pieces of data to be placed as promotional information and look for a plurality of sources, including those with free access system, to deliver the information being advertised to potential clients.

Wane Barker (Nazarovo A.V. & Obukhov O.V., 2018), the consultant of the company Boom-online, identifies four crucial fundamentals behind psychology of marketing:

- focusing on a brand, no matter how large a company can be and which business profile the company targets;
- development of a unique business offer for companies, that is a company management should clearly see what exactly the company sells and what exactly makes the product of this company unique;
- a clear vision of a target audience, which means that after defining what exactly makes a product being offered for sale on the marketplace so unique, it is essential to understand what exactly attracts potential customers; so, that is the reason why marketing research exists;
- a clear vision of how exactly potential customers may turn into active purchasers since only this particular approach allows to assess how effectively marketing strategies in question can actually work.

## 5. Conclusions

All earlier performed psychological marketing researches managed to facilitate changes to existing creative media marketing to enable companies to move further in line with time and attain impressive results in business. However, rounds of research work are not closed at this point as human nature development has been in progress yet. To sum up in brief, a key objective of a modern market researcher is to timely perceive and utilize all changes to amend a mode of work oriented to clients' attraction.

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## Youth and Tradition: Social-and-cultural Aspects of Reading In The 21st Century

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### Abstract

The article is devoted to the main tendencies in the dynamics of reading by youth both in native, and in foreign languages. At the same time reading is considered to be the mean of training and mastering a language. Thanks to reading the person's lexicon extends, the ideas of the world around are formed. The objective of this research was to estimate the prevalence of reading among the young people. Authors also considered the factors, influencing the reading dynamics, among which knowledge of foreign languages can be named. At the same time reading is considered as the channel of familiarizing with the cultural tradition. During the research the authors conclude, that changes in the sphere of language and literature act as the decisive condition for teaching of foreign and native languages. For this reason the analysis of the consequences of the spelling reform in 1918 is carried out in this work; the change of the literary written language in the direction of simplification its approaching the colloquial practice are discussed. The authors used the retrospective analysis of the sources as the basic method of the research. Collecting empirical material was made by the means of the poll among the young Russian readers, who are the students of one of the higher educational institutions in Moscow. The conducted poll allowed to reveal the main tendencies in the dynamics in reading fiction literature by the Russian youth as well as the tendencies in the dynamics of teaching languages. The role of reading in learning of foreign languages is considered. The poll proved, that a considerable part of the interviewed students fluently reads in English and choose it during their training.

**Keywords:** reading, cultural tradition, information culture, logical culture, teaching language, reading as a factor of teaching language, literary written language, colloquial practice, spelling reform

### 1. Introduction

Global information society, which emergence was predicted by futurologists and social philosophers, is getting visible outlines. In such conditions the question, what place will be taken by national culture and traditional forms of intellectual activity in the future information civilization, is getting relevant. We wander, whether cultural experience of the past will be demanded by this civilization or not? The authors of the article, being guided by the retrospective analysis of sources and results of sociological poll, try to give the answer to these and related questions. The purpose of the work is to explain of the current tendencies of reading and the state information culture.

As the cultural specifics find reflection in language and in the literary texts, written in this language, the practice of reading of such texts acts as the pledge, that the national tradition in different manifestations will not be interrupted and will be kept and that it will be even increased. One of the directions, attracting attention of the researchers, is reading books, which is still the most popular way of distribution and consumption of information.

In this article we consider reading, which treats traditional books as the subject. We mean the books, reflecting the historical way of the development of the ethnos, works, which entered are included into the treasury of literary classics, both national, and world. The significant values, remaining national consciousness throughout the centuries, are fixed in them. The existence of the defined demand for



historical books, for classical literature in general is obvious now, as well as the fact that in the 21st century the book and the book culture stopped being the main source of information and means of enculturation, is obvious. There were new information channels, which will be considered in this article too. At the same time the authors of the research will come from the conclusions, drawn in the field of sociology, psychology and philosophy of reading. Thus, this work is among cross-disciplinary (the subject of the present article will be told about in the following paragraphs in more detail).

## 2. Literature Review

The research, devoted to the problems of domestic tradition of reading include first of all the classical works of Russian and foreign scientists. So, works by the German philosopher R. Ingarden (1968), developing hermeneutics of reading, by sociologists S.N. Plotnikov (1999), N.A. Rubakin (1987), by the logician S.I. Povarnin (1978), as well as the monographs and articles of such modern researchers as B.V. Biryukova, P.B. Biryukova, I.A. Butenko (1997), A .I. Reytblat, who considered the influence of capital almanacs on dynamics of reading in the 19th century (1995, 2006) V.V. Volkov (1999), who studied the dynamics of reading in the 20-30th of the 20th century, O.S. Chubaryan (1978). In those works reading and reader's culture are considered in different aspects of reading. In other works the problems of reading and information culture are discussed in the perspective of philosophical hermeneutics. The history of reader's culture and reading is also studied in the aspect of decision-making processes (Butenko, Biryukov, 1999). The research, devoted to reading psychology, gain great weight in the modern reading science. Rather few researchers are interested in the logic of the text; the decision-making processes in connection with the choice of readable books are usually considered.

We believe, that the history of domestic reading and book culture has not been developed not in detail enough. And at the same time the conclusions, made by the researchers, are not always based on the data of sociological polls. In the works, devoted to the reading history, the book culture of only one certain period in the Russian history investigated as a rule. The 19th century the period of development of the industrial society and modern sociocultural situation are considered separately (Suprunuk, 1995). The prevalence of the synchronous approach to studying of reading culture over diachronous approach is obvious in the works, which appear now. Meanwhile, the authors do not know any articles and books, in which the domestic book tradition of the Middle Ages would be compared to the reading culture of Modern times or the century of XIX, defined as "Golden Age" of the Russian literature, or in which the century of the Russian classics would be compared with the current state of culture as whole and book culture. The relevance of this subject is caused by the need to continue the research of cultural potential of the book tradition of the past, which is usually studied today by historians and philologists but disregarded by culturologists and sociologists.

## 3. Method

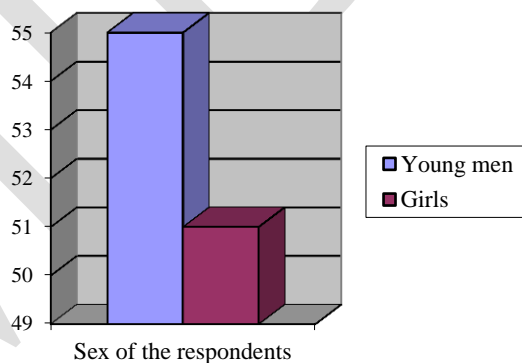
In this section we will consider the subject of the research, its novelty and methods. The novelty of the designated approach is that we consider the sociocultural dynamics of reading in the connection with those changes, which happen in the sphere of language and book culture. These changes fix the reforms of grammar. The attraction of the materials, relating to the history of the ancient book culture, to the literary works, which are the cornerstone of the reader's tradition is specific to this work.

Authors are convinced, that the considered subjects, concerning the past of the culture are not the subject of only historical science. They have a direct bearing on sociocultural problems of today. The modern situation not only in our country, but also in the majority of developed countries is characterized as the deep crisis of reading; according to authors that represents one of the aspects of the intellectual crisis of our era. The book stops being the main source of information, such phenomenon as thoughtful reading disappears. That is added by the crisis of meanings, so-called existential vacuum is imposed, as the psychologists of "the third force" specify in their research (Frankl, 1990, Maslow, 2014). Let us make a

reservation, that the crisis condition is not recognized by all the researchers, but by those of them, who does not distribute the concept of stability of the development to the individual consciousness. And nevertheless, the observed situation forces the scientific community to look for new forms of judgment of reality, and forces the practitioners to look for new forms of cultural policy.

The appeal to the traditional forms of culture and, as a result, to the traditional forms of reading and book culture can become one of the directions of such search. Today the appeal to traditions is especially relevant in Russia. Search of cultural identity happens in the Russian society against the background of world process of globalization, which was considered by the authors in the beginning of the article. To make this search more purposeful as well as to find spiritual bases, which will help national cultures to be built in the world cultural process adequately are the practical tasks, dictated by the present time. But such embedding will inevitably bring the reduction of reading in the native language and to noticeable increase in the segment of English-speaking readers; the example of Russia proves that. Thus the aspiration to keep traditional forms of book culture and culture as whole appears to be natural. At the same time the problem of familiarizing with reading books in the native language gains one more aspect connected, with the need of keeping of language and tradition of writing. The authors hope, that the research offered by them, will help to come to a solution of this task.

Now we will pass to the methods of collecting empirical information, used by the authors of this article. The sociological poll, which is the cornerstone of the research and which results found their reflection in the work, is devoted to the modern youth readers' preferences. The poll was conducted in the autumn of 2017. The authors interviewed 106 students, studying at Moscow State University of Civil Engineering (MSUCE) at construction and architectural specialties. Students of some other technical highest and average educational institutions of Moscow were also among the respondents. There were 55 young men and 51 girls among the respondents (Figure 1); that in general corresponds to the structure of students according their sex at most faculties of the higher education institution. The creation of favorable psychologically comfortable communicative environment for the interviewed persons was a task of the authors, who acted as the organizers of the poll.



**Figure 1.** Social-and-sex composition of respondents

The overwhelming number of the respondents is the girls and young men aged from 18 up to 20. There were people from 21 to 25 twice less. Generally it is the young people studying for the bachelor degree and at the magistracy. For this reason more than a quarter of respondents said, that they have incomplete higher education, and about 15% told that they left secondary school, less than 5% of the young people, participating in poll, were pupils of professional educational institutions or technical schools. Thus, the most part of the respondents are students of higher educational institutions. It is indicative, that during the research the attitude of the students of technical colleges became clear (most of the respondents were

the students of MSUCE, as it was stated). Interviewing of the most active representatives of the selection was carried out in addition.

Besides the poll and interviewing the authors use the analysis of documents in this research (the method of collecting primary data, at which the materials of media, reports on the events, held in the educational institutions and libraries are used as the main source).

The authors consider their research as one of the initial stages of a broad and comprehensive study of the phenomenon of modern reading. For this reason during the further in-depth study of dynamics of reader's culture the authors suggest to address the method of the historical analysis, which will require the access to archival sources. Authors also believe that at more in-depth study the help and support of the Russian cultural institutions and public organizations in the long term will be required.

#### 4. Results

Cultural situation and its influence on dynamics of reading. Two levels of culture.

The cultural situation, which took place in Russia in the beginning of Modern times, could be characterized as follows: there was a cultural complex, connected with the universal culture, to the complex of cultural elements, focused on breeding and then on national particularism, resisted. In the Middle Ages the first complex was connected with spiritual culture, with religion, with the spheres of scientific activity, which also were depending on the traditional forms of outlook; the second complex was connected with the folklore elements on the one hand, and with the circle of the ideas, introduced in the culture of the Slavic people from Western Europe - on the other hand.

The authors suggest to consider the interaction of these two complexes on the material of domestic book tradition and, studying the data of social research, to track the attitude of the modern generation of active readers (mainly the young people studying in higher educational institutions) to the problems of reading and language. Let us consider the results of the poll. Most of its participants admitted, that they like to read fiction. At the same time people, who do not find time for reading remained in minority. Only 10% of the respondents said, that they are not fans of reading. Figure 2 presents the results of processing of the respondents' answers concerning the question about their love to reading.

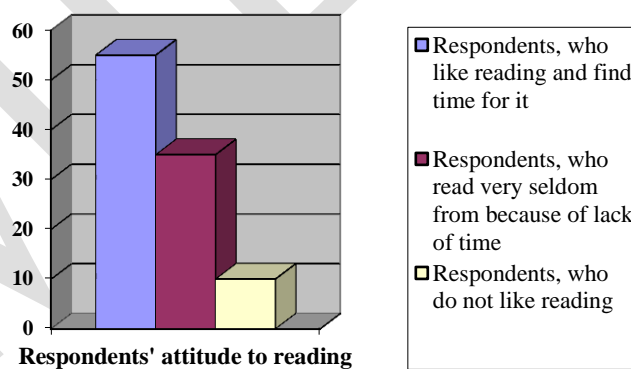
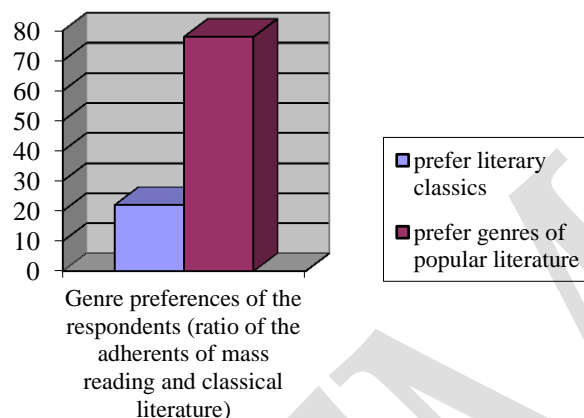


Figure 2. Respondents' attitude to reading

Thus, the respondents' answers confirm the presence of two levels of communication: one of them is mainly oral, relating to national colloquially layer of culture and it is not connected with reading literary texts; the other level assumes the acquaintance to literary and written texts and the ability to analyze them. As we can see, people, who are actively reading and analyzing the read material, make up slightly more than a half of the respondents. Thanks to the poll it also became clear, that the block of classical

literary works takes quite a modest place among the readers' preferences of modern young people. The figure 3 represents the dispersion of genre addictions of modern readers.



**Figure 3.** Genre preferences of the poll participants

Interest in reading, including reading classical literature, becomes more active thanks to libraries and other cultural and mass institutions. In the Moscow region meetings with writers, mainly by finalists of literary awards, both Russian, and international are regularly held within the cultural project "Books of My Life" (Lavrova, 2018). However, the assimilation of the tradition of family reading of serious literature, developed in Russia from time immemorial, happens through the prism of acquaintance to the works by modern writers during such actions. The meeting with the modern writers working on subjects of the Russian history of the 20th century became one of the last actions of the project.

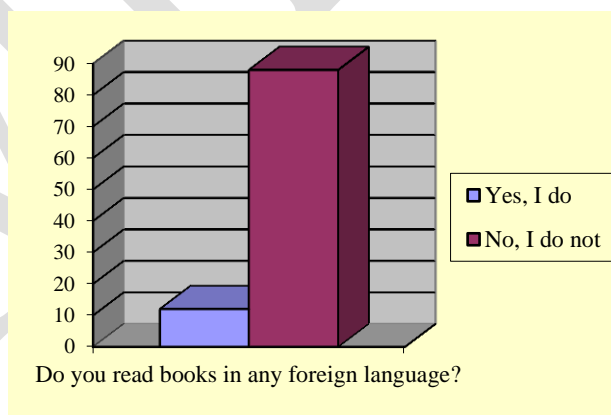
Situation with reading and language in separate aspects is similar today to the situation, which developed in the 17-18th centuries, so the author offers to return to the analysis of the cultural complexes, determining the Russian tradition of reading. In general we characterize the situation in literature and language by the means of analogy with culture as a fight between two beginnings. The fight was in particular expressed as the opposition of book literary tradition in the 17-18th centuries and the reformatory efforts of the texts revisers which, being guided by the Western European language model, deformed the cultural elements, known as tradition. In practice it turned in the fact, that the textual approach to studying of the literary language was replaced by the grammatical approach (Tolstoy, 1976), and texts, which were used for teaching languages were replaced with the textbooks, which are "cut out" according to the samples of the western textbooks. These textbooks were called "Simple Words", i.e. the simplified options of the literary language (Yagitch, 1896). At the same time the structure of the books, read by the competent people changed. Readers, according to their status in the society and educational level, began to be divided into groups.

Considering the development of reading cultural after the reforms of the tsar Peter I, we can speak about the variability of the block of read books, about evolution of literary tastes. The reform of the alphabet was undertaken: the monarch offered a simpler option of the printing font. There appeared new sources of obtaining information. As for the traditional cultural complex, reading was connected with a certain block of texts. According to the general opinion, the contents of these texts were the concentrated expression of historical and cultural meanings. The other situation develops after the reforms. Reading during the new era began to be based on the changeable, mobile block of books. Not the traditional character of texts, but their novelty began to be appreciated. In the renewed block the fiction (novels and

stories, where the reader gets acquainted with a fictional plot, with events, which actually did not take place) play a prominent role.

In the beginning of the 19th century the special culture of the Russian highest class was finally created. At the same time French became the official language of communication of the exclusive class. The Russian-French bilingualism inevitably affected the dynamics of reading. As the vast majority of educated people of pre-reform Russia were representatives of the nobility, it is possible to tell that a considerable part of the reading public understood French without translation. Books, journals and brochures in French made a considerable share in total of the books, which were actively read by the educated society. Several curious examples allow to estimate the extent of penetration of French into the speech practice of the domestic nobility of the 19th century. Regretting that the book tradition continues to remain to the unknown for the reading public, the philosopher and political publicist K.N. Leontyev suggested to translate ancient texts into French as a more clear language. We find one more example in the letter of the Russian realist writer N.V. Gogol to the princess A. M. Vigelgorskya (the representative of the Russian educated aristocracy). The writer recommended to the addressee to read books in Old Slavic language, and to address the French option for "the translation of difficult pieces" (cited as Gogol, 2003). At last, one more philosopher, founder of the Slavophilism direction I.V. Kireevsky (just like K.N. Leontyev), wished the Russian educated public to pay attention to the books, which had been the cornerstone of the book tradition before the cultural revolution, made by the emperor Peter I (Kireevsky, 1911).

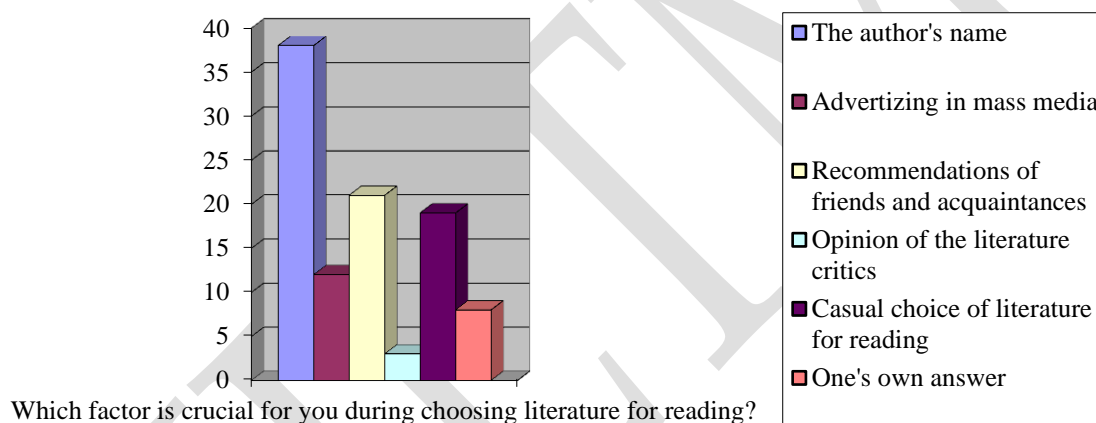
The stated examples prove the cultural gap between the Moscow Kingdom before Peter I and Russia of the 18-19th centuries once again. The French brochures and books for educated readers of the 19th century were clearer, than books in the medieval Slavic language, and for some people they were clearer than in the Russian language of that time, including religious literature and historical chronicles (Russia called them "chronicles"; "weather records" of significant political events). Today during the post-industrial era English plays the role of language of global culture. Being public, this language acts as the westernization conductor in the conditions of globalization, the conductor of the spread of the cultural samples, inherent in the societies of Western Europe and North America, among "not western" societies. The acquisition of English is the condition of inclusion of the individual in the information channels of the global society. However only 12% of the young Russians, who participate in the poll, reported what they fluently read in one of foreign languages (Figure 5).



**Figure 5.** Reading literature in foreign languages

It should be noted, that 12% of the respondents, which answered affirmatively, were reading in English, and that confirms the aforesaid assumption considerably.

One of the essential features of the new verbal culture, which foundation was established in the period of government of the Russian emperor Peter I, and the book culture, determined by it, is the author's character: the literary work began to be considered as a product of the individual creativity. The secular contents of books, which was not supposed to service to any official ideology, and a printing, but not hand-written form of the existence of the book texts in literary space were connected with this feature. Unlike new literature, the traditional Russian literature was anonymous, the identity of the author was not crucial within the Old Russian literature. The maintenance of literature directly was defined by a cult, a religious world view. Let us note, that today the name of the book's author is crucial for many readers for the choice of a book for reading; that is proved by the results of the conducted poll. 38% of the respondents are guided by the author's name, when making their choice of the literary work for reading, 6% of the respondents trust advertising, the recommendations of friends and acquaintances act as a decisive factor for 21% of the respondents. The opinion of literary critics is considered by 3% of the respondents. The choice of books for reading is casual for 19% of the respondents, and 14% of the respondents chose their own answer.



**Figure 6.** The factors defining the choice of books for reading

The book culture before Peter I was of a hand-written form of existing. The access to literary texts was limited, and their replication expected for a narrow circle of consumers, represented an extremely labour-consuming operation.

Now the dynamics of publishing business is influenced by the spread of texts on the machine carriers, which as believed to force out the traditional forms of printed materials. There are more and more people, who prefer digital submission of information, who read e-books or books on other computer carriers. However, the prejudice against digital texts remains among Russian readers. We will refer to the results of our poll again. Despite the wide use of gadgets and electronic media of information among the youth, a considerable part of respondents nevertheless prefers a printing form of consumption of information. There were more than thirty percent of such persons in our poll. The number of the people, who are reading e-books regularly is less and makes up about 25%. In general the respondents preferring electronic media of information (mobile phone, tablet, laptop) there was slightly more than a half (54%) (Figure 7).

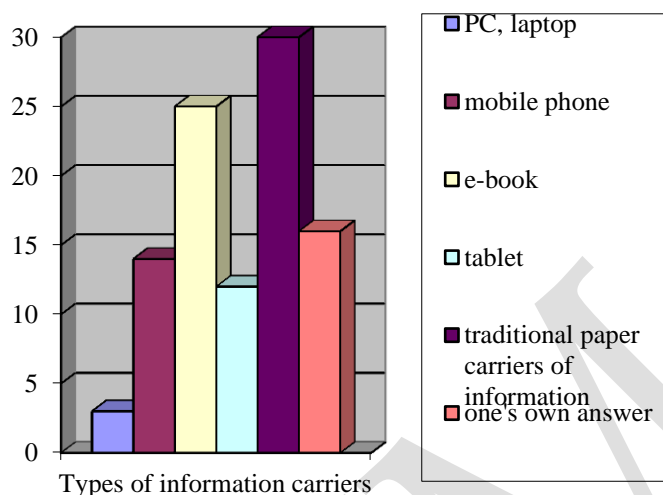


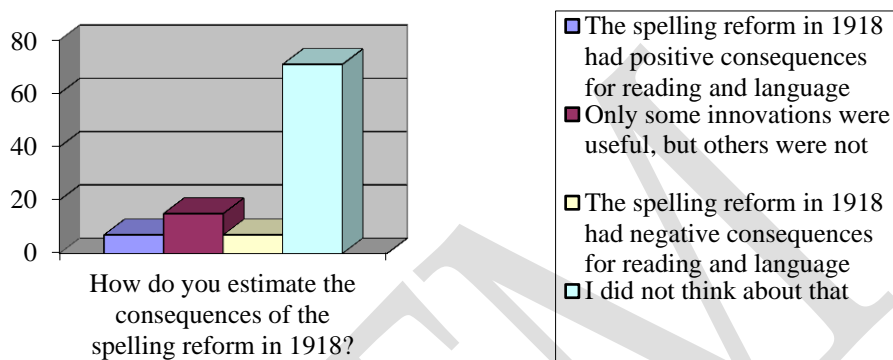
Figure 7. Types of data carriers

The commitment of young readers to the printing book is explainable: it is already confirmed experimentally, that reading from papers allows to keep the read material in memory longer and the efficiency of reading increases. The crucial role in attaching to the traditional paper book is played by family.

Enculturation with tradition, with texts of classical literature happens thanks to reading aloud. Let us note, that another tradition except reading aloud did not exist in the ancient time. The European antiquity did not know it, as for the rare historical characters, practicing "reading silently", they were sincere surprising for contemporaries. In some Moscow libraries the competition "Page 18", devoted to reading aloud is held for the development of such tradition in 2018. According to eyewitnesses, the competition turned out interesting and intense. Its participants were offered to read one page of the unfamiliar text without preparation (Jacupova, 2018).

Sharp change of dynamics of reading happens in the 20th century, which beginning is marked by the attempts of the authorities to influence certain spheres of the book written language by the means of laws. The reform of spelling of 1918 was the first in the list of such actions. It is recognized, that this reform cut new generations of readers from the block of the books, published before revolution (Butenko, 1998). Therefore, we can say that the reform of 1918 fixed the cultural gap between the educated classes of pre-revolutionary Russia and the intellectuals, which were brought up by the new authorities. According to its social consequences the reform of spelling of 1918 is comparable to the language innovations of the 18th century. The authors believe, that now society needs to comprehend the value of spelling reform from the point of view of opposition of innovation and tradition, which was described above. Indeed the reforms of the book written language of the 18th century focused communicants on the models of changeable oral speech; that itself defined the need of the subsequent reforms of grammar and spelling. At the same time it is necessary to pay attention to the circumstance, that the reforms of language made cultural development of Russia more faltering, and make the information exchange of generations problematic. There was the same way, in which the reform of spelling of 1918 focused on the features of oral speech, but did not remove many problems which, by the way, were remembered in the 60th years of the 20th century. Talks on the reform of language are carried on in the 21st century as well (Butenko, 2000).

The sense of all the undertaken reforms consists in the aspiration to bring the written language and the literary practice closer to the colloquial practice. During the poll conducted, the attitude of young readers to the reforms of language became clear. The vast majority of the respondents were not defined in their attitude to the consequences of this language reform (71%), though they know in general about the maintenance of innovations of 1918 (67%). The results of processing of answers to the question of the attitude to the reform of spelling of 1918 are presented in Figure 8.



**Figure 8.** Consequences of the spelling reform according to the respondents' assessment

It should be noted, that orientation to the daily speech in literature, which is characteristic of the literary written language of Modern times, makes impossible the creation of final and "correct" version of the literary language. What will correspond to a certain moment of the development of the "live" language will appear incorrectly for any other moment. Therefore the reforms, focused on a certain condition of language cannot yield any satisfactory result. By the way, this circumstance allows to explain the fact of "dying of the literary work", the case, when the option of language, in which it is written, becomes unclear to the descendants. And in the light of the changes described, we can speak about so-called "dead" languages and about weak dynamics of reading in these languages.

## 5. Discussion

### 5.1. Concepts of cultural relativism and multiculturalism

Concepts of cultural relativism and multiculturalism act as the theoretical basis, put in the basis of the discussion of the data, obtained during the research. According to these ideas the authors intends to estimate the results of sociological poll. The researchers, studying the current state of society, steadily emphasize, that informatization led to high-quality change of the habitat of the person. "The complexity of the world increases, its integrity becomes more and more problematic", the modern sociologists emphasize (Butenko, 2000). Multiculturalism (the phenomenon, when each of subcultures, available in the society, forms the system of values and estimates of reality) can be named among the most important signs of the modern era. At the same time the existence of uniform, universal criteria and samples is denied (Pryadko, 2010). Here it should be noted, that the refusal of uniform outlook also happens, in the sphere of abstract metaphysics, where the total pluralism, denying all types of ontologic and rational unity, dominates today (Petrunya, 1999).

The existence of various readers' audiences with their tastes and preferences in society is one of manifestations of the multiculturalism. In this regard it is worth reminding that N.A. Rubakin, studying dynamics of reading in the 19th century, pointed out the fact, that the reader's space of Russia is not uniform. There can be different types of reader's activity in it at the same time. The structure of the books, consumed by different groups of readers, is various too. At the beginning of the 20th century the



researcher wrote: "Literary trends across all reading Russia slide a wave by a wave. There have already passed nearly hundred years since the pseudo-classicism wave run among the advanced readers, more than seventy years since the wave of sentimentalism of Karamzin rushed, Zhukovsky's romanticism, etc., etc., but somewhere there, in a province these waves slide today, running up circles extensively, capturing the increasing and big mass of people and giving a way to the following wave. There is nothing to be surprised, that where the wave of the 18th century still slides, the works of the end of XIX do not attract attention and do not meet approval" (Rubakin, 1987). It is worth paying attention to the fact, that the main conflict of some literary works of the Russian classics is the conflict of different reader's generations. Collisions between readers of works of different literary directions can be found in the novel "Eugene Onegin", written in verses by Alexander Sergeyevich Pushkin (the outstanding poet of "Golden Age" of the Russian literature). On the one hand, there is sentimental English literature as the senior Larina's hobby, and on the other hand, there is the interest in romantics of the main characters of the work -Tatyana, Onegin, Lensky. Probably, the society in general (including the readers' community) was multicultural during all the eras: it was always divided into subcultures, which representatives differently estimated literary works.

Considering the modern book culture with respect to the multiculturalism phenomena, we (just like N.A. Rubakin) allocate various readers' subcultures. Against the background of variety of subcultures the traditions of reading, which come from the early centuries, continue to exist today. Reading the classical literature and literature, connected with religious tradition, is settled and traditional.

**5.2. Reading and fashion**

When studying modern practice of reading it is necessary to pay attention to such a phenomenon as fashion. The structure of the books, read by people is determined by fashion. Considering fashion as a modern antipode of tradition, N.G. Mikhaylova emphasizes, that tradition played the universal, regulating role in life of the past. Fashion is more mobile, less obligatory and updated quickly enough. According to this fact, changes in the reading culture during the Latest era are so frequent. We can note constant dynamics of literary addictions (seasonal and periodically renewable hobbies for fantasy, adventure literature, documentary genre and journalism, this or that religious philosophical doctrine and related literature) (Plotnikov, 1999). This dynamics is reflected by the respondents, answering the question of the literary work (book), which is being read at the moment. Let us pay attention to the chart reflecting the results of the analysis of respondents' answers.

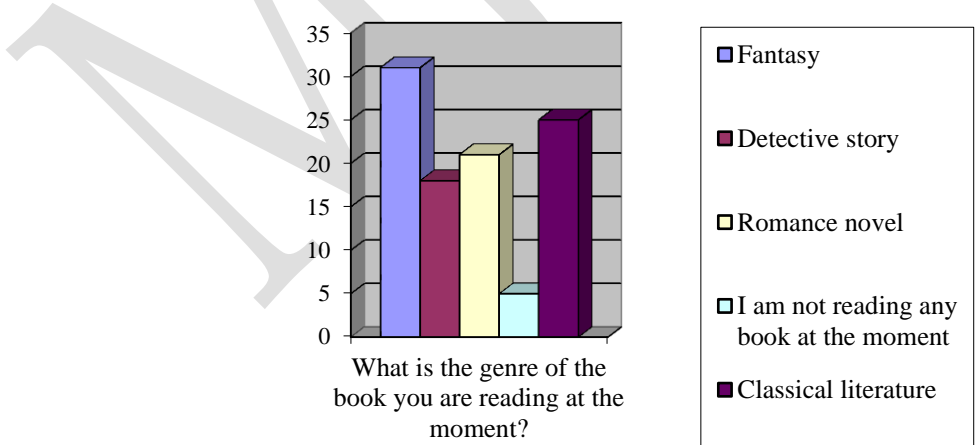
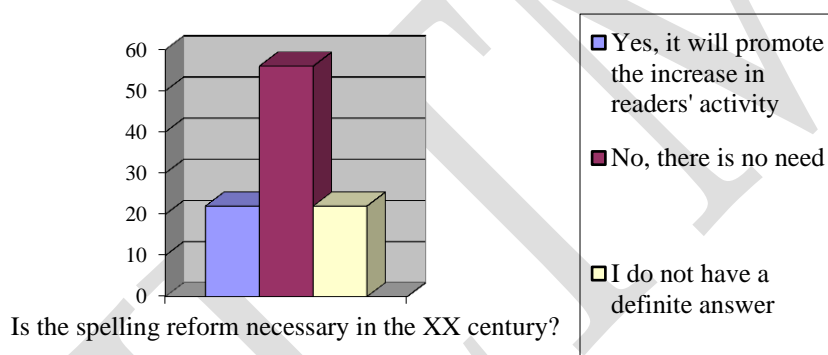


Figure 9. Genre variety of the books, read by respondent

As for the genres, read by modern youth the question "What is the genre of the book you are reading at the moment?" was asked. It became clear that the most readable genre is the fantasy, since fantastic stories and novels are read by more than 30% of the young people, who participated in the poll. 21% of the respondents (all of them were women) read romance novels. Only 5% of the respondents are not reading anything at the moment, and 18% are keen on books of the detective genre.

Reading books of a classical "literary canon" (25% of the interviewed young people) becomes just one of the possible forms of reader's activity in the present period. In certain cases this literature can become the subject of a fashionable hobby.

Is the difference of the literary written language from the spoken language the factor, reducing dynamics of reading now? To some extent the problem can be solved with the help of the results of processing of the answers to the following question: "Is the reform of spelling is necessary now?" 22% of the respondents of the poll, conducted by authors of this article, are convinced that simplification of the means of the language expression, and thus the spelling reform will promote the increase in the readers' activity of the young people, who appreciate simplicity and clarity of expression (Figure 10).



**Figure 10.** Opinions of respondents on the need of the language reform

It is necessary to recognize, that most of the respondents (56%) nevertheless consider carrying out new spelling reform to be inexpedient.

Now we will consider the changes, which happened in the book culture in the 20th century after spelling reform of 1918. The situation in the world of reading in 1920-1930ths is characterized by difficult interaction of antiquity and innovations in the field of reading and education. Specific features of traditional mentality appeared to be quite handy in the era of the Soviet cultural modernization, and new reading practitioners strongly promoted it. Let us stipulate especially, that during cultural updating of the country the structure of archaic consciousness were filled with the new contents, connected with political reality of the new era. The domestic sociologist V.V. Volkov paid attention on the influence of the internal political situation on the dynamics of reading in the end of the 1930ths (Volkov, 1999). He found the subject-and-language aspect within the problem of understanding of literary texts. Let us track the chain of reasoning of this sociologist. The researcher pays attention to the "language-forming" function of reading. Representatives of different social-and-linguistic, historiosophical and culturological schools write about its universal creativity, its ability to generate concepts and things (cited as *History of philosophy: West-Russia-East (book the fourth: Philosophy of the 20th century*, 1999). The processes, we consider, are reverse to the phenomena, observed in the 1920ths. The consequences of these processes find reflection in modern dynamics of reading, and the results of the poll presented in the article prove that.

That is the ability of language to generate subjects which was used by the domestic means of political advertising in the 1920-1930ths. Speeches and mass communicative texts supposed for the general reader served first of all as the tool of the organization of social being. At first the concepts, connected with new life, began to be published in brochures and propaganda speeches. So, they were introduced in public consciousness, and only after that they passed into the sphere of daily life. The mechanized agriculture, new life, electrified clubs and reading rooms at first belonged to the sphere promised, but not the sphere of real things. Separate mechanisms of such transition are shown in V.V. Volkov's article.

Meanwhile, the sense of the ideological slogans, introduced in mass consciousness, can be defined (as in the myth) only by the means of connection of texts among themselves (see works by K. Mannheim on this subject). Noting this circumstance, Volkov proves, that semantic filling of common lexemes depended on a political environment very much. In the 1930ths the new type of reading and making an abstract of social-and-political literature, obligatory for all the citizens, appeared.

In the article V.V. Volkov also pays attention to some other aspects of interaction of traditional consciousness and book culture in Russia in the 1920-1930ths. The researcher in particular demonstrates, how the authorities of that time solved the problem of the increase in efficiency of impact of promotion on the reading part of the population as at the same time mass reading turned into the instrument of ideological suggestion. It is emphasized, that political class of Russia in the XX century coordinated the problem of literacy to the requirements of political education first of all. According to Volkov, the literacy for those, who directed the cultural policy of revolutionary Russia of that time, was the instrument of communistic socialization of masses, and to a lesser extent it was the means of their enculturation (familiarizing with the universal, common cultural values). At the same time, V.V. Volkov demonstrated the process of assimilation of social samples, values and norms huge most of the people through attaching to the literacy and through reading, which was objective, not considered by the power as the main enculturation process.

Concerning the matters of the ratio of collective and individual reading, Volkov considered the process of individualization and privatization of reading, which happened in the late 1930ths both at the will of power structures, and objectively, marking refusal of collectivist aspirations of the previous era. The problem of "relationship" of the text and mass, archaic consciousness, discussed in work of the sociologist is of special interest for us. One more problem, which is closely connected with the previous one, is the violent introduction by representatives of post-revolutionary power of new "conceptual structures" in national consciousness. Together with this introduction, V.V. Volkov notes, that mass communication of the new society found its genre and semantic specifics. The author pays attention to that fact that the discrepancy between meant and meaning was supposed initially by the organizers of public communication of that time. The researcher demonstrates, how the introduction in mass consciousness of the ideologems, making the sense, set randomly (i.e. the sense defined and imposed from above), was facilitated. At the same time there was a hierarchy of lexemes: one of them acquired the exclusive status, and others served the ordinary level of communication.

The modern sociologist tells about "the perceptual convention" concerning the read material (including more widely apprehended; seen on the screen, on the stage and so forth), which is usually formed later, than the simple ability to understand the text. Volkov proves the similarity between the cultural practice of traditional society and the separate phenomena of cultural life of Russia in the 1930ths.

We would like to deepen this thought of the author as follows. It is known, that the lack of dispassionateness from the read and apprehended material is the feature of the consciousness of the believing person, participating in a church service and communicating with a cult subject. Adapting to traditional thinking to strengthen the influence on broad masses of the population, communistic promotion of the 1930ths took some receptions of traditional literature and oratory.

It should be noted, that in Russia in the 20th century the formation of group subcultures and informal layers in culture was slowed down consciously. Some cultural forms and traditions, occurring till 1917, were stopped. It could not but influence the practice of reading, and, in particular, aspects of traditional book culture, studied by us. But even at this time cultural continuity was not interrupted, and some cultural elements of the old era were acquired during the post-revolutionary era. In the last decade of the XX century the Russian society became less homogeneous. The existence in modern society of various subcultures and renovation of some cultural forms XIX of Russia became of a century a condition for development of traditional forms of reading. Today we can speak about "the second life of tradition" in present period. At the same time certain elements of dynamics are also noticeable in this area. So, during Modern times the relation of traditional institutes to many phenomena and objects changed, and what was considered as inadmissible yesterday, becomes a norm today. At the same time traditional forms of culture continue to be relevant in some closed social groups (marginal as a rule). It is necessary to tell about some separate sign and etiquette rules, which are also respected in modern society much less strictly, than during last eras.

### 5.3. Perception of the text and book in traditional and modern society

In conclusion of the analysis of results of the poll, conducted by us, we will discuss the problem of renovation of forms, of cultural tradition, various forms of the readers' activity during the modern post-industrial era. The authors recognize the belief that today the restoration of forms of traditional reading gives the chance to the modern person to find a complete outlook. The world outlook integrity could become the condition of overcoming the existential vacuum which is one of the brightest indicators of the intellectual crisis, characterizing the culture of postmodern. Nowadays, when the impetuous growth of volumes of information, when the experts speak about the information explosion is available, it becomes important to estimate the epistemological achievements of the left eras correctly, to reveal firm and eternal things in the cultural heritage. We believe, that the responsible and serious attitude to the WORD (LOGOS) is an eternal thing in the Russian cultural tradition. Still the ancient people perceived the WORD not as information bit, but as the expression of completeness of sense including not only a subject in the field of the values, but also all the rest of the world non-identical to it. To learn the world was to learn the WORD, belonging to life of clever entities, and such knowledge was impossible without reading for the people close to domestic book tradition,. Nowadays the responsible attitude to the Word is lost (Butenko, 1998). Words mean nothing now, in mass oral communication essential shades of sense disappear. Therefore the reader of today becomes to be the consumer of empty, senseless information.

The attitude to the literary book language differed from the modern attitude very much. Within the book tradition which is going back to the first literary texts, created by the Greek educators, medieval translators Kirill and Mefodiy, the idea of sacral character of the literary language, units of grammar and syntax literally, invented by medieval Slavic educators, remained. Some modern philologists (B.A. Uspensky, V.M. Zhivov) characterize the language situation of pre-Peter Russia as a diglossia. Within the literary language there were two systems in cultural space of east Slavs: literary-and-book texts were resisted by the oral speech of various social groups, deprived of some grammatical forms inherent in the written language. Functional styles of language exist today. However the difference between styles in modern Russian is not so great. Literary language differs from the colloquial one, first of all, according to their lexicon and more frequent use of patterns with participles, separate patterns of speech now. In case of diglossia the state of affairs differed essentially as not styles, but two sublanguages occurring in the uniform language system, resisted each other. It differed from bilingualism as the native speakers did not perceive literary and oral (colloquial) systems as different languages.

The use of the separate grammatical forms, bearing some sacral sense, for example, of verbs in the form of the aorist (the past tense, which is not marked concerning completeness and incompleteness) was characteristic of literary and book texts (Pryadko, 2000). According to perception of domestic medieval

scribes the aorist meant standing in eternity, as the forms of that time, described Christ Redeemer's actions in the Gospel. Let us notice, that today it is only possible to get acquainted with the features of Old Slavic grammar thanks to the texts, read in some special cases. The circle of reading such texts was strongly narrowed.

## 6. Conclusions

During the conducted poll the authors found out, that reading continues to remain one of the forms of carrying out cultural leisure of the modern young people, however the share of serious thoughtful reading and, in particular, the share of reading works of literary classics has considerably fallen. Considering this circumstance, cultural and leisure institutions and municipal authorities seek to stimulate interest in family reading, traditional for Russia, holding the competitions, supposed for various age groups of readers.

According to the poll data the serious competition to the printing book is made by texts on electronic media, and they simplify written communication, make some grammatical forms of a literary written language unnecessary. Though there is still much less adherents of electronic gadgets, than those who prefer information papers.

Not all the participants of the poll decided on assessment of the spelling reform of 1918, though many of them have general information about it, met mentions of it in media and popular scientific literature. At the same time the share of those, who would approve the simplification of grammar and spelling of the modern Russian language is considerable.

Literature in English for the main part of young respondents remains to be inaccessible because of their weak linguistic preparation.

During the research the contradiction between the need of embedding in global information structures and maintaining cultural identity was revealed. The more detailed analysis of these contradictions could become the subject of some subsequent research.

Let us analyse the results of the poll from the point of view of intellectual discussions which are carried out.

In the 21st century the problem of the determination of the main lines of national tradition becomes relevant. The questions of the definition of the valuable installations, lying in the basis of traditional cultures, come to the forefront. Disputes are carried out around the volume and content of such concepts as "spirituality", "rationality", "cross-cultural interaction", etc. (Likhachev, 1990, Nesterov, 1987, Chinakova, 2000) authors are convinced that reading and traditional culture, which cornerstone idea of sacral, played an important role in the formation of national character (Shulyndin, 1999). Social philosophers of the 19-20th centuries wrote about that. In some sense it is confirmed by the poll data. Traditional texts in literary all-Slavic language of the Middle Ages of various genre orientation formed and supported stereotypic ideas of the world around. During formation of the tradition of reading in Modern times these representations were demanded, and some fragments of tradition are reconsidered. Changes in the beginning of the 20th century exerted impact on the dynamics of reading during this period.

Being a phenomenon of the developed order, reading texts both in traditional society, and in the 20th century served in the Russian society first of all to support, stabilization and strengthening of the corresponding values.

The poll, carried out by the authors of the article proved, that in the 21st century daily reading is devaluated, and the reading person (*homo legens*) turns into a relict of the leaving era. Thus, studying of

other reading cultures is twice relevant. The tradition of reading, which is peculiar to Russia, acts as one of them.

The problem of traditional reading has a practical aspect. Authors are sure, that familiarizing with the traditional Old Slavic book culture will increase the standard of language of the modern reading public. Still V.O. Klyuchevsky (the Russian historian, the author of the multivolume "Course of the Russian history", which is well-known in Russia) noted, that he, who studied according to the books relating to ancient tradition, acquires the literary language better. Renovation of traditional forms of the book culture and reading, at last, can become a notable obstacle in the way of the process of entropy and washing out of the basis of culture, which is characteristic of modern Russian society.

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## Formation of Professional-and-pedagogical Competence of The Technical University Teacher

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### Abstract

The matters of development and implementation of training courses on formation of universal and professional competences of social and methodical character for the technical universities teachers, including teachers of foreign languages, are considered in this article. In Russia the Professional Standard "Teacher of Vocational Education, Professional Education and Additional Professional Education" is approved, the list of universal competences is approved and published. The version of indicators of the achievement of professional competences of social and methodical character as well as the short programme of a training course "Teacher of the Higher School" for young teachers of technical disciplines is offered in the work. The research is carried out within the project 586060-EPP-1-2017-1-RO-EPPKA2-CBHE-JP "Improvement of Quality of Engineering Education through Training of Teachers and New Pedagogical Approaches in Russia and Tajikistan".

**Keywords:** professional competences, competence-based approach, university teachers, higher school teacher

### 1.Introduction

The competence-based approach, offered by the European countries (1984) as the education bases for the generation of the 21st century, won its recognition around the world. As it was supposed, development and deployment of the new approach in all the countries took more than a quarter of a century. The explanatory-and-illustrative approach existed for nearly four hundred years. It won popularity among the representatives of all education levels (from elementary training to higher education) thanks to its simplicity, well worked-out teaching techniques. Nowadays all the parameters of the educational process structure, including purposes and contents, technologies and organizational forms underwent some cardinal changes. Dozens of monographs and hundreds of articles (Fedorov A.E., Metelev S.E., Soloviev A.A., Shlyakov E.V., 2012, Yakusheva S.D., 2016, Khutorskoy A.V., 2016) are dedicated to the competence-based approach. In spite of the fact that methodological development of competence-based approach is complete to some extent and daily work began, there remain many unresolved tasks.

One of relevant tasks belongs to the sphere of training of technical universities teachers, whose professional training with their bachelor degree and magistracy does not assume the formation of pedagogical competences. Training of the top skills staff (postgraduate study) includes a small in volume (2 test units) training course "Psychology and Pedagogics". Carrying out a student teaching is supposed within the department, at which there is a specialization of graduate students. It is necessary to emphasize, that teachers, who do not have pedagogical education, do not perceive student teaching as a difficult organized system, in which all its components are rigidly interconnected. In their representations the offered new competence-based approach is just the next modification ("deterioration") of the traditional approach, tested by time (Ishkov A.D., Magera T.N., Miloradova N.G., Romanova E.V., 2010, Ishkov A.D., Miloradova N.G., Chernyavskaya A.G., 2011).

The professional standard "Teacher of Vocational Education, Professional Education and Additional Professional Education" has been entered in Russia since 2017. Labour actions and functions separately are registered in it for assistants, associate professors and professors. The list of necessary knowledge and abilities from pedagogics, psychology, physiology, safety measures and general technique of teaching is



presented. The professional standard is to become the basis for curriculum development during training the higher school teachers.

The Federal state educational standard of the higher education 3 ++ is approved (FSES HE), and the list from eight categories of universal competences for all levels of training at the higher school is accepted to execution. These categories are «System and critical thinking", "Development and implementation of projects", "Team work and leadership", "Communications", "Cross-cultural interaction", "Self-organization and self-development", "Health and safety". Codes and names of universal competences of the graduates of each programme of higher education (bachelor degree, specialist programme, magistracy) in different directions of preparation are registered. Neither approved indicators of universal competences nor professional competences with their indicators are absent for teachers of the higher technical school.

Having analyzed foreign and domestic scientific and educational-and-methodical literature on the problem of universal competences formation (Heitink M., Voogt A.J., Verplanken B.L., van Braak C.J., Fisser C.P., 2016, Balduš A., 2016), it is possible to conclude, that this problem is far from the solution. These competences carry out extra subject and over-subject character, integrating the generalized world outlook, intellectual, social, communicative and other abilities. They are to have steady structure, which would allow the person to apply the created abilities in various social contexts (world outlook, religious, ethnic, etc.). They are to help the new generation to pass to another type of work, where specialized knowledge and skills are not important.

Informative (cognitive), social, information abilities; abilities to study and be retrained, to adapt to a range of fast changes are demanded. Formation of such competences goes throughout all the stages of education, taking into account specifics of the professional education itself. It is necessary to emphasize, that engineering and pedagogical education differ in their essence. For example, technical thinking as the universal competence deals with an object, while pedagogical thinking assumes the ability to solve the problems, connected with a subject. Formation of these two types of thinking goes differently and gives different results. The difference in the universal competences of social-and-psychological character is distinguishable especially clear.

Activity of the higher school teacher is known to proceed in three planes at the same time, each of the planes demands competences, inherent only to it.

The first plane is the plane of subject knowledge, knowledge of the science and/or a subject matter, branch of production and/or practice, which the person teaches. It is the area of subject contents, determining "what" is taught. These competences are formed as professional in the course of receiving basic (technical) education.

Subject content in the system of higher education is the key element of the teacher's activity, its "visible" part. It is the very area, where the teacher seeks to improve him or herself, building his or her career in a higher education institution: defense of theses, publication of scientific articles and monographs, scientific guide of students and graduate-students, continuous professional development, participation in conferences. Today's public policy focuses teachers on scientific activity, on the increase in publishing activity (especially foreign publications). And it will certainly bear some benefits. However that is the primary, but not the only source of pedagogical competence for the higher school teacher. Moreover, not only professional, but professional-and-methodical competence, including the existence of the complete concept of the subject taught, knowledge of a complex of questions and matters in the corresponding scientific sphere is required from a teacher. At the same time many teachers are convinced, that having knowledge of the training material is quite enough.

The second plane is the plane of pedagogical knowledge and methodical abilities. That is the area of pedagogical technologies, determining how teaching is carried out, what techniques and means are used in the educational process. Nowadays educational technologies became the most demanded, and therefore the most intensively developing education component. The term "technology" was included into the pedagogical terminology from the sphere of production and just as in that sphere; the accent was displaced to the information technologies (Roganovskaya E.N., Zhilina E.V., Kruchinin M.V. et al., 2013). However educational technologies can be defined as the set of technologies (pedagogical, communicative, organizational, information technologies) which provide the integrity of the substantial and procedural parts of education from the moment of the statement of the education objective to its achievement (Novikov A.M., 2013).

According to the general definition (including the definition, accepted in the pedagogical sphere), information technologies are the technologies, using sets of means and methods of collecting, accumulation, processing and transmission of data (primary information) for obtaining new quality information on the condition of objects, processes or phenomena (information products) (Kodzhaspirova G.M., Kodzhaspirov A.Yu., 2003). It is accepted to distinguish the information and communicative technologies (ICT) as a separate group among the information technologies. They are developed in many countries, which are available to world educational space in few days after their development, thanks to a common information space. Nowadays the experts name 100 and more of such programmes, which are recommended to be mastered and used by the university teachers. Various matters, concerning the use of ICT in educational process (Nousiainen T., Kangas M., Rikala J., Vesisenaho M., 2018), Didem A. 2018) are regularly discussed in foreign journals. Such dynamic situation demands control and supposes the existence of the developed policy during introduction of new educational technologies, their compatibility with the purposes and problems of various subjects, as well as the organization of the system of continuous professional development of the teachers.

However information-and-communicative technologies are not the backbone elements in the educational process. It is highlighted in pedagogical literature, methodical abilities play the central part in pedagogical training of the teacher higher school. These abilities include goal-setting "from the result", that is the statement of the objectives in terms of the students activity, and the project pedagogical activity, allowing to build a complete picture of the subject, in which each technology takes its place (Komrakov E.S., Chernyavskaya A.G., 2013, Kursakova A.V., Teslinov A.G., 2014).

The third plane is the plane of social-and-psychological interaction, in which the social-and-role as well as individual-and-personal aspects of communication of the teacher with the students are implemented. That is the valuable-and-target level, implementing the semantic part of education ("why") and defining the "written and unwritten" rules of the interaction among the teacher and his or her students (Magera T.N., 2011). While the existence of the second (pedagogical) plane is familiar for the teachers of the higher technical school and sometimes the teachers are interested in theoretical problems of the education development, the history of education and the prospects of its development, the existence of the third plane of the teachers' professional activity (psychological plane) is not even suspected. Teachers do not always agree with the thought, that they have to be socially and psychologically competent in interpersonal interaction, neither that this competence considerably differs from the approach, accepted in the traditional training and in the daily life as well (Savina E.A., Ishkov A.D., 2011). Therefore, social-and-psychological competences need to be mastered particularly.

The reason is that, the life of modern society, in which various cultures, religions, political parties intertwined closely, became so complicated, that it is not possible to go on without the social-and-communicative competence, understood as abilities to carry out social interaction at different levels. In the modern world the teacher accumulates representatives of different cultures around himself or herself, and the ability of social character, become professionally significant. The teacher needs understanding of

character of the values, relations, interests, which differ for the representatives of different peoples of the world. It is impossible to establish productive cooperation with the students without such understanding. It is not surprising, that three categories from the eight categories of the universal competences treat the sphere of social interaction: they are "Team work and leadership", "Communications", "Cross-cultural interaction".

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The research is being conducted at Moscow State University of Civil Engineering (MSUCE) at the department of Social, Psychological and Legal communications..

### 1. Procedures and methods of the study

The objective of the research is to develop the training course "The higher school teacher" for the teachers of technical disciplines, including teachers of foreign languages, working at the technical universities. The course is supposed to realize the requirements of competence-based approach.

The matters of the research:

1. The analysis of scientific as well as educational-and-methodical literature on the development of requirements to formation of universal and professional competences.
2. To define the key indicators for the estimation of the competences (indicators of the results achievement), having methodical and social character.
3. To develop the concept of the training course "The higher school teacher".
4. To develop the Working programme as well as educational-and-methodical materials for the new created course.
5. To introduce the training course "The higher school teacher" in the educational process of training of teachers for the technical universities.

This article will be dedicated to the matters of the development of professional competences of social and methodical character and also of indicators of their achievement for the teachers of technical disciplines, including teachers of foreign languages, working at the technical universities. The results of this work make up the basis for the development of the concept of the training course "The higher school teacher".

## 2. Results

### *a. Social-and-psychological competence of the teacher*

The social competence makes up the basis of humans' relationship, promotes mastering of social reality and gives a person the chance to build the behavior effectively, depending on the situation and according to the norms and standards, accepted in society at the moment. The teacher can be considered socially competent, if his or her abilities to interact with the students meet the requirements of the interpersonal and social-and-role situation. The following levels (situations) of interaction are respectively traced: intra-personal, interpersonal, social-and-role, economical-and-legal. On the one hand, these levels are interconnected and pass one into another according to the principle of a spiral; on the other hand, they exist according their own laws. In fact it is difficult "to dismember" the interaction into conditionally allocated levels, but it is not required in case of competence-based approach.

The concept "I am" acted as the key, system forming element during the creation of the training course "The higher school teacher". Two levels of interaction were respectively distinguished: intra-personal and interpersonal in the social-and-role situation of pedagogical communication.

*b. Intra-personal level*

Firstly it can seem, that emphasis on "I" will form the egoistical relation to the social interaction. In fact that is not so. The emphasis on "I" is the emphasis on personal responsibility of the teacher for the nature of social interaction, understanding of both himself or herself and another/others as equal partners. It is difficult to expect any adequacy of behavior from the person, who cannot understand himself or herself, who does not know strengths and weaknesses, who is not able to manage himself or herself and who is in the condition of the intra-personal conflict. Such a person becomes a source of conflicts and disagreements, which will be demonstrated at all the levels of interaction, especially where the person is in the active position.

We can be considered the following indicators to be the indicators of the social communication of the first level:

the person

- is able to react adequately to the events in the course of educational activity;
- owns the methods of stress-resistance;
- owns the methods of self-motivation;
- owns the methods of self-presentation;
- is capable to identify himself or herself in the polycultural environment;
- owns the methods of self-assessment and assessment of self-development level in various spheres of activity;
- is able to control and analyze his or her own resources and opportunities;
- owns the methods of self-organization and self-development;
- is able to adapt his or her behavior to the requirements of the situation;
- is able to use intellectual ways for the increase in personal potential;
- is able to use emotional ways for the increase in personal potential;
- is able to consider psychological requirements to the statement of some personal and professional purposes.

These indicators can be created within the universal competence of the category "Self-organization and Self-development (including Health-saving)".

*c. Interpersonal level in the social-and-role situation of pedagogical communication.*

Students enter the university, coming from various cultural environments, which differ according to their life principles, world outlook, values and habits. Owing to these reasons the teachers face contradictions in the system of values and semantic installations, views of the world, ways of behavior. Conflicts within the understanding "what is good and what is bad" appear quite often.

The behavior of the person, living in society is role. This concept indicates that in similar social circumstances people, who differ in some specific features, behave equally, as if carrying out the set roles, realizing some external and internal stereotypes of behavior, corresponding to a concrete social position of the moment. This part of the training course puts the teacher into the situation of pedagogical interaction, acquaints with the norms and rules, adopted in the corresponding social-and-professional (pedagogical) environment.

The following indicators can be considered to be the indicators of social communication of the second level:

the person

- is able to break communicative barriers during the solution of pedagogical tasks;
- is able to use norms and rules of the business etiquette, accepted in the interpersonal communication in the space of cross-cultural pedagogical interaction;
- is able to analyze the pedagogical environment, regarding identification of possible problem situations in the interpersonal (cross-cultural) interaction;
- distinguishes features of nonverbal communication among the representatives of various cultures;
- considers cultural, ethnic and confessional differences in the situations of pedagogical interaction;
- masters the methods of smoothing of social, cross-cultural contradictions in the situations of the solution of pedagogical tasks;
- is able to estimate social-and-psychological climate in the educational group.

These indicators can be created within the universal competences of category "Communications", "Cross-cultural Interaction". These abilities in turn form the abilities to organize and run the work of a team, developing the team strategy for the achievement of an objective; and also to apply modern communicative technologies of interaction, etc.

*d. Features of pedagogical interaction within the competence-based approach*

The modern concept of education offered other paradigms, which differ from those, accepted in the traditional education. First of all that affected the features of interpersonal interaction in the "Teacher - Student" system.

Firstly, another mission of education is offered. Traditional training is aimed at preparation for work and life by the means of the transfer of experience of last generations. Then education can be considered to be the "Copying of a sample", that is training by the means of a sample. According to the new approach the mission of education is the creation of "image", providing conditions of self-determination and self-realization of the personality by "creation of the world inside the person by the means of the active putting this person into the world of subject, social and spiritual culture, made by the person himself of herself".

Secondly, the change of a postulate, which is determined by the nature of interpersonal interaction between the teacher and the student. In the case of traditional training the interaction happens according to "subject-to-object" scheme, there are the monological relations, in which "reciprocal" reproductive activity is required from the student ("object"). In case of competence-based approach the "subject-to-subject" scheme of relations is implemented, and the emphasis is placed on vigorous, creative activity of the student, who is in the dialogue relation with the teacher". Of course, it would be incorrect to claim that traditional school gives no place to person-oriented approach. The classical paradigm have always given a place for the productive interaction of the teacher and the student, especially the students of elder years, who entry into their profession.

The nature of interpersonal interaction changes not only the rhetorician communication, but also the semantic and target aspect of communication. In case of traditional training the statement of the objectives of the pedagogical process comes from the teacher: ("I will tell, I will show, I will explain, I will inform, I will give an example", etc.). The competence-based approach forms the content of education

"from the result", demanding (according to SMART requirements) accurate and clear formulations of the objectives in terms of activity of the student: "as a result you will master the method..., learn to analyze situations from the position ..., to define the relevance conditions ..., to prove the approach (the theory, the concept), etc."

The human-centric paradigm ("subject-to-subject") supposes other rules of interaction. These are the rules "Development", which are fixing activity and responsibility of the student in the course of training, for example, the rules, adopted in the psychological trainings: "I, active, here and now". Traditional training ("subject-to-object") is guided by the rules "Restrictions", for example, "not to be late, not to interrupt, not to idle, not to rustle ...". Therefore the main indicator of the formation of social competence by the teacher is:

- the ability to establish pedagogically expedient relationship with students according to the rules of the development within the "subject-to-subject" relations.

Thus, the change of postulates supposes the reorganization of the teacher's consciousness, his or her values and mental sets, other social-and-psychological competence. Otherwise it is impossible to achieve the effective use of new educational technologies: the teacher will report (retell) the last experience, but will not organize the activity of students (like it have been done before).

*e. Methodical competence of the lecturer / assistant*

According to the requirements of the Professional standard "Teacher of Vocational Education, Professional Education and Additional Professional Education" we offer the following indicators of methodical competence of the lecturer / assistant:

- the ability to develop educational-and-methodical materials for the implementation of working programmes according to requirements of FSES and professional standards;
- the ability to give classes according to modern requirements of the competence-based approach with the use of a business game, a case situation or other technology, which is adequate to the objective of the classes held;
- to be able to formulate the objectives of classes;
- to be able to translate competences into the pedagogical language "know, be able, master";
- to use different types of the educational tasks, which are adequate to the stated objectives.

*f. Training course "The higher school teacher"*

We believe that the transition to the other model of interpersonal interaction is the very genetic starting point, which leads to the need of the use of other psychological and pedagogical technologies. Nowadays the teachers can attend various psychological courses according to their choice. As for the system of short-term retraining of the higher school teachers, it is expedient to include their psychological preparation as the obligatory element of any programme, making up 15-20% of the general classes hours, and these classes have to precede the training basic. Therefore the developed training course "The higher school teacher" consists of two sections.

The first section is "Psychological readiness for pedagogical activity". The training objective according to this section can be formulated as follows:

1) to realize and verbalize the expectations, concerning the offered programme, teacher, group and the trained persons themselves. It is necessary to remember, that teachers are the adults, who know what they want and what they expect, and they wish they were reckoned with.

2) to discuss and compare "Rules of Restriction" and "Rules of Development", adopted in traditional training, offered in the modern context. To be adjusted on the adoption of rules of development.

3) to formulate the training objectives "from the result", translating this result into the pedagogical language: what they will know and at what level, what abilities they will master.

The indispensable condition for holding these preliminary classes is the use of technologies of active training: work in groups and group discussions, analysis of cases, business games. If material is given in a finished form as a lecture, the teachers can "take it into consideration", but refuse to use it in their practice, perceiving it as something strange and imposed.

The second section is "Methodical development and carrying out classes". According to this section, the training objective is obtaining new educational-and-methodical competences, which are necessary for pedagogical activity.

This section is the main; its realization takes 80% of the time. The main subjects are the following:

- Lecture and its types in traditional and modern education; ten steps to preparation of a lecture; ways of the presentation of lecture material; formulation of the lectures objectives.
- Technique of carrying out practical classes, organization of group forms of education: technology and technology of group work; requirements to the preparation of practical classes and carrying them out.
- Methodical materials, requirements to their preparation; formulation of the objectives for the practical classes; types of educational tasks: design, constructive, reflexive, communicative, etc.
- Information-and-communicative technologies.

Training course "The higher school teacher" is small (3 testing units), it is carried out for young teachers without leaving their main work. The main emphasis is placed on the independent work of the listeners. Young teachers master techniques and introduce them into their own practice. During training young teachers have an opportunity to get advice from the leading teacher.

#### 4. Discussion

Cardinal changes in the system of higher education demanded to revise the requirements to the teachers of technical disciplines, who do not have pedagogical education. Still technical education was quite enough for these teachers. The requirements, recorded in Educational Standards and also in the Professional standard "Teacher of Vocational Education, Professional Education and Additional Professional Education" demanded the development of professional and pedagogical competences and indicators of their achievement for the higher school teacher. This work is in the beginning. In this article the version of indicators of the achievement of professional competences of social and methodical character is offered as well as the short programme of the training course "The higher school teacher» for young teachers of technical disciplines.

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WILEY

## Study of The Emotional Side of The Texts of Modern Builders In The Conditions of Postgraduate and Additional Education

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### Abstract

The construction industry is dynamically and radically transformed, and in very short terms. Despite all the current progressiveness of the technological changes dictated by the Fourth Industrial Revolution and the uncertainty of future consequences, it remains obvious that it is necessary to maintain our own health, productivity and adequacy. To do this, we have to learn our whole life and increase topical professional and universal competencies. Modern universities are educational platforms for specialists and managers of almost any age. Since social interaction is a condition for the functioning of the construction industry, and an individual (specialist, worker, manager) is a unit of social groups, all aspects of the social-psychological nature are inherent in construction companies. Studying the emotional component of intergroup adaptation in construction companies, attention was paid to the researches of written texts of modern builders. Emotions in the text were used as a source of information. Traditional content analysis of the essay texts, combined with the conversion analysis, showed a complex diverse picture of the various personal characteristics of social groups in construction sector, merged in the category of "position." For example, it was revealed that for all the sociality of the construction sector, its openness with its results, the representatives of this professional group, regardless of their positions, differ in their closeness and aggressiveness. Such results are of interest from the point of view of management of intergroup interaction, intergroup adaptation, improve the effectiveness of personnel management in the construction company.

**Keywords:** content analysis of essay texts, conversion analysis, continuous education, emotional component of intergroup adaptation, modern construction sector

### 1. Introduction

The construction industry is being intensively transformed today, which is reflected in the "Forecast of the Social and Economic Development of the Russian Federation for 2018 and the Planning Period of 2019 and 2020", and to meet the spirit of the time, the builders are given limited time in connection with the Order of the President of Russia to the Prime Minister (PR-1235 of July 19, 2018). In less than one year, Russian construction organizations need to implement the information modeling technologies. It is about the competences of not only today, but also tomorrow.

According to K. Schwab (Schwab K. Nicholas D., 2018, Schwab K., 2016), the founder and chairman of the World Economic Forum in Davos, our life, our work and our communication fundamentally change. He connects such changes with the Fourth Industrial Revolution and stresses that there was no such experience for mankind. Of particular importance are the issues of multilateral cooperation, which ignores all kinds of boundaries: scientific, social, political, national, industrial and others. Such interaction contributes to the creation of a unified concept of transformation both at the world level, and at the level of an industry or a single organization.

The twelve technologies driving the Fourth Industrial Revolution, according to K. Schwab, associated with the expansion of digital opportunities, the transformation of the physical world, human changes, and the integration of the environment, cover almost all spheres of human life. These include:

- 1) new computing technologies (computing and data processing);
- 2) blockchain and distributed registry technologies (creating unique digital records and exchanging them without a centralized trusted party);

- 3) Internet of Things ((IoT), combination of analog and digital worlds (Rob van Kranenburg));
- 4) artificial intelligence and robots (expanding the capabilities of artificial intelligence through the use of advanced materials and sensory technologies);
- 5) advanced materials (for example, new materials, nanomaterials, nanosensors, nanorobots);
- 6) additive production and multivariate printing (creation and personalization of products using advanced 3D printing technology);
- 7) biotechnologies (a breakthrough in health care, taking into account issues of values and ethical norms);
- 8) neurotechnologies (studying and penetrating the mechanisms of the human brain);
- 9) virtual and augmented reality (technologies that changing the reality);
- 10) acquisition, accumulation and transition of energy (transformations in the energy sector through the transition from fossil fuels to renewable energy sources (for example, solar and wind power));
- 11) geo-engineering (purposeful effective management of the Earth's biosphere);
- 12) space technologies (space exploration) (Schwab K. Nicholas D., 2018,).

All these technologies are advanced and innovative, but, on the other hand, due to their novelty, cause a lot of controversy and fear. In particular, the vagueness of the consequences of their application provokes an appeal to universal ethical norms, value aspects of existence and social interaction of people. Being in the face of uncertainty, if necessary to move forward and develop, to maintain the adequacy of what is happening, a person actualizes (or forms) such abilities, resources and qualities that allow to remain a full-fledged member of modern society: flexibility and adaptability, the ability to learn, the realization of one's abilities and limitations, the ability establish and develop external social contacts (both interpersonal and professional) on a constructive basis, a health-saving psycho-emotional self-regulation, language terminological literacy and many others. In an ever-changing world, the motto "education for life" has long been reformulated into the motto "education through life", which is the basis of lifelong education.

The emotional component is interesting from the point of view of the possibility of using emotions as a resource; as a source of information reporting on the effectiveness of the functioning of a person, social groups, the association of such groups and communities, including in the investment and construction industry. Being one of the oldest and at the same time popular and promising profession, the construction, taking into account its specifics, is a model of other professional communities. Here there is a place for social interaction, as it ensures the work process and its high-quality productivity; and for individual personal characteristics of participants in such interaction (for example, executives); and for intergroup processes, because the social interaction covers various professional groups (architects, designers, engineers, workers, security specialists, transport services, manufacturing, etc.), and modern trends are the nature of the unification of companies and departments directly or indirectly participating in the life cycle of building(s) (Magera T.N., Kristal M.O, 2018); and for the emotional side of social-psychological phenomena (conflicts, fears, aggression, anxiety, optimism / pessimism, emotional health, etc.). Due to the fact that the language performs a number of functions, including emotive (the language expresses emotions) (the Theory of communicative act, Jakobson R.O.) and expressive (the language expresses the attitude to what is said) (Sujoldzic A. Martinet A., 2005), we turned to emotional speech constructions (oral and written) of builders for studying the features of interaction in the period of dynamic sectoral changes.

G.M. Andreeva noted that social and psychological research in real organizations is extremely difficult (Andreeva G.M, 2001), but builders regularly visit educational sites in order to meet the requirements for qualification of specialists and managers of investment and construction industry changing with the speed of changing production technologies.

## 2. Literature Review

### **Lifelong construction education and adult education, driven by trends of Industry 4.0.**

Industry 4.0 is another name for the Fourth Industrial Revolution. The term "Industry 4.0" was proposed in 2011 by the Communication Promoters Group of the Industry-Science Research Alliance to describe the large-scale application of information and communication technologies in industrial production. "4.0" means the direct continuation of the three previous industrial revolutions. Both breakthrough characteristics of current and projected changes, as well as risks are in the process of discussion today. K. Schwab also mentions them (Schwab K. Nicholas D., 2018, Schwab K., 2016). In addition to the global fear of ending the existence of mankind, there are risks, for example, such as tension in society, the danger of a social explosion associated with increased unemployment due to ubiquitous automation and the use of artificial intelligence; all issues related to security (cyber-security, biorisks, threat to the stability of the worldview, the threat of confidentiality, environmental threats, etc.); concern about human competences (rivalry with artificial intelligence), etc. (Magera T.N.). A new reality makes a modern person constantly "keep his (her) hand on the pulse," and, as mentioned above, continuously learn and develop.

The concept of lifelong education is fixed by law (The Concept of continuing adult education in the Russian Federation until 2025, 2018), is designed to form and develop professional (often practical) and "key" ("cross-cutting") competencies that, with higher education, are increased through postgraduate and additional professional education programs: magistracy, postgraduate studies, refresher courses (Federal Law "On Education in the Russian Federation", 2018), MBA. The law on the introduction of a two-tier system of higher education in Russia defined the bachelor's degree as the first step, and the master's degree as the second one, following the bachelor's degree, aimed at mastering research and development activities, and developing analytical and project skills (Druzhilov S.A., 2010.). The third level of education, at which the training of personnel of the highest category takes place is postgraduate study (Federal Law "On Education in the Russian Federation", 2018). One of the types of additional vocational education is professional development, where, according to B.M. Bim-Bad, the available professional knowledge, business qualities are updated and deepened, and educational needs related to people's professional activities are met (Pedagogical Encyclopedic Dictionary, 2002, p. 201]. MBA in construction refers to industry-specific practice programs that, together with functional MBA programs, are specialized ("Specialized MBA"), i.e. focused on the study of a certain direction of business. In addition to specialized programs there are classical MBA programs ("General MBA"), differing in the content of the programs. In addition, MBA programs vary in form (full-time MBA, part-time MBA, modular MBA, mini-MBA - 192 academic hours instead of 1800 for standard two-year training, distance MBA) and duration (1-1.5 years for full-time MBA, 2-2.5 years for part-time MBA, up to 5 years for modular MBA) (MBA programs: types. Internet portal MoeObrazovanie.ru, 2018). The variety of postgraduate and additional education programs provides an opportunity for specialists and managers of the investment and construction industry to maintain a proper level of competence and competitiveness at almost any age (Magera T.N., 2018).

Approximately from the 1950s, new forms of organization of education in the sector of general adult education and in the sector of organizational development began to be introduced, which entailed a number of changes: a decrease in the dominant role of an educator, the use of learning interaction in the education process, attempts to make learning more lively, holistic and practically oriented (Fopel K., 2010). Teaching adults, in comparison with teaching children, is characterized by a number of differences, the emphasis of which has deduced this approach from the general pedagogical theory and practice, which determined the formation of andragogy. Andragogy (from greek. Andros - adult man and agogge - leadership, education) is one of the names of the branch of pedagogy, "pedagogy of adults" [Pedagogical Encyclopedic Dictionary, 2002, p. 15], in the course of which the relevant questions and problems are posing and solving (for example, by what evidences (criteria) do we determine the "adult"

and the "non-adult"?). Adults are distinguished not only by their own practical experience, but also by the need to consciously, sensibly treat the process of their education, motivation, their propensity for practical orientation with regard to learning, and are influenced by various factors: temporary, social, domestic, professional (Maltsev K., 2015, p. 11).

Such differences are not inherently and unambiguously positive or negative. For example, life experience simultaneously serves as a source of learning and a constraint for it. The key to the success of adult learning, according to K. Rogers, includes such psychological features as the presence of a great natural potential for learning, personal safety and the relevance of the subject for the person him(her)self, personality changes (self-organization, self-perception) through involvement in learning, learning through action while maintaining an openness to new experience, activation of the creative process, strengthening of such qualities as independence and self-confidence through self-criticism and high self-evaluation (Maltsev K., 2015).

In addition to lifelong education, according to the Bologna Agreement, modern education rests on the notion of "competence" (from Latin *competens* – appropriate, suitable) (Dictionary of business terms, 2001) as a qualification characteristic of an individual, as well as trends such as personalization of education and new technologies. The basic principles of the competence-based approach include the balance between market needs, the academic program of a university, the abilities of learners and their professional expectations; the formation of a curriculum in accordance with the individual requests of a learner in consideration of his (her) qualification and market needs; constant availability of education tools and technical support (Maltsev K., 2015, p. 11). Personalized education involves flexibility, variability in the selection of components of educational programs, the accounting of abilities and individual qualities of learners.

According to K. Fopel, "the purpose of education is beyond the learning process itself, it is something definite, and the ways of achieving the purpose can differ" (Fopel K., 2010, p. 10). Among the ways of teaching adults over the past 10 years, new technologies have appeared. These technologies, for example, include: Educational retraining, Mentored learning, Blended learning, Programmed learning and Cognitive educational technology, Brain-targeted Teaching Model, Modular Object Oriented Digital Learning Environment (Moodle), Mobile learning (M-learning) (Barabash N.S., 2015, pp. 262-265). Retraining is a constantly renewed, repetitive training of skills. Mentored learning is aimed at developing individual abilities of learners. Blended learning involves a combination of such formats as a personal educational contact of a learner with a teacher and the independent work of students with ICT tools. Programmed learning and Cognitive educational technology are based on the ideas and achievements of behaviorists; advantages of this method: the "portioning" of the educational material is conducive to its assimilation, activity and independence of a learner, the presence of constant control, an individual pace, the use of technical tools. A group of educational technologies related to the use of educational neuroscience, thanks to the study of the functional characteristics of the human brain, can help in predicting and influencing further development. Modular object oriented dynamic learning environment makes maximum use of the capabilities of modern information technologies in order to improve the quality of educational process. Mobile learning is based on the use of personal mobile means of learners; there is an opportunity for combining Distance and Collaborative learning (Barabash N.S., 2015, pp. 264-265).

There is an obvious emphasis on the acquisition of dynamic knowledge, which is realized in a form of study such as "workshop" (an intensive training event involving active participants' work) (Fopel K., 2010, p. 13). Construction managers, supervisors of the MBA program, are included in classes with content that contributes to the formation and development of social-psychological competencies, but, as international practice shows, intrapersonal factors remain without due attention (for example, self-awareness, including emotional), which is negatively reflected both on the activities of a leader himself

and an organization as a whole (Grankova V., 2018). Thus, the appeal to intrapersonal emotional resources is extremely important. In the context of social interaction, intergroup interaction, where their laws are conditioned by group social-psychological phenomena (for example, the distribution of responsibility in the group and its loss at the individual level, the group thinking, the phenomena of intergroup adaptation (Fopel K., 2010), etc.), we consider it expedient to study and the subsequent development of the intrapersonal emotional component of the personnel of construction organizations and executives in particular. This component is chosen as a starting point for the development of a holistic emotional component, including the interpersonal side, which is a component of the external social space.

At the same time, among the requests of construction students for programs of postgraduate and additional education are clearly indicated the intention to develop professional competencies. At the stage of formulating expectations from their learning, this desire is most often manifested. Much less often there is a need for personal self-development and the emotional factors present in a human life, affecting the process and the results of life activity, are almost not realized. So, among learned builders, do not use conscious emotives; emotional statements are understood as spontaneous, expressing the current psycho-emotional state, not tied to activity, are isolated from reality.

J. Plamper, after U.M. Reddy and D. Austin, defines the emotive as an expression of emotions (usually verbal), which describes this emotion and allows it to change, because launches the mechanism of self-examination (Plamper J., 2018, p. 505]. With an understanding of the need to improve professional performance, emotional aspects are not taken into account.

We consider it appropriate to talk about emotions as a language of intergroup communication.

### 3. Procedure and methods of the research

Practical basis of this paper was the experience of developing and conducting classes in postgraduate and additional professional education programs from 2007 to 2018 in the "National Research Moscow State University of Civil Engineering" (NRU MSUSE). The sample consisted of 412 people: masters, PhD students, listeners of advanced training courses and MBA programs. The study of the emotional component of intergroup adaptation, which consisted of monitoring the emotional component as a system-forming factor in the structure of intergroup adaptation; social-psychologically justified measures to improve the effectiveness of personnel management; specially organized training of heads of construction organizations, including social-psychological training to activate the emotional component of intergroup adaptation in a company (organization). Intergroup adaptation is the process / result of optimization of group interaction in an organization and contains motivational, cognitive, emotional, behavioral and integral components (Bulgakov, A.V., 2016). In this paper, the emotional component of intergroup adaptation is studied.

The purpose of the study was to identify the content of the emotional component of intergroup adaptation in construction companies. It was assumed that the emotional component of intergroup adaptation represents a combination of elements that can improve the efficiency of construction companies by improving the efficiency of personnel management in these companies.

The ascertaining experiment consisted of three stages.

Stage 1. A versatile study of the emotional component of the intergroup adaptation of the organization's staff.

Stage 2. Multifaceted assessment of intergroup adaptation in a multicultural construction organization.

Stage 3. Assessment of the level of development of the organization on the basis of the Index of Maturity of the company "Industry 4.0", the identification of the effectiveness of staff management in organizations of different levels of development.

The forming experiment is aimed at optimizing the management of personnel through the emotional component of intergroup adaptation.

In connection with the fact that the emotional side of written texts was mainly held at the first stage of the ascertaining experiment, which included an assessment of the emotional orientation, the saturation of the emotional component; social identity; the general emotional potential of the personnel and the heads of construction companies, it is on its description that we will concentrate in the article. Reliable and valid methods, which constituted a psychodiagnostic complex, included methods for studying texts. The methods were presented in the form of a questionnaire, filled in the presence of the research-psychologist. Such diagnostics is an element of classes for emotional competence for various disciplines (modules) ("Management Psychology", "Professional Manager Skills", "Psychology of Business Communication", "Human Resource Management", "Social, Psychological and Legal Communications", etc.). Time for filling was determined depending on the general plan of classes, but was always limited to the current class. Essays performed outside of classes were not subject to study in this case. This approach is conditioned by the rule "here and now", is explained by the general context of classes, in which intentions are already defined, general agreements are working, the necessary elements of the psyche are actualized.

To study emotion as a language of intergroup communication, we found it possible to use conversion analysis (Isupova O., 2002). Conversational analysis involves studying the structures and formal properties of a language considered in its social use. The purpose of the conversion analysis is to describe the social practices and expectations on the basis of which the interlocutors (in our case, the psychologist and examined person, who later outlines his (her) narrative in the essay format) and construct their own behavior and interpret the behavior of the other. Methodological principles of conversion analysis: the use of an interpretative paradigm and constructivist vision of reality. Features of the method:

- this method follows the data, that is, the analysis is based on empiricism without involving (if possible) preconceived hypotheses;
- the smallest details of the text are considered as an analytical resource, and not as an obstacle, which must be discarded;
- order in the organization of details of everyday speech exists for both researchers and people who construct speech.

Such features distinguish the approach of H. Sacks from classical sociolinguistics, in which everyday speech is an inappropriate object for research, overloaded with random factors. Therefore, any attempt at analysis for sociolinguists is problematic. H. Sacks managed to prove the coherence and meaningfulness of natural conversation in all its complexity, subtlety and nuance. Conversational analysis is the method of the ethnomethodological approach (G. Garfinkel) to social reality.

Writing an essay on the topic related to the presentation of experience in deriving benefits from difficulties and the subsequent content analysis of the text of the essay makes it possible to draw conclusions on the psychological characteristics of its subject or subjects on the basis of studying objective products of activities. We consider it possible to combine traditional content analysis with conversion analysis. We used content analysis in its formalized form, which consists in translating the information studied into quantitative indicators and its statistical processing. The categories of analysis were defined, i.e. key concepts (semantic units); descriptors are identified – words and phrases that can be assigned to

any category of analysis. With the help of content analysis, the substructure of experience and direction of personality, as well as the substructure of individual characteristics of the individual, was analyzed.

The following categories of analysis were identified: the personality orientation, the experience. As descriptors in the analysis category "personality orientation", any mentions, notes, statements concerning the six aspirations of a person were allocated: to destruction, to power, to pleasure, to knowledge, to freedom, to money and material goods. In the "experience" category of analysis, the individual's knowledge and skills were singled out. As descriptors of knowledge, there were words related to the emotional component of intergroup adaptation. As the descriptors of skills, was the ability to include knowledge, professional experience in the text of the essay.

The total sample was previously divided into groups according to the category "position": heads of construction brigades, workers (of construction brigades), managers of design workshop, employees of design workshop. Construction brigades and design workshops are conditional names of construction companies selected for this study. Under the construction brigades in this case are understood all companies performing general construction works, except for project work (for example, repair, work at a construction site). Under the design workshops are understood companies that carry out project activities without direct access to construction sites. The management team consists of such participants, whose managerial experience is at least 3 years. Joint activity in construction brigades and design workshops is at least 1 month.

#### 4. Results

According to the results of content analysis of the essay text, it was found that the quantitative results in the group vary rather poorly in such indicators as "thoughts are directed to the future", "strong concern with relations with others, their appearance, and healthy self-esteem", "dissatisfaction with themselves", "obsession with the past".

With the help of content analysis we obtained results on such substructures as "personality orientation" and "experience". According to the results there are a number of indicators where the variability of the trait is rather small. These include the desire for freedom, power and pleasure. Comparative analysis of a significant amount of averaged data for different groups does not reveal the content of the saturation of the emotional component. To overcome this difficulty, factor analysis was performed by groups using the method of factor isolation: the principal component method and the rotation method: Varimax with Kaiser normalization.

In the group of the heads of construction brigades, such distinctive features (factors) as (five main factors are indicated) are revealed:

- 1) secrecy, isolation, low level of anxiety;
  - 2) aggressiveness in connection with the denial of the future, the fullness of feelings, including the desire to destroy the established order;
  - 3) highly appreciate the professional experience, the positive embodiment of which is seen in the past;
  - 4) the desire for power, the denial of shyness as a manifestation of social behavior;
  - 5) the influence of the environment on the attitude towards oneself.
- 6) The managers of design workshops are inherent (five main characteristics are given):
- 7) the formed, stable picture of the world, the denial of emotions in activities, the priority of knowledge;
  - 8) ambivalent desire to destroy the established order in combination with the denial of the desire for power, aggressiveness combined with shyness;



- 9) secrecy, aspiration for the future, denial of feelings;
- 10) getting stuck in the past, closed nature;
- 11) desire for freedom, pleasure from life, tangible influence of the environment, fullness of feelings, rejection of anxiety.

The employees of the design workshops are distinguished (five main characteristics are given):

- 1) need to acquire knowledge in order to achieve various benefits, the desire for freedom in professional activities and social relations;
- 2) selfishness or focus on self-relations, secrecy, isolation, subjective feeling of environmental pressure;
- 3) private experience in interaction with others, aggressiveness in relations and social behavior, aspiration for power;
- 4) focus on relationships with others, will, feelings, stuck in the past;
- 5) propensity to destruction without using the available power, but with the enjoyment of the process and result, a focus on the future.

The following personal factors are typical for workers (five main personality factors are listed):

- 1) concentration on the Self-relations realized through secrecy, isolation in the surrounding professional environment;
- 2) aspirations for freedom, material and other benefits realized through professional knowledge, aggressiveness in behavior, propensity to pleasure;
- 3) desire to possess power, anxiety as a psychological correlate of responsibility, manifested in various feelings;
- 4) ambivalent attitude to psychological time, to the past and the future;
- 5) focus on relationships with others on the basis of will and feelings.

## 5. Discussion and conclusions

The factor analysis carried out has shown a complex diverse picture allowing to apply the characteristic features of all groups (heads of construction brigades, managers of design workshops, construction workers, employees of design workshops) as a basis for motivation, decision-making, choice of incentive methods, etc. For example, it is interesting that representatives of all categories of personnel of construction companies are distinguished by secrecy. This quality among builders, as we assume, is not associated with temperamental features (introversion as a person's orientation to his (her) own inner world for melancholic and phlegmatic), but is due, most likely, to protective psychological mechanisms that allow to keep the subjective comfortable emotional state required at work. Secrecy in combination with aggressiveness fully confirms our assumption, since aggression is a method of self-defense known in psychology.

It is curious, but in part expected the exclusion of emotions. The everyday experience and everyday observations created a stereotype that makes the builders appear as rigid, devoid of emotions and feelings persons (or intentionally demonstrating such behavior), which corresponds to the image of the male profession. In our study, there is information consistent with this opinion. Builders are people of real business, aimed at fulfilling professional tasks. At the same time, the theme of the professional language of builders is growing with legends, myths and anecdotes. It is specific, precise, practically excludes the need to ask clarifying questions, while it is not normative (which makes it difficult to study

this language scientifically and makes subsequent publication of the results impossible) and very, very emotional!

Summarizing, Roman Jakobson is recalled, who challenged this approach, in which "linguistics should neglect "secondary factors" (Jakobson R., 1975). The secondary factors were emotional elements of speech. R. Jakobson argues with Joos, who believed that the emotional elements of speech cannot be a "finite number of absolute categories" and viewed them as "extralinguistic elements of the real world" because of their "confusion, elusiveness, changeability" and, moreover, refused "tolerate them in our science " (Joos M., 1950). Of course, today emotions are gradually being rehabilitated and "keys" are selected for understanding and studying the nature of emotions, as inherent in a person and influencing the processes and results of the vital activity of a psychic entity.

In the future, based on the received factors, it is planned to classify by criteria emotional features, intrapersonal, but manifested in situations of social interaction, in each identified social group on the basis of the data obtained, which can affect the process of personnel management in construction companies. The obtained data are of interest as a material for optimization of intergroup activities (intergroup adaptation) in connection with the merger of construction companies and the enlargement of construction organizations. Among the projections for the future is also a comparison of the results of the content analysis of the essay texts presented in this paper with the results of studying the motivational component, the organizational culture and the results of other methods; and also the development of a unified program for studying all the components of intergroup adaptation with a view to forecasting the development of construction companies (organizations).

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## Features of Intergroup Adaptation of The Representatives of Various Cultures In The Construction Sphere

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### Abstract

Intergroup adaptation as the optimization of interaction of various social groups depends on some factors. Changes and tendencies of demographic and migration character, existing in the modern world, provoke to pay research attention to them for the purpose of identification of the reasons, regularities and forecasting of the scenario of tomorrow. The demographic situation, including the migration processes, which have exerted the impact on the sphere of construction in recent years, is analyzed in the article. The accent is put on the description of the social groups, consisting of representatives of various cultures, involved in construction. Selection includes the working students of the highest step of construction higher education, the acting employees and the heads of the companies, participating in construction, with experience from 5 to 20 years. The presented results are useful both for construction, and for other spheres of professional activity of the mankind, where there are conditions for interaction of cultures, but they are not thought over from the position of constructive interaction.

**Keywords:** modern demographic situation, emotional component of intergroup adaptation, polycultural environment, modern sphere of construction, ethnic groups in construction, constructive social interaction

### 1.Introduction

55% of the total number of the working foreigners in Russia are involved in the sphere of construction, and other spheres adjoining to construction are also the main for the employment of foreigners: in the industry - 21% of them are involved in the industry; 12% are involved in transport - 12%, 9% are involved in rural and forestry. In comparison with the official data, the real situation is represented differently because of underestimation of migrants (Ivanova, Kofanov, Druzhinin, 2011).

The majority of foreign workers are from the republics of the North Caucasus and Transcaucasia, Central Asia, Ukraine, Moldova. In the modern changed conditions citizens of the sovereign states, which made the single Union as the republics, come to the territory of Russia, as a rule, for the purpose of employment, and the sphere of construction is one of the most popular with the migrants. Loss of the general Soviet ideology forces to look for new opportunities for self-identification among the representatives of various cultures. Interaction situations in construction are inevitable, the branch functions and develops on the condition of existence of social contacts. The cultural diversity of the participants of construction can become a stressogenic factor; the conflictology component in this case is great, as the observations prove. There are different cultures, different groups, different people. In other cases, when ignoring of distinctions is possible, there is the opportunity to be isolated, the relevance of establishing constructive interaction is not so strong. But the activity in the sphere of construction is concrete and productive, therefore, the ways of optimization of interaction among various groups, taking into account social and ethnic distinctions, are necessary.

Long ago Platon spoke about the distinctions of social-and-ethnic character, having offered the first classification according to this sign and offered his vision of the structure of the state, where everyone is in the place and performs his or her work in compliance with the abilities: the mind prevailed for Greeks (these were philosophers); the courage prevailed for barbarians (those were soldiers); desire prevailed for the southerners (those were handicraftsmen) (Platon, published in 2015). The middle and the second half of the XIX century is the period of splash in interest in this subject. Such scientific directions as linguistics,

anthropology, ethnography, archeology became extremely significant, that in turn, causes the formation of social-and-psychological discipline due to the need of interpretation of the obtained data.

Except Platon and Aristotle works by Hegel ("Philosophy history", "National spirit"), F. Giddings ("Consciousness of a sort"), M. Latsarus and H. Shteyntal (the magazine "Questions of ethnic psychology and linguistics, questions of psychology of the people), V. Vundta ("Psychology of the people"), A.A. Potebni ("Language and nationality"), G. Tard, G. Le Bon, T.G. Stefanenko, V.S. Ageev and many others played an important role in the history of development of the all-social ideas, sociology and social psychology.

Basing on the available sociological and social-and-psychological practices of theoretical and practical orientation, being guided by the concept of intergroup adaptation (MGA) by A.V. Bulgakov, considering the maintenance of model of emotional competence, there is an opportunity to approach the problem of optimization of interaction of groups in the conditions of the polycultural construction organization.

## 2. Literature Review

*Demographic situation, migration processes and construction in Russia in the context of intergroup adaptation*

Dictionaries define migration (Latin migratio, migro - I pass, I move) as movement, resettlement. Population migration means the movements of people connected, as a rule, with changing their residence. Migration is subdivided into:

- irrevocable (final change of the residence)
- temporary (resettlement for long, but limited term)
- seasonal (depending on the periods of year)
- pendular migrations (regular moving to the place of work, study).

Movement and resettlement are not synonyms, according to Rybakovsky L.L., Since the beginnings of the 2000th science and broad sense have referred to migration as incidental, pendular and temporary movements. In narrow sense migration is considered to be the finished type of territorial movement, i.e. resettlement (Practical demography, 2005).

Migrant is the person, who made migration.

The history of mass labour migration in Russia is noted by the first wave in the late 1990th - in the beginning of the 2000th, when the most active (in social sense), educated and wealthy people moved to the territory of the Russian Federation (peak of the migration gain (more than one million people, which arrived) fell on 1994). After 2000 migrants, whose education level is average (34%), average special (30%); initial or without education (3%), uncomplete average (14%), unfinished highest (6%), and higher (13%), generally come to Russia (Ivanova, Kofanov, Druzhinin, 2011). Thus, one of the major factors, attracting migrants to Moscow is the possibility of employment in the absence of long vocational training and good knowledge of Russian. In such a situation the most part of foreign labour cannot be included in the activity, demanding high qualification. However in domestic construction difficult technological projects were carried out with the assistance of engineers and workers from Turkey, China, Armenia, Moldova, Azerbaijan, Ukraine. The examples include high-rise towers in Moscow city, oil and gas factories, transport complexes, etc. (Ivanova, Kofanov, Druzhinin, 2011).

Certain experience has been accumulated for the last years, some conclusions have been formulated. For example, growth of the social status at the expense of "modulation" of a part of migrants from the branches, connected with manual labour, in education as well as in science, culture (Armenians, Georgians), the industry (Azerbaijanians). Old residents differ from migrants according to branch structure, social-and-professional structure markedly. They occupy rather high steps of the social ladder,

become businessmen, companies owners, etc. Besides it is noted that old residents prefer to work in multiethnic collectives, while beginners choose monoethnic, formed by natives from related it ethnic group (Ivanova, Kofanov, Druzhinin, 2011).

Perhaps, it is caused by the aspiration to join the habitual environment at the first stages of accommodation in the unfamiliar territory as the "transit point", capable to facilitate the adaptation. Allocation of stages demonstrates the existence of the migration process.

Three stages are allocated in the migration process. First stage (initial, preparatory) is the formation of migration mobility of the population (usually working-age, lonely, males, highly educated, "new settlers"). The migration mobility does not mean the fact of migration, it can be considered as a tendency, which is not always ready to realization. The second stage (the main stage, actually resettlement) is the set of events of resettlement. The third stage (final, finishing) can be called the actual adaptation (the migrant's adaptation to the new living conditions and arrangement). At the third stage the survival of migrants in the new residence and their integration differs. The first option (survival) is applicable rather to internal migrants or external migrants of the same national group, like indigenous people, close according cultural, ethnic, religious signs. The second option (integration) is applicable to the migrants from abroad (immigrants) when there are essential distinctions according to all the signs (Practical demography, 2005).

The term "multiculturalism" appeared in the 1970th, when such concepts as "single-crop" and "poly-cultural" were already used. Disorder of the colonial system generated the inflow of emigrants from the former colonial countries to the territory of Europe, and generally those were the people knowing language, seeking to join the culture and social life of the new country of accommodation. In the 1970-1980th the new wave of migration essentially differed from the first wave. The process of automation of production led to the deterioration of the situation for the population lower class and provoked the prohibition on the entrance of unskilled labour on the territory of the European countries; that, in turn, entailed illegal emigration. Illegal emigrants, unlike emigrants of the first wave, did not seek to join the culture of the new country, they created quarters and areas with "their own" culture (Ilyichyov, Fedoseyev, Kovalyov, Panov, 1983).

Expectations that sooner or later there will be a combination of various cultures did not come true, and in the 1980th the concept of multicultural society appeared, but it was also declared not valid after the 2010th. In foreign countries the failure of multiculturalism policy is noted (Germany, Japan, France, Belgium, Norway, Great Britain, Canada, USA ...)

Now in Russia the adaptation to the poly-cultural environment is a topical issue both for the people, primordially living in this territory, and for those, for whom this territory became a new place for permanent or temporary residence. Anyway the poly-cultural environment forces to adapt to it both locals, and arrived.

In order to provide social and cultural adaptation and integration of migrants as well as educational work with the accepting society the bill on the social-and-cultural adaptation and integration of migrants was introduced by Federal Agency for Ethnic Affairs (Federal Agency for Ethnic Affairs) of Russia in the Government, then on August, 24, 2017, the agency was given the appropriate authority by the Presidential decree of the Russian Federation (Practical demography, 2005). But in spite of the evidence of the need of the undertaken measures, there are no understanding and plans how to work.

The concept "multicultural" and "poly-cultural" are often understand in the scientific literature as synonyms, owing to the similarity of the compound word-forming elements. Integration of migrants (Latin "integration" means "insert", "restoration, completion"; Latin "integer" means "whole, full, undisturbed") is understood differently in different dictionaries: as "association of the diverse parts and

elements", while social integration is understood as the "existence of the ordered relations between individuals, groups, etc.", as "the condition of the internal integrity of culture and coherence between its various elements" (Cultural science. 20th century. Encyclopedia, 1998). The scientific literature does not offer any uniform approach to understanding this term. The concept "integration" began to be applied for migrants rather recently in connection with the multiculturalism policy crash.

This work considers the culturological understanding of integration of migrants, aimed at "coherence and integrity", taking into account the possibility of the existence of various degrees of such coherence and integrity.

According to the German tradition, integration of migrants is understood as the interaction between migrants and the accepting society; it assumes cultural, structural, social and identification aspects. The integration policy or activities for modification of the process and the result of integration, is also focused on these aspects (Varshaver, Rocheva, 2016). The identificational integration, reflecting emotional connection between the migrants and the accepting society, is especially interesting.

The adaptation of migrants is understood in the demographic dictionary as "the process of adaptation of the person to the new living conditions; adaptation is dual by the nature, as the human nature is dual" (according to Demographic conceptual dictionary, 2003), i.e. in habitual, broad sense the adaptation is the process, when the biological and social parties of adaptation are differentiated.

Many scientists worked on the fundamental theoretical concepts of studying of migration processes. E. Ravenstayn, is traditionally considered to have laid the migration studying foundation (E. Ravenstayn, 1885). His theory focuses attention on the voluntary migration (for example, migration from Europe to the USA till 1914).

S. Castles considered migration as the dynamic process, which was defined by the state regulation and the level of industrial development of the countries (S. Castles, 1973 and 1985). Being the representative of the historical structuralism, he considered the predominating role of the large-scale organizations in the formation of migration flows (for example, mass recruitment of labour to Western Europe by the capital after 1945).

In the 1980th the transition from the conceptual ideas of migration to the new economic theory of migration was noted (O. Starck et al., 1991). In this case the decision on migration is made by the group of the interconnected people (family, uniform household).

Late in the 1980th M. Boyd mentioned, that social networks play a serious role in the migration processes (M. Boyd, 1989). The theory of social networks defines networks as the communications, connecting the migrants. Social networks are the social capital and the resource, by the means of which risks decrease and profits on migration increase (to find work, to receive housing, etc.). Further J. Goss and B. Lindkvist (J. Goss and B. Lindkvist, 1995), developed the social systems, on the basis of the theory of structuring by E. Giddens (after Yudina, 2006).

Synthetic theory of the international migration (Massey D.S., Arango, J., Hugo, G., Taylor, J.E., 1993) considers such current trends as globalization, social, political and economic transformation, distribution of the market relations to the pre-market society (based on the country agricultural industry) and non-market society (based on the central planning: economies of the countries of the socialist block till 1990th). From the point of view of the synthetic theory, migration is the result of fast development of the markets, not of the decrease in the market development. Thus, migrants arrive not from the poor and isolated countries, but from the countries, undergoing rough changes, owing to their inclusion in the global processes (retail, economic, information chain stores and so forth). For ensuring economic wellbeing mobile national groups, which are ready to exchange traditional tenor of life for the opportunity to find for a paid application in the extending international labour markets, are created (as after Yudina, 2006).

Thus, according to the synthetic theory, migration can be considered as the natural consequence of global processes of the changing world, and migrants – as active seekers of ways of any satisfaction of the requirements and environment, which are purposefully moving with orientation to labour employment. And for the accepting party migration serves as the compensation mechanism.

This is the difference from the refugees and from the persons, who are looking for a shelter (compelled movement or resettlement).

Migration of the new wave as a current trend, is studied from different aspects. The mosaic picture of the world, created by modern sciences on the person is many-sided, but at the same time there is no uniform concept of knowledge. Physical, psychological, economic, biological and other sides create difficult, often tangled pattern, in which orientation requires a peculiar compass. Based on Jeffrey Chu's works ("bootstrap-theory"), on the models of the concept of knowledge management of (KM) by I. Nonak, G. Hedlunda, M. Earl, E. Karayanis, K. Viiga, L. Edvinsson, D. Snowden, E. Inkpen and A. Dinur, V. Buren, Despre and Chauvel, Bulgakov A.V. (the concept of intergroup adaptation, IGA), a difficult adaptive system of organizational knowledge (the intellectual capital) is being formed. The main components are people and culture as the ecosystem. According to the definition of the father of ecosystem ecology Eugene Oduma, ecosystem, is "a difficult self-organized, self-regulating, self-growing" system (Odum Yu. Fundamentals of ecology, 1975). Yu. Oduma considered relative isolation to be the main characteristic of ecosystems, he distinguished biotic and abiotic parts of the ecosystem and also pointed out the existence of streams of "substance and energy" in such a system. Thus, culture as the ecosystem means the presence of the special "field of interaction" (environment) for various components of the ecosystem.

Intergroup adaptation as the process of optimization of interaction of groups, in fact consists of motivational, cognitive, emotional, behavioural and integrated components (Bulgakov, Kidinov, 2016). These components are interconnected and interdependent. It is impossible to withdraw one of them for studying, since the system will stop its existence most likely. But in the theoretical research space such studying is possible. By the means of the emotional component of intergroup adaptation the opportunity to study and describe the special "field of interaction" (environment), in which there is the operation of adaptable mechanisms appears.

The research in the field of interrelation of culture and emotions were also conducted by some authors, including David Matsumoto, who noted that "emotions distinguish us from computers and other mechanisms" (Matsumoto, 2003). In the conditions of the automation and informatization, which captured the world, the quote is very appropriate. Within the cross-cultural psychology, as "the sphere of some serious scientific research", "methodological approach", bank of information, "concerning great variety of cultures" (Matsumoto, 2003) which evolution were tracked and described in detail by Matsumoto D. and which current state at the present stage was also estimated, many traditional psychological theories (for example, theories of emotions) began to be understood differently.

The universality of emotions expression was checked experimentally repeatedly (Ch. Darwin, Sylvan Tomkins, Paul Ackman and Wallis Fritzen, Carol Izard), and both among representatives of written, industrial culture (USA, Brazil, Argentina, Chile, Japan), and among representatives of unwritten culture (New Guinea). On the other hand, anthropologists Margaret Meade and Ray Berdvisstell proved the assumption, that emotions expression are acquired as language by the means of mimicry. If languages are various, then emotions also differ. Thus, emotions can be not universal. Summarizing the statement of the made experiments concerning universality of emotions, Matsumoto D. concludes, that the existence of six universal emotions (anger, disgust, fear, joy, grief and surprise), which are the base, on which other emotions, diversifying our life, are formed and develop. The wide range of emotional manifestations depends "on experience, on one's personal and sociocultural environment", on cultures in general. Besides, the rules of expression of basic emotions are culturally caused and significantly differ in different



cultures (Matsumoto, 2003), that affects the way of adaptation of the emotional expression to the social context (according to Ackman and Frizen: "culturally caused rules of emotions "display"). Ackman P. and Frizen U. created the System of coding of mimic actions, which became the popular practical means of research in children's, social psychology, patopsychology, psychology of the personality from the 1970th to the beginning of the 1990th. Matsumoto D. notes not without irony, that the same time interval is characterized by the decrease in the cross-cultural research of expression of emotions.

### 3. Procedure and methods of the research

As it was aforesaid, the association of the representatives of various cultures (ethnic groups) is not a new subject, a subject of today. History of mankind knows many examples both of mass migrations, and coexistence of many cultures in one territory, in one ecosystem; for example, the First Great resettlement of the people (the IV – VII centuries); the advance of cattle breeding tribes from Asia to the European territory (Yakovleva, 2017); formation of Russia as the multinational state from XVI to the 19th centuries (by the way according to Lobzhanidze A.A., more than 90% of the people and their territories voluntarily became a part of the Russian state (Lobzhanidze, 2013).

The sphere of construction, in its cultural diversity differs in the difficult system of adaptation. Already at a grade level at the higher education institution citizens from Russia, Belarus, Moldova, Syria, Vietnam, China, Mongolia, Tajikistan, African countries meet in one audience and join in the process of educational professional activity. For the purpose of identification of cultural distinctions the research of distinctive characteristics of representatives of the designated cultures with the emphasis on the emotional component was prepared and carried out. It is supposed that the detection of such characteristics will allow to design the interaction model, promoting consent (the coordinated interaction) in the conditions of mixture of cultural traditions.

Such components of the appearance of cultural distinctions as the degree or force of the expression as well as the representation about "ins and outs (or strangers)" were considered. According to Matsumoto D, emotional socialization, depends on assimilation of the one who is a member of "group of the" of both "strangers" and learning to the corresponding behavior (Matsumoto, 2003). The social and psychological reason of a variety of cultures as Stefanenko T. G. notes, interests psychologists first of all (Stefanenko, 2014). Such psychological phenomena as the need for identification with the group of similar persons ("ins") and differentiations from the members of other groups ("outs", "strangers") are studied quite in detail and go back to the aspiration to maintain the original lifestyle, which is different from the lifestyle of neighbours (K. Levi-Stros, 1985).

The region, national and psychological characteristics of the representatives of various ethnic communities are specified (basing on the research by Boriskin N. F, Popov V.V., Sarakuyev E.A., Krysko V.G., Kulikov I.D.), emotional and social characteristics and relation to work as well.

## 4. Results

### 4.1. Russia.

According to ROSSTAT, the national structure of the population of Russia is various, but the greatest number is made by the Russians (more than 110 million on July 1, 2012) (National structure of the population according Website of Federal State Statistics Service). Researchers note, that northern and southern Russians were distinguished (according to their dialect and some features of material culture) in the Russian nationality as in the ethnically developed community (nation) already in the beginning of the XVII century (Sarakuyev, Krysko, 1996). Valor, endurance, easy adaptability, diligence, philanthropy, tolerance, compassion, unpretentiousness, not-concentration, disorganization, susceptibility to negative influence, excessive trustfulness belong to the ethnopsychological characteristics of the Russians (Sarakuyev, Krysko, 1996).

#### 4.2. Belarus.

Belarusians, as well as Russians, are with a certain share of convention the representatives of Slavic nationalities along with Ukrainians, Poles, Bulgarians, the Transcarpathian Czechs and Slovaks (Sarakuyev, Krysko, 1996). According to sociologists and psychologists, from the moment of final formation of the nation at the turn of the 19-20th century, most of Belarusians acquire such lines as persistence, discipline, thoroughness.

Belarusians are patient in training and education of the subordinated persons from other nationalities, but they are reserved in relation to new acquaintances, closed; isolation, suspiciousness and obstinacy can be inherent for them (Sarakuyev, Krysko, 1996).

#### 4.3. Moldova.

The main core of the national character of Moldavians are such lines as good nature, responsiveness, witticism, sensitivity to encouragement and praise, care with strangers.

Researchers-ethnographers note, that having responsibility and diligence Moldavians are not always disciplined, hot by their nature, but in extreme situations remain calm and collected.

#### 4.4. Syria.

According to UN Fund in the field of the population for 2011, the vast majority of residents of Syria are the Syrian Arabs (about 90% from 20,8 million people) communication (according to Ethnic and confessional structure of Syria. Social-and-political educational portal "New Knowledge"). As Kulikov I.D. notes, the Muslim doctrine spread for centuries among Arabs, proceeded from the value of the moral standards, established by the Koran (Sarakuyev, Krysko, 1996), that influenced the development of such lines as humility, moderation, patience among the younger generation. Logical comprehension of the obtained information can be replaced by special attention to the form of presentation and eloquence; there is a tendency to appreciate aphoristic nature and variety of impressions at the expense of strict logic and objective proofs.

Relation to work is specific: Arabs have no satisfaction from the work, and work is considered to be a heavy duty; there are problems with the discipline. On the other hand, Arabs are capable to suffer vital trials calmly, to suffer difficulties and deprivations.

The emotional originality and social characteristics of Arabs are contrast: along with impulsiveness, reactivity, fieriness in demonstrating of feelings and emotions, they are sociable and peaceful, do not show the negative attitude towards the foreigner, if it is available, but do not conceal positive emotions. In this case the mutual contact is supported in every possible way; that is capable to bring satisfaction and personal development (Sarakuyev, Krysko, 1996).

#### 4.5. Vietnam.

The key feature of Vietnamese, whose behavior have developed under the influence of Confucianism and ethics of the Buddhism, can be considered modesty, respect for moral standards in everyday life, quiet condition of spirit and the relation to life; Vietnamese are characterized by diligence, sincerity, justice, politeness.

Vietnamese are supposed to hide their emotions, especially undesirable: anger, shame, confusion. During communication goodwill, politeness are demonstrated, but it does not designate conciliation in everything. Vietnamese usually finish the unpleasant conversation (Konovalova, 2017).

#### 4.6. China.

National and psychological qualities of Chinese are rigid discipline, high degree of dependence of the individual on the group, specific unity, owing to accurate cast, high degree of trust to opinion of group. It is considered that Chinese seldom are guided by the abstract principles, their mentality is practical, their logic have concreteness. Besides, they are enterprising, adaptive, "amazingly polite" in communication (Sarakuyev, Krysko, 1996).

#### 4.7. Mongolia.

The slowness, observation, inquisitiveness of the Mongolian are noticed by the researchers of the mongol-speaking people and by journalists as well. Existential reference points of the Mongolian are peculiar: the word which can be translated as "tomorrow" means both as the period of 24 hours later, and the period of several days or more. It is connected with the developed slow livestock processes, repeating through the centuries. Due to such perception of time in activity planning, mistakes in detailed understanding of business or duties can be made. At the same time researchers point out the far-sighted character of the Mongolian, enriched with gradually collecting experience, consecutive collection of information, proximity to the nature, ability to contemplation (Sapozhnikova, 2018).

#### 4.8. Tajikistan.

Mobile temperament, the need for diversification and change of activities (roles or duties), implicit obedience and respect for seniors, unpretentiousness, ambition are only some characteristics of national character of Tajiks. Tajiks are hardworking, but work with their speed: with frequent breaks, slowly, without overstrain. Taking into account, that upon the achievement of goals Tajiks strongly change and switch to rest and relax, heads of the multinational organizations will manage to maintain interest in work in the case, if they set the purposes consistently, in combination with accounting of private interests of Tajiks. The additional difficulty for adaptation of Tajiks is created by the fact, that young people aged from 16 to 29 years mostly does not study and does not work.

During communication honesty and simplicity are combined with a certain degree of isolation and vigilance in relation to the representatives of other nationalities; responsiveness on a praise and recognition of skill, merits, appreciation from outside. They do not forgive insults, the frankness of the Tajik can be perceived surrounding as impudence.

The emotionality is expressed moderately, Tajiks have tranquility, judiciousness. The situations, connected with belittling of self-respect and demonstration of disrespect for the Tajik nationality in general, are conflictogenic.

### 5. Discussion and conclusions

Emotions, owing to their universality, are capable to create uniform space for mutual understanding and interaction of the representatives of various cultures. There is a sense to place emphasis in the universal language of emotions by preparation and development of the programme of adaptation of groups the representatives of various cultures. The training tasks having at their heart of the emotional interaction are directed to designing of a positive emotional background as the primary task. It is supposed, that such approach differs in sensitivity, will provide soft immersion as in already developed social context, and will allow to adapt in constantly changing conditions.

Taking into account the fact, that ethnic-and-psychological characteristics are a little conditional, there is a relevant question of distinctions. For construction as the sphere directly influencing the formation of the safe environment of activity of the person it is important to consider these distinctions and competently to use them. For example, besides the emotional training in the context of adaptation, recommendations on the optimization of human resource management in the poly-cultural organization are offered. The

reminder on the reserved use of gesticulation, forming of a career way, taking into account values and others, belong to such recommendations.

Emotions, owing to their dependence on cultural accessory, provide identity and keep cultural (ethical) self-identification in the situation of mixture of cultures and mass migrations. At the expense of emotions personal and professional self-expression is carried out, that is especially important for creativity and for understanding of the person and humanity as values.

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## Emotional Component in a Multicultural Construction Organization

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### Abstract

The modern environment of human life is multicultural. Initially, a large area of construction is developing today due to the latest information technologies and it needs well-trained specialists capable of effectively interacting with representatives of various cultures in their organizations. Emotions, like the background on which there is the life activity of a person, can serve as an interfering or helping factor of a social interaction. This article presents the rationale of the need to study emotions in a multicultural construction organization as a factor of intergroup adaptation or optimization of interaction. The author proposes the complex of psychodiagnostic techniques developed specifically for the study of the emotional component and presents a part of the results of the study, regarding application of the associative experiment, among the various ethnic groups involved in construction organizations.

**Keywords:** emotional component of intergroup adaptation, multicultural environment, methods of investigating emotions, subculture, emotional intellect, modern construction organizations, ethnic groups, associative test, social interaction

### 1. Introduction

Human emotions perform functions that allow us to survive and interact with the environment. The emotions, as one of the forms of activity of living beings, are present constantly, acting as a background, permeating, in a peculiar way meaningfully filling all areas of life activity.

Emotions are irrational and closely related to the unconscious, ambivalent, often not explicit, not systemic. Emotional manifestation is flickering, which provokes difficulties for fixation, scientific study, research, measurement.

In this study, the emotional component is chosen as a compass, allowing you to orientate yourself in the spaces of social interaction in the modern world. The leaders of the construction sector are included in activities that involve the establishment and development of many external social contacts. Such interaction obliges to productive and constructive interaction both with the higher administrative link, and with colleagues and subordinates. The retention of the emotional balance is complicated by the presence of a factor of multiculturalism. Representatives of different cultures bring their emotional patterns and standards to the interaction situation.

The term "culture" is used in this work, but such concept as "subculture" is often applied today. The term "culture" also underwent some changes throughout the development of human history, especially for the last 200 years. The global mass culture has potentially included the existing cultural communities under the influence of two complementary tendencies: integration and diversification. Since national cultures had played the central role in maintenance of norms and traditions, but local and regional cultures had been treated as "subcultures" (18-19th century), the world changed cardinally. Mass-media, Internet allowed practically all the population of the planet to keep in contact in various communities (that is characteristic of integration) and to promote the emergence of new communities (diversification) (Styopin, Guseynov, Semigin, Ogurtsov, 2010).

The subcultural groups, differing on gender, age, ethnic origin, professional competence, introduce variety, diversity, differentiation into the content of professional activity and interaction, they excite interest, serve as the motivating factor for the constructive, benevolent relations. On the other hand, identity and originality separates, and in extreme cases opposes, causes hostility to the representative of other subculture. As a rule, there is a dominating subculture in the organizations where there are

representatives of various subcultures. At the same time, subcultures do not necessarily enter opposition or clash to each other.

The norms and rules, regulating interaction are characteristic of professional activity (for example, in construction). First of all such norms ensure safety, especially if it is about the building site. Technical adjustment is carried out by the means of technical regulations and standard technical acts (for example, City-planning Code of the Russian Federation, federal laws, Construction Norms and Regulations, etc).

As for safety of interaction, personal psychological security, prophylaxis of stresses and critical conflict situations, emotional burning out, maintenance of favorable psychological climate in the organization, the legislative regulation is carried out only indirectly, or it is absent. Taking into account the ascending speed of construction and the need to increase the number of builders, such situation obviously attracts attention.

According to official data, in recent years only in Moscow the number of people involved in construction and related industries is aiming at 1,500,000 people (according to the Site of the Complex of Urban Development Policy and Construction of the City of Moscow). Accurate data related to representatives of various cultures involved in construction (the number of ethnic groups and their numbers, the time spent in the territory of the Moscow region or the Russian Federation, etc.) for today does not exist or is out of access. However, the existence of a large multicultural environment is not in doubt.

The global architectural and construction industry is influenced by the multicultural environment, migration policy and demographic situation. International stylistics in architecture contributes to the preservation and development of national identity, the preservation of identity in connection with the process of globalization. This is the current trend, which also includes the following changes that are undergoing construction industry today (Magera, Kristal, 2018):

- "digital" solutions in construction, including implementation of BIM-technologies (BIM – information model of a building), which allows to radically transform the process of solving problems of planning and organization of the construction process. Digitalization changes the world.
- integration and consolidation associated with large-scale construction (the formation of integral spaces, for example, modern multifunctional complexes) (Repin, 1992, Chayko, 2007, Yarovenko, 2012). The enlargement takes place through the construction of vertical cities (for example, the project of Dubai City Tower Mepaac, of Dubai Holding, at a height of 2,400 meters, in which 400 residential sections, and the sources of energy are wind, thermal water, solar panels (Ishkov, Magera, 2015) and the development of the idea of a floating city – the construction or complex of structures on a floating platform (for example, the projects "Venus" and "Freedom Ship");
- the shift in emphasis on conservation and saving. Development of green building and "green architecture". Attention to the cultural architectural heritage and natural objects.

All these trends create the conditions for the unification of construction companies. So, when creating one information model of a building, the engineers, architects, IT specialists, economists, environmentalists, fire safety specialists and many others are involved in the design, construction and operation processes. In the joint multicultural construction companies, the issue of inter-group adaptation is topical, the solution of which optimizes the interaction of various groups of specialists.

### **Emotional component of intergroup adaptation**

Studying the theme of emotions, the author considered the relevance of the formation and development of emotional competence, in particular among students, specialists and managers in the field of construction (Bulgacov, Belinskaya, Fedorovich, Abrosimova, 2016). Based on the model of emotional intelligence, the model of emotional competence in the context of the competence approach in education



consists of intrapersonal and interpersonal components. Considering that a man is a complete creation, and any sort of typologization and division with the aim of structuring and preserving the principle of scientificness are often conditional, it will be appropriate to mention that the intrapersonal and interpersonal components are inextricably linked. Nevertheless, the model of emotional competence by its social interpersonal side is in the space of inter-group adaptation.

The basic definition of intergroup adaptation (MGA) in an organization involves the process/result of optimizing the interaction of groups in the organization and contains motivational, cognitive, emotional, behavioral and integral components (Bulgacov, 2007). In construction, the aspects of the MGA are studied taking into account the request for organizational character and management (Yudin, 1998). The emotional component of the MGA was given less attention, which is understandable with irrationality of emotions and inaccessibility of their measurement. However, the influence of emotions on the process and results of human activities occurs regardless of the presence or absence of appropriate opportunities for emotional psycho-diagnostics.

To determine the ways of influencing emotions on the process of intergroup adaptation, this research is conducted in construction organizations. The mechanism of management of the emotional component of MGA is also interesting. Among the tasks that are solved by researchers there is a need to select and/or develop such tools that will allow the realization of the research intention.

## 2. Literature Review

From the Ancient period, in the writings of Aristotle, Cicero, Plato, etc., attention is paid to emotions.

Interest remains in the New Age and the Age of Enlightenment (Bacon F., Descartes R., Spinoza B., Leibniz G. W., Hobbes T., Lock J., J.-J. Rousseau, Herbart J.F., Darwin Ch., Spencer G. and others). In the twentieth century there are interesting theories of emotions, typologies are being developed: Lange C. and James W., Cannon W., Bard P., Hebb D., Festinger L., Schachter S., Lazarus A., Arnold M., Anokhin P. K., Izard C., Simonov P.V. and many others. At the turn of the 20th and 21st centuries, the theme of emotions becomes even more popular, as evidenced by the work of such authors as D. Goleman, D.V. Lyusin and D.V. Ushakov, Boyatzis R. and Mackie E., R.J. Sternberg and etc.

The long history of psychology of emotions shows not only a long-standing interest in the emotional side of human life, but also the infinity of disputes about the degree of need, constructiveness, "intelligence" of emotions. Ignoring emotions, understanding emotionality as a destructive side of a human personality, bordering on or pointing to pathology, attributing to emotions some traits that contradict rationality, benevolence and intelligence are just a part of prejudices that have been formed for centuries in the space of pre-scientific and scientific thought. To date, the impact of these ideas is still strong, but there are a number of trends that rehabilitate this attitude (for example, such concepts as "multiple intelligence" (G. Gardner, 2007, "practical intellect" (J. Sternberg, 2011) "emotional intelligence" (W. Payne, Vincze Miklós, D. Goleman, 2009).

## 3. Procedure and methods of the research

As G. Gardner notes, tests like "pencil-paper" are only partly able to study the intellectual abilities of a person (Gardner, 2007). From the point of view of emotional intelligence, the remark is also true for the study of the emotional component of the MGA, therefore, in addition to quantitative tests, qualitative techniques were required.

To form the package of research methods, the criteria, indicators and techniques for assessing the emotional component of inter-group adaptation (EC in the MGA) of managers and employees in a multicultural construction organization were identified. For example, the criterion "Emotional Potential of Executives of Companies (Departments)" corresponds to "Indicators of Emotional Intelligence:

Interpersonal EI (MEI)", "Indicators of Emotional Intelligence: Intrapersonal EI (VEI)" and "Indicators of Partial and Integrative Emotional Intelligence". Indicators of interpersonal emotional intelligence (MEI) are the subscales of the Emotional intelligence questionnaire (EmIn) of D.V. Lyusin, "understanding of other people's emotions (PE)" and "managing emotions of other people (UE)". Indicators of intrapersonal emotional intelligence (VEI) are subscales "understanding their own emotions (EP)", "management of one's own emotions" (VU)", "control of expression (VE)" and "integral indicator of general emotional intelligence (OEI)" of the "EmIn" technique. Indicators of the partial and integrative emotional intelligence are such scales of Test of N. Hall for determining the level of Emotional Intelligence as "Emotional awareness", "Managing your emotions", "Self-motivation", "Empathy", "Recognizing the emotions of other people" and "Integrative level of EI".

According to this principle, the following methods and techniques of processing the diagnostic data were selected. The methods presented are selectively indicated with criteria and/or indicators:

- Questionnaire (studying the emotional aspect of the organizational culture of the departments and/or the multicultural construction organization). The polycultural features of an organization: professional, ethnic, age, gender. Also the study of the saturation (fullness) of the emotional component of the MGA as a part of the personality structure of employees and leaders.
- The essay on "Extracting the benefits from difficulties" (studying the saturation (fullness) of the emotional component of the MGA as a part of the personality structure of employees and leaders). In addition, the study of the emotional aspect of the leadership potential of the head of a company (department): "Internal" aspects of the personality or intrapersonal aspects).
- Projective methods: graphological analysis of essays; analysis of a picture, associative test, expressive method (studying the attitude to changes and readiness for them, the emotional aspect of the general orientation of a person as a social manifestation of activity, personal experience, characteristics of emotional processes)
- Narrative method (studying the emotional component of the MGA as a part of the personality structure of employees and leaders)
- The method of N. Hall to determine the level of Emotional intelligence (the study of partial and integrative emotional intelligence as indicators of the emotional potential of company executives (departments))
- Questionnaire of emotional intelligence "EmIn" of D.V. Lyusin (study of emotional potential of heads of companies (departments))
- The test-questionnaire "Emotional orientation" (B.I. Dodonov) (definition of dominant emotions (Altruistic, Communicative, Glorical, Praxic, Pugniac, Romantic, Akizitivnye, Hedonistic, Gnostic, Aesthetic) as indicators of the emotional orientation of personalities of employees and managers)
- The methodology of studying social identity (MISI) of Shneyder L.B., Khrustaleva V.V. (definition of social identity of employees and leaders as a criterion of socio-psychological adaptation)
- Test "Motivation Profile" by P. Martin and S. Richie in the adaptation of A.V. Bulgacov (studying the emotional aspect of the motivational potential of employees and heads of departments, companies)
- Methodology for assessing the organizational culture of K. Quinn and R. Cameron in the adaptation of A.V. Bulgacov (study of an emotional aspect of organizational culture of a department, multicultural construction organization).

The associative experiment as the term, designating the projective method of the research of the personality motivation has been offered and approved in the beginning of the 20th century (K.-G. Jung, M. Vertgeymer and D. Klein). In the 1920th A.R. Luriya modified the associative experiment into the so-called "interfaced motor technique" aimed at diagnostics of "the hidden traces of affect" (cited as in Short psychological dictionary, 1998). The associative experiment is the method of scientific discipline of the psycholinguistics, which is on a joint of psychology and linguistics. Ethnolinguistics or linguistic anthropology is the section of psycholinguistics and the field of linguistics, learning language in its connection with culture (Yudin, 1998). Words incentives, which require answers with the first occurred words, given as soon as possible, are presented to the examinee.

The associative experiment is used in psycholinguistics in three options:

1. "Free associative experiment". Words-reactions on the presented word or phrase are not limited.
2. "Directed" associative experiment. Words-reactions on the presented word or phrase can be only of a certain grammatical or semantic class (for example, only adjectives).
3. "Chain" associative experiment. It is offered to give words-reactions on the presented word or phrase in a certain quantity and during limited time: "Call 10 various words or phrases in 20 seconds" (Glukhov, 2005).

During the analysis verbal reactions of the examinees on the presented words (phrases) – incentives can be allocated between syntagmatic and paradigmatic associations. Syntagmatic associations differ from words incentives in their grammatical class and transfer the predicative relation (Glukhov, 2005). The predicative relation consists in attributing to the subject of any sign (Krivonosov, 2017). Paradigmatic associations are the words-reactions of the same class, as the words-incentives, they submit to the semantic principle of "the minimum contrast". The principle of "the minimum contrast" for paradigmatic associations, formulated by Mack-Neyl, says that "the association of two elements will be the highest if these two elements form minimum contrasting couple, i.e. contrast on one sign" (Petrenko, 1988.).

One of the distinctive features of the associative experiment is its simplicity and availability of the use. Besides, during the experiment the opportunity to tap extra-mental components of the word meaning is given. Associative reactions of each person differ in a larger individual originality. The structure and features of verbal memory, the nature of associations are influenced by the general education level and culture level, age, sex, geographical conditions, profession, cultural and historical traditions; however belonging to certain people, to one culture gives the chance to associative communications to repeat rather regularly in one language (Glukhov, 2005). For example, persons with the higher technical education give paradigmatic associations more often, while persons with humanitarian education give syntagmatic associations; according to A.A. Leontyev, different associations on the same incentive were given by the residents of various cities (in Yaroslavl: brush – mountain ashes, in Dushanbe: brush - grapes), by representatives of various professions (conductor: brush – soft, smooth, nurse: brush – ablation, builder: brush – hair) (Glukhov, 2005).

Studying and explanation of the mental phenomena with the principle of association (associationism) is one of the powerful directions of modern psychological thought. Long ago Aristotle put forward the idea about the images, arising in consciousness without the visible external reason, as the product of association. Essentially various interpretations of the principle of association of ideas occurred. So, J. Berkeley and D. Yum considered the principle of association of ideas as the connection of phenomena in the consciousness of the subject, D. Gartli developed the materialistic direction of associationism, etc.

New theories and hypotheses among which – Ch. Darwin's doctrine, explaining emotions, were made in the 20th century, thanks to the achievements of biology and neurophysiology and also under the influence of associationism (or associative psychology). Ch. Darwin begins Chapter 1 of his book

"Expression of Emotions at the Person and Animals" (1872) with the formulation of three principles of expression of emotions:

1. The principle of the useful associated habits (communication of certain "states of mind" and certain expressive movements; Ch. Darwin emphasizes "the powerful force of a habit")
2. The principle of the antithesis (antithesis - is the Greek for "antisituation"; if, according to the first principle, in certain states there are relevant movements, therefore, opposite states cause "a strong and consensual tendency" to make the opposite movements)
3. The principle of the actions caused by the structure of the nervous system, which are originally not depending on the will and only to some extent not depending on the habit (or "the principle of direct action of the nervous system" as Ch. Darwin suggested to call it for short) (cited as in Expression of emotions of human and animals, Darwin Ch., published in St. Petersburg, 2001).

Three principles, offered by Ch. Darwin, which are based on associationism, formed the basis of the description and explanation of expression of emotions of human and animals. "The powerful value of associations is recognized by everybody", - Ch. Darwin wrote. The habitual emotional reactions, states connected with the presented words (phrases)-incentives, give information, answering to the research plan during studying the emotional component of the intergroup adaptation.

The organization of an empirical study of the emotional component of intergroup adaptation in a multicultural construction organization, according to methodical intention, involves three stages. The first stage is the selection of participants among construction managers, the second is in the sample of companies involved in the construction industry (the main criterion is multiculturalism), the third stage is the forming experiment: the development and testing of the MGA Program, taking into account the emotional component.

The study involved 250 managers of various levels of organizations (departments), companies involved in construction. Age ranges from 28 to 55 years. Methods were proposed in both Russian and English. For participants of the study, who are poorly proficient in Russian and English (for example, from Vietnam, China), individual support is provided for the representative of the group of researchers. Maintenance involves clarifying incomprehensible terms, questions, tasks.

All three stages were carried out on the basis of the NRU MSUCE as the leading building university of the Russian Federation, or with the direct participation and assistance in carrying out research of representatives of the University.

#### 4. Results

Practitioners know that carrying out real scientific research in organizations is hampered by the lack of time, interference in the work process, individual personal characteristics of the subjects, expressed in resistance to testing, and sometimes the rejection of it. In this regard, depending on the specifics of an organization and taking into account the current situation, the respondents were divided into groups in which certain sets of prepared techniques were proposed.

In this paper, it is possible to formulate, as the results, the revealed features of the application of the developed package of psychodiagnostic techniques in the sample.

In general, the sample is not balanced by the gender criterion, which corresponds to the notion of the construction sector as "male". For every 20 male leaders in the sample, on average, there is 1 leader - a woman. Female representatives are involved in the work of almost all departments of construction organizations: architecture, design, financial sector, housing and communal services (in terms of the

operation of building structures), etc. Among the owners of the construction business, in particular in architecture and design, female representatives are also present.

English-speaking questionnaires were more often used by the leaders of construction organizations from Syria. Citizens of Vietnam and China needed individual support when working with methods or compared the texts of English- and Russian-speaking questionnaires, as well as dictionaries and electronic translators.

It is interesting that 80% of the subjects described their professional activities through negative characteristics ("rigidity", "short terms", "competition" ...). Half (40%) of respondents characterized such conditions as emotionally comfortable for themselves.

Besides, a certain tendency in answers of respondents, depending on religion can be noticed. One of the tasks, included in the integrative questionnaire, reveals among other things, both the head's values and criterion at staff recruitment. The text of the task can be the following: Imagine that there are two candidates for a vacant position with the same level of professional skills, comparable experience and education. By what criteria do you choose who will become a member of your team? Suggest your options.

Among the qualities of applicants, which will be decisive for the choice of one of two worth persons we can name the following:

- "patience", "care", "cheerful person" - the answers, which are characteristic of the respondents, professing Buddhism (Vietnam, Mongolia);
- "with good communicative skills", "sociable", "with whom it is easy to interact" - the answers, which are characteristic of the respondents practising Islam (Syria, Tajikistan);
- "good education, but not character", "serious", "responsible" - the answers, which are characteristic of the respondents who are not Russian-speaking and who put a crossed out section to the question "If you are a believer, what religion do you profess".
- "moderately sociable", "accurate", "sense of humour", "fast correct decisions", "resourcefulness" - the answers, which are characteristic of the respondents, professing Orthodoxy;

The associations, offered by respondents on the words incentives, are also of interest. For example, to the word "head" the following associations are offered:

- "kind", "clever", "patient", "who explains" (by Buddhists);
- "help", "teach", "courage", "patient" (by Muslims);
- "work-hard", "active", "conscientious", "serious", "exacting" by the respondents who are not Russian-speaking and did not specify any religion;
- "leader", "cares for the interests of the company" (by Orthodox Christians).

The associations to a phrase "state at work" include:

- "well", "seriously", "I want to work" - typical answers for Buddhists;
- a wide range from "hysteric" and "irritation" to "satisfaction", "drowsiness" and "concentration" - answers of female heads in architectural and construction branch (Russian-speaking, Orthodox Christians or atheists);
- "hard", "difficult" - answers of female heads in architectural and construction branch (Arabic-language, Muslims).

## 5. Discussion and conclusions

The emotional aspect is not denied by heads in the construction field outside the official format. It attracts interest and human response, but it often causes confusion or sabotaged in polarly opposite official conditions (for example, during the classes on MBA, in the magistracy or during the postgraduate study, during scientific conferences, meetings of representatives of construction business and educational organizations).

It is difficult to study emotional aspects, but at the same time, emotions are capable to warn, for example, about overloads among employees and heads of the construction organizations. From the point of view of safety it is an important factor. Besides, the prevention of psychoemotional overloads is possible, taking into account cultural distinctions, that it is the following step and prospect of the real research.

The building managers did not deny the emotional aspect outside the official format, it causes interest and a lively human response, but is often embarrassed or sabotaged in polar opposites (for example, during the classroom at the MBA, at the master's or postgraduate level, at scientific conferences, meetings of representatives construction business and educational organizations).

Thanks to the discussion of the theme of emotions with the leaders of the construction sector, it was possible to think through and conduct the MGA Program, taking into account the emotional component, containing both a theoretical and training, practical module.

The conclusions drawn are important in the transformation of the construction sector of the economy. The chances for the preservation of small companies remain less and less, while the enlargement processes capture new spaces. Absence of isolation conditions involves all social aspects of personality of employees and leaders of multicultural construction companies, inevitably adaptation mechanisms rely on an emotional resource that can be trained and developed.

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# The Influence of Business Communication Learning on The Development of Communication Skills And Group Interaction of University Students

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## Abstract

The purpose of this study was to analyze the impact of business communication learning on the development of communication skills and group interaction among university students. The results showed that the course of business communication helped the students to develop good skills and positively influenced in essay writing, solving learning tasks, working in a group, verbal communication and using multimedia teaching tools, resolving disagreements and contradictions within groups in the first and third year of study. More than 97% of respondents from two samples of the study received high marks based on written tasks, reports on the analysis of the work of organization departments, on the solution of learning tasks and oral presentations.

**Keywords:** business communications, business communication skills, essay, multimedia teaching tools, work in a group, oral presentation

## 1. Introduction

Business communications occur between people that participate in joint activities, with the interaction of people in the process of a certain type of work activity. Business communications are mainly represented in the form of interpersonal communication and always accompany the activities of an organization (Spivak, 2014). It is necessary to distinguish business communications from other types of communication. The objectives of business communications are, first of all, the following: ensuring the effective exchange of information between the levels of management, improving the partnership between managers and subordinates, between colleagues, the productive cooperation of people in achieving meaningful goals, ensuring the success of the common cause, regulating and optimizing the flow of information (Khripko, 2017a; Sokolov, 2014). The developed abilities of business communications are a sign of professionalism in management culture (Asadov, Pokrovskaya, & Kosalimova, 2010).

Leaders require their employees to have good communication skills and expect that graduates will have communication skills at the end of learning (Blundell, 2004). In order to satisfy these requests, business communication learning is provided as a compulsory course for bachelors studying in the areas of "Management", "State and municipal management".

Business communication is represented by the processes of creation, transmission, reception and interpretation of messages in an interpersonal, group, organizational, intercultural, public context and in the context of mass media in written and oral form (Sokolov, 2014). However, business communication can be treated in a narrower sense - as an activity involving the achievement of certain interests and objectives in the professional sphere.

Regulation, that is, adherence to established rules and restrictions, is a specific feature of business communication. Business communication always arises in a certain context and turns out to be dependent on it. The rules of business communication are determined by the type and form of business interaction, the degree of formality of interaction, specific goals and tasks that face the participants, as well as national and cultural traditions and social norms of conduct.

Effective business communication is a key factor in planning, leadership, organization, control and access to the organizational resources to achieve goals that can be manifested at a formal and informal level



(Blundell, 2004). According to researches, more than half of the heads of companies' departments monitor the implementation of business communications in the following areas: media relations, online communication, marketing, special events, product presentations (brands), crisis management, internal communications between employees, public relations (Ziek, 2009). The prevalence and important role of business communications leads to the conclusion that it is necessary to learn methods and techniques of business communications and in the cooperation of education and production in the process of training professionals (Pashentsev, 2012; Pryadko & Lebedev, 2017; Rodionova, 2015; Ziek, 2009).

The culture of business communication promotes the establishment and development of cooperative and partnership relations between participants in business interaction: employees, managers and subordinates, business partners and competitors. The culture of business communication largely determines the effectiveness of business relations: will the relations be successfully implemented taking into account mutual interests or will they be insubstantial, or even stop altogether, if not impossible to find mutual understanding (Asadov, Pokrovskaya, & Kosalimova, 2010).

Business communication can be carried out in written and oral form. Written business communication is represented by all types of business correspondence, documents fixing social and legal relations - contracts, agreements and related documents.

The use of multimedia in the learning process allows: solving the problems of humanizing education; improve the effectiveness of the learning process; to develop the personal qualities of students, their communicative and social abilities (Ishkov & Leontev, 2015). Multimedia educational tools contribute to the emergence of not only new opportunities for communication, information transfer, but also opportunities for generating new problems, solutions (Osin, 2005).

In oral business communication, dialogue relations are realized (Rudenko, 2013). The specific situation, including the number of participants, the nature of the goals set, the levels of interaction between participants, gives verbal business communication the characteristics that make it possible to identify several forms of its manifestation. These include: business conversation, business meeting, business public presentation (presentation), business negotiations, consultations. The most common and most commonly used form of oral business communication is a business conversation.

Significant role in oral business communication is played by a person's appearance, since visual contact forms in many ways the initial perception and assessment of the interlocutor. Clothing can convey information about the social status of a person, the qualities of his personality, self-esteem. An essential factor of business communication is a set of interests and goals pursued by interlocutors, which often leads to disagreements and the need to eliminate them (Rudenko, 2013). Each form of business communication has a peculiar manner, suggesting the presence of different participants, conditions and subject of discussion. Nevertheless, all forms of business communication should comply with the universal principles of business ethics.

## **2. Training in business communication skills of university students**

The training of business communication involves the formation and consolidation of learners' communication skills and business etiquette (Khripko, 2017b). Recommendations of a practical nature can be used in the negotiation process, at conferences and seminars, as well as in preparing for the reception of foreign delegations (Ishkov & Magera, 2017).

The content of the business communication courses includes a wide range of concepts and skills. The course of business communication involves the mastery of the theory of communication, written communications, oral communication, employment communication, communication techniques, as well as ethics and cultural diversity (Cummings, Maddux, & Richmond, 2008).

The data, based on the evaluation of the Business communication course, confirm that the students improved their business communication skills at the end of the course. According to the survey (Ziek, 2009), most teachers and students noted that students improved their performance in writing reports and confidence in the possession of written communication at the end of the course; the reports were clear, complete, concise, analytical, correct stylistics, were substantial, the number of grammatical errors was reduced. Similar data were obtained for students in the areas for training "Economics", who attended the course "Business Communication", where they taught written business basics, official registration of reports, methods of oral presentations and methods of oral persuasion. Students, teachers and administration considered the course positively (Cummings, Maddux, & Richmond, 2008).

Training of written and oral communication skills is at the forefront of the education process, while learners may not develop these skills adequately (Magera, 2017). The skills of oral communication are necessary to achieve success in managerial positions (Drucker, & Maciarelo, 2011; Rodionova, 2015; Rudenko, 2013). It seems that learning the skills of verbal communication of students-future managers is not successful enough, which is reflected in specialized areas of management. Business communication skills are one of the key areas that need substantial improvement in the training of economists. These skills are given minimal importance in bachelor's programs in accounting (Ziek, 2009).

In the above studies, only the results of learners attained at the end of Business communication course were reported. In this study, an assessment of the short-term impact of the training course was conducted, first-year students were asked to report their expected learning outcomes voluntarily after taking the Business Communications course. The long-term effect was assessed on the sample of third-year students, who were offered to report voluntarily their alleged communication activities on specialized third-year disciplines and in activities related to work.

The purpose of the study was to analyze the impact of learning of business communication on the formation and development of communication and group interaction skills among university students.

To achieve this purpose, the following questions were formulated:

How does the training of business communication influence the formation and development of skills: a) preparing an essay on a given topic, b) solving learning tasks, c) working in a group and verbal communication, d) using multimedia teaching aids?

2. How did the disagreements and contradictions in the implementation of joint group activities arise and evolved, how they were resolved?

### 3. The procedure and methods

The study involved 60 bachelors studying in the area 380304 "State and municipal government". They were trained in the discipline "Business Communications" in the first year of study. The students voluntarily participated in the study. First-year students filled in the questionnaire after completion of the course and formed the first sample. Simultaneously 30 students of the same direction of preparation, students of the third year, filled the same questionnaire, they made the second sample. Samples approximately coincide in terms of age and gender. The respondents understood that their participation in the study was anonymous and would not affect the process of further education.

The research was conducted by methods of survey and group discussion. To conduct the study, a questionnaire was developed on the basis of the academic discipline's objectives "Business Communications". The questionnaire contained four sections, questions related to the development of a number of skills: writing an essay on a given topic, solving learning tasks, group working and oral communication, the use of multimedia teaching tools and 12 questions, these sections corresponded to the research questions.

Skills for preparing an essay on a given topic included indicators: 1) determining the type, form and volume of the essay; 2) competent selection of parts of the essay; 3) correct editing; 4) correct use of grammatical constructions; 5) the correct use of citations, references and annexes in the text; 6) the union of parts of the text, related to each other; 7) experience of writing essays on other academic disciplines.

The skills of solving the learning tasks were presented in the questionnaire with the following indicators: 1) a clear definition of the problem, goals; 2) collection of necessary data; 3) analysis of the data obtained; 4) development of plans and recommendations; 5) documenting the task; 6) solving learning tasks on other disciplines.

Skills of working in a group and oral communication included indicators: 1) active participation in the work of a group; 2) the appropriate environment for working in a group; 3) equity in the distribution of collective responsibilities; 4) a sense of a favorable group climate; 5) business dress code for official performances; 6) active participation in discussions; 7) the presence of a positive attitude towards teamwork, classmates, teachers and supervisors; 8) conducting quality oral presentations on other disciplines.

The skills of using multimedia teaching aids were tested using indicators: 1) the ability to use educational databases; 2) ability to work with educational knowledge bases; 3) ability to use educational computer telecommunication networks.

The skills to resolve disagreements and contradictions (Ishkov & Miloradova, 2017) within groups were assessed through a group discussion during classes and the subsequent analysis of its results.

5-point Likert scale was used to measure students' level of competence (Ermolaev, 2003). The options for scoring for the statements in the first four sections were: 1 - completely agree, 2 - agree, 3 - did not decide on the answer, 4 - do not agree and 5 - absolutely disagree. Four independent experts examined the questionnaire and unanimously concluded that the elements of the questionnaire were valid for the proposed research objectives.

Each response was edited and processed, the frequency and percentage statistical distributions, the averages for the samples were calculated (Ermolaev, 2003). When analyzing data to determine the extent of degree of agreement or disagreement, the mean values within the range of the scale were used. That is, the average values of the range [1, 1.49] corresponded to the answers "absolutely disagree", [1,5; 2,49] - "disagree", [2,5; 3,49] - "did not decide on the answer", [3,5; 4,49] - "agree", [4,5; 5] - "completely agree". Student's t-test for independent samples was also used (Ermolaev, 2003) to identify any significant differences at the significance level  $p = 0.001$  between two samples (first-year students and third-year students) in how the course of business communication affected the development of the skills and activities of learners.

The study used the method of analyzing interactions of R. Bales (Bendas, 2006), which allowed to obtain useful information about the origin of disagreements, the types of communicative actions (acts) associated with them, and the actions used to prevent escalation of tension.

R. Bales singled out the parameters of observation, by which one can understand how an individual or a small group behaves in four important areas of interaction: positive emotions, negative emotions, posing and solving problems. Each area is revealed by means of three most important manifestations (types of interaction), so a scheme of registration of interactions is formed. This method classifies communication into 12 types, six of them are associated with the task and six ones are social and emotional. Among the last six types are three categories of positive and three categories of negative emotions (Bendas, 2006).

After completing the "Business Communications" course, a final evaluation of the results of each student's work was also made, which consisted of solving management tasks, writing a report on the analysis of

the work of the department (unit), and conducting an oral presentation. The data were obtained in two samples (first- and third-year students), the results of the work were evaluated on a 5-point scale.

#### 4. Results

The results of the study are presented in the consistent impact of the Business communication course on the formation and development of skills: writing essays on a given topic, solving learning tasks, working in a group, verbal communication, using multimedia teaching aids, and resolving disagreements and contradictions within group.

On the first question of the study, at first it was necessary to establish how the training of business communication influences the formation and developing the skills of writing essays by students. Average scores and standard deviations for a group of freshmen and third-year students with respect to different reporting skills were calculated, statistically significant differences between the two samples were determined using the t-test for unrelated samples. Immediately after completing the Business communication course, first-year students agreed that the course helped them to create a good basis for essay writing, the following indicators were singled out: determining the type, form and size of the essay; competent selection of parts of the essay; correct use of citations, references and annexes in the text, with average scores in the range between 3.48 and 4.19. In addition, it was indicated that the course helped in essay writing on other academic disciplines,  $M = 3.77$ . Here and below:  $M$  is the average value for the sample,  $SD$  is the standard deviation. Essay writing develops the skills of independent creative thinking and written presentation of thoughts. Essay writing is very useful, it allows the author to learn clearly and correctly formulate thoughts, structure information, use terms, highlight cause-effect relationships, illustrate relevant experience with examples, to argue conclusions.

The third-year students from the second sample filled out the questionnaire on the long-term impact of the training in the discipline "Business Communications". Third-year students reported that the course of business communication, which they had attended in the first year, helped them create a good basis for developing skills in essay writing (with average values in the range between 4.09 to 4.28). They also agreed that the course helped them learn to write essays on other academic disciplines ( $M = 4.27$ ). There were only two indicators of the skills of essay writing, according to which the answers of students from the second sample are vague: correct editing of essays ( $M = 4.58$ ,  $SD = 0.96$ ) and consolidation of parts of the text related to each other ( $M = 4.63$ ,  $SD = 0.98$ ).

Further, how does the learning of business communication affect the formation and development of skills of solving the learning tasks by students? In general, first-year students agreed that the Business communication course helped them develop good skills in the solution of learning tasks, indicators: a clear definition of the problem, goals; collection of necessary data; development of plans and recommendations (with average values from 3.65 to 3.76). First-year students also agreed that the course helped them of solving the learning tasks in other disciplines ( $M = 3.83$ ). Likewise, third-year students (second sample) reported that the Business communication course that they studied in their first year, positively influenced their skills of solving the learning tasks (with average values for each indicator between 4.18 and 4.37), and also helped them well in solving the learning tasks in other disciplines ( $M = 4.32$ ).

It was required to find out how the learning of business communication affects the work of students in the group and the development of oral communication skills. Immediately after completing the Business communication course, first-year students from the first sample agreed that the course helped them create a basis for working in a group and develop oral communication skills, with an average of eight indicators from 3.46 to 4.14. Third-year students from the second sample noted in their responses that the Business communication course that they studied in the first year helped them create a good basis for teamwork and oral communication (with an average of seven indicators from 3.86 to 4.29, with the

exception of one indefinite indicator: equity in the distribution of collective responsibilities ( $M = 4.68$ ,  $SD = 0.99$ ).

In the course of the study, it was revealed how the learning of business communication influences the formation and development of skills of using multimedia teaching tools. The students from both samples expressed the opinion that the Business communication course helped them to develop sufficiently the skills to use educational databases, work with educational knowledge bases, the skills of using educational computer telecommunication networks, with the average values of three indicators ranging from 3.51 to 4.5.

On the second question of the study, when group tasks were performed within each sample, a group discussion arose, followed by an analysis of the interaction on the basis of information received during the discussion. The method of analyzing the interactions of R. Bales (Bendas, 2006) was used. The focus of the study was on the negative social and emotional categories and interactions associated with them. Negative social and emotional actions (acts) indicated the differences and conflicts that arose during the discussion, there were only 3% of the total number of communicative acts observed. However, negative acts had a noticeable effect on the participants, who showed increased interest in the topic of discussion, became more cautious, less distracted by other problems. Hence, the concentrated attention to the discussion of all participants can mean the existence of disagreements and contradictions.

An analysis of actions related to disagreements showed that negative emotions tend to follow suggestions and instructions or requests for ideas that are related to activities. As a rule, disagreements was accompanied by interaction based on the task, there was a noticeable increase in the number of questions asked both just before the appearance and at the time of the appearance of disagreements. After the manifestation of negative emotions, the members of the group tried to restore the norms of interaction through positive social and emotional actions, such as the expression of consent, the statement of approval of proposals, jokes or easy humorous remarks.

An analysis of respondents' answers to the second question of the study shows that the perception of the situation within small groups varied greatly. Almost all respondents were able to report on episodes of controversy or disagreement in the group. Some pointed out the difference between disagreement and conflict. Almost all respondents expressed concern about the splits in the group, suggested that the probability of disagreement increased when the ultimate goal of the assignment could not be achieved earlier than five minutes before the end of the discussion. Many respondents stated that the problems arose due to the fact that there were difficulties in perceiving the terms of the task and the problem due to a lack of understanding of the group's objectives, and disagreements intensified when the opinion or idea was put forward in an ambiguous way.

Most respondents noted the importance for managing the discussion of the participation of all group members in making group decisions. Opinions were expressed that disagreements and contradictions were resolved by the group consensus, the majority of votes. Two respondents noted the role of a strong personality (leader) in regulating disagreement. The answers indicated tactics for reducing tensions and disagreements: breaks, humor, do not agree immediately and continue discussing the problem; it is necessary to revise their goals and objectives, the discussion should be managed by the persons who are ready to be responsible for decision-making, there must be clear guidance. But there was a less authoritarian approach, suggesting that someone should try to come to a compromise, listening to various ideas and giving recommendations.

Finally, the results were summed up, and the efficiency of the work of students in mastering the Business communication course was determined. The results of completing the Business communication course were assessed by three indicators: the solving of managerial tasks in writing, the report on the analysis of the work of the department (unit) in writing, conducting oral presentation (see Table 1). Table 1 shows

the results of the studying of the course in sample 1 (first-year students) and in sample 2 (third-year students). The number of students who successfully completed tasks and received "5" and "4" grades according to the 5-point system, % of the total, is indicated.

**Table 1.** Results of mastering the Business communication course

Names of indicators	Sample 1	Sample 2
solving of managerial tasks in writing	«5» - 68% «4» - 31%	«5» - 53% «4» - 45%
report on the analysis of the work of the department (unit) in writing	«5» - 66% «4» - 33%	«5» - 48% «4» - 47%
oral presentation	«5» - 67% «4» - 31%	«5» - 54% «4» - 45%

### 5. Discussion and conclusions

In general, the respondents agreed that the Business communication course completed in their first year helped them create a good basis for writing reports, solving learning problems, performing teamwork and oral communication, and using multimedia teaching tools both in the short term (first year), and in the long run (third year). In addition, more than 97% of respondents reported achieving high scores in solving managerial tasks, writing reports on the analysis of department (unit) performance and oral presentations. However, although short-term and long-term results after the Business communication course were in the same positive range, statistical analysis showed that the long-term effect was significantly less than the short-term effect for all indicators.

The conclusions drawn are important not only for the discipline "Business Communication", but also for other disciplines of management (Romanova, 2016). The presence of a short-term positive effect of the Business communication course is consistent with the findings of other large-scale evaluation studies on the teaching of business communication (Cummings, Maddux, & Richmond, 2008; Sosnovskaya, 2011; Ziek, 2009). All these studies have revealed similar positive results in the training of business communication immediately after the completion of the course. Nevertheless, the reduction in the long-term positive effect, after a two-year period in this study, raises questions to all the teachers of the discipline. Was this reduction caused by a normal change in the trajectory of learning throughout life? Was this due to stricter criteria for assessing the results of training at senior courses or better understanding by students of senior courses of complexity of oral and written business communication? Is this effect caused by a lack of necessary practice? How did the teachers of the discipline assist in maintaining and improving the skills of business communication for a long time?

Based on the results of the study, someone can conclude that the learning of business communication positively influences the development of students' skills and results in essay writing, performing tasks, group work and oral presentations, and applying multimedia teaching tools.

The results show the relationship between the effectiveness of the discussions on the implementation of learning tasks and disagreements. To reduce the number of disagreements and conflicts in the learning process and improve the effectiveness of learning, it can be recommended to improve communication channels, create a sense of trust between the participants of educational process, develop strategies for dealing with disagreements, and not try to avoid them at all costs. Knowledge of the mechanisms of conflict formation promotes the development of self-organization skills that help defend own interests, take into account the interests of an opponent, develop a culture of dialogue and perception of the opponent's arguments, seek consensus areas in the process of working out a compromise solution.

The results of the study are valuable for identifying strengths and weaknesses of education process and opportunities for further improving the learning of business communication. The results can be useful for teachers who are further trained to identify opportunities for strengthening and further developing business communication skills that were acquired earlier, because these skills are important for professions related to management and economics.

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PREVIEW



## The Future Of Work: "Soft Skill" For New Generation

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### abstract

The education system is one of the most important subsystems in the human society. Apart from high-quality professional training, its objectives also include cultivating with graduates critical and creating thinking, intellectual curiosity, zeal, social and cultural awareness as well as communication and team-working skills. This study is aimed at identifying differences in sociability degree of the college students as well factors determining this phenomenon (i.e. gender, mastery of foreign languages, courses taught in a foreign language, and area of studies). Analysis of the data collected shows that courses taught in a foreign language as well as the majoring fields are the driving factors in this respect. The first case demonstrates that studying foreign languages by communicative approach contributes to the students' sociability as such an approach fosters soft skills. The resulting data of this research may be used to further improve the educative process

**Keywords:** human capital, competency profile, professional skills, soft skills, technologies of critical thinking

### 1. Introduction

The growing social globalization trend concerns all the aspects of the society. It means a highly competitive labor market environment that requires reframing of a human role in the governance system at all levels, including the industrial one. A modern-day person possessing a rich body of knowledge accumulated in the course of education is focused on the future that requires communication skills in the digital economic environment that is governed in rather a complicated way. Today, it is very important to proactively identify the pattern of needs for the purposes of forming a person of the future ready to tackle the daily issues in an environment that implies a wide range of communications.

Today, an educational background of such an employee should include a range of requirements to comply with, i.e. well-developed professional competencies and knowing how to translate these into action; creativity; good physical, mental and emotional health; defined moral standards and ideals; teamwork skills; aspiration for creation etc. These elements of a professional profile form human capital that has a certain value in the labor market, contribute to the competitive edge and are assessed by the employers.

Human capital is composed of the accumulated skills, knowledge, and abilities that a person uses in the course of social reproduction and that ensure high performance thus naturally resulting in higher income of such an employee. The employee gets interested in investments into different elements of human capital, in increasing, accumulating, and multiplying the range of new skills, knowledge and motivations to be efficiently applied in future. Human capital is accumulated through both individual qualities and the focused efforts of the society to create an environment for developing the individual's competencies and abilities. The system process of human capital management mainstreams sustainable measures in terms of knowledge management. To arrange and choose the most desirable areas in managing one of the most valuable resources, i.e. human capital, one needs a special set of organizational and administrative tools.

In the course of building a knowledge-based economy, we need an adoptive creative environment to promote the efficient use of HR potential at all the managerial levels. Comprehensive and multi-aspect

work aimed at forming such an environment covers a wide range of activity areas, including the systems of education, healthcare and culture as well as the state of social environment that contributes to personality formation. Numerous research shows that top ten skills and personality traits required for a person living in the 21st century include critical and creative thinking, communication and teamworking skills, intellectual curiosity, zeal, insistence, adaptability, leadership skills, social and cultural awareness (World Economic Forum, 2016a, BCG, 2015).

Only a short time ago educational institutions aimed at forming hard skills with the graduates. But nowadays soft skills become a top priority. In the course of recruitment, employers face the problem that their candidates miss soft skills, especially communicative ones (Kelly OCG, 2016).

Having compared managers training systems in different countries, we revealed that national qualifications framework in some of the countries (like the USA) require that the future professionals have the following skills (Ryazantseva, 2017a):

**Decision-making skills.** Heads of HR departments should be able to even out strength areas and areas of development of different candidates and to choose the best course of action. Many decisions taken by the head of HR department have a considerable influence over the employees or operations, e.g. decisions pertaining to employment.

**Interpersonal skills.** HR managers need strong interpersonal skills as they regularly communicate with people. Such managers often work in teams, so they have to develop positive relations with their colleagues. Team collaboration is based on the organizational culture, values and standards (Vlasenko & Ivanova, 2016).

**Leadership skills.** Heads of HR departments should know how to manage personnel and to control work of their departments to ensure that their subordinates perform well.

**Organizational skills.** Organizational skills are very important for HR managers who should know how to identify and set priorities and manage several projects at a time.

**Speaking skills.** HR managers rely upon strong speaking skills to make presentations and to communicate information and instructions directly to their subordinates and other employees.

Educational technologies need modifications to address changes in needs and values to the modern young people (Vlasenko & Ivanova, 2015). The classical system of university education tends to become outdated. Students of the Z generation do not wish to stay in the classroom for pure academic studies. They are more interested in practical experience and ideally they wish to get this not only inside their alma mater. Modern technologies allow them to do this. But are the universities ready for these changes? Today, when academic courses are almost completely renewed every 5 or 6 years (and in the future such courses will be renewed even faster), the traditional higher professional education paradigm that was formed during the 19th and the 20th century is exhausted. Today, one can't help reiterating the fact that the university system fails to address the market needs and to satisfy the students.

It was like a bolt from the blue for the participants one recent AACSB International (Association to Advance Collegiate Schools of Business) conference to hear that for the last five years a university startup called Minerva University (established in 2011 and teaching distantly any discipline which is in demand in the market) has captured almost 20% of students going to college.

One of the global challenges addressed in January 2017 by the World Economic Forum (Davos, Switzerland) was gender disparity. The Fourth Industrial Revolution characterized by higher speed of innovation diffusion, cost cutting through innovations as well as global coverage creates new opportunities for economic, social and personal development. On the other hand, innovations are

implemented faster than people are able to adapt thereto and this can result in growing disparity and disproportions as well as in new threats to personal security and to human relationship.

Experts notice that in average women all over the world have fewer opportunities as labor market players as compared to men (ILO, 2018). Growing accessibility of education has a positive effect on development of human capital among women; however it also creates new areas of disparity faced by women, i.e. disparity in terms of salaries and career promotion (Balliester & Elsheikhi, 2018).

## 2. Skills for the Future Success

This research is aimed at analyzing difference in sociability level of college students.

For this purpose we ask the following questions: Are there any gender-based differences in terms of soft skills development? Do the mastery of foreign language and/or studying of foreign languages have any influence on sociability level? Does sociability level of college students depend on the academic profile?

Taking in view the questions asked before the beginning of the study, we have hypothesized as follows:-

H<sub>1</sub>: There are gender-based differences in the level of the college students' sociability.

H<sub>2</sub>: There are differences in the sociability level of those college students who study in their native language and of those who study in English.

H<sub>3</sub>: There are differences in the sociability level of those college students who study engineering and economics.

## 3. Method

Empiric evidence was received through questionnaire survey, psychological diagnostics, focus group interview and comparison. In March 2018, questionnaire survey was participated by students of Moscow State University of Civil Engineering and of Financial University. As for Financial University, Management Faculty and Faculty of International Finance students took part in the survey. Students of the latter faculty are taught in English. In overall, the sample included 254 persons. For more details on the samples, please refer to Table 1.

Table 1. Survey Participants

	Frequency	Percent	Valid percent
Moscow State University of Civil Engineering	131	51.6	51.6
Financial University	123	48.4	48.4
Total	254	100.0	100.0

Sociability level was assessed through psychological test developed to assess the sociability level by Vladimir Ryakhovsky. Assessment is quite simple. Test subjects give answers to the questions by using only "Yes", "Sometimes" or "No". This test helps to identify the sociability level of respondents and their capacity to interact with the others as well as weakness points of their characters.

The testing method assesses sociability level according to a seven-level sociability scale; the respondents are rated basing on their scores. Maximum score (24 to 30) means low sociability level. Normal sociability level corresponds to score from 14 to 18. Lower scores mean above-average sociability (Table 2).

**Table 2.** Interpreting the Results of Vladimir Ryakhovsky Test

Rank	Score	Short description
1	29-30	Uncommunicative people
2	25-29	People who are closed, reticent, prefer loneliness
3	19-24	People who are sociable and feel quite confident in an unfamiliar environment. However they are reluctant to participate in disputes and discussions
4	14-18	People who have normal communication skills. However they do not like noisy companies.
5	9-13	Such people are very sociable (sometimes, perhaps, even beyond measure). Curious, talkative, like to speak on various issues, that causes irritation surrounding.
6	4-8	Very sociable people. They love to take part in all discussions. However they can not always successfully bring business to the end.
7	less than 3	People who are talkative, wordy. Their sociability is painful

Empirical data are analyzed by SPSS software basing on Mann-Whitney nonparametric U-criterion as well as Wilcoxon W-criterion for two independent samples. These nonparametric criteria are used to compare two independent samples by the level of a certain parameter that is measured quantitatively. This method is based on assessment of difference significance between the average rank scores of two variation series that include ranked (ordered) values of the parameter studied for two independent samples. The less are values of U-criterion and W-criterion, the higher is probability for demonstrating the statistical validity of difference between the parameters value in samples. This test does not require normal distribution of the compared aggregates.

#### 4. Results

The results of research of gender differences in sociability level for students are as follows. According to Vladimir Ryakhovsky test, the average values of sociability level for gender-based samples of students of Financial University are very close ( $M_f=10.3$  for women and  $M_m=10.44$  for men, respectively). To analyze the differences in sociability level under the test method we have introduced 7 ranks: 7 means minimum sociability level and 1 means maximum sociability level (see Table 2), so the transition was done from qualitative values to ranking ones. Exploratory analysis of sociability ranks average values for men and women as presented in Table 3 also allows assuming that H1 hypothesis is correct. H1 hypothesis says that there are significant differences in sociability levels of men and women, i.e. for women the average sociability rank level is  $M_{rf} = 5.2$  which is higher than the average sociability rank level being equal to  $M_{rm} = 4.95$ .

**Table 3.** Average Sociability Levels for Men and Women

Gender	Financial University		Total sample	
	Mean $M_r$	Standard deviation SD	Mean $M_r$	Standard deviation SD
Female	5.20	0.800	4.80	0.800
Male	4.95	0.934	4.09	0.934
Total	5.12	0.938	4.44	0.938

To identify statistical significance of differences identified by SPSS we have calculated statistical values for Mann-Whitney and Wilcoxon. Statistical values for Mann-Whitney ( $U=1387$ ) and Wilcoxon ( $W=2167$ ) as well as the standardized Z standardized value with significance level of  $r=0.14$  confirm hypothesis stating that the average values are equal (see Table 4). Thus, hypothesis H1 was not confirmed for the Financial University students.

**Table 4.** Analysis of Gender Differences in Sociability Levels of Financial University Students

	Ranks			Test Statistics
	Frequency	Mean Rank	Sum of Ranks	
Female	84	64.99	5459,00	
Male	39	55.56	2167.00	
Total	123			
Mann-Whitney U				1387.000
Wilcoxon W				2167.000
Z				-1.478
Assimp. Sig. (2-tailed)				0.140

Though the hypothesis saying that there are gender differences in sociability level of Financial University students was not confirmed, we have studied the average sociability levels of students for the whole sample. The average sociability rank level for women ( $M_{f} = 4.8$ ) is higher than the average sociability rank level for men ( $M_{m} = 4.09$ ). Table 5 below presents the results of statistical significance analysis of these differences basing on Mann-Whitney criterion and these results show that the hypothesis of equal average values with significance level of  $z=0.000$  may be rejected (statistics are as follows: Mann-Whitney criterion ( $U=4779$ ) and Wilcoxon criterion ( $W=13035$ )). Thus, the H1 hypothesis stating that there are gender differences for the whole sample is confirmed.

However, the average values of sociability levels both for men and women are within the range for the normal sociability level. Such contradictory outcomes of H1 hypothesis do not allow for a firm conclusion on existence of any gender differences in terms of the students sociability level. We believe that further research is to be made.

**Table 5.** Analysis of Gender Differences in the Level of Sociability of Students Studying at Both the Universities

	Ranks			Test Statistics
	Frequency	Mean Rank	Sum of Ranks	
Female	126	153.57	19350.00	
Male	128	101.84	13035.00	
Total	254			
Mann-Whitney U				4779.000
Wilcoxon W				13035.000
Z				-5.956
Assimp. Sig. (2-tailed)				.000

In the course of research we analyzed the influence of language training upon the level of their sociability. As students of the Faculty of International Finance make their studies in English language, it was rather interesting to compare sociability level of students who study in their native language and of those who study in a language which is not native to them.

Statistical analysis of psychological testing results shows that those students who study in English have higher sociability level (mean scores are Meng=8.71 and Mrus=14.01 respectively). Table 6 below presents statistical data for Mann-Whitney criterion (U=1278) and for Wilcoxon criterion (W=24069) as well as standardized value for Z statistics with significance value of r=0.000 confirms the hypothesis stating that students who communicate in their native language and those who communicate in a foreign language have different level of sociability. Thus, H2 hypothesis is confirmed.

**Table 6.** Studying in Foreign Language and Its Influence upon the Students Sociability Level

	Ranks			Test Statistics
	Frequency	Mean Rank	Sum of Ranks	
English	41	75.46	3094.00	
Russian	82	55.27	4532.00	
Total	123			
Mann-Whitney U				1129.000
Wilcoxon W				4532.000
Z				-3.208
Assimp. Sig. (2-tailed)				0.001

Further interviews of focus groups showed that this was much due to studying of foreign languages with the use of communicative approach that develops soft skills.

Let us consider the outcomes of the analysis of sociability levels of students who major in different fields. To compare we used two samples. One sample included 123 persons studying economy at the Financial University and the second one included 131 persons studying disciplines other than economy at the University of Civil Engineering. Average values of sociability levels for such samples are as follows: Mt=16.29 for students majoring in technical fields and Me=9.81 for students majoring in economics. Basing on Mann-Whitney statistics (U=1688) and Wilcoxon statistics (W=10334) as well as the standardized value of Z statistics with significance level of r=0.000 we reject hypothesis assuming that average values are equal. Thus, H3 hypothesis assuming that there are differences in sociability levels of students studying at different universities and majoring in different fields was confirmed.

**Table 7.** Academic Profile and Its Influence upon the Sociability Level

	Ranks			Test Statistics
	Frequency	Mean Rank	Sum of Ranks	
Moscow State University of Civil Engineering	131	78.89	10334.00	
Financial University	123	179.28	22051.00	

Total	254	
Mann-Whitney U		1688.000
Wilcoxon W		10334.00
Z		0
Assimp. Sig. (2-tailed)		-11.551
		.000

It should be noted that the average level of sociability score of all the students who took part in the survey was equal to  $M=13.2$ , i.e. within the confidence range between 8.3 and 18.1 which corresponds to the normal values of sociability level or exceeds it by little.

### 5. Discussion and Conclusions

The results of this research are valuable in terms of identifying advantages and disadvantages of the existing educational technologies as well as of finding ways for further improvement of educational process (Vlasenko & Ivanova, 2016). Empirical data may be useful for teachers and business coaches who work to develop soft skills. Differences identified should be taken into consideration while working out educational programs and choosing training methods.

What are the general approaches to train soft skills with the students who major in different fields? We believe that the critical thinking technology should be used for this purpose (Ryazantseva, 2017).

Critical thinking technology was invented by American educators. It is based on cooperation between the student and the teacher and is aimed at developing with the students analytical approach to any information. This technology is aimed not at memorizing the information, but at setting the problems and finding solutions thereto.

The authors of this technology ("Reading & Writing for Critical Thinking" by C. Temple, K. Meredith, J. Steele, and D. Ogle) believe that, apart from contributing to education efficiency, thinking skills are useful and very much applicable in the everyday life, as these skills enable us to take well-considered decisions, proceed information, analyze different aspects of events etc. (Willingham, 2007).

Experts in psychology and allied disciplines offer various definitions of the notion of 'critical thinking', but all these are quite similar. Thus, for example, American psychologist Diane Halpern defines it the following way: "critical thinking means is the use of those cognitive skills or strategies that increase the probability of a desirable outcome." Another popular definition says that "critical thinking is a complicated process of creative integration of ideas and possibilities, reframing and restructuring concepts and information as well as active and interactive cognitive process that go simultaneously at several levels."

The technology for developing critical thinking is an aggregate of strategies, methods and procedures applied by the teachers to develop critical thinking with their students. Various educational strategies, including without limitation cognitive strategies (repetition, organization, and improvement) and metacognitive strategies (planning, monitoring, regulating) may be applied. But the core item of this technology is structuring of educational process in a three-stage manner, i.e. "challenge - apprehension - reflection."

The first stage of the educational process is defined as the "challenge stage". While starting the work, it is important to update and generalize the knowledge that students already have about the subject and to motivate the students for acquiring some additional information. The problem about modern-day

students is that they are reluctant to read much, so the teacher has to prepare a selection of relevant and up-to-date materials relating to the subject that are in line with the professional interests of the students.

The second stage of this technology is the “apprehension stage”. At this stage, it is important to motivate students for active acquisition of the new information. One of the methods I used at this stage implies surveying based on two samples and further comparing the results. This is the right task to contribute to forming and reinforcing practical skills with the students.

The third and the final stage is the “reflection stage”. At this stage the information is comprehensively conceptualized and the students develop their own attitude to the problem, set new tasks and problems for research, e.g. while writing term papers.

Conclusion. Apart from contributing to personal development of the students, their creativeness and sociability, the technology aimed at developing critical thinking in the course of educational process helps teachers to improve the quality of educational process, drive the students’ academic motivation for accomplishing their assignments and their interest to the educational process. Technology that develops critical thinking contributes to the skills that are necessary for the labor market. These are primarily the soft skills that promote the human capital level of the students.

Though women are better at soft skills, they face gender disparity. To become successful at the labor market, a woman should be ready to become more mobile, open to the new knowledge and continuous education. In future, women will have to resupply the stock of their personal competencies more and more often acquiring thus new skills that are going to be in demand and up-to-date in a rapidly evolving world (Balliester & Elsheikhi, 2018). Experts forecast that the following skills are going to be topical: systematic thinking, environmental thinking, ability to work under conditions of uncertainty, focusing on customers, multiculturalism, and mastery of several languages (World Economic Forum, 2016a).

Conclusion. The fourth industrial revolution and technological advance create environment for development of human capital, increase in employment as well as for wider opportunities for female employment. However, at the same time the fourth industrial revolution may put at risk the traditional values, such as work, family, and identity (Ryazantseva, 2017).

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## Formation of Sustainable Education in the Implementation of the Erasmus+ programs

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### Abstract

International projects and programs, initiated by the EU, move education beyond national boundaries, strengthen cooperation in the field of education and promote sustainable development. This is the author's study of the impact of the ERASMUS + program proposed by the EU. The author believes that this is to be sought-after in the international labor market. First and foremost, students realize the need to have these programs implemented by their universities. Moscow State University of Civil Engineering implemented the ERASMUS + program entitled "Intercultural Europe: Urban Planning Based on the Principles of Social Integration (IEUP)". The project objective was to identify the extent of relevance and demand for the modules developed within the framework of the above program. The article is based on a sociological survey of students in 2016 and 2017. The author's conclusion: EU education programs contribute to the formation of sustainable education in Russia and other countries.

**Keywords:** globalization, internationalization, integration, education, sustainable development, curriculum; module, learning methods, sociological survey

### 1. Introduction

Nowadays integrated learning spaces represent the most advanced step on the way towards the establishment of a conflict-free sustainable world. The isolated nature of national education systems and the unavailability of any curriculum/student/lecturer exchange mobility programmes prevents the transfer of new technologies, mutual improvement and upgrade of academic disciplines, reduces the personnel quality and worsen the human potential. However, the information society, which is in the process of formation, urges for stronger cooperation between peoples and global differentiation of labour, including the international differentiation of intellectual work. A qualitatively new level of civilization means the generation of a well-educated society, capable of assimilating and developing advanced ecological technologies.

The European Community believes that these problems are of vital importance. Therefore, particular attention is driven to the coordination of national personnel training policies, super-national regulation of higher education, development of joint programmes on specific focus areas. An education-related policy is treated as an element of a unified research strategy; its mission is to train personnel capable of developing and implementing joint European projects.

The EU has identified the following main focuses of integration for the EU constituent states to get together into one single education space:

- promotion of international mobility among students, lecturers, university personnel as a key element of the educational policy;
- joint cross-university curricula developed under network cooperation agreements between the EU universities;
- operation of research and educational institutions in Europe (the European University Institute in Florence; the College of Europe in Belgium, etc.);
- target-oriented programs, including Tempus, Erasmus+, Erasmus Mundus, Jean Monnet, etc.;

- development of joint cross-university training courses, unification of higher education diplomas and training periods in terms of form and content; issuance of joint diplomas;
- development of a ECTS, a unified credit system (the European Credit Transfer System);
- promotion of cross-cultural and interpersonal exchange, information distribution and mutual understanding;
- development of cross-cultural competences.

The mission of integration and internationalization consists in the formation of the unified educational space and provision of sustainable education as a driver of sustainable development worldwide. Towards this end, advanced forms and technologies of teaching and personal development are applied; professional training methodologies are improved through the application of internationally accumulated experience and assimilation of the most recent achievements made by the most advanced universities, as well as the international mobility of lecturers and students. When recruiting university graduates, employers tend to pay more attention to their prior employment and/or studies abroad, as they believe that their international experience serves as an indirect evidence of the candidate's adaptive ability, open-mindedness, availability of cross-cultural competences (Oleynikova O, 2014).

## 2. Literature Review

Numerous researchers have developed projects on the implementation of the principles of sustainable development in education as a sustainability driver applicable to the process of education and sustainable development. Many educational institutions have assumed the role of distributors of knowledge, values, relations, and behavioural patterns, promoting sustainability. (Mingueta et al., 2015) In particular, the curricula of Australian universities consider sustainability as a cross-disciplinary priority; the conclusion is that Australia's formal education needs changes to assure more sustainable future (Dymont J.E., et al., 2014).

The researchers from Iceland believe that each education level, except for higher education, must assimilate the principles of sustainable development through special-purpose modules. Secondary schools must also adopt the principles of sustainable development for its disciplines (Jóhannesson I.A. et al, 2010). This viewpoint is backed by the curricula analysis made in respect of sustainable development. (Jóhannesson I.A. et al, 2010).

As for the universities, not only do they need sustainable development courses, they must also integrate sustainability principles into other courses. For example, industrial engineers have unique opportunities for the incorporation of the sustainable development concept into their engineering curricula; their attention must be driven to the development of artificial technological networks and their co-existence in the equilibrium with natural living networks (Nazzal D. et al, 2015). The University of Valencia (Spain) has incorporated sustainability principles into its curricula. This university conducted an opinion poll among its students and lecturers to assess the extent of assimilation of sustainability criteria into various areas of knowledge. The researchers have concluded that the extent is driven by the essence of specific disciplines and the usability of sustainability principles in specific areas of knowledge. Sustainability principles enjoy more intensive support among lecturers specializing in social science, law and education science. (Mingueta et al, 2015). Numerous contemporary researchers believe that the main problems, accompanying the transition to the sustainable future, have economic and social origins. Students need help in dealing with a wide range of socio-economic facets of sustainability in the course of obtaining their engineering education. Not only does engineering encompass technological solutions, it also deals with social and ethical values, accompanying project development and practical assignments. (John J. Fitzpatrick, 2016).

Russia suffers greatly from its inability to develop sustainably and to implement trainability principles into its education system. Multiple works cover Russia's development in terms of its sustainability; however few of them consider the problem of sustainable education. Both secondary and higher education has been exposed to reforms for an extensive period of time; the implementation of the Bologna process encounters particular obstacles (i.e., the ECTS system has not been implemented in full), so far, the Russian education cannot be considered sustainable (Shnyrenkov, E., Pryadko, I. 2015).

Nonetheless, the integration of ideas and principles of sustainable development into the Russian education is vital for the implementation of the strategies for sustainable development (Nemtsev, I.A., 2014; Stepanov, S.A., 2010). Many researchers consider the implementation of sustainable development ideas feasible by providing education in the field of environmental protection (Miloradova, N. et al., 2015). Russian researchers A.D. Ursul and T.A. Ursul believe that any sustainability-related research should be focused on the global problems to be solved and negative planetary processes to be eliminated on the way to global sustainability (Ursul, A.D., Ursul, T.A., 2015). Social constituents of sustainability and its implementation need particular attention. In the 21st century, the international community is looking for new education strategies and models which could satisfy the needs of present and future generations in order to survive amid the collapsing natural environment and acute political disagreements. The goal is not the "ultimate" model of the 21st century education; rather, the goal is the evolutionary succession of models and strategies for educatory processes and systems, capable of nurturing the new civilization (Ursul, A.D., Ursul, T.A., 2015).

Internationalization as a pre-condition of sustainable education, leading to sustainability, enjoys too little attention in the Russian research and education. However this goal is only attainable in the educational space, consolidated by consistent principles. This conceptual field encompasses the high-quality training of graduates, involvement of lecturers in the international knowledge/technology sharing, curricula compliance with the needs of national/international economies and the socio-cultural environment, as well as sustainable development strategies (Oleynikova O, 2014).

### 3. The procedure and methods

#### 3.1. Goals and Objectives of the Research Project

Development of joint projects, aimed at the improvement of the curricula within the framework of TEMPUS, ERASMUS MUNDUS, and ERASMUS+ programmes, represents a principal vehicle for the implementation of the EU's integration policy to assure sustainability. These programmes represent an effective mechanism designated to control the internationalization process and education sustainability.

TEMPUS's mission was to attain the following objectives (Gorbunova, E.M. et al., 2007):

1. Promotion of mutual cross-cultural understanding through the intensified cooperation in higher education between the EU member states and their partners in the Western Balkans, Eastern Europe, Mediterranean, Central and South-Eastern Asia, and other regions.
2. Development of cooperation between countries and regions, improvement of communication lines, development of new networks for personal and professional contacts to get together the academic communities of the European Union and its partner states.
3. Modernization of higher education, including the support for transition and transformation processes in higher education; improvement of syllabi, ECTS; innovative education.

The TEMPUS programme was to produce an impact on the development strategy for higher education in the partner states; it took the lead from the development priorities of national education systems.

The idea of the TEMPUS programme was picked up by Erasmus+, which slightly modified the cooperation/education development pattern. This programme is focused on the improvement of

coherence and synergy between the present curricula and training technologies. Double master diplomas, distance learning programmes, international networks and educational “hubs” serve as a supplement for traditional education improvement techniques, including mobility, curricula upgrade and international research through interaction.

Moscow State University of Civil Engineering is now implementing two Jean Monnet Erasmus+ projects, including “Multicultural Europe: Urban Development Based on the Principles of Social Integration” (a Jean Monnet module IEUP) and “Migration Processes and Urban Development: the EU Experience” (a Jean Monnet project MIGPUD). Within the framework of the project, the university offers an education module as an elective course designated for bachelor and master students majoring in Urban Development and Architecture. The university hosts roundtable discussions, academic workshops and conferences; it also submits manuscripts to research journals.

The mission of this research project is to assess the impact produced by the actions taken within the framework of TEMPUS and ERASMUS+ programmes in Russia. The objective of the article is to find out in what way the students of the Moscow State University of Civil Engineering perceive the Tempus actions and results. Are they satisfied with the modules and actions taken within the framework of the Erasmus+ Jean Monnet program?

**3.2. Methods**

Principal data collection methods, employed in the course of the study of social needs, include opinion polls (questionnaires), in-depth interviews, focus groups, and content analysis. These techniques are universal, and they are often applied to solve versatile problems, including those arising in the education sector. The author developed original polling methodology/instruments and conducted a written opinion poll (a questionnaire) among the students who had studied the modules developed within the framework of ERASMUS+ projects (September - December 2016 and 2017).

Moreover, the author has also taken advantage of the opinion polls, conducted earlier, to verify some of assumptions.

**4. Results**

Fifty-three “Urban Planning” and “Architecture” students (master level), who studied the “Multicultural Europe: Urban Development Based on the Principles of Social Integration” module, participated in the poll in 2016. 45 students (master level) answered questions of the questionnaire in 2017 (Table 1).

**Table 1.** Results of the poll

	Questions	No, %		Rather no than yes, %		Rather yes than no, %		Yes, %	
		2016	2017	2016	2017	2016	2017	2016	2017
1	Will the study of this module improve your professional skills?	3.8	7.4	13.2	3.7	39.6	40.7	43.4	48.2
2	Will this module give you enough skills for real tasks solution?	0	11.1	26.4	33.3	54.7	29.6	18.9	26
3	Will this module make your occupational orientation easier?	9.4	7.4	13.2	29,6	41.5	14.8	35.9	48.2
4	Can you use the knowledge obtained	3.8	0	9.4	11.1	41.5	29.6	45.3	59.3

	during studying this module in your everyday life?								
5	Do you think that this module is relevant for you specialty?	3.8	3.7	13.2	3.7	34	37	49	55.6
6	Would you like this module to be included into your curriculum?	5.7	11.1	18.9	22.2	49	40.7	26.4	26
7	Are you willing to study the module in addition to your principal educational program?	5.7	11.1	35.8	26	30.2	37	28.3	25.9

43.4% gave a positive answer to the question “will the study of this module improve your professional skills?”; 39.6% gave a “rather yes, than no” response in 2016. Therefore, 83% of respondents realize the need to obtain the knowledge provided in this module.

The results of the survey in 2017 almost do not differ from the survey of 2016. Approximately the same number of respondents agreed that the module will help improve professional qualifications. For example, 48% answered "yes", and 40.7% said "yes rather than no".

The percentage of the respondents, who gave a positive answer to the question “Can you use the knowledge obtained during studying this module in your everyday life?”, turned out more – 86,8% in 2016; 88,9% - in 2017.

In 2016, 26% of the respondents gave a positive answer to the question “would you like this module to be included into your curriculum?”, while 49% of the respondents gave a “rather yes, than no” answer. The majority of the respondents (75,4%) believe that this module must be included into their curriculum. 66,7% of respondents answered this question positively in 2017. 58,5% of respondents in 2016 and 62,9% of respondents in 2017 would be willing to study the module in addition to principal educational program.

The above poll findings support the findings of the earlier polls conducted among the employers and young specialists – graduates of universities of architecture/civil engineering. The executives of thirty Russian construction companies took part in the poll in 2012. 80% to 100% of the employers, based in various Russian regions, earmarked the significance of the competence that read as “the ability to put the practical knowledge to use”, and they identified the insufficient practical knowledge as a weakness of the present-day Russian education. The labour market needs the engineers who have the practical knowledge and who are aware of the state of affairs in the construction industry (Ivanova et al, 2015). If the above statements are coupled with the findings of the opinion poll conducted among the rectors of the universities of architecture/civil engineering in 2013, we can see that the level of training of specialists in urban planning/architecture is assessed as low. 20% of the respondents assessed the training standard provided by the Russian higher education institutions as “low”, and 20% - as “mediocre” (Ivanova et al, 2013). Both lecturers and students believe that the Bologna system of education and the new modules offer unbeatable strengths.

**5. Discussion**

If we come round to the subject of socio-humanitarian constituents of sustainable development, we will have to admit that, although technologies and engineering practices are an important driver on the way

towards an environmentally sustainable paradigm, the most vital elements are located in the realm of economics and social science. Therefore, not only should engineers stimulate technological drivers, they should also actuate economic and social levers, so that the changes in the patterns of economic and social behaviour could supplement and facilitate the development of new technologies (John J. Fitzpatrick, 2016). Professors of the Delft University of Technology believe that a specialist in academic engineering must also be trained as “a social engineer”. Engineering graduates must know how to solve social, economic, and environmental problems. Towards this end, we need “hybrid-type” lecturers, having social and economic skills and, thus, capable of solving social and economic problems, arising in the process of development/implementation of engineering projects. “To address the topic of SD [Sustainable Development], ‘hybrid’ lecturers with both sufficient social and technical knowledge are therefore needed” (Mulder Karel F., 2006).

We support this viewpoint and we believe it necessary to retain the social constituent within the composition of the engineering education (presently, the opposite trend turns all the more apparent in Russia), rather, the social constituent needs to be made stronger. Professional standards, applied to urban building and architectural projects, earmark the ability of specialists to have the knowledge of varied social processes and to be able to apply instruments of social science.

The findings of the sociological surveys comply with the understanding of this need, and the positive perception of master and bachelor students of the new social modules, incorporated into their curricula within the framework of the ERASMUS + program. On the whole, architects and urban developers realize the need to study social and other humanitarian sciences. According to the findings of the 2017 poll, 66, 7% of the respondents believe that the module entitled “Intercultural Europe: Urban Planning Based on the Principles of Social Integration” must be included into their curriculum, while mere 62, 9% % of the students could study it as an extra-curricular discipline. There is no doubt that this attitude is mainly driven by the fact that the problems of integration of other ethnicities into the urban space are not acute in Russia. First, migration is not truly intensive here as it is in the EU states; second, the majority of migrants either relocate from the national republics within Russia, or from the territories of the former USSR. Both groups of migrants have some knowledge of the Russian language, and they are aware of the values and behavioural standards, typical for the Russian Federation. This means that no inter-ethnic problems arise. Some tension arises now and then, but, on the whole, it is latent, and students, majoring in urban development and architecture, do not treat it as a vital problem. However the module is particularly relevant for Russian urban developers, as, according to reliable projections, the inflow of migrants is likely to intensify. Therefore, the city should be prepared for it in terms of the available living space, social infrastructure, and jobs.

## 6. Conclusions

The ERASMUS+ program contemplates the upgrade of both the content of disciplines and the methods of teaching and knowledge delivery; it also encompasses the introduction of advanced methods into the teaching and learning process. The EU education system is now in search of new teaching technologies, which will work efficiently in the environment of swiftly replaced technologies, facilities, and information flows. EU countries have accumulated substantial experience in the development and application of advanced educational methods and technologies. (Prince, M., 2004; Prince, M., 2006; Alanne, K., 2016). The assimilation of these educational technologies and teaching methods encounters obstacles in the eastern partnership due to the insufficiency of personnel, materials, and resources.

Financial assistance in the framework of the project "Intercultural Europe: urban planning on the principles of social integration" allows improving the content of teaching, technology and teaching methods. The project "Migration Processes and Urban Development: the EU Experience" allows joint

research of teachers, academic scientists and students and discuss these results at conferences, scientific seminars and round tables.

In other words, goals of projects have been attained in full, and it is most likely that they will generate values even when the projects term will expires. According to the findings of the opinion poll, conducted within the framework of the module entitled "Intercultural Europe: Urban Planning Based on the Principles of Social Integration (IEUP)", the synergetic effect of the IEUP and MIGPUD programs will be evident as early as in the process of implementation of new ERASMUS+ projects.

This article is written within the framework of ERASMUS+, a Jean Monnet project "Intercultural Europe: Urban Planning Based on the Principles of Social Integration (IEUP)." The ideas stipulated in this article are solely based on the views of its co-authors.

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## Intercultural Education As The Main Trend of The Educational Process In Modern Conditions

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### Abstract

The author raises the question of the need for intercultural education in the situation of globalization. The increasing flows of migration, the emergence of a large number of refugees form multicultural cities, educational and production groups, in which people belonging to different cultures and practicing different religions are forced to interact. Intercultural education is necessary for schoolchildren and students, teachers and employees of administrative and power structures, members of professional communities and public organizations. Such training can be carried out at different levels of education, within the framework of various academic subjects, as well as in the process of holding conferences, round tables and scientific seminars. The author considers as an example the introduction of the module "Intercultural Europe: Urban Planning Based on the Principles of Social Integration" - IEUP, the holding of scientific events in the framework of the Erasmus + Jean Monnet project "Migration Processes and Urban Design: EU Experience". The aim of the projects is to spread knowledge about European programs and practices of town planning on the principles of social integration, creating an atmosphere of tolerance, trust, respect for human rights. Within the framework of the project, psychological diagnosis of the degree of tolerance of student youth was also developed, and the level of tolerance of students of the Moscow State University of Civil Engineering was measured. The sociological survey on the attitude of student youth to migrants was conducted by students themselves - participants in scientific events. The author's conclusion: the training modules and scientific events implemented within the framework of the Erasmus + Jean Monnet projects contribute to increasing the level of students' tolerance, stimulate them to conduct scientific research, and concentrate their attention on problems of intergroup and interpersonal interaction culture.

**Keywords:** globalization, multicultural education, module; conferences, intercultural interaction, tolerance, psychological diagnostics, sociological survey

### 1. Introduction

Intercultural education is becoming more and more in demand and relevant in the modern globalizing world. Millions of people move from continent to continent with business, tourist, educational, family purposes or in search of work, shelter, safe territory. Almost any point of the globe is accessible for visiting and settlement. Migration processes that have captured the entire planet create multicultural spaces: cities, universities, organizations, training groups and production teams. It becomes necessary to obtain knowledge about cultures, value-normative systems, the religion of other peoples in this situation. It is necessary for newcomers to integrate into the host community more easily, and to the host community to understand another way of life and to accept people with other behavioral patterns and other habits. It is also important to be able to critically treat the obsolete norms of one's culture, abandon existing stereotypes and prejudices.

Intercultural education is necessary for all citizens, not just immigrants. It is aimed at students, teachers, administrative staff and employees of power structures. The goal of intercultural education is the formation of a complex of communicative competences. In FGOS-3 ++ of the Russian Federation, one of the universal competencies for the preparation in the direction of "Construction": the bachelor must be "able to perceive the intercultural diversity of society in the socio-historical, ethical and philosophical contexts", the master must be "to analyze and take into account the diversity of cultures in the process of intercultural interaction". Intercultural competencies are important for students of all levels of education:

from school to university and post-graduate study (Pryadko I.P., Lebedev I.M., 2018). It is necessary the complex and systematic approach to intercultural education. There can be no restrictions on the sex or age, on the forms of training, on the specialties and degrees of assignment of qualifications. The main task is to create a tolerant attitude to representatives of other cultures, values and faiths.

A continuous search for ways to improve the intercultural education of students, supported by the state organizations, is carried out in Russia. The urgent need is connected with the extreme complexity of the composition of cities and settlements, labor and educational collectives. In the academic year 2017/18, 273,000 foreign citizens were enrolled in Russian universities (The number of foreign students ..., 2018). Most of the students come from China, Vietnam, Syria, Namibia, South Africa, Nigeria, Afghanistan, Mongolia, Colombia. In 2017, the number of foreign applicants in Russian universities was six times higher than the number of quotas (Struggle for a place ..., 2018).

Active methodological and methodological development of issues of intercultural education is taking place in Russian educational institutions at different levels in connection with the growing tendency to increase the number of multicultural training teams. Original theoretical developments on issues such as migration, intercultural education, human rights, ethnic and confessional diversity, tolerance towards members of ethnic and religious minorities are emerging.

## 2. Literature Review

Many works of contemporary authors are devoted to intercultural education. The first group of works consecrated to the formulation of the problem, the definition of the object and the subject of research, of the goals and objectives of intercultural education. Perhaps, this is the largest layer of modern scientific literature in the field of intercultural interaction and intercultural education. We can name some recent European and Russian publications to understand which theoretical issues are most relevant today (Basarab E., 2015; Voinea M., 2012; Aetdinova R.R., 2016; Suvorova S.L., 2006). For example, an extremely interesting and relevant statement of the problem is connected with the transformation of the city in the Smart City, in which the successful integration of migrants and refugees into the cultural environment of the city is effected, (Aguaded-Ramírez E. , 2017). Smart city is a city in which ethnic conflicts are not , all possible problems are removed with technologies "Smart city" (including social technologies) and "Internet of things". Here, the tasks of accepting and accommodating migrants and refugees, building energy-efficient and eco-friendly housing, providing them with social benefits are successfully solved (Eichner M., 2018, Pryadko I.P., 2018). The problems of publications, which study the possibilities of technologies "Smart city", coincide with the interests of the author of this article and projects on which the team works under his leadership.

The next major block of problems that arise within the framework of intercultural education: laws on education, the formation of knowledge of school teachers, university teachers in the field of cultural and ethnic values of different peoples, the ability to organize intercultural interaction with considering of these values. Such competences are necessary:

- firstly, for direct coordination of intercultural relations in a school class or a student group, sometimes in a gender or inclusive context (Lukešová M., 2015; Stolyarchuk L.I, 2012; Dănescu E., 2015);
- secondly, to give school children or students with knowledge about ethnic groups and interethnic relations, to form the ability to solve intercultural problems in the future professional environment (Pavlichenko A.A., 2017; Korshunova N.A., 2015; Yarosh M., 2018). At the same time intercultural education of students is considered at different levels and forms of training ([Walter G.Stephan](#), [Cookie White Stephan](#), 2013; Jarcău M., 2014).

Special attention is paid to the study of the European experience of intercultural education and the realization of this experience in the Russian practice of education at various stages, taking into account

the specificity of culture and educational traditions. The forming a tolerant attitude of young people towards refugees - carriers of completely different values and cultures - is a special merit of the modern European educational school (Belozerova A.A., Korneeva L.I., 2016, Daineko, Ya. M., 2015).

### 3. Goals and Objectives of the Research. Methods

The European Commission approved two Erasmus + Jean Monnet projects prepared at the Moscow State University of Civil Engineering (National Research University) in 2015 and 2016. The first project 564925-EPP-1-2015-1-RU-EPPJMO-MODULE "Intercultural Europe: Urban Planning Based on the Principles of Social Integration" - IEUP. The module was introduced into the educational process for three years - from 2015 to 2018 and was intended for bachelors and masters studying in the areas "Urban planning" and "Architecture". The second project No. 575378-EPP-1-2016-1-RUEPPJMO-PROJECT "Migration processes and urban design: EU experience" - MIGPUD was supposed to hold conferences, round tables and scientific seminars for two years - from 2016 to 2018. Target groups: students, teachers, scientists, members of professional communities and civil society organizations. Both projects were designed to study the European practice of urban planning in the context of mass immigration of people with other religions, values, behavior patterns, for studying of the experience of preparing the city from the point of view of organizing housing, expanding the social infrastructure, opening up new employment opportunities; dissemination of this information in target groups of students, teachers, scientists, city authorities, civil society organizations of the Russian Federation through module teaching, conferences, round tables and scientific seminars.

In both projects, intercultural education and upbringing were carried out. All the themes of the module formed the universal competence of intercultural communication, formed knowledge about European integration, ethnic composition of Europe, migration processes in the EU countries; skills to resolve intercultural conflicts and skills of work in multicultural collectives. Intercultural education was carried out in the process of participation of students in conferences, round tables and scientific seminars within the framework of the project "Migration processes and urban design: EU experience". Students took an active part: they listened to the reports of invited participants from European and Russian universities and research institutes, made presentations and published articles.

As an example, let us cite an international scientific and practical conference "Sustainable and Innovative Construction and Urban Design for the Integration of Migrants in the Urban Environment" (April 23-24, 2018, Moscow). The speeches of German, Danish and Austrian colleagues, representatives of countries with vast experience in the adoption and resettlement of migrants and refugees were especially interesting. Lise Herslund (Institute of Geosciences and Natural Resource Management, University of Copenhagen, Copenhagen, Denmark) made a presentation "Refugees as a resource for small town development. Will they stay or will they go?" Verena Schulze Palstring of the Institute for International Migration and Intercultural Studies (IMIS, University of Osnabrueck, Germany) presented her experience in the implementation of a research project on refugee problems, forced migration and integration "Experiences from a research and transfer project on refugees, forced migration and integration ". Her colleague at the Antonie Shmitz Institute dedicated the report to the development of another project - the use of refugee arrival areas as a space for integration. Lena Knauerhase, an architect from Berlin (ARUP Germany GmbH, Berlin, Germany), also shared her experience in developing housing projects that facilitate the integration of refugees and migrants in the report "Housing solutions for aid the integration of refugees and migrants". Professor of the Vienna University of Technology Witthöft G. (Vienna University of Technology, Vienna, Austria) presented the report "Integration in public space and urban design".

The reports of N.Siniak, S. Shavrov, K. Krajco, Ja.Holomek reflected the situation of labour migrants and refugees in Macedonia, Belarus and Slovakia. The students took an active part in the conference, presenting their own actual developments.

As a result of the implementation of projects, the need arose to measure the level of intercultural competence, the degree of tolerance to migrants-bearers of other cultural values and norms among students at the Moscow State University of Civil Engineering. The purpose of this article is to present the results of the psychological diagnosis of the degree of tolerance of students at the MGSU and the student's sociological survey on the topic "The attitude of young people to migration processes". The sociological survey was conducted by the students themselves, which indicates their intercultural maturity.

#### 4. Results

Psychological diagnosis of the degree of tolerance of MGSU students was conducted by the associate professor of the Department of Social, Psychological, and Legal Communications (SPPK MGSU) Leontyev MG. (Leontyev MG, 2018) using the express questionnaire "Index of Tolerance". The stimulating material of the questionnaire consisted from statements reflecting both the general attitude to the surrounding world and other social groups, and social attitudes in various spheres of interaction, where tolerance and intolerance of a person are manifested on the subcategory "ethnic tolerance". In the course of diagnosis by Leontyev MG. interesting results were obtained. The average statistical indicator of the subscale "ethnic tolerance" turned out to be at an average level - 28.7 points. The majority of respondents showed an average level of ethnic tolerance (89%), a high level was observed by 6% of respondents, a low level of social tolerance was observed by 5%. The obtained results speak in general of the tolerant attitude of students to representatives of various ethnic groups.

The second study was conducted in October-November 2017 under the guidance of the senior lecturer of the chair of the SPPK Ivanova Z.I. Students of the third year of ISA Gusarov R.Kh., Gorlov DR, Fadeeva KN, Karakhanyan A.S., Rakitsky MV conducted a survey. Object of the study: young Muscovites. 155 people were interviewed during the sociological survey, among them: - young people from 18 to 25 years old - 95.7%; adolescents under the age of 18 - 2.5%; townspeople from 26 to 35 years old - 1.2%.

87% of respondents answered "yes" to the question of whether friends of a different culture, 21% of respondents do not have friends of a different culture. We can assume that personal friendship develops spontaneously, people choose friends, close in spirit, interests. Perhaps 21% of respondents did not meet people of a different nationality close in culture and interests.

55.6% of the respondents are neutral to the culture of other nationalities; 37% of respondents answered that they "treat other cultures with respect"; 5.6% - have a slight dislike; 1,9% - refer to the culture of other nationalities negatively. The answers to this question are encouraging, but they also warn that the options for answering the question when preparing the questionnaire are not sufficiently thought out. The answer "Neutral" does not mean "without respect." A pilot survey has been conducted now, the questionnaire will be further developed, and inaccuracies will be eliminated.

The overwhelming majority of respondents - 117 (72.2%) refer themselves to the category of tolerant people, only 19.1% of respondents could not assess themselves on this criterion.

Meanwhile, 58% of respondents are neutral to migrant workers from Eastern countries, and 27.8% of respondents are negative about migrants. 36.4% of respondents believe that labor migration is detrimental to Moscow residents. There is no direct correlation between the answers to these questions. Human can treat people of a different culture tolerantly, but at the same time he consider that Moscow does not need migrants. It is enough for Muscovites who could perform those jobs that are performed by labor migrants from Central Asia, Moldova and Ukraine. Intolerance is the environment for social

tension, acute and open conflicts. Conflicts based on intercultural hostility did not arise (48.8%) or were extremely rare (34%) in the surrounding of the majority of respondents, although 23% of respondents admitted that conflicts sometimes arise. We asked about the reasons for interethnic conflicts. The respondents answered that they consider differences in mentality as the main cause of interethnic conflicts, including by reason of different values and norms of behavior. Stereotypes of behavior - this is precisely the sphere that is in the sphere of the unconscious and differs by irrationality. In general, this is a normal phenomenon, which in itself is not an obstacle to tolerance.

## 5. Discussion

How did the studying of the module "Intercultural Europe: Urban Planning Based on the Principles of Social Integration" and the conduct of scientific events within the framework of the project "Migration processes and urban design: EU experience" influenced on students' behaviour?

The scientific activity of the masters and bachelors who studied the module was analyzed during the three years of module implementation. 7 masters made presentations on the problems of the module at the International Scientific Conference "Integration, Partnership, Innovations in Building Science and Education", held in November 2016. Scientific articles of students are published in the conference proceedings (Integration ..., 2016). 16 masters took part in the section "Urban planning on the principles of social integration" of the student scientific conference on the results of scientific research work of 2017 (MGSU, March 2018). Most of the reports were published in the conference proceedings (Days of student science, 2018). Observing the behavior of students, we can do the conclusion, that interest in intercultural research brings students closer. Group work on educational projects strengthens the cooperation in intercultural student groups.

High scientific activity of students was observed during the conferences, round tables and scientific seminars in the framework of the project "Migration processes and urban design: EU experience" - MIGPUD. For example, 17 masters made reports at the Round Table "Sustainable Urbanism and Architecture" of the XXth International Interuniversity Conference on the Project Topic. Articles of students are published in the collection of materials of the conference (Construction - formation of life activity, 2017).

The students were the main participants of the round tables and seminars. For example, the round table "Future and social-urban environment - Bestmaster diploma projects" was devoted to the discussion of the topics of student graduation works. The reporters noted that there are a lot of migrants and refugees who need housing and work among the citizens of cities today, that's why city planners need to take into account these problems in their projects. The authors of the reports "The policy of integration of migrants in the modern city" and "Urban planning aspects of migration processes" presented their vision of the solution of migration problems. The reports have caused mixed reactions, however, in this is the value of the proposals of young authors, on which it is worth serious thinking.

Students themselves were the initiators of sociological surveys on the topics studied. In particular, students were interested in whether the relationship was changing in the process of studying the module and participating in scientific events, whether empathy was increasing in the process of recognizing each other, studying the value-normative systems of the members of the student collective. Cultural assimilators and cases, that analyzed by students at practical exercises, as well as sociological surveys conducted by students, help to strengthen intercultural sensitivity [ieupmodule.com].

The sociological survey and the psychological diagnosis of tolerance showed that some problems still exist. Such survey results, when 27.8% of the students surveyed treat migrants negatively, and 36.4% of respondents think that labor migration has a detrimental effect on Moscow residents, cannot be considered satisfactory. We can find an explanation and justification for the statistics, but we cannot hide

the manifestations of xenophobia and migrant-phobia among young Russians. This is also evidenced by the results of the poll of the Levada Center. According to the surveys of 2013 and 2017, the number of respondents negatively related to migrants from Ukraine increased from 9 to 19%, from Belarus - from 8 to 13%, from the Central Asian republics - from 31 to 38% (The attitude ..., 2017).

## 6. Conclusions

1. In general, the results of measuring the degree of tolerance of MGSU students and a sociological survey demonstrated a successful situation of intercultural communication in the Russian capital - in Moscow and at the National Research Moscow State University of Civil Engineering. It can be recognized that intercultural education through academic subjects, conferences and round tables give positive results. Many respondents have friends of another ethnicity. The majority of respondents have never encountered manifestations of ethnic hostility and interethnic conflicts. Most of the interviewed young people are loyal to migrants and refugees, trying to help them and support them. However, as can be seen from the results of the survey, some of the answers raise concerns. A certain percentage of young people are showing signs of migrant phobia.

2. The current situation indicates that there are shortcomings in the field of intercultural education. This sphere of education requires improvement, the search for new forms of work with different categories of students. It is necessary to constantly monitor the level of tolerance of students in schools, colleges, universities, advanced training systems. Sociological surveys among all categories of citizens are needed to measure the level of intercultural sensitivity.

3. It is possible to recommend a wider introduction of electives, special courses on the study of traditions, norms of behavior, family and religious systems of different peoples, whose representatives study at multicultural collectives of general schools and universities (in particular, technical universities). Also we can offer among the elective courses: Ethnopsychology, Ethnosociology, Ethnoconflictology. Scientific research of students, participation in conferences and competitions will also promote intercultural education.

The implementation of this system of measures will help ensure productive intercultural and interpersonal interaction, the formation and development of students' tolerance in the multicultural educational space of the university.

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## Some Features of The Environmental Consciousness of University Students of Different Majors

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### Abstract

The aim of this study was to consider the specifics of environmental consciousness and the features of how students of different majors relate to environmental problems. The comparative empirical study revealed general characteristics and specific manifestations of environmental consciousness of future specialists in agronomics, management and medicine. More than 50% of students participated in the study have ecocentric type of environmental awareness. The authors make a conclusion that special measures should be taken aimed at forming sustainable ecological motivation and ecocentric environmental consciousness among students.

**Keywords:** environmental consciousness, ecocentrism, ecocentric environmental consciousness, environmental responsibility, students

### 1. Introduction

Current ecological state in Russia is defined by a numerous number of environmental issues. There is an inconsistency between the demands of the society and the manufacturing industry in the environmentally competent specialists, that are in charge of ecological state, and insufficient theoretical and practical level of environmental education in Russian universities.

Each sector of economy has its own specifics of interacting with the environment and ways of carrying out the ecological approach of the company. It is necessary to have experts of high qualification that are able to implement an environmentally oriented approach and apply sustainable technologies in their professional activities.

Any technologies in the modern world, including the environmental ones, become out of date relatively quickly. Thus, only an environmentally competent worker is capable to search and find new ways to tackle certain ecological problems.

Development prospects of professional environmental education for future experts are related with a comprehensive educational impact on the personality of the learner, including elements of environmental education to shape the ecologically significant traits of character and environmental awareness. Therefore, environmental awareness is the key objective of a well thought environmental education system and a guarantor for the ecologization.

Environmental awareness is a reflection of interactions with the environment in a person's mind. This is a set of human representations (individual, group) about the interconnections in the natural world and in the system "man-nature", the existing relationship to nature, as well as the corresponding strategies and technologies of interaction with it (S.D. Deryabo, D.S. Ermakov, V.A. Yasvin and others). Environmental awareness includes cognitive, emotional, regulatory, axiological and reflexive components (A.V. Ivashchenko, A.V. Gagarin, V.I. Panov, and others).

Anthropocentric approach prevails in the nowadays culture. It is defined by contrasting a human, as a supreme value, to the nature, as a human's property, objective perception of the environment and pragmatic treatment. Whereas, ecocentric approach opposes the anthropocentric one. It is defined by the following: the vector for ecological rationale, abandoning of the hierarchic views, subjective perception of the environment, balance of pragmatic and non-pragmatic treatment (Gagarin, Ivashchenko, 2014, Gagarin, 2017).

A person with a high level of environmental competence has an ecocentric ecological consciousness, when an anthropocentric type of ecological consciousness is determined with a low level of ecological competence [1, 3, 4]. Ecological consciousness predetermines the degree of cognitive and educational motivation in the development of ecological knowledge, the nature and type of the emotional and conative component of ecological competence, the degree of development of reflection and ways of interaction with nature [Gagarin, Ivaschenko, 2014, Panov, Mdivani, Hisambeev, Lidskaya, 2012].

Therefore, ecocentric type of consciousness may become a criterion to reveal environmental competence of a person so as a goal of any training program.

There was the goal to consider the specifics of ecological consciousness and the attitude peculiarities of students of different majors towards environmental problems: future agronomists, managers and doctors. This allows to draw conclusions about the extent to which special educational measures are required to shape an ecocentric consciousness and develop environmental competence among students. Moreover, it also helps to determine whether there is a specificity in the formation of environmental awareness among students, depending on their training program.

## 2. Method

In 2014-2017, there was conducted a comparative empirical study of the features of the environmental awareness and the attitude to ecological problems of future specialists in the field of agronomy, management and medicine. In total, 134 students of Moscow universities took part in it.

Empiric base and methods of the study

The following junior students participated in the current study: students of Agricultural Department of RUDN University (Peoples' Friendship University of Russia) – 50 persons, students of the National Research University of Civil Engineering (future specialists in the field of state governing) – 38 persons, and 46 students from Department of General Medicine of Moscow State University of Medicine and Dentistry. The results are matched regarding the age and the gender of the respondents.

A special questionnaire on the environment of 22 questions and a Test of Ecological Motivation and Consciousness methodology (TEM), which includes 20 scales, were used in the survey.

## 3. Results

### 3.1. Survey results

The majority of students confirmed their interest in environmental issues. 60% of respondents chose the affirmative answer "yes, I'm actively interested". The main source of information for students (71%) turned out to be television and radio broadcasts.

The overwhelming majority of students are aware of the global environmental crisis. 46% of them believe that human activity is the main cause of the environmental crisis. According to students, the solution of environmental problems in our country depends on the population (78%).

The respondents display cautious attitude to foreign experience in terms of development of environmental conservation activities. Firstly, students are familiar with those activities a little or are not aware of them at all (60%). Secondly, they assume the area of application of foreign experience can be narrow and with some restrictions (71%).

Students correctly assess the role of environmental education as an important component of the environmental awareness and ecological culture of a person. Ecological knowledge (68%), environmental responsibility (61%), ecologically-oriented activity (43%), personal experience with nature (41%) belonged to the most significant elements of ecological culture.

According to respondents, environmental education contributes to the formation of a high level of ecological culture the most (72%). 78% of them consider traditional professional ways of getting ecological knowledge: internships, advanced training, environmental courses in universities, etc. - to be the most efficient nowadays. At the same time, students note that it is necessary to strengthen the link between environmental education and practical activities (65%), pay more attention to the organization of internships (57%), and introduce the modern environmental technologies more deeply (42%).

**3.2. TEM results**

The survey results are averaged according to the TEM scale for 3 groups of respondents and presented in the table 1. Analyzing the results with the 4 scales of the subtest "Environmental threats", 29 students of future agronomists (58% of selection), 22 students of future managers (60% of selection) and 27 students of future general practitioners (59% of selection) represent the ecocentric type of ecological consciousness.

The degree of the nature positive influence on a human in the ecological consciousness among all students is 40.38; 39.6 and 35.7, what is greater than the degree of possible negative events and influence of the environment, which is 36.22; 36 and 34 respectively. In addition, there comes the understanding of human's detrimental effect on the environment (53.38; 49.4 and 46.7), whereas human activity is considered to be supporting by less percentage of the respondents (31.01; 25.9 and 28.6). This kind of results indicates a sufficient level of the cognitive component of the ecological consciousness for all students and implicitly proves them to elicit the causes of the environmental crisis. According to the scale, the rate of N+ (nature positive influence on a human) is the highest in the group of future agronomists: 40.38.

According to the scale H+, the rate of human positive impact on nature turned out to be the highest in the group of future managers: management students have 35.9, future agronomists have 31.01 and future medical practitioners have 28.6. It means that management students assess the effect of anthropogenic impact on nature more optimistically.

Interesting differences were revealed in preferences of environment types in conditions of conflict environments. Although the sequence of preferences in the conflict environment conditions was the same in all three student groups (nature, social, technogenic environment), the preference degree for environmental interests turned out to be higher for future managers: 3.9 - for future managers; 3,41 - for future agronomists, 3,4 - for students of medicine faculty.

*Table 1. Collective results of the mean values in TEM scales for 3 groups of students: future agronomist, future specialists in the field of the state governing and future GPs.*

The TEM scales	Groups of respondents		
	future agronomist	future managers	future doctors
N+ – positive impact of nature on the person	40,38	39,6	35,7
N- – negative impact of nature on the person	36,22	36	34
H+ – positive impact of the person on nature	31,01	35,9	28,6
H- negative impact of the person on nature	53,38	49,4	46,7

NE – environment	3,41	3,9	3,4
TE – technogenic environment	1,52	1,7	1,8
SE – social environment	2,34	1,9	2
EM – ecological motivation	11,4	11,9	11
U – unity with nature	18,8	19,5	17,8
U1 – esthetic feelings	6,86	7,3	6,6
U2 – Corporal feelings	5,6	5,4	5,1
U3 – Activity	6,36	6,8	6,1
R – ecological responsibility	12,98	10,9	12,7
R1 – personal level	2,25	1,9	2,1
R2 – close habitat	2,53	2,4	2,7
R3 – regional level	2,65	2,5	2,8
R4 – state level	2,17	1,7	2,1
R5 – international level	1,46	1,04	1,5
R6 – a limit on luxury	1,95	1,5	1,8

It is especially worth noting that the absolute indicator of environmental motivation (EM) is quite high in all groups of respondents. However, the highest level of environmental motivation is typical for manager students (11.9). We consider, this is the result of special training of professional managers. They receive additional knowledge about the environment and ways of influencing it, which leads to a more prominent readiness for environmental activities and a more optimistic assessment of its results.

All students have the aesthetic component dominating in the sense of unity with nature (the "aesthetic sense" indicator), the "activity" indicator is running second, and the "body feelings" indicator is on the third place. The highest indicator of sense of unity with nature is peculiar to future managers - 19.5.

The assessment of the environmental responsibility features peculiar to students was carried out in accordance with "Environmental Responsibility" subtest. Significant differences were observed on the scale R - "general environmental responsibility". Indicators in the group of future agronomists on the R scale are the highest - 12.98. Students of the Faculty of Medicine have 12.7 and students-managers have 10.9. A high level of responsibility for solving ecological problems on all scales is typical for future agronomists and future doctors. The notable fact is that all three groups pessimistically relate to the possibility of solving environmental problems by international structures.

As a result of a comparative empirical study, the following general characteristics of the agro-businesses, manager and medicine students' environmental awareness are revealed. All of the students have sufficient level of environmental motivation and consider environmental protection activities as personally significant, prefer environmental interests over others in conditions of conflict between the technogenic and social environment (features of the axiological and regulatory components of environmental awareness). They have small experience of practical, environmentally oriented activities (the regulatory component of environmental awareness). The cognitive component of students' environmental awareness is characterized by a sufficient amount of knowledge about the reasons of the

environmental crisis and its possible consequences, understanding the importance of environmental education. Qualitative features of the emotional component of ecological awareness is the high value of aesthetic feelings associated with nature. The reflexive component is characterized by the awareness of the positive impact of nature on man and, conversely, the negative human impact on nature. This encourages conscious care for the environment preservation.

#### 4. Conclusion

1. As a result of the comparative empirical study, several general characteristics and specific manifestations of the ecological awareness of future specialists are revealed: agronomists, managers and medical doctors.
2. All the students understand the human role in the environmental crisis. They have an interest in environmental issues and special environmental knowledge. The study showed that more than half of the students have the ecocentric type of ecological awareness.
3. Future agronomists have the highest level of environmental motivation, which is connected with maximum estimates of harm to nature inflicted by human, as well as with high estimates of nature significance.
4. Future specialists in the field of public administration have a sufficiently high level of environmental motivation, ecological empathy and a sense of unity with nature. They demonstrate activity and optimism in the approach to solving environmental problems.
5. Future medical doctors prefer a strategy of caution in solving environmental problems. They have a higher level of environmental responsibility and focus on the consequences of an environmental crisis for humans, rather than nature in general.
6. Motivation for environmentally oriented activities and environmental self-education is unstable. This indicates the need to implement special educational activities in the university to form ecocentered environmental consciousness among all students.

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## Strategic Significance of English in Self-Education of the Students of Socio-humanitarian Specialities for Fundamentalization of University Education

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### Abstract

The article deals with the English language significance in self-education of the students of socio-humanitarian specialities for fundamentalization of university education. The aim of the article is to track and validate the influence of the English language knowledge on the effectiveness of self-education of a future specialist in the process of fundamentalization of academic learning. Combination of self-education with a high level of knowledge of English for fundamentalization of education at a high school allows students to successfully implement their expertise both in the changing conditions of the modern world and in future professional activities. Our hypothesis that self-education contributes to formation of students' scientific worldview on the basis of critical analysis of contemporary English scientific literature was verified by the experiment which was conducted in November 2017 in the form of a sociological survey of the first year students specializing in "Social Work" on the basis of the Ternopil National Economic University (30 people) and the Ternopil National Pedagogical University (14 people) who studied English at the secondary school. The analysis of the respondents' answers confirmed students' persuasion that reading of professional foreign literature in English would allow to get access to contemporary international scientific achievements in the field of future professional activity, and thus to acquire comprehensive knowledge. The final results of the study convincingly prove that students of both universities read foreign-language professional literature in order to familiarize themselves with modern world achievements in the field of social and human sciences (33.4% of respondents (6 people) in each the group). English is also used for finding useful information to expand own professional outlook (50% of respondents in each group (9 people)). It is concluded that teachers need to direct the educational motivation of students to expand their vocational thinking, as a significant part of respondents are aware of the prospects that knowledge of English may open in acquiring professionally significant information.

**Keywords:** Self-education, Students, Fundamentalization, English language significance, Professional training

### 1. Introduction

Knowledge of English in the system of professional training serves to meet the requirements of the time. University education plays an important role in the development of modern society and directly affects the competitiveness of future professionals. Students need to use not only domestic but also foreign literary sources to master the latest scientific achievements in the area of future professional activities. Knowledge of English, as the most universal and widespread language, helps to receive and comprehend the latest information about the significant modern world scientific achievements in the rapid conditions of changes in the social life of mankind in a timely manner and to comprehensively integrate the growing flow of professional and scientific information.

The content of the theoretical material in higher education institutions is rapidly becoming obsolete, which causes the delay in students' training in social and human sciences. It is possible to solve the above-mentioned problem by the fundamentalization of education based on the use of knowledge of foreign languages and communicative skills of students. The combination of these components positively affects students' self-education and promotes the adaptation of future specialists to dynamic transformations in social conditions based on the use of universal, general-methodological knowledge and skills (Semerikov 2009). Those students, who combined their self-education with a high level of knowledge of English in the conditions of fundamentalization of university education, could become professionals in the future. Therefore, our goal is to comprehensively track and validate the influence of the English language knowledge on the effectiveness of the self-education of a future specialist in the process of fundamentalization of academic learning.

## 2. Literature Review

### Fundamentalization of university education

Fundamentalization of university education plays an essential role in the organization of professional education. It enables students of different specialties to find creative approaches to work in the specialty in the future and to solve the contradictions between higher academic education and traditional practical vocational training. The problems associated with fundamentalization of education are urgent not only for Ukraine but for the whole world. Different approaches to their solution can be found in numerous scientific researches, which will be discussed further.

Conceptual foundations of fundamental education were mostly formulated at the beginning of the 19<sup>th</sup> century by V. Humboldt (2002, pp. 25-33). According to him, the subject of fundamental education is the knowledge, which should "turn" into scientific research, if necessary. In 1852, J. Newman predicted the emergence of education fundamentalization, which allowed the student to plunge into science for the development and acquisition of the "atmosphere of intelligence", subtle mind and noble manners as natural qualities of great knowledge (1907, pp. 120-121). The history of the movement for "fundamentalism" is described by A. Laats (2010, p. 176), who indicates that fundamentalization has undergone an active educational impact (educational activism) in the 1920s-1930s in the USA.

Increased interest of scholars to the problem of fundamentalization in the 1990s was determined by the dynamic changes in both modern societies of the world and educational technologies and science as a whole. Such professional qualities, that could provide the students with their harmonious inclusion to all socio-economic spheres during active life, have become popular in society. Focus on fundamentalism has always been characteristic of the Ukrainian system of higher professional education.

The fundamentalization of education was earlier "externally introduced" and implemented mainly on the "know-how" level, according to Ya. Fruktova (2013). However, nowadays, the fundamentalization of education is directed at the mastering of gnoseological and socio-cultural foundations of knowledge and ways of their assimilation, the development of students' skills and abilities to perceive, understand and use the stream of new information (including the data from foreign sources).

At the same time, as noted by O. Yazvinska (2011, p. 34) that fundamentalization reflects the general patterns of the development and functioning of a particular subject area and is revealed in the process of carrying out professional activities through the competent use of the basic knowledge and skills. Thus, fundamentalization ensures high mobility and successful adaptation of the university graduate to the dynamic conditions of modern society.

Thus, S. Kalashnikova (2012, p. 80) considered fundamentalization of higher education with the help of the triangle of knowledge: "education, research and innovations". According to her, professional education generates not highly specialized, but methodologically-systematic knowledge.



As defined by G. Vaskivska, the important factors of education fundamentalization include: the preservation and intensive development of mankind through the accumulation, reproduction and transfer of social experience throughout generations; the ability for self-organization and self-development of each individual; the acquisition of the most important and long-term scientific knowledge as a result of socio-humanitarian and technical activities, etc. (Vaskivska, 2013).

The experts of the "Roman Club" (Political Encyclopedia 2011, p. 639) attribute fundamentalization to system-proactive innovative education, because a significant amount of knowledge loses its relevance over the next few years. An important condition for the implementation of systemic advanced education is its close relationship with scientific research all over the world. A. Pokhresnyk emphasizes in this context, that the knowledge, received by students in the process of education in the conditions of the fundamentalization of education, contributes to accession of Ukraine to the European domain of scientific research and higher education and has a significant influence on the prediction of the future (Pokhresnyk, 2014, pp. 27-28). Therefore, self-education of students takes an important place in the educational process designed by a teacher.

### **Self-education as the main component of the educational process fundamentalization**

Self-education plays an important role in the training of students in socio-humanitarian specialties. If students realize that they do not have a sufficiently high level of knowledge and skills in relation to a particular problem, they might be forced to improve their knowledge and skills independently through the ability for self-education (Vaskivska 2013).

The development of the readiness of the future specialists for self-education for fundamentalization of training is facilitated by students' individual and independent study of the works of leading domestic and international scholars. Updating of professional knowledge and formation of students' scientific worldview is performed on the basis of critical analysis of modern domestic and foreign research works, which are covered in the world scientific literature in a foreign language, mostly in English. This is manifested in the ability of students to analyze, evaluate, compare, summarize and formulate conclusions that are the result of self-educational work with scientific national and foreign literature.

Thus, the fundamental nature of self-education is directly related to the knowledge of a foreign language. The use of English at a professional level allows a future specialist to plunge into the "world" of the latest scientific achievements in the professional field and achieve the desirable training goals in the short term.

### **The meaning of English for the self-education of students**

Fundamentalization of university education acquires new vertices, provided that students can use their own knowledge and English language communication skills in the process of self-education. Nowadays, when there is a need to turn to the latest world achievements in the field of socio-humanitaristics, knowledge of a foreign language helps students in preparation for classes. The importance of knowledge of English is treated differently by scholars. Ukraine's external priorities for the European Union and NATO, as noted by O. Lahodynskyi and I. Semeniako (2018, pp. 107-114), clearly demand from future Ukrainian specialists not only a high level of professionalism, but also proper linguistic knowledge, skills and abilities in working with foreign counterparts. Other scholars, namely I. Bloschynskyi (I. Bloschynskyi, 2017) emphasized the significance of IT and communication technologies usage (e.g. Anki specialized program application) during future Border Guard officers' independent foreign language professional training for state examinations.

According to E. Belyaeva (2018), English has become important linguistic-academic environment and educational tool for the training of students at foreign universities. It is also an important condition for gaining the status of an international university, which becomes a constant trend (Belyaeva 2018). According to L. Stepanchuk (2015), it is useful to acquire a foreign language, as this grants quick access to

global internet sites and publications in other languages. Language skills make it possible not only to read and write, but also to think in a foreign language, that enables students to participate in the international conferences and trainings, maintain business correspondence and online communication. According to I. Melnychuk (I. Melnychuk, 2016), it is necessary to take into account the peculiarities of professional-lingual future specialists' training in the use of professional terminology, which is based on many foreign words.

However, despite the popularity of English-language knowledge in society, the problems associated with the broad use of English by students during self-education remain unresolved. This indicates a shortage of research on this issue. Therefore, we intend to use the in-depth study of this problem to track and test how English knowledge and skills influence on the self-education of a future specialist for the fundamentalization of university education.

### 3. Method

#### 3.1. Participants

##### **Study of the importance of linguistic skills for self-education of students of the socio-humanitarian major**

Indicated problem can be revealed in each institution of higher education in Ukraine. Therefore, we carried out a thorough research in the educational process environment. This allowed us to obtain statistical data directed at confirming or refuting our hypothesis about the importance of foreign language linguistic skills for self-education of students of the socio-humanitarian speciality. So, in November 2017, we conducted a sociological survey of the first year students of the "Social Work" specialty on the basis of the Ternopil National Economic University (30 people) and the Ternopil National Pedagogical University (14 people) who studied English at the general secondary school.

#### 3.2. Materials

The questionnaire, developed by us, consisted of the following questions:

1. Evaluate your level of English from 1 to 12 points.
2. Do you need to increase the level of English?
  - a) for basic training at the university (yes, no);
  - b) for future professional and personal growth (yes, no).
3. Do you use English to read specialized literature? (yes, no).
4. What purpose do you read foreign literature for, if you answered "Yes" to question number 3?
  - a) to get acquainted with modern achievements in the scientific world (yes, no);
  - b) to familiarize with professionally relevant information in order to expand your own professional worldview (yes, no).

Students were informed that research results would be used only for scientific purposes. We recorded 44 responses (see Table 1).

**Table 1.** Distribution of marks according to the level of English of students

Question 1												
Evaluate your current level of English from 1 to 12 points												
Points	1	2	3	4	5	6	7	8	9	10	11	12
Respondents	-	-	-	-	3	11	9	8	5	6	2	-
Percentage	-	-	-	-	6,8%	25%	20,5%	18,2%	11,4%	13,6%	4,5%	-

### 3.3. Procedure

#### Discussion of empirical data and formulation of generalized conclusions

During a discourse with the students, we found out that freshmen studied English at school in accordance with different curricula and textbooks; some of them took additional private lessons. Three people, out of the 44 respondents, who took part in the survey, attended specialized schools with in-depth study of foreign languages from the first grade, all the others (41 students) studied at secondary schools, eight of which studied English from the second class (18.2%), while the remaining 33 (75%) studied it from the fifth grade. It follows that all students at the beginning of the first year of studies at the university have a different level of the English knowledge acquired at school.

The statistical analysis of the obtained empirical questionnaire data on the first question shows (see Table 1) that none of the students assesses their level of English as 1, 2, 3, 4 and 12 points. A high level was reported by 8 students (18.1%), sufficient was reported by 22 (50.1%) students and 14 (31.8%) students are considered to have an average level of English. Thus, a high and sufficient level of English is prevalent in 30 (68.9%) first year students.

The distribution of opinions of student on the second question was as follows: 24 people (55.5%) do not believe that they need English for better mastering of fundamental knowledge, however, the majority of students - 32 (72.7%) - noted that a foreign language is needed to a greater extent for future professional and personal growth (see Table 2).

**Table 2.** Influence of educational and personal needs of first year students on increasing of the level of English

Question 2	Number of respondents, (%)
Do you need to increase the level of English?	
a) for fundamental training at the university, yes	20 (45,5%)
a) for fundamental training at the university, no	24 (55,5%)
b) for future professional and personal growth, yes	32 (72,7%)
b) for future professional and personal growth, no	12 (27,3%)

The answers of students to the third question of the questionnaire (see Table 3) indicate that 18 (40.9%) students use their own knowledge of English to work with specialized literature, although the majority of

students - 26 (59.1%) - think that they do not need English for effective preparation for university studies.

**Table 3.** Relationship between knowledge of English and the study of specialized literature

Question 3	Number of respondents, (%)
Do you use English to read specialized literature?	
a) yes	18 (40,9%)
b) no	26 (59,1%)

Only those 18 respondents, who gave positive answers to the third question, could answer the fourth question of questionnaire. The data given in Table 4 indicate that first-year students read special literature in English, mainly for information on current achievements in world science (12 people that is 66,7%). However, for all 18 students (100%) foreign language literature gives professionally relevant information for expanding their personal and professional outlook.

**Table 4.** Relationship between the reading of foreign literature and professional orientation

Question 4 (18 people answered)	Number of respondents, (%)
What purpose do you read foreign literature for?	
a) to familiarize oneself with modern achievements in the scientific world, Yes	12 (66,7%)
a) to familiarize oneself with modern achievements in the scientific world, No	6 (33,3%)
b) to familiarize oneself with professionally relevant information in order to expand your own professional worldview, Yes	18 (100%)
b) to familiarize oneself with professionally relevant information in order to expand your own professional worldview, No	-

#### 4. Results

The results of empirical data (see Table 5) revealed slight differences between the two groups under the study. An indicator of higher and sufficient level of English of the first year students of the Pedagogical University is 21.5% and 50% respectively. As for the students of the Economic University, this indicator is 17% and 49.3% correspondingly. However, the average knowledge of a foreign language is prevalent among students of the Economic University (33.6% versus 28.6%). This data shows that the level of the English language acquired at school does not differ significantly for future social workers who study at either University.

However, the answers to the second question (see Table 5) convincingly prove that students of the Pedagogical University have a greater need to increase their level of English for fundamental university training (64.3% versus 36.7%). This need is more significant for them for future professional and personal growth (78.6% and 66.7% respectively for students of the Economic University).

**Table 5.** Summarized results of the survey of the first year students of Economic and Pedagogical Universities (Social Work specialty)

Respondents and their number	Question 1 points from 1 to 12 (there are no points 1-4 and 12)							Question 2 a) b)				Question 3 y n		Question 4 (18 respondents) a) b)			
	5	6	7	8	9	10	11	y e s	n o s	y e s	n o s	y e s	n o s	y e s	n o s	y e s	n o s
Respondents of Economic University (30 people)	2 (6,8%)	8 (26,8%)	7 (22,5%)	5 (16,8%)	3 (10%)	4 (13,5%)	1 (3,5%)	11 (36,7%)	19 (63,3%)	20 (66,7%)	10 (33,3%)	9 (30%)	21 (70%)	6 (33,4%)	6 (33,3%)	9 (50%)	
Respondents of Pedagogical University (14 people)	1 (7,2%)	3 (21,4%)	2 (14,3%)	3 (21,4%)	2 (14,3%)	2 (14,3%)	1 (7,2%)	9 (64,3%)	5 (35,7%)	11 (78,6%)	3 (21,4%)	9 (64,3%)	5 (35,7%)	6 (33,4%)		9 (50%)	

Positive answers to the third question of the questionnaire revealed higher rates among students of the Pedagogical University (64.3% vs. 30%), as they are more likely to use their knowledge of English for reading of specialized literature than their fellow-students from the Economic University.

The data of Table 5 testify that the students of both institutions of higher education read foreign-language professional literature in order to obtain information about modern world achievements in the field of socio-humanitarian sciences (33.4 % / 6 students in each group). English is also used by 50% of the respondents (9 students in each group) to find useful professionally significant information and to expand their own professional worldview.

**5. Discussion and Conclusion**

According to the data obtained from the questionnaire, all first year students who studied in the specialty of "Social Work" at Ternopil Economic and Pedagogical Universities studied English at secondary schools. However, not all first-year students were aware of its importance for personal self-education. Students of both universities confirmed that improving of their level of linguistic knowledge is necessary, for future professional and personal growth rather than for obtaining fundamental knowledge directed at the development of professional and standardized skills. The answers of respondents indicate the problem of modern higher education regarding students' misunderstanding of the educational goal, which involves competent specialist formation, competitive in the labor market that is impossible without developing the skills of using English for effective self-education. After all, reading of foreign professional literature allows each student to familiarize themselves with modern scientific world achievements, and thus get fundamental knowledge. Less than half of the students (40,9%) consider

usefulness of their knowledge of English for gaining access to professionally relevant information which is a prerequisite for expanding their own professional outlook.

It should be noted that students of the Pedagogical University mostly use their knowledge of English for self-education and fundamentalization of professional training. This is explained by the fact that they are more motivated for future professional activities at school teaching pupils who usually have good knowledge of foreign language and the ability to communicate in it. Students of the Economic University are convinced that their future professional activities of a social worker will not require profound knowledge of a foreign (English) language; therefore, they are less motivated for its study. To sum up, the empirical data gives grounds to highlight the problems associated with the meaning of English in self-education of the students of socio-humanitarian specialties for the fundamentalization of university education.

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## Register Variation In Pakistani Written English: A New Multidimensional Analysis

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### Abstract

Pakistani English as a non-native variety is distinctive in its character and varied in its use. The present study focuses on finding out new linguistic dimensions of Pakistani English through New Multidimensional Analysis (Biber, 2003) to point out register variation in Pakistani written English. Earlier Multidimensional studies on Pakistani English have been conducted on specialised corpora belonging to single registers but the present research explores a 2.1 million words general-purpose corpus of Pakistani written English having 29 registers. To conduct multidimensional analysis, the PWE corpus was tagged at Northern Arizona University, U.S.A. using Biber's tagger. The data was tagged for almost 150 linguistic features but factor analysis was conducted on 127 linguistic features. The results of factor analysis pointed out 4 new linguistic dimensions of Pakistani written English; dimension 1 makes a distinction between involved discourse and abstract-informational discourse, dimension 2 between narrative discourse and argumentative discourse, dimension 3 between descriptive discourse and reporting discourse and dimension 4 between directive discourse and other than directive discourse. The comparison of Pakistani registers on 4 dimensions indicates that most of Pakistani registers have been found abstract informational on dimension 1, argumentative on dimension 2, reporting on dimension 3 and other than directive on dimension 4. The results of comparison across 4 dimensions also indicate that Pakistani written English registers do not form a consistent pattern of variation.

**Key Words:** Register variation, Pakistani Written English, Multidimensional analysis, dimensions

### 1. Introduction

Language variation is a natural phenomenon because every human being uses a language in his own way. "Variation can be regarded as an intrinsic characteristic of language and is a problem relevant to all linguistic levels" (Neumann, 2014, p. 01). The more a language is used, the more variation it displays and this fact is the most applicable in the case of English language. Crystal (2003) claims that "there has never been a language so widely spread or spoken by so many people as English" (p.189). The world-wide spread of English has given birth to many a new variety of English in native and non-native contexts; Pakistani English is one of these newly formed non-native varieties of English having its own characteristics and idiosyncrasies.

Biber (1995) regards register "as a cover term for any variety associated with particular situational contexts or purposes" (p.01). Therefore, the study of register variation is focused upon the language variation related to the context of use only.

Multidimensional approach henceforth MD approach was developed by Biber (1988) as a scientific way of studying register variation. The approach disregarded the analysis of individual linguistic features for the study of register variation and presented the alternate way of studying register variation by analysing "strong co-occurrence patterns of linguistic features" (Biber, 1988, p.13) that contribute to the formation of underlying functional dimensions. For this purpose, "linguistic features that are potentially important indicators of variation within the domain must be identified in advance..." (Biber, 1988, p.65). Biber (1988) selected 67 linguistic features (based on the previous research in the area) from 16 grammatical, lexical and syntactic categories. Biber used computational tools to "'tag' the words in texts for various lexical, grammatical and syntactic categories; compile frequency counts of linguistic features within texts; and analyse the distribution of linguistic features within and across texts" (Biber, 1993, p. 333). The co-occurring patterns of linguistic features were discovered by applying factor analysis (a statistical method



of data reduction) on the tagged data. The identification of sets of co-occurring linguistic features (dimensions) led to the functional interpretation of the dimensions.

MD approach has been an influential way of studying register variation during the last three decades. There are two versions of MD approach; 1988 MD version and New MD version (2003). Both these versions can be regarded as two ways of conducting an MD research. Biber's (1988) dimensions are used as standard reference point for data analysis while conducting research per 1988 version and new dimensions from each dataset are explored by conducting a new factor analysis while conducting research through New MD version. However, both these approaches are important for the purpose of register analysis; when a new corpus is assigned dimension scores per Biber's (1988) dimensions, it can be compared with the earlier studies conducted in this tradition whereas the New MD approach helps the researchers to explore co-occurring linguistic features (dimensions) for particular registers (Gray, 2015, p.134).

The present study aims to present a comprehensive account of register variation in Pakistani Written English henceforth PWE using New MD approach. It will explore new dimensions of a general-purpose corpus of PWE consisting of 29 registers. The purpose of the study is to explore concrete linguistic choices made by Pakistani English writers from various domains of human interaction.

The present study will attempt to present an answer to the following research questions:

What are new linguistic dimensions of PWE according to New MD analysis?

How do PWE registers vary among themselves on new linguistic dimensions?

## 2. Literature Review

The research on Pakistani English is not a recent phenomenon; it has a history of almost three decades. However, the earlier research on Pakistani English lacked scientific character because most of the researchers relied either on their intuition or observation and were concerned with isolated linguistic levels. The earlier researchers were focused upon the exploration of lexical innovation of Pakistani English (Baumgardner, 1987, 1993), syntactic characteristics of Pakistani English (Rahman, 1991; Chaudhry, 1995; Talaat, 2002; Mahboob, 2004; Y. Kachru and Nelson, 2006), spelling differences with native varieties (Hassan 2000), typical features of Pakistani English (Rahman, 1990b), phonological properties of Pakistani English (Chaudhry, 1995; Mahboob and Ahmar, 2004), etc. However, this research tradition changed with the passage of time and the introduction of Corpus Linguistics in Pakistan ushered a new era of scientific research in its wake. The corpora of Pakistani English were compiled (Mahmood and Mahmood, 2009; Shakir, 2013 etc.) and corpus methodology was applied to explore the true character of Pakistani English. The compilation of corpora of Pakistani English paved way for the application of MD analysis and to date many studies (Shakir, 2013; Alvi et al., 2016a & b; Ahmad and Mahmood, 2015a & b, Ahmad and Mahmood, 2016, Ali and Shakir, 2016 etc.) have been conducted using MD methodology.

Shakir (2013) analysed a corpus of Pakistani print advertisements. He concludes that Pakistani print advertisements can be regarded as having linguistic properties closer to written discourse rather than face to face interactions (as claimed by previous researchers). Ahmad and Mahmood (2015a) compared Pakistani press reportage with that of British using Biber's (1988) MD model. The study was conducted on a corpus of 1.1 million words of Pakistani News. The researchers conclude that dimensions 1, 4 and 5 show no differences between the reportage of the two varieties but dimensions 2 and 3 reveal marked differences. Pakistani press reportage is highly narrative on dimension 2 and has explicit character on dimension 3 whereas British press reportage shows opposite qualities. Ahmad and Mahmood (2015b) studied linguistic variation among eight sub-categories of press reportage in Pakistani print media. The results of 88 MD analysis reveal that dimensions 2,3, and 5 show significant statistical differences among various sub-categories of Pakistani press reportage. Ahmad and Mahmood (2016) examined linguistic variation among five Pakistani newspapers. The study was conducted on a corpus of 2.3 million words,

the researchers explored the new textual dimensions of Pakistani press reportage by conducting New MD analysis.

Alvi et al. (2016a) analysed 250 Pakistani Press Editorials through 1988 MD approach. The researchers compared British and Pakistani editorial writings to conclude that both the varieties have marked differences on dimensions 1,3,4 and 5. Alvi et al. (2016b) analysed a corpus of 300 Pakistani editorials (having equal representation of male and female writers) to explore linguistic variation across gender. The researchers also compared Pakistani male and female editorial writings with their British counterparts. The researchers draw the conclusion by pointing out that internal and external comparisons show certain variations. Ali and Shakir (2016) applied MD approach to find out the stylistic variation of the sub-genres of Pakistani fiction. They developed a corpus of 59 Pakistani English novels and 182 Pakistani English short stories. The results reveal that dimensions 1 and 3 are stylistically different whereas the other dimensions do not show such differences. Azher and Mahmood (2017) compared the linguistic characteristics of British and Pakistani English academic writings. The researchers explored a large corpus of 8.38 million words from Pakistani academic writing. The researchers claim: "both Pakistani and British academic writings are found to be informational, non-narrative, explicit, non-persuasive and impersonal" (p. 297). Hussain et al. (2016) have explored linguistic variation across 12 Pakistani English registers from written and spoken components of Pakistani constituent of International Corpus of English. New MD approach has been employed to explore new textual dimensions of Pakistani spoken and written English registers.

### 3. Research Methodology

To conduct an MD analysis, the first requirement is the tagging of the corpus; in the case of the present study, this requirement was met by running the PWE corpus files (1396 in number) through Biber's tagger at Northern Arizona University, USA. The tagger tagged each word of the corpus for its grammatical and semantic categories. All the tags were counted for each file to find out the frequencies of linguistic features across all the files of the corpus. This process was performed through another computer programme named tag-count. The frequencies were normalized to a text length of 1000 words and they were standardized to a mean of 0.00 and standard deviation of 1.0 (Biber, 1988, p.94). This process was also performed at Northern Arizona University, USA. The researchers received the tagged data and an excel sheet that contained the normalized frequencies of about 150 linguistic features from Biber's lab. The next step in the process was the selection of linguistic features for factor analysis. The researchers selected 127 linguistic features to be included in the process of factor analysis; some linguistic features were dropped due to nominal values across all the file of the corpus and some linguistic features were dropped because they presented the cumulative scores of certain categories e.g. from the category of personal pronouns, first, second and third person pronouns were retained whereas the linguistic feature named as 'all personal pronouns' was removed. The researcher conducted factor analysis on the 127 linguistic features that was counter-checked by an expert data analyst. Field (2000) asserts that factor having more than 1 eigen values should be considered for analysis. The application of this method resulted in many factors (43) and it was virtually impossible to interpret all these factors. To overcome this problem, the researchers plotted eigenvalues on a scree plot (Cattell, 1966) to decide which factor should be considered for interpretation. Figure 1 presents the scree plot for eigenvalues.

Figure 1: Scree plot for Eigenvalues

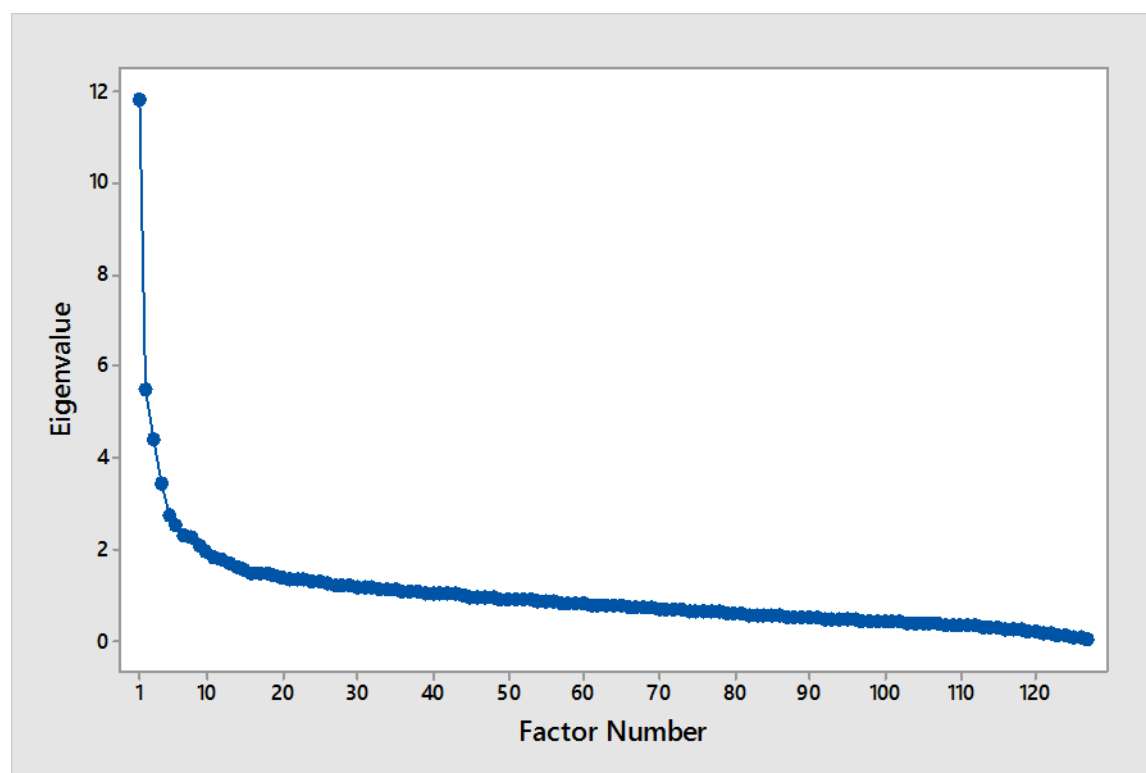


Figure 1 shows that break point occurs after first six factor and the collapsing of factors round about eigenvalue 2 results into flattening of the plot. Figure 1 shows that the Factor 1 reveals the highest proportion of variance having eigenvalue almost 12. Having extracted the factors, the researchers carried out promax factor rotation so that each linguistic feature was loaded on as few factors as possible. The researchers selected first 6 factors (linguistic dimensions) for interpretation and cut off point (value for significant loading of a linguistic feature on a factor) was decided as absolute value of  $\pm .30$  or greater. The number of linguistic features on each of first 6 factors was counted and only the first four factors were considered appropriate for the functional analysis because the fifth factor had only four salient loadings. Each factor has salient positive and negative loadings; positive and negative values have a relationship of complementary distribution only. Some linguistic features have salient loadings on two or more factors. In such cases Biber's (1988) guideline was followed that "each linguistic feature is included in the factor score of the factor on which it has the highest loading (in terms of absolute magnitude, ignoring plus or minus sign)" (p.93). To calculate dimension scores, normalized frequencies were standardized by using the following formula:

$$\text{Standardized score} = \frac{\text{normalized score} - \text{mean score}}{\text{standard deviation}}$$

Dimension scores were calculated for each text by extracting the sum of standardised frequencies of negative features from the sum of standardised frequencies of positive features for each dimension. Table 1 provides the names of linguistic features along with their values on the first four factors (dimensions).

**Table 1:** Names of linguistic features and their values on 4 dimensions of PWE

DIMENSION 1 POSITIVE FEATURES		
Sr. No.	Feature Name	Value
1.	Verbs – Mental	0.754
2.	Private verb	0.699
3.	First person pronoun / possessive	0.631
4.	Nominal pronoun	0.574
5.	Verbs – Activity	0.565
6.	"that" deletion	0.526
7.	Factive adverbs	0.505
8.	Pronoun Second person	0.503
9.	Adverbs - time	0.483
10.	Wh- Clause	0.474
11.	Contraction	0.474
12.	Adverb / Qualifier - Emphatic	0.463
13.	'WH' complement clause controlled by factive verb	0.441
14.	Adverb (not including counts Adverb / Qualifier - Emphatic, Adverbial - Hedge, Adverb / Qualifier - Amplifier, Adverb-time, Adverb-place, Adverb - Downtoner)	0.433
15.	Stranded Preposition	0.415
16.	Pro-verb "do" (substitutes entire clause)	0.412
17.	'That' complement clause controlled by factive verb	0.407
18.	Verb 'have'	0.389
19.	Nouns – Animate	0.389
20.	Subordinating conjunction - conditional	0.388
21.	Coordinating conjunction - clausal connector	0.384
22.	Wh-question	0.383
23.	Verb - Present Progressive	0.381
24.	Attitudinal adjective in other contexts	0.369
25.	Phrasal Verbs--Activity - Intransitive	0.356
26.	Predicative attitudinal adjective	0.338
27.	Discourse particle	0.325
28.	Subordinating conjunction - Other	0.323
29.	Likelihood adverbs	0.300
DIMENSION 1 NEGATIVE FEATURES		
30.	Preposition	-0.728
31.	Nominalizations	-0.700
32.	Attributive Adjectives	-0.628
33.	Pre-modifying nouns (noun-noun sequences)	-0.491
34.	Nouns – Process	-0.463
35.	Agentless passive verb	-0.383
36.	All THE	-0.365
37.	Passive verb + by	-0.363
38.	Passive postnominal modifier	-0.311
DIMENSION 2 POSITIVE FEATURES		

1.	Third person pronoun (except 'it')	0.607
2.	Past Tense Verb	0.531
3.	Proper nouns	0.489
DIMENSION 2 NEGATIVE FEATURES		
4.	Nouns – Cognitive	-0.643
5.	Nouns--Other Abstract	-0.500
6.	stance nouns in other contexts	-0.428
7.	stance noun + Prep P	-0.419
8.	Modals of possibility	-0.364
9.	Adverbial – conjuncts	-0.312
10.	Predicative Adjective	-0.305
11.	epistemic adjectives in other contexts	-0.303
DIMENSION 3 POSITIVE FEATURES		
1.	Common nouns only	0.471
2.	Nouns – Concrete	0.321
DIMENSION 3 NEGATIVE FEATURES		
3.	'That' complement clause controlled by a communication verb	-0.658
4.	'That'- complement clause controlled by verb	-0.620
5.	Verbs – Communication	-0.610
6.	Public Verbs	-0.582
7.	Communication V in other contexts	-0.552
8.	Verb – Perfect Aspect	-0.334
DIMENSION 4 POSITIVE FEATURES		
1.	Verb (uninflected present, imperative & third person)	0.487
2.	Modal of prediction	0.352
3.	Modal of necessity	0.345
4.	Verb "be" (uninflected present tense, verb and auxiliary)	0.315
5.	Suasive Verb	0.308
DIMENSION 4 NEGATIVE FEATURES		
No Negative Features		

#### 4. Data Analysis

In this phase of the study, the data has been analysed to find out linguistic variation among PWE registers; the factors (dimensions) have been functionally interpreted and dimension scores have been compared to reach register variation of PWE.

##### 4.1 Interpretations of Dimensions

The linguistic features on the 4 dimensions have been functionally interpreted to suggest suitable titles for the dimension; the functional interpretation of linguistic features is grounded in the relevant literature.

##### 4.1.1 Interpretation of Dimension 1 (Involved Discourse Vs. Abstract Informational Discourse)

It would not be an extravagance to assert that from New MD studies Dimension 1 has emerged to be the most prominent and universal dimension of variation over the decades. This dimension has frequently appeared in MD analyses of English and other languages (Spanish, Brazilian Portuguese, Nukulaelae Tuvaluan, Korean, Somali, Taiwanese and Czech Dagbani). Biber (2014) regards this dimension as ubiquitous and asserts that in almost all these studies, the first dimension "is associated with an oral/literate opposition, representing a personal/involved focus (personal stance, interactivity, and/or

real-time production features) versus an informational focus" (p.09). It is interesting to note that this distinction between oral/literate discourse not only appears in the corpora that include both written and spoken registers but also in the corpora that include either of the two components (Biber 2014).

In the present study, the number of linguistic features on dimension 1 is 38. Positive linguistic features include verbs (07), adverbs (05), pronouns (03), conjunctions (03), adjectives (02), clauses (03) and others (06). Biber (2003) elaborates the functional roles of positive features on Dimension 1 in the following words:

The positive features on Dimension 1 are associated with several major functional domains, including: interactiveness and personal involvement (e.g., 1st and second person pronouns, *WH*-questions), personal stance (e.g., mental verbs, that clauses with likelihood verbs and factual verbs, factual adverbials, hedges), and structural reduction and formulaic language (e.g., contractions, that-omission, common vocabulary, lexical bundles). (p. 61)

The greatest number of linguistic features on dimension 1 belongs to category of verbs that shows the verbal style of the texts as opposed to nominal style. Biber (1988) is of the view that "a high nominal content in a text indicates a high (abstract) informational focus, as opposed to primarily interpersonal or narrative foci" (p. 227). Out of 29 linguistic features on dimension 1, 8 linguistic features carry more weight than .50 and 9 linguistic features carry more weight than .40. The linguistic features carrying more than .50 weight on Factor 1 are mental verbs (0.754), private verbs (0.699), first person pronouns/possessive (.631), activity verbs (.565), that deletion (.526), factive adverbs (.505) and second person pronouns (.503). The highest loadings on Factor 1 are represented by mental (0.754) and private verbs (0.699). Biber (1988) attributes "overt expression of private attitudes, thoughts, and emotions" to private verbs (p. 105). Palmer (1987) defines private verbs as "those that refer to states or activities that the speaker alone is aware of. These are of two kinds, those that refer to mental activities and those that refer to sensations. Both commonly occur with non-progressive forms" (p.72). Weber (1985) is of the view that mental verbs generally take first person pronouns as their subjects. Biber et al. (1999) assign the 'semantic role of recipient' to their subjects (p. 362). In short, it can be said that both the types of verbs are used by the writers to communicate their emotions, thoughts and sensations and their cooccurrence with first person pronouns is understandable. Biber (1988) considers first person pronouns as the "markers of ego-involvement in a text" that indicate "an interpersonal focus and a generally involved style" and the second person pronouns as markers of "high degree of involvement" with some addressee" (p.225). Sardinha et al. (2014) opine about the involvement properties of first and second person pronouns: "...first-person pronouns (either in subject or object positions) both place a focus on the addressor, whereas second-person pronouns indicate an addressee focus" (p. 43). Possessive pronouns are also related to interpersonal aspect of the dimension because they establish the relationship between the individuals and the entities they own (Sardinha et al., 2014, p. 44). Verb 'have' as a main transitive verb is very common in English and appears in many situations to mark logical relations: mostly it marks physical possession and causation (Biber et al., 1999, p.429). Activity verbs "primarily denote actions and events that could be associated with choice, and so take a subject with the semantic role of agent" (Biber et al., 1999, p.361). Sardinha et al., (2014) are of the view that action verbs generally take first person subjects and in this way, can be related to addressor and addressee (p.44). Activity phrasal verbs are also used to denote mental or physical activities. Hence, both action verbs and activity phrasal verbs denote actions and help building an action-oriented discourse. Present progressive forms of verb denote "on-going nature of the events" (Biber, 1988, p.140) or the events that "are about to take place in near future" (Biber et al., 1999, p.470). The role of adverbs and adjectives is basically of modifiers; Biber (1988) asserts: "Adjectives and adverbs also seem to expand and elaborate the information presented in a text" (p. 237). Grieve (2014) reinforces Biber's claims in the following terms: "adverbs and superlative adjectives, for instance, are commonly used to emphasize and qualify the information being communicated in a sentence" (Grieve, p. 20). Adverbs of manner provide "information about how an action is performed" (Biber et al., 1999, p. 553). "Probability adverbs mark the likelihood of an action or state". (Sardinha et al.,

2014, p. 56). Time adverbials are used for temporal reference to mark text-internal and text-external times and referents (Biber, 1988, p.11). Biber (1988) considers emphatic particles as of involvement (p.21). He also regards emphatics and amplifiers as the markers of heightened feelings (p.106). In this way, emphatics contribute in building a discourse that is person-oriented. De Souza (2014) puts it in the following words:

Adjectives in the predicative position, adverbs, and factive verbs, as pointed out by Biber (1988), can also be used as stance markers, whereas 'that' and 'wh-' complement clauses help expand ideas. Put together, these linguistic features seem to imply a discourse that presents a viewpoint and is person-centered. (p. 184)

Factive adverbs, likelihood adverbs, adverbs, WH complement clause controlled by factive verb, that complement clause controlled by factive verb, and attitudinal adjectives are all markers of stance (Biber, 2006, p.92-93).

The co-occurrence of animate nouns along with activity verbs, private verbs, mental verbs, attitudinal adjectives and adverbs can easily be justified because this type of co-occurrence helps establishing a discourse that is person oriented as well as stance-based.

Another class of linguistic features on Factor 1 consists of that deletions, contractions, stranded prepositions, discourse particles, nominal pronouns and pro-verb 'do'. All these features somehow or the other are connected to structural reduction and formulaic language. (Biber, 1988, p.10; Biber, 2003, p.61).

In short, all these features are related to interactiveness, personal involvement and personal stance in the discourse along with production constraints characteristic of speech. Biber (1988) sets the principle that "in the interpretation of each factor, greater attention is given to those features with the largest loadings" (p. 87). Keeping in view the interpretation of the linguistic features with the largest loadings on Factor 1 (positive cline), the interpretive label of 'Involved Discourse' has been selected.

On the negative pole of dimension 1, there are 9 linguistic features. Most of these linguistic features come up to the Biber's (2014) prediction that literate pole of Factor 1 mostly consists of phrasal devices that include nouns, nominalizations, attributive adjectives, and prepositional phrases. The highest loading on negative pole of Factor 1 are occupied by prepositions (-.728), nominalizations (-.70), attributive adjectives (-.628), pre-modifying nouns (-0.491), and nouns-process (-.463). Out of these five features, three linguistic features (prepositions, attributive adjectives, nominalizations) occur on negative pole of dimension 1 in most of the MD studies (Biber, 1988; Biber, 2003; Biber, 2006; Sardinha et al. 2014, Xiao, 2009). The other four features having salient loadings are agentless passive verbs (-.383), definite articles (-.365), by passives (-.363) and passive postnominal modifier (-.311). The linguistic features of this pole can be divided into two categories; in the first category, can be placed the features like prepositions, nouns and attributive adjectives that contribute to the informational density of discourse and the second category comprises the passive structures that mark the abstract, written, technical, detached (no interaction between the writer and the readers) and decontextualized discourse (Biber, 1988). Biber (1988) is of the view that cooccurrence between passives and nominalizations marks abstract or informational and detached focus (p.19,21). He is also of the view that "passives are associated with a static, nominal style" (p.105). He also notes that "agentless passives are used when the agent does not have a salient role in the discourse; by-passives are used when the patient is more closely related to the discourse theme than the patient" (p.228).

The three types of passives on the negative pole of the present study also occur in de Souza (2014) and he interprets them in the following words: "the negative pole of dimension 1 groups different types of passive voice according to passive, agentless passive, and passive post-nominal modifier. This seems to represent written discourse, which is more static and distant from the interlocutor" (p.186).

The interpretation of linguistic features on the negative pole of Factor 1 can be summed up by concluding that it has two major components i.e. abstractness and density of information. Considering the dominance of these two qualities, the negative pole of Factor 1 has been given the interpretive label of

'Abstract Informational Discourse'. The negative pole of this dimension accumulates the characteristics of Dimension 1 (negative pole labelled as informational discourse) and Dimension 5 (Positive pole labelled as abstract discourse) of Biber's (1988) study. Hussain (2016) also labelled the negative side of Factor 1 as 'Abstract Informational Discourse' in her study on Pakistani English because she also discovered the same features on the negative pole of Factor 1.

#### 4.1.2 Interpretation of Dimension 2 (Narrative Discourse Vs. Argumentative Discourse)

The positive pole of dimension 2 has only three linguistic features i.e. third person pronouns (except 'it'), past tense verbs and proper nouns. Biber (1988) asserts that "the co-occurrence pattern between past tense verbs and third person pronouns can be interpreted as representing an underlying narrative focus" (p. 19). The co-occurrence of past tense verbs with proper nouns can mark two characteristics of the discourse; it reports past incidents and it abounds in names of proper persons and places. Biber (1988) remarks that "Past tense forms are usually taken as the primary surface marker of narrative" (p. 223). He also notes that "past tense and perfect aspect verbs are used to refer to actions in the past" (p. 92). Grieve (2014) is of the view that "the past tense, for instance, is the standard tense for English narratives" (p. 18). Biber et al. (2006) are of the view that when proper nouns occur with past tense on a dimension: "this suggests a style of discourse that focuses on the past actions of many different people, referred to by name" (p. 24). The co-occurrence of these linguistic features qualifies the positive pole of dimension 2 to be labelled as 'Narrative Discourse'. The exploration of narrative discourse in the present study is also reflective of Biber's claim that "the second linguistic parameter that has emerged in nearly all MD studies is a dimension associated with narration" (Biber, 2014, p.25).

On the negative pole of dimension 2, the highest weight is carried by cognitive nouns (-0.643) that cooccur with abstract nouns (-0.5) and stance nouns (-0.428). Cognition nouns are basically related to abstract mental processes; the frequent use of cognition nouns indicates the abundance of conceptual units in a text. Gray (2015) finds that cognition nouns are related to the mental processes like exploration of reason and knowledge (p. 91). Jiang (2017) finds that "cognition nouns concern beliefs, attitudes and elements of mental reasoning, such as assumption, idea, belief and doubt" (p.92). Cognition nouns are also useful in compacting the expression into single words. Sardinha et al. (2014) are of the view that "cognition nouns are rhetorical devices that convey abstract notions; they enable speakers to encapsulate complex information into a single word, which in turn affords greater control over how the information will be handled to achieve one's intentions in the discourse" (p.49). The co-occurrence of cognition nouns with abstract nouns is very logical because abstract nouns also denote abstract notions. Abstract nouns enhance the abstract nature of the information (Sardinha et al., 2014, p.46). Abstract nouns cooccur with two types of stance nouns to mark the integration of conceptual information into authorial stance. Jiang & Hyland (2015) are of the view that stance nouns mark "expression of the writer's point of view towards the content specified in the complement clause" (p. 531). Stance nouns reveal a writer's attitudinal tendencies through his selection of particular words from the information he presents. Aktas & Cortes (2008) claim that stance nouns help the readers by "enclosing or anticipating the meaning of the preceding or succeeding discourse" (p. 03). Biber et al. (1999) claim that modals express meanings related to stance (e.g. probability, permission, obligation) and "possibility modals are pronouncements concerning the ability or possibility of certain events occurring, that they can or might occur" (Biber, 1988, p.111). Hyland and Guinda (2012) point out the implicit stance marking of modals by saying that "modal (and semi-modal) verbs are commonly used to express stance meanings, but they are less explicitly a grammatical marker of stance, because the modal verb is incorporated into the matrix clause" (p. 20). Predictive adjectives "as pointed out by Biber (1988), can also be used as stance markers" (De Souza, 2014, p. 184). Biber (1988) also asserts that predicative adjectives have fragmented nature (p.237).

To sum up the above discussion, it can be said that the negative pole of dimension 2 has the linguistic features that contribute to the informational density because there are various types of nouns, presentation of abstract mental concepts (due to the presence of cognition nouns and abstract nouns) that



ultimately take the shape of arguments in a discourse and projection of authorial stance marked by stance nouns, possibility modals and predicative adjectives to highlight the personal value judgements of the writers. Considering all these characteristics, the negative pole has been named as 'Argumentative Discourse'.

#### 4.1.3 Interpretation of Dimension 3 (Descriptive Discourse VS. Reporting Discourse)

The positive pole of dimension 3 displays only two linguistic features; both of these linguistic features are nouns i.e. common nouns (-0.471) and concrete nouns (-0.321). "A common noun is general, referring to a general group of people (girl), place (country), or thing (vehicle)" (Devine, 2002, p.25). Biber et al. (2007) are of the view that "common nouns are used generally to refer to entities or concepts" (p. 91). The frequent appearance of common nouns in a text marks informational density (Biber, 1995) whereas the concrete nouns mark 'inanimate objects that can be touched' (Biber, 2006, p. 248). Eastwood (1994) thinks that "concrete nouns refer to physical things: aircraft, clock, door, whisky" (P.176). The cooccurrence of these two types of nouns renders nominal character to the discourse and refers to the description of common and concrete entities. On the basis of this cooccurrence, the positive pole of dimension 3 has been labelled as "Descriptive Discourse".

The negative pole of dimension 3 has six linguistic features. The highest weight is carried by 'that' complement clause controlled by a communication verb (-0.658) that cooccur with 'that' complement clause controlled by a verb (-0.62), communication verbs (-0.61), public verbs (-0.582), communication verbs in other context (-0.552) and perfect aspect verbs (-0.334). Biber et al. (1999) assert that "communication verbs can be considered a special subcategory of activity verbs that involve communication activities (speaking and writing)" (p. 362). Biber (2006) is of the view that complement clauses controlled by communication verbs act as stance markers because they detach the speaker and writer from the "truth of the proposition in the complement clause. That is, this proposition presents new information, but it is packaged as what somebody else reported, rather than as a direct unmodified assertion" (p. 95). Biber et al. (2006) regard communication verbs as 'other oriented' discourse feature (p. 12). Sardinha (2014) also shares Biber's point of view by saying that mental and private verbs contribute to 'addressee focus' whereas "communication verbs shift that focus to the other participants in the discourse" (p.44). Asencion-Delaney (2014) is of the view that communication verbs in third person detach the speaker/writer from justifications and explanations and attribute these to a third person (p.260-261). Biber et al. (1999) define that complement clauses in the following words:

That complement clauses occurring in post-predicate position are commonly used to report the speech, thoughts, attitudes, or emotions of humans. In these constructions, the subject of the main clause refers to the human participant, the lexical verb or adjectival predicate presents the type of reporting (e.g. speech or thought), and the that-clause presents the reported speech, thought, or attitude... (p. 660)

These clauses can take three types of verbs; mental verbs, speech act verbs and other communication verbs. The cooccurrence of these clauses with communication verbs, 'that' complement clause controlled by a communication verb, public verbs etc. indicates that the most of the verbs governing these clauses should be other communication verbs. Biber (1988) notes that public verbs "function as markers of indirect, reported speech" (p.109). He (1988) is also of the view that "public verbs involve actions that can be observed publicly; they are primarily speech act verbs, such as say and explain, and they are commonly used to introduce indirect statements" (p. 242). Perfect aspect verbs are used to report past actions (Biber, 1988, p.92). All the linguistic features on the negative side of dimension 3 are somehow or the other connected with reporting speech and incidents of the other discourse participants (mostly other than addressor and addressee). That is why, the negative pole of dimension 3 has been labelled as Reporting Discourse.

#### 4.1.4 Interpretation of Dimension 4 (Directive Discourse)

The dimension 4 of PWE displays only five linguistic features on the positive pole of this factor and there are no features on the negative pole of this dimension. The highest positive loading is occupied by Verb (uninflected present, imperative & third person) having 0.487 score that cooccurs with modals of prediction (0.352) and modals of necessity (0.345). Biber (1988) regards present tense as non-narrative, interactive and claims that “present tense refers to actions occurring in the immediate context of interaction; although informational prose can also be written in the present tense, it uses relatively few verbs” (p.105). Weber (1985) claims that cognitive verbs generally take present tense (Biber, 1988, p. 224). Biber et al. (1999) note that “simple present tense referring to the present time has two major meanings: to describe a state existing at the present time, and to describe present habitual behaviour” (p.453). The imperative form is used to issue orders and instructions to the addressee to do something or refrain from doing something. Biber et al. (1999) claim that “imperatives are typically used in contexts where the addressee is apparent; the subject is usually omitted but understood to refer to the addressee” (p. 219). Sardinha et al. (2014) note that imperative forms mark directiveness of discourse (p.55). Biber (1988) defines the functions of prediction modals and necessity modals by saying “Prediction modals are direct pronouncements that certain events will occur; necessity modals are pronouncements concerning the obligation or necessity of certain events, that they should occur” (p.111). He also asserts about suasive verbs that “suasive verbs (e.g., command, demand, instruct) imply intentions to bring about certain events in the future (ibid.). Biber and Conrad (2001) remark that suasive verbs are “used as authors directly encourage certain actions” (p.35). The cooccurrence of all these linguistic features engenders a discourse that is deeply rooted in predictions, anticipations of the writer regarding certain events along with commands and instructions for the addressees or the readers. Keeping in view these characteristics, this dimension has been named as ‘Directive Discourse’.

#### 4.2 Register Variation in PWE

In order to study linguistic variation among PWE registers, the dimension scores were calculated for all individual PWE registers; the detailed comparative study of these register scores will establish register variation in PWE. Table 2 provides the names and mean values of PWE register on 4 dimensions.

**Table 2:** PWE Registers and their Values on 4 Dimensions

Sr. No.	Register	Dimension1	Dimension2	Dimension 3	Dimension 4
1.	Appraisal Literature	-8.63	1.83	-2.2	-2.01
2.	Article	0.97	0.52	-0.45	-0.03
3.	Books	-0.76	0.86	-0.99	-0.29
4.	Bulletin	-8.52	-2.25	0.3	5.03
5.	Broachers	-5.95	-4.14	-0.01	2.46
6.	Columns	-1.09	0.02	-0.67	0.22
7.	Constitution	-4.44	-2.45	-2.19	2.64
8.	Directives	-5.72	-1.20	7.44	-0.92
9.	Editorials	-2.56	-0.28	0.07	0.92
10.	Fatawa	9.69	1.23	-0.06	3.1
11.	Interview	11.97	-0.25	-1.5	2.25
12.	Legal Decisions	-2.69	-0.21	3.96	-0.67
13.	Letters	1.98	-0.11	-0.41	0.78
14.	Monographs	-7.33	0.64	-1.74	-3.26
15.	Manifesto	-3.31	-1.88	-2.61	2.08

16.	Manual	-12.70	-3.13	1.49	-2.56
17.	Newsletter	-4.90	-1.59	0.72	-0.03
18.	Novel	12.61	0.17	0.58	-0.67
19.	News	-7.66	-1.86	6.54	-0.78
20.	Official Letter	1.20	-1.47	3.34	-1.21
21.	Policy	-1.18	-3.23	-0.26	2.77
22.	Press Release	-5.22	-1.23	5.92	1.46
23.	Research Paper	-2.11	0.08	-0.84	-0.87
24.	Reports	-7.53	-3.15	-2.18	-1.1
25.	Survey	-3.36	-0.49	-1.58	-0.07
26.	Stories	17.45	1.25	0.79	-0.52
27.	Thesis	-3.90	1.42	-1.25	-1.29
28.	Translation	18.25	1.94	3.33	0.87
29.	World Wide Web	-7.33	-3.32	-2.61	-1.02

#### 4.2.1 General Tendency of PWE Registers on 4 Dimensions

Out of 29 PWE registers, 8 PWE registers show positive values on dimension 1 whereas 21 registers show negative values; this state of affairs indicates that PWE registers on dimension 1 have general tendency towards abstract informational discourse. On dimension 2, 11 PWE registers fall on the positive side and 18 on the negative side that indicates that PWE registers on dimension 2 have general tendency towards argumentative discourse. Out of 29 PWE registers, 12 PWE registers belong to the positive pole of dimension 3 whereas 17 registers belong to the negative pole of dimension 3 to show that PWE registers have general tendency towards reporting discourse on this dimension. On dimension 4, 12 PWE registers have positive scores and 17 registers have negative scores to reveal that PWE registers show general tendency towards non-directive discourse.

#### 4.2.2 Register Variation in PWE on Dimension 1

The contents of Table 2 show that PWE registers show a great deal of variation on Dimension 1; the scores range from -12.7 to 18.25. It has also been found that only Dimension 1 has these much high scores; no other dimension has a score higher than  $\pm 8$ . The high scores on Dimension 1 directly correspond to large number of linguistic features on Dimension 1. The highest positive score on dimension 1 is displayed by 'translation' register; an example from this register can be quoted to show its highly-involved character. Example 1 has been taken from translation register (positive features are marked in bold)

#### Example 1 (Translation Register)

My disgust and hate rose uncontrollably and I began to cry. Dauji started soothing me, coaxing me tenderly. 'If you don't study, how will you pass? And if you don't pass, you'll never be important. How will people know who your Dauji was?'

'May God kill everyone! May you die and also all who know you! And me too, me too!' I sobbed bitterly at the vision of my premature demise. (Corpus File Number henceforth CFN 5704)

The text sample in example 1 reveals the extremely dense use of involvement features such as first person pronouns, second person pronouns, activity verbs, WH clauses, adverbs, nominal pronouns, coordinating conjunctions (clausal connector) etc. The negative linguistic features of dimension 1 have nominal appearance in the text that also accounts for the very high positive score of the text on the dimension.

The highest negative score on dimension 1 is occupied by 'manual' register; an example from this register can be extracted to show its abstract informational character. Example 2 has been taken from 'manual' register (negative features have been marked in bold).

**Example 2 (Manual Register)**

Numerous pieces of equipment are employed in the food-analytical laboratory to determine various components of foods. The students will be required to acquaint themselves to only a few familiar ones or those in common use. Equipment required for specific determinations will be introduced along with the technique. Mention is also being made to some equipment that is latest additions in the analytical methods and is capable of analysing numerous nutrients. (CFN 5444)

The text in example 2 displays dense use of negative features along with rare appearance of the positive linguistic features of dimension 1 that justifies the highest negative score of this register on this dimension. The texts in 'manual' register serve as technical information meant for the specialists of that field, therefore, the texts are mainly focused upon technical issues of certain things.

The variation among PWE registers on dimension 1 is very logical because it can be related to the nature of registers. The registers like 'fatwa', 'novel', 'article', 'letters', 'stories', 'interviews', and 'translation' etc. are involved because either the writers seek direct interaction with the readers or the various characters interact among themselves. The registers like 'books', 'policy', 'thesis', 'reports', 'survey', 'manual', 'newsletter', 'research papers' etc. fall on the negative pole of dimension 1 because the basic focus of these registers is on the provision of abstract information that can be observed by the dense appearance of linguistic features like prepositions, nominalizations, attributive adjectives and passive structures in all the example quoted above.

**4.2.3 Register Variation in PWE on New Dimension 2**

PWE registers show moderate variation on dimension 2 as the scores range from -4.14 to 1.94 and there are no high values like dimension 1. 'Translation' register has the highest positive value (1.94) on this dimension and an example from this register can illustrate the moderately narrative character of the registers in this category. Example 3 has been taken from 'translation' register (positive features have been boldened)

**Example 3 (Translation Register)**

When Akbar entered the shed, he found Aunt Kara's black hen perched on a stack of hay. He climbed the stack but as he went nearer, the hen stretched its wings and cockled. This sound was so strange that Akbar's out stretched hand at once shrank back. (CFN 5705)

The text in example 3 shows moderate appearance of past tense forms, proper nouns and third person pronouns to mark the narrative character of the text. It can also be observed that the negative features are very rare in the text.

'Broachers' register has the highest score on dimension 2; an example from this register can illustrate the argumentative character of the registers on the negative pole (negative features have been bolded).

**Example 4 (Broachers Register)**

The Bank at its own discretion may arrange Life Insurance Cover for Value Gold Cardholders up to limits determined by the Bank. However, the Bank will be at liberty to withdraw the Life Insurance Cover at any time it may deem fit to do so. The Cardholder hereby expressly authorizes the Bank to disclose his or her details to third party credit bureaus etc. (CFN 4929)

The text in example 4 shows the dense use of negative features such as cognitive nouns, abstract nouns, possibility modals etc. to show the argumentative structure of the text. It is also noteworthy that there are no features from the positive pole of dimension 2.

It can be perceived from the above discussion that PWE registers do not have high positive or negative scores on both the poles of dimension 2. It is also interesting to note that 11(6 on the positive pole and 5 on the negative pole) PWE registers display less than 1 values. These nominal values pose difficulty in the interpretation of these registers on the either side and can be considered as neutral in the overall dichotomy of register specification. It can also be observed from table 2 that there are 11 (5 from the positive pole and 6 from the negative pole) PWE registers that have less than 2 values. There are 7 PWE registers ('bulletin', 'constitution', 'manual', 'reports', 'policy', 'world wide web', 'broachers') that show

substantial scores on this dimension and all of them belong to the negative pole of this dimension. The nature of these registers also asserts their argumentative character as well.

#### 4.2.4 Register Variation in PWE on Dimension 3

PWE registers have great variation on dimension 3 as the scores range from -2.61 to 7.44. The contents of table 2 show that three PWE registers namely 'press release' (5.92), 'news' (6.54) and 'directives' (7.44) show the highest positive values on dimension 3. An example from 'news' register can illustrate the highly descriptive nature of these registers; example 5 has been extracted from 'news' register (positive features have been marked in bold).

##### Example 5 (News Register)

Similarly roads linking to Kalash valleys are also blocked and the valley confined from four sides by snow covered mountains as well as roads are also covered by snow. The dwellers of Chitral were busy the whole day to remove snow from the roofs of their houses. A Pesco spokesman informed this scribe that supply of electricity has been disturbed due to fault in transmission line... (CFN 5460)

The text in example 5 reveals dense use of the positive linguistic features of dimension 3 to mark highly descriptive character of the text. The descriptive nature of the text can also be related to the 'news' register that usually takes into account the descriptive reporting of certain events and situations.

The highest negative value on dimension 3 has been shared by 2 PWE registers; 'world wide web' register and 'manifesto' register have the same value (-2.61). An example from one of these registers can illustrate the reporting style discourse of these registers. Example 6 has been extracted from manifesto register (negative features are in bold).

##### Example 6 (Manifesto Register)

'Has any Pakistani social scientist, in any of their fields in the last three decades, developed, reconstructed, reformulated, expanded upon, disputed or rejected, any theory or theoretical formulation?' the answer would probably be a simple 'no.' Or perhaps, one, or two, or at best three, names would be mentioned by some of them. What would be contested though, is whether indeed, any of these handful have actually contributed anything original in order to be considered different from the other social scientists, or whether they too have merely restated a problem. (CFN 5439)

The text in example 6 shows the moderate use of communication verbs, public verbs and present perfect aspect to indicate the reporting style of the text. If we throw a glance over the nature of registers of this pole such as 'fatwa', 'policy', 'columns', 'thesis', 'reports', 'manifesto' etc. we find out that most of these registers are concerned with the public reporting of the facts and theories.

The discussion on dimension 3 can be summed up by concluding that 13 PWE registers have nominal scores on both the poles of dimension 3 whereas the registers on the positive side show higher values than the registers on the negative side that means the descriptive character is more marked than reporting character on this dimension.

##### Register Variation in PWE on Dimension 4

PWE registers show great variation on dimension 4 as the scores range from -3.26 to 5.03. The highest score belongs to 'bulletin' register and an example from this register can illustrate the directive nature of the registers on this pole. Example 7 has been taken from bulletin register (positive features have been marked in bold).

##### Example 7 (Bulletin Register)

Agency will provide the verification status within 8 days of receiving. For optimum results, agency should have two separate teams for each verification cycle. Verification agent will fill out the Form and deliver the pre-packed welcome letter to the customer; receiver will have to sign the verification form. It

will be mandatory for the verification agency to conduct at-least one physical verification attempt and two verification calls before marking any subscriber as not Verified Customer. (CFN 4921)

Example 7 shows the directive character of 'bulletin' register; the text in the example reveals the moderate use of positive features like imperatives, necessity modals, suasive verbs etc. and dense use of prediction modals. The text in the example 7 describes a protocol that must be followed as a set procedure by the readers. The other high scoring registers in this category 'policy', 'fatawa' and 'constitution' etc. also have the same nature; these registers direct the readers to follow a certain rule, policy or guideline.

The highest negative score on dimension 4 is occupied by 'monographs' register and an example from this register can show the features other than the features of directive discourse. Example 8 has been quoted from 'monographs' register.

Example 4.39 (Monographs Register)

Muhammad Ajmal (1920-1994) earned a doctoral degree from London University, and taught psychology as well as philosophy at the Government College, Lahore. Although trained in the Western intellectual tradition and a great proponent of Jung's analytical psychology. Ajmal laid the foundations of an indigenous psychotherapy. He developed a Sufi doctrine divinely inspired humanism, as an indigenous approach to healing along scientific lines. (CFN 5435)

The text in example 4.39 shows the absolute absence of positive features (except for 1 suasive verb 'taught') of dimension 4. The almost absolute absence of positive features justifies the highest negative score of the register and shows the non-directive character of the category.

It can be concluded that most of PWE registers on dimension 4 are non-directive and it can be attributed to the nature of these registers.

## 5. Conclusion

The new textual dimensions of PWE explored through New MD analysis reveal the typical character of Pakistani English. These dimensions show that the use of English language in Pakistan varies according to the situational needs of the writers and there is a great diversity in the choices made by the writers. The four dimensions explored in the study are as under:

- i. Involved Discourse versus Abstract Informational Discourse
- ii. Narrative Discourse versus Argumentative Discourse
- iii. Descriptive Discourse versus Reporting discourse
- iv. Directive Discourse

It can be concluded that most of PWE register have abstract informational character on dimension1, argumentative character on dimension 2, reporting character on dimension 3 and show linguistic properties other than directive discourse on dimension 4. The comparison of PWE registers among themselves on the 4 dimensions highlights the diversity of these registers as they do not show a consistent pattern of variation across 4 dimensions.

The present research highlights the distinctive character of Pakistani registers and it can be helpful for the local teachers to determine discourse properties for the purpose of teaching and they can teach discourse-specific linguistic features to their students.

The future researchers should explore more Pakistani registers using MD approach to develop a thorough account of Pakistani spoken and written English registers and to highlight the differences among Pakistani written and spoken registers.

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## Land Record Computerization Brings More Trouble To Farmers in Punjab, Pakistan

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### Abstract

The Government of Punjab started computerization of rural Land Records with the overall objective to improve service delivery and to resolve the overall dispersed nature of land records. The transaction costs were very high for the poor during the old days of Patwari system. Digitalization (e-governance) is the need of time because the world is passing through the era of post modernization. Government of Pakistan trying to meet the international standards in land revenue department by making the department digitalized. It is necessary to assess the problems faced by the landowners in digitalization of land record. So, research in hand focused on the computerization of land record brings more trouble to farmers in Punjab, Pakistan. The present study was conducted in three districts (Faisalabad, Rawalpindi and Multan) of Punjab. A sample of 450 respondents was drawn through purposive sampling technique. Respondents from each District were taken by using proportionate sampling techniques. It was found that a major part (86.9%) of the respondents had knowledge about internet/digitalization of land record. It was perceived that a major proportion (45.6%) of the respondents was dissatisfied with current land records system and that they faced large difficulty in contacting department officials and to get these services. It is clear from the results that digitalization of land record service is expensive ( $3.43 \pm 0.98$ ), inaccessibility of relevant officials ( $2.96 \pm 1.21$ ), no service with unofficial payment ( $2.78 \pm 1.27$ ) and time consuming ( $2.75 \pm 1.24$ ). It was found that some factors behind the problems with digitalization of land record such as lack of monitoring system ( $4.38 \pm 0.52$ ), out of range ( $4.24 \pm 0.55$ ), incompetent staff ( $4.21 \pm 0.68$ ), lack of proper information about service ( $4.15 \pm 0.72$ ), and distance ( $4.02 \pm 0.82$ ). It was observed that the awareness level of people was low about procedure of getting land records (fard, mutation, Fard Badar, etc.), so awareness campaign should be launch at village level. Regular monitoring of the staff is expected to improve the current system.

**Keywords:** Land Record, Computerization, Percentage, Knowledge

### Introduction

Land is the most valuable possession of mankind. It is also an important asset of any country. Without land, there can be no country. It is a scarce natural resource and regarded as a measure of wealth, status and power. Without taking land into consideration, any developmental activity is nearly impossible to conceive. The wealth of the nation and its economic development are dependent on the state of the land and its usage. It is being widely regarded that the effectiveness and efficiency in land management is one of the indices of a nation's developmental status. Hence, it can be concluded that the land plays the most crucial role for society's progress anywhere in the world. From the State's perspective, clear, organized land records are of pivotal importance as they form the basis of its revenue from taxes on agricultural income and the transaction of rents, revenues, cesses etc. They are also imperative for planning and infrastructure development. From the individual's perspective land records form the basis of land transactions such as assignment, settlement of land titles and in determining who owns what (Mahmood et al., 2010).

Land and the way governments deal with land are issues of major importance in the development of a society. This also does not go unnoticed at the global level. In the Global Plan of Action for Sustainable Development, as adopted by the Rio Conference 1992 (Agenda 21), the global objectives of combating poverty, sustainable settlement, sustainable agriculture and forestry are directly related to land issues. For these purposes, van der Molen (2006a) indicates that strengthening legal frameworks for land

management and land ownership is strongly recommended to facilitate access to land for the urban and rural poor, to create efficient and accessible land markets, and to establish appropriate forms of land tenure that provide security for all land users especially for indigenous people.

The traditional ways of operating a land administration system (LAS) is considered to be too complicated, too slow and too expensive. As such, LAS favours only the elite groups in a society and hardly functions well for the benefits of the poor and other groups in society. Therefore, new approaches are needed to meet the requirements of all groups and to maintain relevant land data efficiently and effectively in such a way that quick access to data is possible for all (van der Molen, 2006b).

The land administration system in the Indo-Pak is very old. The Arthashastra is said to be the first Indian work to mention village officers known as Gopa who were responsible for preparation of various registers for the village fields, transfers, and due taxes at a very rudimentary level. An attempt to reform the system was first made by Sher Shah Soori (1534-1545) whereby land was categorized, measured and a schedule of crop rates fixed. The system was reformed during the Mughal King Akbar's reign (1556-1605). Todar Mal, an adviser to Akbar, initiated the regularization of land record management for the first time and devised elaborate methods for agricultural tax assessment on rational basis. The subsequent colonial rule by the British then implemented the system on scientific lines whereby large scale cadastral surveys were conducted to demarcate the boundaries and extent of each individual landholding. Soil fertility was also classified to formulate and rationalize the levy and collection of land revenue from landholders of each and every village (Iqbal and Faiz-ul-Hassan, 2017).

Our present land record system is not too far removed from the system in place during Akbar's time. There are approximately 190 million land records purportedly containing the details of approximately 50 million landowners in Pakistan. These records are all in manual form. In urban areas, if a property is situated in a housing society such as Defence Housing Authority Karachi or Model Town Lahore, then the land records pertaining to that property will be in the custody of that society. However, in other cases, authority and maintenance of land records falls under the general purview of the Board of Revenue (BOR). The most junior official in the BOR is the Patwari (village accountant) who is generally a Grade-09 officer. Inexplicably, the original land records of a particular area are in the custody of the Patwaris, who are also the sole custodians of the records of government lands. There are nearly 14,000 Patwaris in Pakistan, each of whom is assigned responsibility over the original records of a particular area or between 2 to 8 revenue estates. A revenue estate may be a single large village or two to three small villages. A Patwari is required to keep the original land records with him at all times and has the authority to make changes relating to ownership, use and taxation in the original record (Qazi, 2006).

Land records are not simply static details of who owns what. The Patwari has 17 massive registers in his possession kept in a cloth bag called a Basta. One register, for instance, contains details of present landowning; in another, the Patwari records sale and transfer of land. But there is also a register containing details of crops grown on lands and a register of tenancies. There is also the infamous Lal Kitaab or 'Red Book' in which the Patwari records unusual happenings on a particular property or area, such as an outbreak of bird flu, disease or death of cows etc. There is also a register containing the family tree of the landowner in order to ascertain who the property will pass to in the event of his death. All these registers are cross-linked and are quite scientific in theory. In practice, however, the system is a mess (Blue Chip Magazine, 2004).

The Government of Punjab started computerization of rural Land Records with the overall objective to improve service delivery and to resolve the overall dispersed nature of land records. The transaction costs were very high for the poor during the old days of Patwari system. Women were denied their land rights and the low mobility of land markets contributed to preserving the highly unequal distribution of land and, therefore, opportunities to improve people's livelihoods (Gonzalez, 2016). This practice of Pakistan Government is really appreciated in worldwide mainly by the World Bank representative. Main functionality of LRMIS included: (Anayat, 2016).

- The issuance and verification of Fard in a short span of time i.e. in 30 minutes

- Within the short time of 50 minutes the ownership in transfer without any difficulties
- Through the training staff, biometric data record, and building of Land Record Services in 150 districts & Tehsil of Punjab has ensured the safety for owners in claiming their ownership

A few efforts have been made in Pakistan to computerize the land record with a view to make it simplified, keep it updated and to inculcate an element of transparency in land market to foster a conducive environment for safer and more efficient investment in land (Qazi, 2006).

The most commonly needed land-related document is a quasi-title deed, denoted as the *fard* (Qazi, 2006). The main purposes of this document include the following:

- As a guarantee for furnishing bails in court cases;
- As a proof of permanent residence to obtain domicile certificate;
- As an attachment to application for an "Agricultural Passbook" for obtaining loans from financial institutions;
- For keeping in record a proof of changed ownership of land as a result of inheritance, and,
- For affecting mutation of land under sale, purchase, mortgage, lease or as a gift.

Digitalization (e-governance) is the need of time because the world is passing through the era of post modernization. Government of Pakistan trying to meet the international standards in land revenue department by making the department digitalized. It is necessary to assess the problems faced by the landowners in digitalization of land record. So, research in hand focused on the computerization of land record brings more trouble to farmers in Punjab, Pakistan.

**Methodology**

Neuman (2001) stated that this section describes and explain research design and techniques of the research. The validity and the precision of the findings of a study may give a misleading picture unless the study has not been put to rigorous and scientific methodology.

The present study was conducted in three districts (Faisalabad, Rawalpindi and Multan) of Punjab. A sample of 450 respondents was drawn through purposive sampling technique. Respondents from each District were taken by using proportionate sampling techniques.

Sample size

Sr. No.	Name of district	Population	Proportion (%)	Selected proportion (respondents)
1	Faisalabad	7,873,910	43.68	197
2	Rawalpindi	5,405,633	29.99	135
3	Multan	4,745,109	26.33	118
	Total	18,024,652	100.00	450

Data were collected with the help of a comprehensive interview schedule. Descriptive (frequency, mean, standard deviation) and inferential (chi-square and gamma) statistical techniques were applied for data analysis.

**Results And Discussion**

**Table 1:**Socio-economic attributes of the sampled population

Background	<i>f</i>	%
Rural	290	64.4
Urban	160	35.6
Total	450	100.0
Age groups (in years)		

Young (Up to 35)	123	27.3
Middle (36-50)	230	51.1
Old (Above 50)	97	21.6
Total	450	100.0
Qualification		
Illiterate	107	23.8
Primary-Middle	101	22.4
Matric	154	34.2
Above matric	88	19.6
Total	450	100.0
Income (Rs.)		
Up to 25000	166	36.9
>25000-50000	174	38.7
Above 50000	110	24.4
Total	450	100.0

**Background:** Table 1 depicts that a major part (64.4%) of the respondents belonged to rural areas, while around one-third (35.6%) of them belonged to urban areas.

**Age:** Table 1 further indicates that 27.3 percent of the respondents belonged to young age group (up to 35), while around a half (51.1%) of them belonged to middle age group (36-50), whereas remaining 21.6 percent of them belonged to old age group (above 50).

**Education:** Education is the process for bringing positive change in the behavior of individual (Amir, 2003; and Khan, 2008). It is noticeable that an educated person is always keen and logical towards innovations. It is extremely vital to get education if one wants to achieve success in life (Sahni, 2000). Education has an enormous impact on the human society. It guides and trains human mind to think and take right decisions. Education is necessary if a nation aims to achieve growth and development (Geol, 2007). In the present study almost 24 percent of the respondents were illiterate, 22.4 percent of them had primary-middle level education, around one-third (34.2%) of them were matriculated and remaining 19.6 percent of the respondents had above matric level education.

According to Bokhari (2016), the data shows that 78% of total entries are those of small farmers who own less than four acres. Being illiterate, these farmers are not familiar with benefits of land record computerization, and have mostly been depending on patwaris for any sale or purchase of land.

**Income:** Table 6 represents that almost 37 percent of the respondents had up to Rs. 25000 monthly household income, while 38.7 percent of them had >25000-50000 monthly household income and around one-fourth (24.4%) of them had above Rs. 50000 monthly household income.

According to Mwangakala (2012), age and education level directly affected citizen's willingness and continuance intention to use internet/digitalization of land record websites, while income level did not have an effect in the citizen's willingness to use government websites.

**Table 9:** Distribution of the selected population according to their knowledge about internet/digitalization of land record

Response	<i>f</i>	%
Yes	391	86.9
No	59	13.1
Total	450	100.0

Table 9 represents the respondents' knowledge about internet/digitalization of land record. The result shows that a major part (86.9%) of the respondents had knowledge about internet/digitalization of land record, whereas only 13.1 percent of them never having knowledge about internet/digitalization of land record.

According to Govt. of Pakistan (2017) reported that majority of the Pakistani population had knowledge about internet/digitalization of land record.

**Table 11:** Distribution of the selected population according to their knowledge and adaptation of services provided through internet/digitalization of land record

n = 450

Services	Knowledge				Usages			
	Yes		No		Yes		No	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Acquisition of Fard	360	80.0	90	20.0	301	66.9	149	33.1
Mutations	324	72.0	126	28.0	179	39.8	271	60.2
Fard Badar	167	37.1	283	62.9	109	24.2	341	75.8
Grieval redressal	124	27.6	326	72.4	102	22.7	348	77.3

**Knowledge:** Above table represents the respondents' knowledge about services provided through internet/digitalization of land record. It was found that knowledge about "acquisition of fard" and "mutations" services was highest (80% and 72.0% respectively.) amongst other services offered by LRS. Knowledge about 'fard badar' and 'grieval redressal' was relatively lower (37.1% and 27.6% respectively).

**Adaptation:** Above Table represents the respondents' adaptation of services provided through internet/digitalization of land record. It was observed that almost 67 percent of the respondents used LRS for acquisition of Fard, whereas 39.8 percent of them used this services for 'Mutations'. Usage of other services i.e. 'fard badar' and 'grieval redressal' was relatively lower (24.2% and 22.7% respectively) According to Bokhari (2016), Pakistan has been much behind in adopting the digital technology in South Asia. It initiated the online transfer of land records in 2007 with a World Bank-aided project in Punjab where tampering with records was extremely high.

**Table 15:** Selected population's satisfaction with current land records system

Satisfied	<i>f</i>	%
Satisfied	87	19.3
Dissatisfied	205	45.6
Indifferent	158	35.1
Total	450	100.0

Table 15 represents the selected population's satisfaction with current land records system. It was perceived that a major proportion (45.6%) of the respondents were dissatisfied with current land records system, whereas remaining 19.3 percent of them satisfied and 35.1 percent of them had indifferent satisfaction with current land records system.

Almost similar findings were presented by Gallup (2009), who found that 42 percent population in Punjab were dissatisfied with current land records system, whereas remaining 29 percent of them satisfied and 29 percent of them had indifferent satisfaction with current land records system.

**Table 17:** Selected population’s opinion, how easy or difficult is it to get access to these service providers

Response	<i>f</i>	%
To a great extent	275	61.1
To a little or no extent	95	21.1
Can’t say	80	17.8
Total	450	100.0

Table 17 shows that a major part (61.1%) of the selected population shared that they faced large difficulty in contacting department officials. Once again it is noted that frequent users do not necessarily say that access to service providers is difficult. They fall in the middle category indicating that access to officials is inconsistent.

UNH (2015) also reported that the procedure to obtain ownership details by a land owner is extremely difficult due to a number of reasons, such as a few designated Government officials (e.g. Patwari - the custodian of land revenue record) have full custody of the records and normally these officials are not easily available to the public.

**Table 18:** Selected population’s opinion, how easy or difficult is it to get these services

Response	<i>f</i>	%
Difficult	186	41.3
Easy	166	36.9
Can’t say	98	21.8
Total	450	100.0

Selected population’s opinions were divided on ease of getting Land Record services. 41.3 percent observed it is difficult, 36.9 percent said that it is easy, and remaining 21.8 percent of the sampled population cannot say.

**Table 28:** Selected population’s views about extent of problems they faced in getting the access of land record centre

n = 450

Problems	Strongly disagree		Disagree		Neutral		Agree		Strongly agree		Mean	S.D.
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%		
Time consuming	60	13.3	174	38.7	70	15.6	110	24.4	36	8.0	2.75	1.24
Expensive	42	9.3	73	16.2	79	17.6	162	36.0	94	20.9	3.43	.98
Chewiest/ Confusing/ Ambiguous	109	24.2	183	40.7	90	20.0	38	8.4	30	6.7	2.33	.81
No service with unofficial payment	92	20.4	113	25.1	116	25.8	58	12.9	71	15.8	2.78	1.27
Inaccessibility of relevant officials	104	23.1	66	14.7	99	22.0	107	23.8	74	16.4	2.96	1.21

Low quality of service	159	35.3	143	31.8	91	20.2	30	6.7	27	6.0	2.16	.99
Incorrect record	202	44.9	126	28.0	87	19.3	19	4.2	16	3.6	1.94	1.24
Any other	271	60.2	109	24.2	46	10.2	11	2.4	13	2.9	1.64	1.28

Table 28 represents the selected population’s views about extent of problems they faced in getting the access of land record center. Table illustrates that 8.0 percent of the respondents strongly agreed and almost twenty-four percent of them agreed that they faced time consuming problem with digitalization of land record service, whereas 15.6 percent of them neutral, 38.7 percent of them disagreed and 13.3 percent of the respondents strongly disagreed with this problem.

Almost 21 percent of the respondents strongly agreed and thirty-six percent of them agreed that this service is expensive, whereas 17.6 percent of them neutral, 16.2 percent of them disagreed and 9.3 percent of the respondents strongly disagreed with this problem.

Only 6.7 percent of the respondents strongly agreed and 8.4 percent of them agreed that this service is Cheaviest/ Confusing/ Ambiguous, whereas 20.0 percent of them neutral, 40.7 percent of them disagreed and 24.2 percent of the respondents strongly disagreed with this problem.

Almost sixteen percent of the respondents strongly agreed and 12.9 percent of them agreed that faced unofficial payment with service, whereas 25.8 percent of them neutral, 25.1 percent of them disagreed and 20.4 percent of the respondents strongly disagreed with this problem.

About sixteen percent of the respondents strongly agreed and 23.8 percent of them agreed that faced inaccessibility of relevant officials, whereas 22.0 percent of them neutral, 14.7 percent of them disagreed and 23.1 percent of the respondents strongly disagreed that they faced this problem.

Only six percent of the respondents strongly agreed and 6.7 percent of them agreed that faced low quality of service, whereas 20.2 percent of them neutral, 31.8 percent of them disagreed and 35.3 percent of the respondents strongly disagreed that they faced this problem.

Only 3.6 percent of the respondents strongly agreed and 4.2 percent of them agreed that faced incorrect record, whereas 19.3 percent of them neutral, 28.0 percent of them disagreed and 44.9 percent of the respondents strongly disagreed that they faced this problem.

Only 2.9 percent of the respondents strongly agreed and 2.4 percent of them agreed that faced any other problem with this system, whereas 10.2 percent of them neutral, 24.2 percent of them disagreed and 60.2 percent of the respondents strongly disagreed that they faced any other problems.

It is clear from the above findings that digitalization of land record service is expensive (3.43±.98), Inaccessibility of relevant officials (2.96±1.21), no service with unofficial payment (2.78±1.27) and time consuming (2.75±1.24). Whereas some respondents were observed low quality of service (2.16±.99) and Incorrect record (1.94±1.24).

According to Bashar et al. (2011) e-government is a general term for web based services from agencies of local and state government. The main idea behind it is that governments use ICT, particularly the Internet support in order to engage citizens, and provide them with government services, while expecting them to interact with the provide them with government services, while expecting them to interact with the government in different forms. As opposed to traditional government, e-government is based on ICT, reduce paper based forms and the time of processing, whereas traditional government is pen and paper based and has strict rules and regulations, it is afraid of change and is time consuming.



**Table 29:** Selected population's perception about main reasons behind the problems

n = 450

Reasons	Strongly disagree		Disagree		Neutral		Agree		Strongly agree		Mean	S.D.
	f	%	f	%	f	%	f	%	f	%		
Complex system	15	3.3	49	10.9	82	18.2	144	32.0	160	35.6	3.86	.76
Out of range	26	5.8	36	8.0	38	8.4	55	12.2	295	65.6	4.24	.55
Distance	42	9.3	49	10.9	36	8.0	53	11.8	270	60.0	4.02	.82
Influence of others	63	14.0	87	19.3	104	23.1	73	16.2	123	27.3	3.24	.94
Outdated system	135	30.0	171	38.0	80	17.8	32	7.1	32	7.1	2.23	.96
Lack of proper information about service	19	4.2	36	8.0	52	11.6	93	20.7	250	55.6	4.15	.72
Official charges not defined	30	6.7	81	18.0	91	20.2	149	33.1	99	22.0	3.46	.91
Lack of monitoring system	14	3.1	27	6.0	49	10.9	45	10.0	315	70.0	4.38	.52
Incompetent staff	22	4.9	28	6.2	63	14.0	56	12.4	281	62.4	4.21	.68
Influence of power	64	14.2	99	22.0	125	27.8	139	30.9	23	5.1	2.91	.98

Table 29 represents the sampled population's perception about main reasons behind the problems. It was found that 35.6 percent of the respondents strongly agreed and 32.0 percent of them agreed that complex system is a main reason behind the problem with digitalization of land record, whereas 18.2 percent of them neutral, 10.9 percent of them disagreed and 3.3 percent of them strongly disagreed with this reason. A large majority (65.6%) of the respondents strongly agreed and 12.2 percent of them agreed that out of range is a main reason behind the problems with digitalization of land record, whereas 8.4 percent of them neutral, 8.0 percent of them disagreed and 5.8 percent of them strongly disagreed with this reason. Almost twenty-seven percent of the respondents strongly agreed and 16.2 percent of them agreed that distance is a main reason behind the problems with digitalization of land record, whereas 8.0 percent of them neutral, 10.9 percent of them disagreed and 9.3 percent of them strongly disagreed with this reason. Only 7.1 percent of the respondents strongly agreed and another 7.1 percent of them agreed that outdated system is a main reason behind the problems with digitalization of land record, whereas 17.8 percent of them neutral, 38.0 percent of them disagreed and 30.0 percent of them strongly disagreed with this reason.

More than a half (55.6%) of the respondents strongly agreed and 20.7 percent of them agreed that lack of proper information about services is a main reason behind the problems with digitalization of land record, whereas 11.6 percent of them neutral, 8.0 percent of them disagreed and 4.2 percent of them strongly disagreed with this reason.

Twenty-two percent of the respondents strongly agreed and another 33.1 percent of them agreed that official charges not defined is a main reason behind the problems with digitalization of land record, whereas 20.2 percent of them neutral, 18 percent of them disagreed and 6.7 percent of them strongly disagreed with this reason.

Seventy percent of the respondents strongly agreed and 10.0 percent of them agreed that lack of monitoring system is a main reason behind the problems with digitalization of land record, whereas 10.9 percent of them neutral, 6.0 percent of them disagreed and 3.1 percent of them strongly disagreed with this reason.

A major part (62.4%) of the respondents strongly agreed and 12.4 percent of them agreed that incompetent staff is a main reason behind the problems with digitalization of land record, whereas 14

percent of them neutral, 6.2 percent of them disagreed and 4.9 percent of them strongly disagreed with this reason.

Only 5.1 percent of the respondents strongly agreed and 30.9 percent of them agreed that influence of power is a main reason behind the problems with digitalization of land record, whereas 27.8 percent of them neutral, 22.0 percent of them disagreed and 14.2 percent of them strongly disagreed with this reason.

Mean value shows that lack of monitoring system (4.38±.52), out of range (4.24±.55), incompetent staff (4.21±.68), Lack of proper information about service (4.15±.72), and distance (4.02±.82) were the main reasons behind the problems with digitalization of land record. It was observed some other reasons i.e. complex system (3.86±.76), Official chares not defined (3.24±.94) and influence of others (3.24±.94) behind the problems with digitalization of land record.

**Table 30:** Distribution of the selected population according to how resolved these problems

How resolved these problems	f	%
Complaint to Authority	96	21.3
Consult with other person	58	12.9
Give bribe to any officials	125	27.8
Do nothing	171	38.0
Total	450	100.0

Table 30 shows that 21.3 percent of the respondents reported that they resolved these problems through complaint to authority, while 19.2 percent of them suggested consultation with other person and 27.8 percent of them told they resolved these problems by giving bribe to any officials, whereas 38.0 percent of them told that they did nothing to resolve these problems.

**Table 1:** Relationship between independent (background, age, education, income, knowledge) and dependent (problems) variables

Variables	$\chi^2$	d.f.	P-value	$\gamma$	P-value
Background	28.54	2	.000**	-.364	.000**
Age	110.49	4	.000**	.298	.000**
Education	81.60	6	.000**	-.151	.032*
Income	72.56	4	.000**	-.255	.000**
Knowledge	6.01	2	.052*	-.196	.022*

Dependent variable: Problems

NS = Non-significant

\* = Significant

\*\* = Highly-significant

Above table represents the relationship between socio-economic characteristics of the selected farmers and their problems with computerization of land record. Chi-square value ( $\chi^2 = 28.54$ ) shows a highly significant ( $p = .000$ ) association between background (1= Rural, 2: Urban) of the selected farmers and they were facing problems with computerization of land record. Gamma value ( $\gamma = -.364$ ) shows a strong and highly significant ( $p = .000$ ) and negative relationship between background of the selected farmers and they were facing problems with computerization of land record. It means, rural farmers were facing more problems with computerization of land record as compared to urban farmers.

Chi-square value ( $\chi^2 = 110.49$ ) shows a highly significant ( $p = .000$ ) association between age of the selected farmers and they were facing problems with computerization of land record. Gamma value ( $\gamma = .298$ ) shows a strong positive and highly significant ( $p = .000$ ) relationship between age of the selected farmers

and they were facing problems with computerization of land record. It means, old age farmers were facing more problems with computerization of land record as compared to young farmers.

Chi-square value ( $\chi^2 = 81.60$ ) shows a highly significant ( $p = .000$ ) association between education level of the selected farmers and they were facing problems with computerization of land record. Gamma value ( $\gamma = -.151$ ) shows a negative and significant ( $p = .032$ ) relationship between education of the selected farmers and they were facing problems with computerization of land record. It means, illiterate farmers were facing more problems with computerization of land record as compared to literate farmers.

Chi-square value ( $\chi^2 = 72.56$ ) shows a highly significant ( $p = .000$ ) association between income of the selected farmers and they were facing problems with computerization of land record. Gamma value ( $\gamma = -.255$ ) shows a strong negative and highly significant ( $p = .000$ ) relationship between income of the selected farmers and they were facing problems with computerization of land record. It means, lower income farmers were facing more problems with computerization of land record as compared to high income farmers.

Chi-square value ( $\chi^2 = 6.01$ ) shows a significant ( $p = .052$ ) association between knowledge about digitalization of land record of the selected farmers and they were facing problems with computerization of land record. Gamma value ( $\gamma = -.196$ ) shows a negative and significant ( $p = .022$ ) relationship between knowledge of the selected farmers and they were facing problems with computerization of land record. It means, if the farmers had more knowledge about computerization of land record then they faced less problems as compared to those farmers who had less knowledge about computerization of land record.

### Conclusions

It was concluded that digitalization of land record service is expensive, inaccessibility of relevant officials and time consuming. The low quality of service and incorrect record was also observed. Employees of Land Record Centers never helped to the customers without unofficial payment. It was found that lack of monitoring system, out of range, incompetent staff, and lack of proper information about service, distance, complex system and official charges not defined were the main reasons behind the problems with digitalization of land record. Major problem of computerization is that the officials are not expert in old system of revenue record, also less knowledge about the shares of inheritance mutations so mostly public are becoming shuttlecock between revenue field staff and computer officials. Most of the staff does not know how to deal with public, it is impossible for them to read the faces of Public.

### Suggestions/Recommendations

- Majority recommended to keep fees and duration of services at minimum
- Skilled officers should be recruited for improving the current system.
- Improvements should be made to ensure timely avail ability of records.
- Computerization of records is seen to carry significant consequences for the performance of the LRS Department.
- Check and balance of the official of ARC should be ensuring by the competent authority.
- Attestation of passed documents by the expert officials.
- It was observed that the awareness level of people was low about procedure of getting land records (fard, mutation, Fard Badar, etc.), So awareness campaign should be launch at village level.
- It was found that duration of Fard and mutation was more than according to prescribed time limit. So, authority should strictly implement the duration delivering services.
- Mutations which are passed by the ARCs should also be read out at village level.
- Regular monitoring of the staff is expected to improve the current system.
- Ending the use of power by the influential could also help in addressing the problems of the system.
- It was observed that the finger prints of mostly farmers had not match with NADRA, so any other source for the authentication of those person should be introduced.

- Use of television/cable was recommended as the most efficient way of making people aware about their rights.

### References

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## Distance Education Students Satisfaction Level: Structure of the Program, Interaction and Common Problems

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### Abstract

Distance education is an important opportunity provided for those who cannot benefit from formal education in order to pursue lifelong learning. Distance education participants is an important factor in success of distance education. Structure of the content, presentation style, the infrastructure of the setting, opportunities for learners, questions and video support are also factors that influence success. In this study, the participant of the study consisted of 41 4th grade students who studying at KTU. Participants of the study were 23 males and 18 females. Their age is between 20 and 40 years. Participants evaluate the distance education system and their satisfaction levels. Research data were collected using Kukul's (2011) "student satisfaction scale". In terms of gender the satisfaction level of men is lower than women for total score. However, it is seen that the participants between 21-30 years of age are close to the middle level but the satisfaction level of the participants between the ages of 31-40 is very low. Also, it is seen that the satisfaction level of the working participants is lower than the others. The study is significant contributions to examine the situation analysis of the distance education centers to set policy and strategies for planning and management. In this respect, this study can be used as a practical model to set quality strategy and standards based on practical results.

**Keywords:** Distance Education, Student Satisfaction, Online Learning

### Introduction

The inadequacy of physical settings in rapidly increasing population and the time limitation brought by formal education in the quick flow of daily life lead to rise of the concept of distance education. Yadigar (2010) also highlighted that individuals should benefit from such educational opportunities based on their needs and should not be limited by variables such as age, time and space while doing so. Also, the need of individuals for quality and affordable education and the system not meeting this need is another factor that changes the direction of education (Yılmaz, Özkan, 2014).

Distance education is an important opportunity provided for those who cannot benefit from formal education in order to pursue lifelong learning (Aktaş, 2013). The discipline that solves problems of opportunity inequalities; provides lifelong learning for everyone demanding; and additionally, contributes to realizing a series of individual and communal goals, is also based on benefiting from instructional technologies and autonomous learning is distance education (Aktaş, 2008).

Tanyıldızı and Semerci (2001) listed the reasons of distance education students for taking distance education as follows:

- Not being limited by time and space,
- Being able to expertise in computer and Internet topics,
- Being able to have continuous contact with the teaching staff,
- Working people not having chances to have formal education,
- Compulsory applications and providing academic career opportunities.

The term Distance Education first appeared in the 1892 catalogue of University of Wisconsin; and again, firstly it was used in 1906 by William Lighty in writing. (Kaya, Z., 2002).

There are numerous definitions on Distance Education:

- Distance education is a system where most of the interaction between teachers and students are not done face-to-face (Garrison & Shale, 1987).
- Distance education represents an education model in which teachers and students from different settings pursue learning-teaching activities through instructional technologies and mail services (İşman, 1998).
- Distance education is all the efforts used for providing education to individuals who are in different time and setting than the teachers through printed materials or electronic communication tools (More, 1973).

The distance education practices, which started as correspondences, started to benefit from radio, television, telephone and computer. In today's world, along with the abovementioned tools and presentation systems; multi-media presentation systems such as electronic mail, video conference and Internet are also used. These tools and presentation systems enable written or oral communication between teachers and students; and distance education is pursued by using audio and visual interaction mediums along with video conference systems. Thus, both tools and presentation systems take part in distance education (Kaya, Z.,1996).

#### Distance Education in Turkey

It is seen that distance education in Turkey started with the suggestions on foreign experts invited to our country upon the establishment of the republic (İşman, 2011). Education with letter correspondence started in 1974 followed by delivering books to students via mail. In this system, students were given central exams at certain dates and the successful students were given face-to-face education for eight weeks (Varol, 2011). An Open Education Faculty was opened under the body of Anadolu University due to the 2547 article on Higher Education Regulations accepted in 1983 (Alkan, 1987). Anadolu University, who started the first distance education program at higher education level in 1982, is also the first distance education university in Turkey (Anadolu University, 2011). HEC, starting approving some universities to offer distance education programs from the year 2001 and many university launched distance associate degree, undergraduate and postgraduate degree programs based on that approval (Kukul, 2011). The development process of distance education in Turkey is seen in Table 1 below (Aslan, 2011).

**Table 1:** Development Process of Distance Education in Turkey

1951	Establishment of MoE Instructional Movies Center.
1974	Learning with Letter Center (LLC)
1975	YAYKUR
1982	Establishment of Anadolu University Open Education Faculty.
1992	Open Education High School started education.
1997	TUBİTAK -BİLTEN UE Feasibility Works and Report prepared.
1998	METU IDE_A Certificate Project launched.

1998	Open education Primary School started education.
1998	Distance course presentation via Video conference was held from Anadolu University to KazakhstanAhmetyesevi University.
1999	HEC published Distance Education Regulations - Informatics National Committee was formed.
2001	Courses/programs were started to open within DE Regulations.
2003	AhmetYesevi University started education as TURTEP (Education Programs with Turkey Turkish).
2005	HEC Distance Education Commission was formed.
2010	İstanbul University Open Education Faculty was formed.

Distance Education Practice and Research Center officially started its activities in 2009 as a result of the works carried out in June 2007 under the body of CITE. The body of Distance Education Practice and Research Center, since 2012, includes a director, a vice-director, seven research assistants and an expert. The center which provides services for Associate Degree, Undergraduate and Post-graduate programs; also offers certificate and training courses for the students. Information about programs is presented in Table 2.

**Table 2:** Program Table of the Karadeniz Technical University Distance Education Centre

Associate Degree Programs	Undergraduate Programs	Postgraduate Programs
Computer programming Business Administration	Computer and Instructional Technologies Teaching	Education Management Supervision and Planning Public Administration Business Workplace Safety

The current programs of the Karadeniz Technical University Distance Education Center are given in Table 2. The undergraduate program given in the table is provided as Blended Distance Education. Apart from the listed programs, Atatürk’s Principles and History of Turkish Reforms; Turkish I and Basic Information Technologies courses- the common courses- are provided via distance education. Additionally, Distance Education Centre also offers “certificate education” and various training courses to students. Information about certificates and training courses is presented in Table 3.

**Table 3:** Certificate Education and Training Courses

Certificate Education	Training Courses
<u>Workplace Safety Expertise Education Program</u> <u>Freelance Consulting Engineer Certificate Program</u> <u>Trainer Education Certificate Program</u>	<u>Basic Statistics</u> <u>Advanced Data Analysis</u> <u>LISREL Applications</u> <u>Basic 3B Design Training</u> <u>Web Design Training</u> <u>Web Programming Training</u> <u>Publishing and Management of Web Sites</u> <u>Training</u>

There are a total of 14.744 students within the Karadeniz Technical University Distance Education Centre. The distribution of student numbers according to programs is provided in Table 4.

**Table 4:** Students numbers in the Current Distance Education Programs

Current Programs	Number of Students Registered to the Program
KTU Fatih Education Faculty Computer and Instructional Technologies Teaching	150
KTU Trabzon Vocational High School Associate Degree Computer Technologies and Programming Program	198
KTU Beşikdüzü Vocational High School Associate Degree Business Administration Program	36
KTU Educational Sciences Institute Education Management Supervision Planning and Economics Non-Thesis Post-Graduate Program	20
KTU Social Sciences Institute Public Management Non-Thesis Post-Graduate Program	91
KTU Social Sciences Institute Business Non-Thesis Post-Graduate Program	34
Turkish Language I	10.359
Atatürk's Principles and History of Turkish Reforms I	12.844
Basic Information Technologies I	1.794
Distance Education Program Student Number	529
Common Courses Student Number	14.215

### Student Satisfaction in Distance Education

Astin (1993) expressed student satisfaction as students' perception of their course experiences and the significance they give to the education received from the institution. This satisfaction is represented in the same way in distance education as in traditional classroom. Students to orient towards distance education to gain self-regulation, success and sense of responsibility experience certain problems in distance education (İşman et al., 2004). The key point of these problems is the relation between student satisfaction and the presented content (Levy, 2003). For the efficiency of distance education, it should meet the needs of the students. Therefore, the education provided, materials used and methods preferred should be directed for learners (İşman et al., 2004). According to Ekici (2003); teachers should be aware of learners' learning differences and the resulting preferences of different educational settings; as well as considering these differences while designing an educational setting. Especially after considering conditions such as the learners' responsibility of their own learning, sense of loneliness, communication and interaction inadequacy; the importance of learners' learning style becomes more vivid. Thus, organizing the teaching based on learners' learning styles will contribute to student satisfaction and success (Ekici, 2003, İşman et al., 2004).

As the delivery methods for distance education changes and the influence of technology increases; students' performances will also increase (Aktaş, 2008). Factors such as support services, materials used, level of interaction with other roles, educational settings preferred also affect students' academic success (Can, 2005). Moore (2005) bases the dimensions of quality in distance education in five concepts: efficiency of learning, cost efficiency, accessibility, student satisfaction and teacher satisfaction. Bartley-Bryan (2010) investigates quality in distance education in terms of student performance and student satisfaction. In general terms, student satisfaction can be defined as students' satisfaction condition regarding the different dimensions of the service provided and level of gratification (İlgaz 2008; Parlak,



2004). Factors such as organizational structure; rapport with students; organization of the education program; conducting lessons on time and staying loyal to the timetable have a quality-increasing effect in education. Additionally, employees should be capable of meeting students' needs. All these together will increase quality service in education as well as satisfaction (Okumuş&Duygun, 2008). Student satisfaction plays a significant role in student success in distance education (Rivera, McAlister and McAlister, 2002). According to Kukul (2011), university variable is influential on both students' general as well as the interaction opportunities provided for them along with program's structure and processes; students' satisfaction regarding these dimensions show differences according to universities. In this regard, the study investigated Karadeniz Technical University Distance Education Centre students' satisfaction in terms of variables such as processes, interaction and structure. The determined satisfaction levels were analyzed in terms of their relation to success.

### **Aim of Study**

The amount of research conducted in the field of distance education increased in parallel to the increased distance education practices in our universities due to the rapidly developing distance education concept in the world. This research intends to examine distance education system through learners' perspectives. The available literature consists of studies on learners' demographic features, academic success and their attitudes towards distance education (Özmen, 2012; Daban, 2012; Demir, 2008; Kışla, 2005; Akca, 2006; Ersoy, 2014; Özer, 2011). Similarly, studies investigating teachers' attitudes, perceptions and processes regarding distance education are also available in literature (Umurhan, 2014; Okur, 2012; Gök, 2011; Yalçınkaya, 2006; Berigel, 2013; Horzum, 2003; Kukul, 2011). This research, in general, is a survey study in which learners of the Karadeniz Technical University DIEC evaluate the system and other components. In this study, information about the demographic features of the target audience was gathered and analyzed in terms of their relation to satisfaction levels. The literature shows that a similar study in Turkey was conducted by Kukul (2011) in Ankara University. Kukul (2011) conducted his study with 474 students pursuing distance associate degree programs in Gazi, Sakarya and SuleymanDemirel Universities. The results of his study showed that students' satisfaction is dependent on the university variable and the opportunities provided by the university are related to students' satisfaction levels.

The aim of this study is to conduct needs analysis of the learners within the DIEC of Karadeniz Technical University. Also, the current state of the system will be evaluated by the target audience. Kukul's (2011) "student satisfaction scale" was used in this process. The results of the study will provide the characteristics of the gathered target audience and their ideas regarding the education offered by Karadeniz Technical University DIEC.

### **Method**

The satisfaction levels and demographic features of the students of Karadeniz Technical University DIEC were investigated in this study. Following the investigation, satisfaction levels were examined in terms of whether they change according to demographic features. As the research investigated the relation between "satisfaction level" and "demographic features"; the study adopts the relational screening model. The method that is used to describe the relation between two or more variables without forming a cause-and-effect relationship is called the relational method (Erkuş, 2011).

### **Research Group of the Study**

The research population includes 529 students studying in the Karadeniz Technical University Distance Education Centre's Distance Education program. The sample of the research consists of 40 students studied in the department of Computer and Instructional Technologies Teaching undergraduate program.

### Data Collection Tool and Data Collection Process

Kukul (2011)' s 7 point likert type "Students Satisfaction Scale in Distance Education Based on Information Technologies" with 42 items was used in the research. The scales were implemented in 2014 fall semester through web setting. The links of the scales organized in a site serving over the Web were shared for students for two weeks. The data gathered from the scales were stored in SPSS software and the same software was used for analysis of the data as well.

### Data Analysis

Kukul (2011)'s Students Satisfaction Scale consists of three subcategories. These subcategories are Structure and Progress of the Program, Interaction and Common Problem Areas. Question distribution of the subcategories are 16 questions are related to Structure and Progress of the Program, 20 questions are related to Interaction and 6 questions are related to Common Problem Areas. The differences between the possible minimum and maximum scores for each scale and satisfaction scale as a whole was divided into 5 for rating which was done in order to interpret the arithmetic mean scores of the student satisfaction scale. The score ranges resulting from this and are given in Table 5 are taken as basis (Kukul, 2011).

**Table 5:** Score ranges for the Student Satisfaction Scale

Scales	Very Low	Low	Average	High	Very High
Satisfaction Scale as a Whole	42 - 92	93 - 143	144 - 194	195 - 245	246 - 294
Structure and Process of the Program	15 - 35	36 - 55	56 - 75	76 - 95	96 - 112
Interaction	20 - 44	45 - 68	69 - 92	93 - 116	117 - 140
Common Problem Areas	6 - 12	13 - 20	21 - 29	30 - 37	38 - 42

### Findings

Participants of the study has 23 males with percent 56.1, while 18 females with 43.9 percent. The age of the participants was divided into two as between 21-30 age and between 31-40 age. 39 participants (%95,1) age between 21-30 years old and 2 participants (%4,9) age between 31-40 years old. Among the participants, 10 people (%24,4) were working beside 31 people (%75,6) not working. In addition, 2 (%4,9) participants' skills in using computers are moderate. Also, 20 (%48,8) participants have expert computer skills, and 19 (%46,3) participants have a good ability to use computers. Table 6 provides a descriptive data of the subcategories of the KUKUL's Students Satisfaction Scale.

**Table 6.** Descriptive data of the dependent variables

Scale	N	Lowest	Highest	Average
Satisfaction Scale as a Whole	41	77,00	186,00	142,9512
Course Structure	41	26,00	80,00	58,0976
Interaction	41	21,00	100,00	69,5854
Common Problem Areas	41	6,00	30,00	15,2683

When Table 6 is examined, the lowest score for *Course Structure* is 26, the highest score is 80 and the mean score is 58,1. Similarly the lowest score for *Interaction* is 21, the highest score is 100 and the average score is 69.6 and the lowest score for *Common Problem Areas* is 6, the highest score is 30 and the mean score is

15.3. In addition, when the overall satisfaction scale was examined, the lowest score was 77, the highest score was 186 and the average score was 142.9. Within the framework of gender, age and working life variables findings on distance education students' satisfaction levels in Table 7, Table 8 and Table 9 are presented.

**Table 7.** Student satisfaction level in terms of gender

Gender	t-test	N	X	SS	F	df	p	Difference
Total score	Male	23	140,08	33,15	5,390	39	,444	No
	Female	18	146,61	20,53				
Course Structure	Male	23	58,65	14,48	2,948	39	,734	No
	Female	18	57,38	8,96				
Interaction	Male	23	67,04	24,53	5,712	39	,359	No
	Female	18	72,83	15,07				
Common Problem Areas	Male	23	14,39	7,21	3,217	39	,288	No
	Female	18	16,38	4,55				

Table 7 show that there is no differences in the evaluation of the system and other components which learners of the Karadeniz Technical University with respect to gender. However, despite the moderate satisfaction score from course structure and interaction, the problems level is low. In addition, in terms of gender the satisfaction level of men is lower than women for total score.

**Table 8.** Student satisfaction level in terms of age

Age	t-test	N	X	SS	F	df	p	Difference
Total Score	< 25	31	145,68	25,95	1,898	39	,281	No
	25<	10	134,50	34,37				
Course Structure	< 25	31	58,87	10,89	2,301	39	,483	No
	25<	10	55,70	16,19				
Interaction	< 25	31	71,39	19,22	1,493	39	,337	No
	25<	10	64,00	25,73				
Common Problem Areas	< 25	31	15,42	5,67	,920	39	,788	No
	25<	10	14,80	7,99				

Table 8 show that there is no differences in the evaluation of the system and other components which learners of the Karadeniz Technical University with respect to age. However, while the satisfaction level of the participants under the age of 25 is moderate, the level of satisfaction of the participants over the age

of 25 is low. Same situation is seen in course structure and interaction. However, students in both groups have low scores on common problem areas.

**Table 9.** Student satisfaction level in terms of work

Work	t-test	N	X	SS	F	df	p	Difference
Total score	Yes	10	134,50	34,36	1,899	39	,362	No
	No	31	145,67	25,95				
Course Structure	Yes	10	55,70	16,19	2,331	39	,574	No
	No	31	58,87	10,89				
Interaction	Yes	10	64,00	25,72	1,493	39	,419	No
	No	31	71,38	19,21				
Common Problem Areas	Yes	10	14,80	7,99	,920	39	,824	No
	No	31	15,41	5,66				

Table 9 shows that there is no difference in the evaluation of the system and other components which learners of the Karadeniz Technical University with respect to work. When it is examined in terms of working life, it is seen that the satisfaction level of the working participants is lower than the others.

### Conclusion And Recommendations

In this section, conclusion and recommendations are presented upon the findings and discussion. As a result of this study, the level of satisfaction of the learners within online education system was examined. Based on comprehensive examination on level of interaction, the results showed that learners are satisfied within the practice of distance education centre. In this study, literature gap fulfilled with the concrete practical evidence which Parlak (2004) supposed that student satisfaction could not be effective variable however Kukul (2011) investigated student satisfaction as significant variable as the indicator of the success. As this study covers practical implications of the case study, the university and its infrastructure is the variable which effect the success of online education as findings have been stated.

According to the research results, student satisfaction level varies according to gender. Female participants have higher levels of satisfaction than male participants which this examination is different from the Kukul (2011) results. Besides, the interaction level of the female learners are more than male learners. Young participants' (age 21-30) overall satisfaction score is higher than older participants (age 31-40). But older participants has lower problem score. Furthermore, participants jobs and position are not effected satisfaction level which study revealed.

In terms of the course structure and delivery; interaction level, all learners are satisfied.

The study is significant contributions to examine the situation analysis of the distance education centers to set policy and strategies for planning and management. In this respect, this study can be used as a practical model to set quality strategy and standards based on practical results. Furthermore, comparative case studies can be implemented to expand the capacity of distance learning programme and courses.

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AKTEEM

## Evaluating The Views of Directors In Primary Schools Regarding Their Management Process

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### Abstract

The aim of this study is to evaluate and determine the views of school administrators on the management processes. The sample of the survey model study is 20 principals working in the Famagusta district of Turkish Republic of Northern Cyprus and the center of Ankara. The data of the study was collected by using the interview questions prepared by the researcher. According to the findings, when the participant self-evaluated themselves they believed that they need to have a good relation in the school environment, the school principals should have the ability to produce solutions, to use the technology, and to create empathy. According to these findings more school principals from TRNC believed that the school principals should be democratic towards the people working in their schools. Among the principals both from Turkey and Turkish Republic of Northern Cyprus, the lowest result was given the idea of "the school principal must have a vision". The obtained results revealed the qualities that school principals should have during the management. The obtained results demonstrate the qualities that school principals should have during the management process.

**Key words:** school principal, management process, elementary schools, leader

### 1. Introduction

School principals are persons who represent the institution they work in. At this point, the behaviors and roles of school principals should be at the institutional level, and it also should include the school and its stakeholders (Memduhoğlu & Yılmaz, 2010). School principals program and organize the future of the school in terms of the efficiency and effectiveness of the institution in general with the knowledge and skills they possess, and guide the activities within the institution to determine its direction (GariesveTschannen-Moran, 2005). Educational management examines the rules, methods and skills in terms of the best and most effective functioning of the education system based on the educational objectives (İlgar, 1996). School is an organization which produces and transfers knowledge (Çelik, 2002). Educational managers who lead the schools have important roles in affecting the performance levels of their schools. Based on the fact that a good school has a good manager, principal, the school principal is obliged to demonstrate important leadership behaviors such as deciding where the school is and where it will go. The school principal must have the necessary equipment, knowledge and skills in order to fulfill its competencies. The two most important factors affecting the quality of education in school are the manager and the teacher. In this context, it is not possible to consider a management scientist who doesn't understand what the education is as a good education manager (Bursaloğlu, 2008). In today's world, schools are the most important part of the education process. The main task of the school administration is to keep the school alive for the purpose of quality in education. School management, kindergarten, elementary school, and secondary education, school administration can be examined under various categories. The aim of the educational institutions consisting of sequential steps is different in the management of different types of students and staff. However, the knowledge and implementation of administrative principles are basically the same in all educational institutions. The requirements of today's conditions should be carried out in schools in a regular, sequential and systematic way. At this stage, the school principal uses various ways to influence the organization team's movements in order to achieve high quality and desirable results. (Aydın, 2014).

School principals should make sure that they are sequential when planning administrative tasks and should not make any mistakes. The role of school administrators in the management process in line with the main objective of education; the ability to effectively organize individual and material resources and the ability to assess competency in this direction for the purpose are closely related to the effectiveness of the manager (EnsariveGündüz, 2006). Another sub-step covering the administrative process is the decision-making point. All managers and all members of the organization must take institutional decisions in any organization for each positive or negative situation (Aydın, 2014). In this context, they are the educational managers who determine and interpret educational policies and plans at the highest level. However, all those who implement them and those who direct the system are the primary school administrators in the first step of education (Açıklan, 2016). In this study, it was considered important to evaluate the opinions of primary school principals in the Turkish Republic of Northern Cyprus on the management processes.

### **The Importance of the Study**

The schools are the most important and the most dispensable parts of the education system. In order to have a success school system, it is necessary to have a school administration which runs successfully. To make use of the power of the staff working in the school and to use the school's material capital in the best way by living the school in accordance with the determined objectives are the tasks of the school management. In order to manage this, the school principal needs to know well the management process and concepts. There is a direct relationship between the success of the school administration and productivity of teachers and students. If school administrators successfully implement management processes and concepts, the effectiveness of teachers and students will be equally successful. Therefore, the functioning of school management processes and the identification of the problems encountered in this regard are of great importance for the success of school organizations.

Considering the importance of this issue in order to achieve success in school management, it will be an important study to get the viewpoints of principals in the primary education about the functioning of the management processes (coordination, planning, communication, decision making, organization, impact and evaluation). In every organization, in every organizationa effort, decision making, planning, organizing, communicating, impact, coordination and evaluation have absolute importance. (Aydın, 2014).

As primary school principals and assistant principals do not have enough inservice training about educational management and management processes, it is assumed that principals and assistant principals are not effective enough about management. In order for the school principal to be effective, they must have many personal performance standards, and ensure that programs and people who are complementary to the school should work together to achieve the pre-determined and expected results. (Karşlı, 2006).

This study reveals how the school principals working in the elementary school evaluate themselves in the management process. It is thought that the results of the research will contribute to the studies to be carried out by the Ministry of National Education in order to increase the qualifications of primary school principals in the management processes.

### **Aim of the Study**

The purpose of this study is to determine the opinions of the school principals about the situations they face during the management processes, what these processes are, what these situations are and how they deal with these situations, and how the performance of the principals in the management processes is evaluated by them. This study also aims to answer the following research questions:

1. According to the opinions of the school principals, what are the qualifications of managers?



2. According to the opinions of the school principals, how is the problem solving method in the management process of managers?
3. According to the opinions of the school principals, what are the qualifications required for effective organization of school managers' management processes?

## 2. Literature Review

In the 21st century is the century of rapid development and innovations. In this century, principals of the schools are expected to have good quality of education.

They are also expected to update themselves regularly, follow the technology, continue their personal professional development, endeavor the development of the school from all perspectives, have good relationship with the society, environment, and team members, be aware of their own responsibilities. Accordingly, it is very important to have a strong manager in the realization of an efficient training process (Edmonds, 1979). It is expected that an administrator with the mentioned characteristics will be individuals with wide horizons who have the ability to influence individuals in front of them instead of having extraordinary qualifications (Aytürk, 1999). In the studies conducted for managers, it is seen that successful educational institutions indicate that they are managed by efficient teaching leaders. (Gümüseli, 2001; Lipham, 1981; Griffin, 1993). In general terms, the manager is the individual who takes the success of the student, defines the mission of the school, manages the education program and teaching, and develops a positive school climate (Hallinger & Murphy, 1986; Gümüseli, 1996). For this reason, effective leadership contributes to increase the quality and effectiveness of education in the school (Cemaloğlu, 2002). In fact, Bird & Little (1985) stated in their work that the most important tasks of school principals were to lead teaching. It is also important that the school principal is an effective instructional leader and has sufficient knowledge of education and training. As a result of some research, it was found that the school principals tended to devote more time to the activities carried out under the leadership of teaching (Griffin, 1993) and that their teachers expected to be an instructional leader (Little & Bird, 1987). In the realization of effective training, there are factors such as the current situation of school buildings, infrastructure, adequate staff and the presence of the necessary equipment in the classroom environment and a successful head of school. The principal task of the school director is to provide the management of the school in every aspect by distributing tasks among the staff. Although there are a number of shortcomings, it is possible to create effective educational environment by the behavior of the school principal and the dedication of the teachers. For the effectiveness of managers, they should undertake important tasks such as providing resources for an effective educational environment, not only to increase student achievement (O'Connor vd., 2002; Myrick, 2003), support the trainer in the executive training planning process (Canbazoğlu, Eroğlu & Demirelli, 2010), it is known that schools should have effective school principals to establish a link between the upper units and the sub-units, in addition to providing students with the entrepreneurial spirit and ethical values at the highest level, and to share the school vision with people and organizations inside and outside the school. (Hallinger & Murphy, 1986).

## 3. Related Studies

When the studies about school principals are examined, it is possible to find a lot of information about the characteristics of a successful school principal. According to the study of Gümüseli (2001), the school administrators should prepare plans and programs to shape the future of their schools, the organizational structure of the schools in accordance with the wishes and expectations of the changing society to review and renewal and school activities in accordance with the principles of learning and teaching, and centralizing student success. It was determined that they should organize school achievements. Çelikten (2004), in a study carried out by the school principal working in primary school to determine the degree of duties and responsibilities and the activities performed, found out that the assumed roles of school principal were an instructor, a mediator, a teacher and a problem solver. In a study on the behavior of

school principals, Hallinger & Murphy (1986), creating a clear and reasonable disciplinary policy, effective communication in the school environment, teaching regulation, having a positive impact on student behavior and success, improving the academic success of schools, a common vision and the importance of effective school manager in creating and sharing power. Griffin (1993) conducted a study to identify the factors that influence teacher leadership behavior, and the results of this study revealed that the administrators are often responsible for the development of teachers' professional skills and tasks that enable them to develop the school's goals, as well as to encourage and reward students' learning. Henkin (1994) in his study titled "improving organizational performance in problem solving teams and schools" concluded that effective teamwork and communication cooperation and research on the needs of the schools of the teams that are important for communication that may be associated with predetermined goals and tasks are important in increasing the effectiveness of teamwork. In the study conducted by Ertopçu (1998) named "Primary teachers' perceptions and expectations of organizational skills", revealed that teachers participated in the study rated low the organizational skills of their managers.

#### **4. Methodology**

##### **4.1 Participants**

The study was carried out by taking opinions of 20 principals working in the primary schools in the province of TRNC in Famagusta (50%) and Turkey in Ankara (50%).

##### **4.2 Research Design**

In this study, the qualitative research method is used because the opinions of school administrators about teaching leadership behaviors are investigated. Qualitative research, interviews, observations, document analysis and data collection tools such as data collection tools are analyzed in a natural environment. (Yıldırım ve Şimşek, 2008). In the study, a qualitative case study model was formed. The case study examines the factors related to the situation as a whole and in detail and focuses on how it affects the situation. Interview technique is known as a very common method that expresses the participants' perspectives on the subject and allows them to examine the subject in depth. (Yıldırım ve Şimşek, 2011). The study was completed by using semi-structured interview technique. The participants were not directed in any way and were allowed to express their opinions.

##### **4.3 Research Tools**

In this study, information was collected by semi-structured interview form. According to this technique, the interview form with the questions to be asked is prepared in advance via reviewing the literature. In this study first of all eleven (11) open-ended questions were constructed. When the researcher considers these questions necessary, he/she can make a more detailed research by adding new sub questions. (Türnüklü, 2000). Questions to be answered by school principals and teachers were presented to the expert opinion and necessary amendments were made. The interview was first conducted to three teachers for piloting. After these interviews, necessary changes have been made and the actual interviews were conducted after obtaining reliable data.

##### **4.4 Reliability and Validity**

In this study, the duration of the interviews with teachers and managers was extended and the credibility was increased. This credibility has been tried to increase with the control of the consistency of the data. It has been tried to find reliable information by controlling the compatibility of the conceptual framework with the findings. The credibility was raised by direct quotations from the interviewed principals and teachers. In order to increase the internal reliability of the research, it was calculated whether researchers and a faculty member with experience in qualitative research work are consistent by doing coding and comparing them. In order to increase the external reliability of the study, the participants of the research,

the details of the research environment were discussed. In addition, raw data were stored to enable comparison between the two in the future. For the reliability of the study, Miles and Huberman's (1994) formula were used and the average was calculated as 89%. The fact that the study was more than 90 in reliability calculations showed that the study was reliable. In the coding, themes were formed by overlapping codes.

**4.5. Data Collection and Analysis**

In this research, participants' opinions about the questions in the interview form were collected and analyzed with content analysis. Data is a method of categorizing text that contains many words (Stemler, 2001). Each participant was given a number and the interview documents were created and the sections were divided into sections with the data and the scope of the study, and each section was defined as a concept and this concept was coded. After examining the data collected in the code was listed by taking into consideration the research questions and the conceptual framework, and the last figure emerged. This list has been the key for regulating data, and themes have been created after the codes were categorized into separate categories. In addition, NVIVO 11.0 qualitative data analysis program was used for grouping and coding the data obtained from the research into categories. With the NVIVO 11.0 program, a wide range of content was easily coded, complex information was simply arranged, so that the entire data was dominated. In this section, the answers of the participants are explained in a simple and understandable way. The interview notes were given in quotation marks and in italics in the same way as the participant exited his / her mouth. Coding system is created as Manager (R1, R2 ..). In this section, the data presented in detail are interpreted by the researcher and the results are obtained.

**5. Discussion of Results**

According to the opinions of the participant principals, how the problems in the school are solved depending on the management process and what should be done for effective organization in the school are determined. According to the results, school principals, who are the participants of both countries in general, pointed out that the communication is strong in terms of their professional groups, solving problems, identifying the source of problems and determining importance of decision making and team working points in effective organization. The results are shown in tables below with brief explanation of them.

**Table 5.1.** Findings about the qualifications of the school administrators according to the views of the school principal

THEME	PRINCIPAL		TRNC	
	n	%	n	%
Good communicator	7	70	9	90
Supporting participation in decisions	6	60	3	30
Being democratic	4	40	8	80
Having Vision	2	20	3	30
Solution provideer	6	60	5	50

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Ability to use technology	6	60	5	50
Ability to have empathy	4	40	6	60

The participants were asked to define the necessary qualifications they believed a school administrator should have. The results were given in Table 5.1. When the table was examined it shows that 70% of school principals who participated in the research in the qualifications to be present at school principals from Turkey, while 90% of those from Northern Cyprus stated that the principals should have good communication with their staff, 60% in Turkey, 30% of North Cyprus to participate in decisions, 40% from Turkey, 80% from Northern Cyprus, being democratic, 20% from Turkey and 30% from Northern Cyprus, 50% of the participants from Turkey can produce solutions, 60% of the participants from Turkey and 50% of them from Northern Cyprus to have the ability to use the technology. Lastly, 40% of school principals from Turkey and 60% of them from Northern Cyprus stated that the school principals should have the ability to empathize. In addition, some of the participants' opinions are presented below:

Turkey (R:1) *"The school principals should be able to use the initiative, be good at human relations, be stable, and adjust the balances well."*

Northern Cyprus (R:2) *"I take care to be in touch with my teachers, if the communication breaks, the whole balance is broken. In our school, I have to ensure continuity, efficiency, motivation and this is through communication."*

Northern Cyprus (R:4) *"I want my teacher to feel that she has made decisions, so I can make meetings and get ideas, but I will make the final decision."*

Turkey (R:2) *"I act in team spirit with all my employees. When it comes to making decisions, I take decisions with my employees."*

Northern Cyprus (R:3) *"I set creative but achievable goals (sometimes long, sometimes short-term) to improve the vision of the school, and try to achieve them with a team spirit."*

**Tablo 5.2.** Opinions of School Principals on the Solution of School Problems

THEME	PRINCIPAL			
	TR		TRNC	
	n	%	n	%
Effective communication	9	90	10	10
Stick everyone in	5	50	5	50
Identify the source of the problem	2	20	8	80
Alternative solution suggestions	4	40	8	80

The participants were asked to give their opinions about the solutions for school problems. The data obtained was given in Table 5.2. As it can be seen in Table 5.2, 90% of school principals participating in the research from Turkey and 10% from Northern Cyprus require effective communication in solving school problems. Also, 20% from Turkey and 40% from Northern Cyprus stated that alternative solution proposals are needed to solve school problems. Also some of the participant's opinions are presented below.

Turkey (R:9) "I would like to have a close communication between the PTA, teacher and manager."

Northern Cyprus (R:2) "I communicate with the people to solve the problem."

Turkey (R:2) "I'm trying to solve the problems not only with my own ideas but also by talking to teachers and other employees at my school."

Northern Cyprus (R:1) "I try to get a joint decision."

**Table 5.3.** School Principals' Opinions on what to do for effective organization at school

THEME	PRINCIPAL			
	TC		KKTC	
	n	%	n	%
Participation in Decision Making Process	8	80	2	20
Motivation	7	70	3	30
Evaluation	7	70	3	30
Team Work	6	60	6	60
Right person – right duty	4	40	6	60
Authority and responsibility	3	30	4	40

The opinions of the participants about what can be done for an effective organization at school and the results were given in table 5.3. As can be seen in Table 5.3, 80% of the participants from Turkey related to the situations to be made for effective organization at school, participation in the decision process, 70% motivation, 70% evaluation, 60% teamwork, 40% the right-person right-duty requirement, 30% authority and responsibility; 20% of the participants from the Northern Cyprus expressed their participation in the decision-making process, 30% motivation and evaluation, 60% in the right person and 40% in authority and responsibility. Also some of the participant's opinions are presented below.

TR (Y:6) "I make common decisions with all employees."

TRNC (Y:3) "I motivate my employees and ensure that they become part of the decision process so that they feel that they are a part of them."

TR (Y:2) "I always provide morale and motivation support"

TRNC (Y:6) "Social activities increase communication and affect my teachers' motivation positively"

TR (Y:1) "I set up committees and commissions and try to make them work properly."

TRNC (Y:2) "After I determine which course or branch of my teachers can be successful for an effective organization, I will place them where they can be most taxable. I also do the same for other school staff."

### 6. Comparison between the Findings of the Current Study and Other Studies

The study revealed that the school principals from Turkey perceived having a good communication as an important factor and principals from Turkish Republic Northern Cyprus also concluded that having strong and effective communicator qualities is very important for a school administrator. In a similar study, Uygun-Takmaz (2009) concluded that it is important for managers to have high organizational communication perceptions. Also, Yılmaz (2013) concluded that effective communication is an important

tool in achieving the organizational goals. In addition, Helvacı (2010) the research conducted on the levels of ethical leadership behaviors of primary school administrators will demonstrate ethical leadership behavior as a good listener for school administrators. In a study by Harris and Taylor (2002), he argued that the leader should be an effective listener to be an effective leader.

The result of this study revealed both Turkish school administrators and TRNC school administrators believed that school administrators should motivate their employees. In a similar study, Yılmaz (2013) categorized the views about the modesty level of the leadership of teachers and primary school administrators, and as a result of these categories, self-criticism, teamwork / responsibility, motivation / rewarding / guiding have emerged.

More than half of the participants of the study concluded that the parent-teacher-student-environmental co-operation is needed in order to improve the school's vision. Parallel to this result, one of the characteristics of the servant leadership, which should be related to the modesty dimension of primary school administrators, is teamwork. In his study Çelik (2000), highlighted the importance of decision-making in effective schools, and he concluded that the school managers and the staff of the school must participate and cooperate in the process when making school decisions. Unal and Çelik (2013) stated that school administrators should create team spirit within the school.

## 7. Conclusion

When the results of the study is examined both the principals from Turkey and North Cyprus underlines the importance of communication in the community. They both rated this quality high. They believed that being a good communicator is one of the most important characteristics of the principals (administrators) of the school.

In the first dimension of the study, the participants were asked "In your opinion what are the qualifications that the school administrator should have?" and more participants from Turkey than participants from Northern Cyprus concluded that school administrator should be 'solution generator', 'technology user', and 'able to build empathy'. In addition to this finding more participants from Northern Cyprus believed that school administrators should be democratic. Participants from both Turkey and North Cyprus rated low the idea 'the school principal should have a vision'. Almost all participants from Turkey and North Cyprus believed that the strong communication was important in solving all types of problems occurred in the school. In other words, they believed the importance of effective communication in the school environment. They also believed the importance of participation of everyone in the decision-making process. For another theme a few of the participants from Turkey and most of the participants from Turkish Republic of Northern Cyprus believed the importance of identifying the source of the problem emerged at the school. For another theme, less than half of the participants from Turkey and almost all of the participants from Northern Cyprus claimed the importance of having alternative solution recommendations for the problems occurred at the school. Almost all of the participants from Turkey and less than half of the participants from North Cyprus believed the importance of participation of all parties in the decision-making process for an efficient organization. Almost all of the participants according to the evaluation of school principals in the Republic of Turkey and Northern Cyprus Turkish Republic in the very low rate of participation in the decision-making processes of the parties for the effective organization of schools under tomorrow to the conclusion that talked about the importance has been reached. In another theme, more than half of both participants from Turkey and Northern Cyprus highlighted the importance of the team work for having an effective organization in their schools. In another theme, half of the participants from both Turkey and Northern Cyprus believed that right people should have clear authority and responsibilities for having proper and efficient organization

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## Scaffolding English Writing and Wikki Building lesson systems effectiveness on Iraqi MA students 'Accomplishment in script writing.

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### Abstract

The aim of this research is presenting the effect of Scaffolding English Writing and Wikki building lesson systems effectiveness on Iraqi MA students to improve their written work capacity through the composition procedure. In this way, students have played the part of scriptwriter well and they have applied the writer method in whatever they use during the writing. To this end, students begin with composing process approach, for example, Drafting and Editing. Students are given an educator platform from the earliest starting point until the finish of the composing process.

This examination researched the utilization of Scaffolding English Writing and Wikki building lesson systems effectiveness on Iraqi MA students 'Accomplishment in script writing by 50 MA college Students (28 females, 22 males) at IbnRushd for Human Sciences in Iraq out of 240 students. The students were divided into two groups

This research studies the impact of using Scaffolding English Writing and Wikki building lesson systems effectiveness on Iraqi MA students 'Accomplishment in script writing in classrooms. For this reason, the researcher observed MA students in Iraq. After the examination of the gathered information of the investigation, it was clearly seen that using Scaffolding English writing and Wikki building lesson strategies had assumed a positive part in enhancing Students writing abilities and improved their script writing skills.

### The problem and its significance

English is the most important language that has the global significance. Since the world is so interconnected like never before, it has become important to know this language. Right from simple essays to the most complicated research papers, English is used. So, it has become crucial for the people from all the background to work on writing flawless English. In spite of being important, very few people in the country master this art of writing in English. The students are finding it difficult to transfer their own ideas in the written format. Further, they are finding it difficult to construct a proper paragraph. The grammar which is the foundation of good English is still elusive to a lot of students. The major reason behind this is the usage of the traditional method of teaching the language. The traditional methods are more like a one-way communication in which there is less participation from the student community. The emphasis is more on memorizing things rather than writing things in a creative manner. So, it has become essential to develop the advanced methods to help the students in improving their writing skills.

### Aim

The present paper aims at analyzing the impact of the Scaffolding English Writing and Wikki Building lessons on the writing capabilities of the students through the composing process.

### Hypothesis

1. There is a momentous difference in the writing performances between the experimental group who had used the Scaffolding English Writing and Wikki building lessons and the control group who had used the traditional method.
2. There is an improvement in the formation of the sentences and there is also a reduction in the grammar error of the students of the students belonging to the experimental group when compared to the students from the control group.

### Value

The current research helps in identifying how effective the Scaffolding English writing and Wikki Building lessons systems on improving the writing performance of the students. Once the hypothesis of the research is proved, these techniques will be of immense help to the teachers who are struggling at present to make the students excel in the English writing practices. It would also save a lot of time and the resources.

When it comes to writing in a foreign language, the students are scared and so they hesitate to indulge in the process of writing. After a certain point in time, they also become frustrated. Since the scaffolding and the Wikki Building lessons have the significant involvement of teachers in the supporting roles, it would automatically generate interest in the student community to write the scripts in an effective manner.

#### **Limits**

The study is limited to the Iraqi students at IbnRushd for Human Sciences who are doing their Master degree in Arts (MA). All the students are from the English department.

#### **Procedures**

To attain the aims of the present study, the researcher used the following procedure:

1. He had selected a random group of students from the Department of English where they are doing their Master of Arts. The total number of students is around 50(28 girls and 22 boys).
2. A pre-test was conducted for all the students to assess their capacity in writing the scripts in English.
3. The students had been divided into two groups: the experimental group and the control group.
4. Some of the English teachers in the department were given the training on how to use the Scaffolding English writing and Wikki Building lessons system to teach the students.
5. The students belonging to the experimental group were taught to write using the scaffolding techniques and Wikki building lessons system while the students in the control group were trained using the traditional methods.
6. A post-test was conducted on both the groups and their performances were compared to find the impact of the scaffolding method and Wikki Building lessons system.

#### **Section 2: Theoretical background and literature review**

Scaffolding refers to a number of steps that are taken to provide appropriate assistance to the students in learning English. Scaffolding techniques make things easier the things that the students find tough to learn. It involves those techniques in which certain images and the words are used. The students are made to see and hear these images and the words. In this method, the students are trained in such a way they would achieve things beyond their normal level. After giving practice through the series of Scaffolding techniques, the students would achieve the capacity to do the tasks without any guidance from the teachers.

Scaffolding techniques are first introduced in the 1950s by a cognitive psychologist called Jerome Bruner. It was initially started as the techniques to improve the oral language acquisition of a foreign language. It mainly consists of the significant interactions between the students and the teachers. The following are the benefits of using the scaffolding techniques in the classroom:

- There will be a higher level of motivation among the students to learn a foreign language.
- You will be finding a supportive environment for learning the language in the classroom.
- There will be more focus on the children to achieve the goal.
- It greatly reduces the frustration among the students
- Teachers will soon achieve a facilitator role rather than the role he takes in which he provides only the content.
- The students will be motivated to take an active role in the classroom.
- You can find the students to ask more questions in the class which further enriches their knowledge in that particular language.
- The students will be able to slowly build on their already-acquired knowledge and they will be able to grasp the new information faster than before.

- It helps in improving the critical thinking of the students.
- The vocabulary of the students will be significantly improved.
- There will be a significant development in the intelligence level of the students as they will be using the cross-curricular and the multicultural material.
- You can also find the increase in the cooperation among the students and they will start working towards a common goal. (Reference 3)

The two major types of scaffolds that are practiced now are the verbal scaffolds and the procedural scaffolds.

In the verbal scaffolds, the students will be given the information verbally. Some of the ways of presenting the verbal scaffolds are modeling the “think-aloud”, the teacher will slow down the speeches of the students and check their pronunciation and the complicated questions are break down into simpler questions. Among these techniques, “think aloud” techniques are the most commonly used technique to correct your pronunciation.

The procedural scaffolds are more innovative and more effective than the verbal scaffolds as they provide the explicit model through the use of the visuals and gestures. They would help the students to collaborate with each other. They also provide sentence frames which helps them in supporting the discussions. You can also use the visual tools to help the students manipulate the information. The above two methods give the broader picture of how these scaffolding techniques are used.

Some of the interesting scaffolding techniques that we can try out in the classrooms include

### **1. Modelling Teaching Strategies**

This technique is simpler and easier to adopt. Here the students are shown the materials and are asked to identify that information given in that particular materials. Seeing the things for a number of times would help the students to remember it for a long time. This technique of modelling and demonstrating are adopted for a long time. Because of its effectiveness, it has been used even in the kinder garden. The following could be the interesting tips to adopt this technique in an effective manner.

1. Think aloud model strategy is the most important method involved. This is the most important strategy where the students are made to say whatever they think in a sequential manner.
2. In the first method, the students are engaged by using the student fishbowl model in which some of the students would stand in the inner circle while some other were made to stand in the outer circle. The students in the inner circle would demonstrate to the students.
3. The teachers should develop a standard model so that the students would compare their work with that particular model. In this way, they can correct their mistakes.

### **2. Make use of the acquired knowledge**

This is not only the best scaffolding techniques but also the important teaching practice. In this, the students are asked to share their experience and ideas about various concepts. While teaching the concepts, the students can be asked to relate those concepts with their own lives. This helps them to easily remember those things they have learned with the better understanding. If the students are finding to make a start, the teachers can provide them with a better start. These things may be needed in the beginning and this will slowly disappear once the students start learning the concepts by themselves. This scaffolding technique must be used whenever the students start to learn a new concept.

### **3. Explain, stop, ask questions, stop, verify**

This can be considered as the most innovative way of learning the difficult lessons. The students have first explained the concepts. Then they are given the time to think about the concepts. After this, various questions are asked on this particular topic. The teachers should make sure that these questions should be

simpler and more focused towards the central idea of the theme discussed in the classroom. If the children could not answer the questions particularly some of those related to the topic discussed in the class, then it is better to make them form a team and try to find the answers together. The teacher should make sure that there should be an active engagement among the students.

#### **4. Encourage cooperative learning among the students**

Using this technique would help the students to achieve many benefits. They will be made to engage with the other students by making them work in a pair or triads or in a team. You can see the students cooperate with each other in sharing the ideas. While talking with the people of same age group, they will be able to better articulate their ideas verbally. This can be of great help to the students who are introverts to express their ideas.

#### **5. Make use of the visual aids**

Visual aids are always the best scaffolding techniques. The various elements used in the visual aids are the pictures, charts, graphic organizers etc. These elements should be of visually appealing to the students so that they can learn properly. With these instruments, the complicated concepts are divided into the simpler things so that the things become more comprehensible. These pictures and charts would be of great help to the students as it helps in grasping even the difficult concepts easily. A graphic organizer would help in organizing all the information in a standardized format.

#### **6. Teaching the Vocabulary prior**

Vocabulary is the biggest challenge for anyone who wishes to learn a new language. But it acts as the foundation to learn any new language. So, it becomes imperative to teach the students the words. But this should be done in such a way that interests the students. The students should not be loaded with the bunch of the words at one instance rather they should be taught with the innovative methods. The method of asking the students to find the definition of the words would also not serve the purpose as the students will get bored and eventually lose interest.

The one best method would be to show the words in the photos or in the things in which they are interested in. They can also be allowed to use analogies or metaphors. The best method would be to make them have a symbol or drawing for a particular word.

Using these scaffolding methods would demand a lot of time. A lot of more classes are needed to teach a particular lesson. But the advantages you get out of it will be more. There will be an improved understanding of the students compared to the traditional method. The students will become more enthusiastic about their studies. The most important thing would be that there will be an increase in the average marks scored by the students.

Apart from the methods mentioned above, it is also possible to develop your own techniques in the classroom. Before using any method, it is important to test the method whether it will be suited to you and the set of students whom you will teach. (Reference 1 and reference 2)

Though this method has a lot of advantages, there are some disadvantages

It is time-consuming as every scaffolding method needs ample time to get the desired results. At present, the curriculum is not designed to accommodate the scaffolding techniques. So, there are more chances the lessons may be cut short to stick with the timetable.

Moreover, the teachers should become well-versed with the techniques first to make effective use of them. This requires a lot of time and resources. The teachers should have the patience to give individual attention to each student to make them excel in studies. In addition to this, the students should be allowed to make mistakes. Only then, they will get well acquainted even with the complicated subjects.

But the teachers should know the mistakes committed by the students. If that is not the case, the purpose of using this technique will not get rightly served. Sometime, the things may get backfired if the students are not given proper training.

The teachers should also know the right time to remove the scaffold. Otherwise, it will increase the dependence of the students on these scaffolds.

The teachers would lose their control over the students. The students would be allowed to learn in their own paces. There might be some students who are not interested in learning out of laziness and they will be regret later. Such kind of students would suffer. Some students can learn things faster than other students. They have to wait for every other student to complete their lessons as the process has to take place simultaneously.

It is difficult to find the appropriate method for scaffolds that suit the varied needs of the students. The abilities of the students should be analyzed thoroughly before employing any kind of support system as every student is different.

The books of the students are not sufficiently equipped with the necessary examples to make the process simpler. So, there should be more work done by the teachers to bring out the examples for every difficult concept. (Reference 6)

Despite these challenges, the usage of the Scaffolding techniques still has a promising future as its advantages are manifold compared to its demerits.

Various opinions offered by the different scholars on the scaffolding techniques

Scaffolding is more or less similar to the socio-cultural theory of Vygotsky (1978) and particularly to the Zone of Proximal Development (ZPD). The ZPD is built through collaborative interaction, intervened by verbal interaction. Student's current or actual understanding is developed in these interactions towards their potential understanding. Scaffolding can be seen as the support a teacher offers to move the student toward his/her potential understanding (Wood et al. 1976).

He further identified a principle called the contingent shift principle. Here the contingent refers to the support offered by the teachers to the students. The teachers would reduce the support that is the contingents with the increase in the success of the students.

There are certain scholars who talk about the parental scaffolding. The parental scaffolding was connected with success on different kinds of outcomes such as self-regulated learning (Mattanah et al. 2005), block-building and puzzle construction tasks (Fidalgo and Pereira 2005; Wood and Middleton 1975) and long-division math homework (Pino-Pasternak et al. 2010). Pino-Pasternak et al. (2010) emphasized that contingency was found to uniquely predict the children's performance, also when taking into account pre-test measurements and other characteristics such as parenting style.

Some of the previous studies had researched on the effect of the scaffolding support system on the student's learning. These studies had compared the process support at par with the content support. One such study is done by Dekker and Elshout-Mohr 2004. But the quality of the support is not given much importance in these kinds of studies. (Reference 5)

### Section 3: Methodology

#### 3.1 Population Sample

The current study consists of a population of 50 students who were doing their MA in IbnRushd for Human Sciences in the academic year of 2017-2018. In the population of 50 students, there were 28 females and 22 males. These 50 students were divided into two groups with each group containing 25 students. The experimental group consists of 25 students who were taught using the Scaffolding English

Writing and Wikki Building lesson systems. The other group is called the control group in which the students are taught using the traditional systems.

The students from the same University would have similarities in a number of ways. The support they get from their parents would be the same as they are from the same cultural background. This ensures that they do not get any additional support in addition to what they get from the college. Moreover, the method of teaching and the syllabus will remain the same. This helps us in ensuring the accuracy of the experiment.

**3.2 Instrument**

The instruments used in the method are the two written tests: the pre-test and the post-test. The pre-test is conducted before starting the research. The test is conducted mainly to show how homogenous the students are. The students were asked to write the essay on two topics: Your favourite teacher and your favourite tourist spot. Apart from this, a set of questions was also given to check the grammar skills of the students. The same pattern was followed in the post-test which was conducted once the students in the experimental group were given the training. The topics that were given in the post-test are the unforgettable moment in your life and my dream house. The topics were selected in such a way that the students find it easier to write. It was also made sure that they enjoy writing on that particular topic.

**Table 1:** Instruments used

No	Instruments		Functions
1.	Pre-test	1. Essays on two topics 2. Objective tests to test the grammar and vocabulary	To test the homogeneity of the students
2.	Post-test	1. Essays on two topics 2. Objective tests to test the grammar and vocabulary	To find the impact of the scaffolding strategies on the performance of the students.
3.	Scoring rubric		To evaluate the essay in an objective manner.

**Scoring rubric for the essay**

Every essay is different. It is not possible to compare two essays as it is subjective on the part of the person who evaluates it. So, we need a scoring rubric to arrive at the objective conclusion. The scoring rubric which we are adopting in this research consists of the following features: Requirements, Focus, Conventions, Organization, Insight, Development, Process, and Benchmark. Under the topic requirements, the essay is tested whether it contains all the notes, drafts and final draft. In the focus, it is verified whether all the paragraphs are connected to the main idea and the central idea is clearly established. Under the conventions part, the grammatical errors and the structure of the paragraphs are checked. The coherence of the essay is verified in the organization part. Here, it is checked whether the information in the essay is organized in an effective way. In the insights part, the essay is tested whether it shows the insight of the person who has written the essay clearly. The person should make sure that the essay is properly substantiated with the relevant examples. This is verified in the development part. The process which you have carried out before writing and organizing your essay is also evaluated. Finally, the quality of the work is confirmed. After testing all these aspects, the marks are provided accordingly.

Still, the scoring arrived may be subjective. So a group of English teachers is used to evaluate the papers. They would be given the guidance on how to use the scoring rubric for evaluating the essay. The average mark is taken for the final evaluation.

**Objective tests**

In the objective tests, around 40 questions are given to the students. In these 40 questions, 20 questions were prepared from the various topics such as active and passive voice, figures of speech, direct and indirect speech. The other twenty questions are given to test the vocabulary of the person. This part consists of synonyms and antonyms. This is done to test the grammar and vocabulary of the person in a more particular manner. These answers are evaluated as it is objective. Only one teacher is used for the evaluation.

**The validity of the test**

The test can be considered to be valid as the essays are the best way to evaluate the writing skills of the students concerned. Moreover, the students are allowed to write on something that interests them. So, there are more possibilities that they would have given their maximum ability. Further, the essays are evaluated by a group of teachers and the average scores are taken. This makes it more valid in terms of both the content and the construction. An objective test which consists of 40 questions is also conducted. This helps in evaluating the vocabulary and the grammar skills of the students in a more objective manner.

**Reliability of the test**

We always think that the evaluation of the essay cannot be done in an objective manner. But it is possible with the adoption of the scoring rubric which consists of certain specifications to be adopted. This brings a certain kind of objectivity to the results. The assessment by a group of teachers further makes the test more reliable. Apart from this, the test comprising the 40 objective questions would further add objectivity to the research.

**3.3 Experimental Design:**

The experimental design should be selected in such a way that it should be appropriate to test the hypotheses in an effective manner. We should be able to arrive at the appropriate conclusions based on the relationship between the dependent and independent value. The selection of a particular design should be based on the need of the experiment, the variables that have to be manipulated etc.

**Table 2:** The design adopted in this experiment

Groups	Pre-test	Independent variable	Post-Test-dependent variable
Experimental Group	Test of homogeneity	Given training for writing using Scaffolding English Writing and Wikki Building lessons system	To find the effect of the Scaffolding techniques on the students
Control group	Test of homogeneity	Those techniques were not utilized	To find the effect of the Scaffolding techniques on the students

**3.4 Data collection**

The data is collected by conducting the pre-test and the post-test. The main purpose of conducting the pre-test is to find out whether the students are at the same level regarding the English education. After the training on the scaffolding and the Wikki lessons techniques to the students, the post-test is administered. The statistical method used is the standard T-test to check the correctness of the results.

**Section 4 Data Analysis**

Pre-test:

The pre-test is conducted mainly to test the homogeneity of the two groups. The statistical analysis of Independent Sample T-Test has shown that the significance values were  $t_{counted} = -.150 < t_{table} = -1.780$ ,  $p = .790$ , where  $\alpha < 0.05$ . As the t value which is counted is lower than the t value which is tabulated, we can come to the conclusion that the level of performance of both the groups is the same. In addition to this, the  $F_{value} = 1.708$  and significance value  $p = .199$  were higher than  $\alpha = .05$ . This further confirms the results. The results of testing the pre-test using Samples T-Test are given in Table 3. This test is used to analyze the results of the post-test.

**Table 3:** T-test for the pre-test

		Levene's test for the equality of the variances					T-test for equality of means			
									95% Confidence Interval of the Difference	
		F	Significant	T	Df	P	Mean Difference	Std. Error diff	Lower	Upper
Pre-test	equal variances assumed	1.708	0.199	-0.150	45	0.790	-0.500	2.5800	-8.79000	7.7900
	Equal variances not assumed			-0.145	36.677	0.795	-0.500	2.4899	-9.788	8.0991

Post-test:

Once the experimental group is given training using the Scaffolding method, the post-test is conducted to both the experimental and the control group. To bring more veracity to the test results, the test is conducted on the same day at the same time. The test results are best analyzed using the T-test. The results has shown that the t-value which is counted,  $t_{counted} = 3.115$  was higher than  $t_{table} = 1.790$  with the  $df = 45$ ,  $p = .0377 < \alpha = .05$ . The results of the T-value for the post-test us shown in the Table-4

**Table 4:** T-test for the post-test

		Levene's test for the equality of the variances					T-test for equality of means			
									95% Confidence Interval of the Difference	
		F	Significant	T	Df	P	Mean Difference	Std. Error	Lower	Upper



								diff		
Pre-test	Equal variances assumed	4.223	0.142	3.115	45	0.0377	7.0890	2.4683	0.8173	16.4537
	Equal variances not assumed			3.009	30.199	0.0362	7.0890	2.6789	0.6732	16.3751

Based on the results of both the tests, it has been found that the two given hypotheses have been proved.

#### 4.2 Discussion of the results:

From the above analysis, it can be ensured that the utilization of scaffolding practices has enhanced the writing of the students to a great level. Since there is a direct involvement of the teachers in this method, the students are able to develop their skills without any fear. The level of interest and understanding of the students has been greatly increased. The enhancement in the communication among the students had made the knowledge sharing among the students easier and deeper. They were able to improve their creativity too. Individual attention given to the students made the process of learning a unique experience. This can be substantiated by the performances of the experimental group who had shown a significant improvement compared to the control group. In the tests conducted after the introduction of the scaffolding techniques, there is a significant improvement in the overall scores. There is an advance in the knowledge of grammar and the vocabulary among the students. The structure of writing has been well improved among the students.

#### 4.3 Conclusions:

The method of Scaffolding English writing and Wikki Building lesson systems holds a promising future. There is an increase in the bonding between the students and the teachers as a result of these teaching methods as the teachers are viewed as the mentors rather than the content providers.

This method makes the students more independent in their approach towards studying. They need not depend on others for their learning process. So, they were found to be spending more hours on writing when compared to the earlier methods.

Unlike the traditional methods which were mainly focussed on the rote learning, this method has made the students more creative and they started developing their own style of writing compared to the traditional method.

As a result of the research, it is found that the people who are taught the scaffolding method are motivated to improve their skills in writing.

#### 4.4 Recommendations

The current paper has given some recommendations which would help in the overall improvement of the system.

1. It is important that every university should design their curriculum in such a way that this Scaffolding English Writing should be the main strategy for the writing practices. The textbooks should be designed supporting these methods.
2. The teachers should be given the adequate training regarding the scaffolding techniques so that they would implement the strategies without any fail. They should be trained to find the mistakes of the students and guide them properly.

3. Students should be made aware of these techniques in a clear-cut manner. The explanation of every technique should be clearly given.
4. Since this technique does not have a standard format, the students can be encouraged to adopt their own methods. The teachers can give them assistance.
5. Awards can be given to those students who come up with the best strategy.
6. Adequate research should be made on scaffolding techniques to make them less time consuming and less demanding.

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## Mental State of Aboriginal And Non-Aboriginal Population of The North

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### Abstract

Aboriginal (317) and non-aboriginal population (1147) of working age participated in the experiment. Using the psychological methods were tested stress and level, psychological status. Factors of performance decrement and deterioration of health by various ethnic groups of the Siberian North were found out. Important depressions markers by natives are juvenile age, social factor and interpersonal communication, by nonnatives there are middle age, psychic tension and burnout.

**Keywords:** mental state, stress, aborigene and non aborigene population of the Siberian North.

### Introduction

It is known that human living in the North causes specific changes in the dynamic characteristics of mental processes, has an inactivating effect on the intensity of perception, behavior and emotions (Wilson & Durbin, 2010; Holmes & Mathews, 2010). Monotonous environment, low physical activity, prolonged polar nights and harsh uncomfortable climate render personality adynamic, reduce their productivity, adversely affect their mood (Lobova & Buganov, 2007; Arendt, 2012; Loginov, Tretyak & Khodosova, 2013).

Human emotions are carried out with the participation of complex functional systems and are very sensitive to all environmental influences (Lobova & Buganov, 2007). North depression, due to the climate and the harsh conditions of the polar night, is formed during longer residence in the high latitudes. Due to the special natural and social conditions, increased geomagnetic activity and severe photoperiod disorders, this problem becomes of particular relevance in the northern areas. However, the laws governing the emotions' formation and operation, their decay or disorder in the conditions of longer residence in the North, are still poorly understood. The problems, associated with the study of factors that determine the vector of emotions and their intensity in areas with extreme natural conditions, remain to be solved as well.

### 1.1. Participants

The study involved residents of indigenous and migrant population in the North of both sexes aged 16 to 69 years. Representatives of the indigenous peoples of the North (indigenous peoples) belonged to the Samoyed (Nenets) and Finno-Ugric (Mansi, Khanty). On the total, 83 males (26.2 %) and 234 women (73.8 %) participated in the research. The surveyed representatives of the migrant population belong to the Slavic group and arrived or were born by persons who had migrated to places of the new oil and gas fields development from the Central Russia, from the Southern Russia and from the former Soviet Union republics. It includes employees of oil and gas extraction, transportation, construction companies and service companies. In total 1147 people were surveyed, of whom 462 (40.3 %) were men and 685 (59.7 %) were women.

## Methods

To assess depression states, the Self Rating Depression-SDS scale was used (Balashova, 1997; Zung & Durham, 1965). For normal healthy individuals, total score SDS should not exceed 34 points (Sidorov & Parnyakov, 2000). When the total score is above 34 and less than 50 points, depressive reactions were noted. If the level of depression (DL) was more than 50 and less than 59 points, it was concluded as a mild depression of situational or neurotic genesis. When DL was from 60 to 69 points, a sub-depressive state was diagnosed; more than 70 points - a true depression.

Tolerance to stress was measured on a scale of stress by Reader (Goshtaustas, 1982). In processing the data, we calculated the total points for all 7 rates of the Reader scale, which were then divided by 7. Then, the resulting score was subtracted from 4. When interpreting the data, the final index was considered, which ranged from 0 to 3 points. Norms for the Russian population are shown in Table 1.

**Table 1.** Criteria for assessing the level of stress in men and women (by O.S. Kopina & Ye.A. Suslova, 1994)

Stress level	Men	Women
High	2.00 - 3.00	2.18 - 3.00
Intermediate	1.00 - 1.99	1.18 - 2.17
Low	0.00 - 0.99	0.00 - 1.17

## 2.1. Analyses

Analysis of the features' distribution and their numerical characteristics were carried out using the methods of descriptive statistics. We calculated the magnitude of the arithmetic mean (M) and the arithmetic mean standard error (m). The reliability of the observed differences was assessed by Student t-test. Communication between the studied parameters were determined using the Spearman rank correlation coefficient (r) at a significance level ( $p \leq 0,05$ ).

## Results

Data received from the indigenous population of the North, allow to specify the so-called average rate of emotional state and the emotional response of northern regions residents. This rate is various and variable, but it is possible to allocate its certain boundaries. Rates of depression in a sample of the indigenous population exceeded a critical value (34 points), both for men and women. Maximum depression in men was noted in the age of 30-39 year old, minimum in young aboriginal (20-29). In women, the maximum values of depression were obtained in the age group 16-19 years, minimum - in the age group of 50-59 years (Table 2).

**Table 2.** Rates of depression among the indigenous population of the Siberian North (Zung scale, points) (M±m)

Groups	Average age	Men, n=52	Women, n=175	All, n=227
16-19	16.70±0.15	36.29±2.04	41.86±0.84*	40.64±0.84
20-29	24.52±0.44	33.33±1.80	41.76±1.28*	39.95±1.19
30-39	35.41±0.37	37.10±2.28	40.25±1.28	39.67±1.13
40-49	44.00±0.38	34.07±1.81	39.13±1.68	37.44±1.31

50-59	54.59±0.88	34.25±3.04	37.22±2.28#	36.38±1.94#
16-59	31.81±0.86	35.15±0.93	40.49±0.60*	39.25±0.53

Differences between men and women are significant (\*) at  $p < 0.05$  and between age groups 16-19 years and 50-59 years are significant at (#) at  $p < 0.0001$

As for depression rates, in a sample of the indigenous population, a clear sexual dimorphism was found. In the younger age groups (16-19 and 20-29), the differences reached a high degree of significance, but in the age group of 30-39 years, they were leveled, due to the increased depression in men. Correlation analysis revealed a negative correlation between depression and age in women ( $r = -0.2$ ;  $p = 0.0140$ ), confirming that in older indigenous North women, mood becomes more smooth and stable.

The analysis revealed that only one third of the total surveyed residents, originally inhabiting the Russian North, had their emotional state indicators within psychophysiological norm. Explicit depression in the population of indigenous people had the place to be in every tenth inhabitant, and in every other case depressive reactions were noted. No deployed depression has been revealed in male population. The only exception is the average age (30-39-year-olds), where in 10.2 % of cases in men some depressive symptoms passed into a true depression. Deployed depression in women was detected in 12.3 % cases. Its prevalence was highest in the 30-year-olds and 50-year-olds (15.9 and 16.7%, respectively).

Rapid and significant changes in the social environment contributed to the inhabitants' deterioration of mental and emotional state in the indigenous population. Study of the correlation between depression and stress revealed depression connection with integral indicator of stress ( $r = 0.3$ ;  $p = 0.0001$ ) and its individual subscales (emotional stress:  $r = -0.3$ ;  $p = 0.0001$ ; communication:  $r = -0.3$ ;  $p = 0.0001$ ; personal deformities:  $r = -0.2$ ;  $p = 0.0001$ ; household loads:  $r = -0.2$ ;  $p = 0.0001$ ; family stress:  $r = -0.2$ ,  $p = 0.0001$ ).

A significant association between depression and stress in the northern aborigines was observed in younger age groups (under 40 years old). Correlation analysis revealed a close relationship between depression and stress among 20-year-olds ( $r = 0.5$ ,  $p = 0.0001$ ), compared with 30-year-olds ( $r = 0.3$ ;  $p = 0.0001$ ) and 50-year-olds in aborigines ( $r = 0.3$ ;  $p = 0.0040$ ). When analyzed by gender, a sensitive significant association was found in women in this age group, which grew closer to the age of 20. The values of the coefficients in women, compared in the 20-year-olds and 30-year-old age groups, were, respectively,  $r = 0.5$  at  $p = 0.0001$  and  $r = 0.4$  at  $p = 0.0014$ . In men of these age groups, the coefficients compared values were respectively  $r = 0.4$  at  $p = 0.0032$  and  $r = 0.3$  at  $p = 0.0745$ , with a statistically significant association between depression and stress in men found only at 20 years of age.

Correlation analysis revealed a close connection between all social situations indicators and depression. This connection in the indigenous ethnic group, in contrast to the migrated population, was more often found in young age. Thus, the link between depression and personality factor (Reader scale "I am a rather nervous person") was found in 20-year-olds ( $r = -0.4$ ;  $p = 0.0001$ ). In the age group of 50-year-old indigenous representatives a weaker correlation was obtained ( $r = -0.3$ ;  $p = 0.0159$ ). When analyzed by gender, in women a close relationship between depression and personality factor was obtained at 20 years of age ( $r = -0.5$ ;  $p = 0.0001$ ). In the age group of 50-year-old women, we received a weaker correlation ( $r = -0.3$ ;  $p = 0.0386$ ). In men, the link between depression and personality factor was detected only up to 20 years (16-19 year-olds) of age ( $r = -0.6$ ;  $p = 0.0169$ ).

Correlation between depression and emotional stress (Reader scale "I often feel a nervous tension") was found in both men and women. At the same time, this factor in men in younger age groups there was found a higher statistical significance with a higher correlation value, compared to women. Values of the compared correlations among men were respectively, in the 20-29 age group -  $r = -0.4$ ;  $p = 0.0041$ ; 30-39 -  $r = -0.3$ ;  $p = 0.0373$ . In women, significant correlations between depression and emotional stress were

obtained in the age groups of 20-29-year-olds ( $r=-0.4$ ;  $p=0.0091$ ), 30-39 years ( $r=-0.3$ ;  $p=0.0294$ ), 50-59 ( $r=-0.4$ ;  $p=0.0087$ ) and 60 years of age ( $r=-0.9$ ;  $p=0.0339$ ).

The aborigines of North show a significant association between depression and everyday life ( $r=-0.2$ ;  $p=0.0001$ ). In men, 30-year-old aboriginal population of the North, the correlation coefficient was  $r=-0.5$   $p=0.0081$ . In women, significant correlations between depression and everyday nervous tension were obtained in the age groups of 16-19-year-olds ( $r=-0.4$ ,  $p=0.0127$ ), 20-29-year-olds ( $r=-0.3$ ,  $p=0.0326$ ) and 50-59-year-olds ( $r=-0.3$ ,  $p=0.0189$ ). In addition, in men 20 years of age, there has been established a correlation between depression and labor factor ( $r=-0.3$ ,  $p=0.0402$ ).

The magnitude of the correlation showed that between depression and communication the closest relation was found in the older age (60 years and above) ( $r=-0.9$ ,  $p=0.0021$ ). Compared correlation values were found, respectively, in women in the age group of 16-19-year-olds -  $r=-0.5$ ;  $p=0.0013$ ; 20-29-year-olds -  $r=-0.3$ ;  $p=0.0165$ ; 50-59-year-olds -  $r=-0.5$ ;  $p=0.0001$ , 60 years and older -  $r=-0.9$ ;  $p=0.0024$ . In men, a significant correlation found in the total sample made  $r=-0.2$ ;  $p=0.0352$ . Also depression connected with life cachexia was only found in women of age group 20-29 years ( $r=-0.3$ ;  $p=0.0135$ ). The link of depression to conflict in the family was found only in women, which was, in the 20-29 age group -  $r=-0.4$ ;  $p=0.0001$ ; 30-39 -  $r=-0.5$ ;  $p=0.0001$ , 60 years and older -  $r=-0.9$ ;  $p=0.0024$ .

In general, the analysis of correlations in the samples from indigenous northerners found differences due to gender factor. Women had a statistically significant association between depression and family conflicts ( $r=-0.3$ ;  $p=0.0001$ ). When analyzed separately, the correlation relationship between depression and personality deformities in women was closer ( $r=-0.3$ ;  $p=0.0001$ ) than in men ( $r=-0.2$ ;  $p=0.0207$ ). The correlation relationship between the depression and communication problems in women ( $r=-0.3$ ;  $p=0.0001$ ) was also tighter, as compared to men ( $r=-0.2$ ;  $p=0.0352$ ). At the same time, the correlation between depression and nervous tension in men and women was equivalent (in both cases  $r=-0.3$ ;  $p=0.0001$ ). Accordingly, the relation between depression and life of men and women was similar (respectively  $r=-0.2$ ;  $p=0.0214$  and  $r=-0.2$ ;  $p=0.0010$ ).

Changes in the emotional sphere of a human being living in the North are characterized by a general psychophysiological state of discomfort and accompanied by a decrease in physical activity, by depression, hypochondriacal projections. Under the influence of environmental (metecotropic fluctuations, contrasting weather, gravitational perturbations) and social factors (loss of the usual connections, changing social status) the effectiveness of coping mechanisms is reduced, which leads to a decrease in activity, a building-up anxiety in neuro-psychological and somatic areas, to deepening doldrums.

In order to determine the overall picture of the emotional background dynamics and to outline the physiological approaches to depression prevention, we examined migrated population of working age with different duration of their residence in the North. In the analysis we took seasonal factors into account (polar night, polar day), and the duration of residence in the Northern regions.

In men, depression was a uniformly deepening process, with a certain intensification of negative trends in earlier periods. However, an unfavorable period for them should be considered as the age of 50, when there was observed deepening depression compared to younger men (under 30 years) ( $p=0.0730$ ). This was confirmed by the results of the correlation analysis. In particular, there was a significant correlation between depression and age in 50-year-old men ( $r=0.3$ ;  $p=0.0030$ ). Further dynamics of depression got reversed, as indicated by the negative correlation between depression and age ( $r=-0.3$ ;  $p=0.3160$ ).

Women of migrated population, as well as men, had their depression increased by forty years of age, evenly. For young women we received a significant back correlation between depression and age ( $r=-0.6$ ;  $p=0.0390$ ). But after forty years of age the depression intensified, compared with the preceding age decades. Statistical analysis showed that the differences in rates of depression among 50-year-old women

and men of 20 and 30 years of age are highly significant ( $p = 0.0001$ , respectively, and  $p=0.0020$ ). There was a marked increase in the indices of depression with a tendency to reliability in 40-year-old female groups compared to 30-year-old persons and in women of 50-59 years of age, compared to a group of 40-year-olds.

According to the analysis, indicators of emotional state in non-aboriginal population fit into the normal range in every third case. Depressed mood, decrease in interests and emotional involvement were noted in half of the surveyed sample groups, consisting of representatives of the migrated population. At the same time, with the migrated population, in contrast to the indigenous people, depressive reactions were often detected at an older age, where the number of women in all age groups exceeded that of men. Differences at the specified feature in the age group of 40-49 years old were obtained at high statistical significance (Table 3).

**Table 3.** Rates of depression in non-aboriginal population (Zung scale, points) ( $M\pm m$ )

Groups, age in years	Average age	Residence in North, years	Men, n = 317	Women, n = 480	All, n = 797
16-19	16.58±0.19	12.46±1.16	32.50±2.33	37.17±1.74	34.83±1.51
20-29	25.05±0.28	13.69±0.97	34.22±1.15	37.32±0.92*	36.36±0.72
30-39	34.64±0.25	13.93±0.82	34.68±0.93	37.71±0.94*	36.34±0.68
40-49	44.89±0.19	21.09±0.70	35.58±0.73	39.66±0.63*	38.02±0.50
50-59	54.10±0.16	25.40±0.49	36.39±0.67	41.27±0.64**	39.37±0.49#
60-69	62.81±0.65	31.68±2.54	36.40±1.33	40.39±1.67	39.09±1.23
16-69	44.07±0.56	20.72±0.40	35.51±0.39	39.61±0.36*	37.98±0.28

Differences between men and women are significant (\*) at  $p < 0.05$  and between age groups 16-19 years old and 50-59 years old are significant at (#) at  $p < 0.0001$ .

The incidence of a major depression in the newcomer populations accounted for 8 % of cases. In men, the proportion of people with depression ranged from 2.5 to 3.0 % of young men and almost could not be detected. In women, the frequency of depression was 4.7 times higher than in men, and its incidence increased with age. When analyzed separately by gender, differences were obtained at an older age, where 50-year-old women's depression was detected 6 times more often than men's. At the same time, the 50-year-old women's depression was observed 4 times more often, compared to 20-year-olds, and 2 times more often, compared to 30-year and 40-year-old women. The ratio of men and women with depression among migrants of the North was 1:5. It should be noted that one of the reasons for the low detection rate of depression in men of native and migrated population of the northern territories, as of Russia as a whole, is that men are less likely to seek help, compared to women.

Correlation analysis of migrants data revealed a statistically significant relation between depression and stress ( $r=0.2$ ;  $p=0.0001$ ). This relation in women was more close than in men ( $r=0.3$ ;  $p=0.0001$  and  $r=0.2$ ;  $p=0.0190$ ). A positive correlation between depression and stress was found with migrants to 50 years of age. Correlation was found in the age groups of 20-29 years ( $r=0.4$ ;  $p=0.0001$ ), 30-39 years ( $r=0.4$   $p=0.0039$ ) and 40-49 years ( $r=0.3$ ,  $p=0.0044$ ). When analyzed separately significant association between depression and stress was found in men only in the total sample ( $r=0.2$ ;  $p=0.0190$ ). In turn, in women the identified correlation values comprised in the age group of 20-29-year-olds -  $r=0.5$ ;  $p=0.0001$ ; 30-39-year-olds -  $r=0.4$ ;  $p=0.0001$ , of 40-49-year-olds -  $r=0.3$ ;  $p=0.0047$ .

The study of correlation revealed some link in the migrated population between depression and psycho-emotional tension ( $r=-0.2$ ;  $p=0.0001$ ), household chores load ( $r=-0.2$ ;  $p=0.0031$ ), as well as vitality depletion ( $r=-0.2$ ;  $p=0.0020$ ). Analysis of the depression relation with social conditions in the migrated population has shown that most unfavorable pattern was developing in the middle age groups. In

particular, there were more correlation “constellations”, confirming the relation of stressors with depressive states, which have been identified in representatives of the migrated population at middle age.

The sign obtained for the correlation between depression and socializing with migrated population testified to the importance of this factor in the genesis of maladaptation states. A statistically significant association was established between depression and interpersonal disturbances in the age groups of 30-39 and 40-49-year-olds (respectively,  $r=-0.3$ ;  $p=0.0111$ , and  $r=-0.3$ ;  $p=0.0198$ ). In migrated populations, the contribution of this factor in the formation of depression in women was more important than in men, where this relationship was not significant ( $r=-0.8$ ;  $p=0.3792$ ). Meanwhile, in the age groups of 30-year-olds and 40 year old women the association was highly reliable (respectively  $r=-0.5$ ;  $p=0.0024$  and  $r=-0.4$ ;  $p=0.0001$ ). Women and men older than 60 years of age showed insignificant correlation between depression and stress, respectively ( $r=-0.4$ ;  $p=0.4040$ ) and ( $r=-0.8$ ;  $p=0.3792$ ).

The relation of depression to labor characteristics of migrants was detected in women in the 20-year-olds ( $r=-0.3$ ;  $p=0.0401$ ) and 30-year-old individuals ( $r=-0.4$ ;  $p=0.0307$ ). In addition, the migrated population demonstrated a significant correlation between depression and household loads ( $r=-0.2$ ;  $p=0.0031$ ). In women, the relation between depression and life was significant in the total sample of migrants ( $r=-0.2$ ;  $p=0.0038$ ). In the age groups in both men and women we received less significant correlations.

Meanwhile, vitality depletion factor also makes a negative contribution to the development of depression in non-aboriginal population. A significant association between depression and cachexia was found in 20-year-olds, 40-year-olds and 50-year-old workers (respectively  $r=-0.4$ ,  $p=0.0034$ ;  $r=-0.2$ ,  $p=0.0474$  and  $r=-0.2$ ,  $p=0.0461$ ). In women, a significant correlation between depression and cachexia was obtained in the 20-29 years old age group ( $r=-0.4$ ,  $p=0.0057$ ) and women in the total sample ( $r=-0.2$ ,  $p=0.0024$ ). Similarly, we saw an association between depression and cachexia in men with the total sample ( $r=-0.2$   $p=0.0201$ ). Also in the 20-year-old migrants group relation was found between depression and family disturbances ( $r=-0.2$ ;  $p=0.0557$ ). Relation of depression and the personal factor in non-aboriginal population was present in all the age groups of women. Correlation values were, respectively: in the age group of 40-49 year olds -  $r=-0.2$ ;  $p=0.0480$ ; 30-39 -  $r=-0.4$ ;  $p=0.0178$ ; 20-29-year-olds -  $r=-0.3$ ,  $p=0.0378$  and 16-19-year-olds -  $r=-0.7$ ;  $p=0.0145$ .

The correlation between depression and emotional stress, in both men and women, was determined by the level of high statistical significance ( $p=0.0001$ ). In men, the relation between these factors was closer in the older age group (50-year-old persons) ( $r=-0.4$ ;  $p=0.0070$ ). In women, the relationship between these factors was found in the young and middle age groups (20-year-olds, 30-year-olds and 40-year-old North women). Correlation values were, respectively,  $r=-0.5$ ,  $p=0.0001$ ;  $r=-0.5$ ,  $p=0.0022$ , and  $r=-0.3$ ,  $p=0.0204$ . In the total sample of migrants, the significant association was found in the group of 20-year-olds ( $r=-0.4$ ;  $p=0.0001$ ). In the age group of 40-49-year-old migrants, we also found a significant relationship between depression and emotional stress ( $r=-0.2$ ;  $p=0.0116$ ).

Overall, the analysis of correlations shows that the closest link in non-aboriginal population was the one between depression, on the one hand, and emotional stress, personal factor and cachexia - on the other. Differences due to gender factor were obtained as well. In particular, women revealed a significant relation was between the depression on the one hand, and the work load ( $r=-0.2$ ;  $p=0.0110$ ), everyday chores ( $r=-0.2$ ;  $p=0.0038$ ), socializing ( $r=-0.2$ ;  $p=0.0050$ ), as well as personal deformations ( $r=-0.2$ ;  $p=0.0056$ ) - on the other, whereas in this regard no link of the kind was detected in men.

We have identified the differences in men and women of different ethnic groups, associated with the level of their emotionality (Tables 4, 5).



**Table 4.** Indicators according to contracted multifactor personality questionnaire among the non-indigenous population of the northern region (T-scores, M±m)

Scales	Men, n = 148	Women, n = 208	p
Hypochondria	52.66±0.95	53.39±0.79	0.544
Depression	48.18±1.04	50.65±0.78	0.053
Hysteria	50.15±1.07	52.01±0.79	0.153
Psychopathy	43.17±1.00	48.06±0.93	0.000
Paranoiac	48.28±0.98	50.61±0.83	0.072
Psychasthenia	46.08±1.00	50.07±0.98	0.005
Schizoid-ability	45.70±0.97	52.55±0.84	0.000
Hypomania	46.56±0.98	51.18±0.74	0.000
False	49.70±0.83	47.49±0.67	0.038
Reliability	49.41±0.80	55.09±0.79	0.000
Correction	49.07±0.79	46.05±0.71	0.005

**Table 5.** Indicators by contracted multifactorial questionnaire for the study of personality with indigenous North region population (T-scores, M±m)

Scales	Men, n = 32	Women, n = 62	p
Hypochondria	49.27±2.85	51.14±1.72	0.554
Depression	46.95±2.99	48.75±1.84	0.591
Hysteria	45.89±3.01	47.06±1.57	0.704
Psychopathy	42.17±2.56	43.12±1.94	0.772
Paranoiac	47.64±2.82	49.94±1.74	0.467
Psychasthenia	45.58±2.80	46.77±1.70	0.703
Schizoid-ability	45.27±1.59	49.19±1.82	0.207
Hypomania	46.05±2.81	51.43±1.48	0.065
False	48.01±2.16	46.33±1.31	0.484
Reliability	48.50±2.14	54.91±1.97	0.044
Correction	47.72±2.43	44.79±1.52	0.288

As seen from Table 4, women of migrated populations are more sensitive, high-strung and decompensated than men. They clearly express the asthenic-neurotic symptoms. In particular, the T-score values in women compared to men, were significantly higher in depression scales ( $p=0.053$ ), psychopathies ( $p=0.000$ ), psychasthenia ( $p=0.005$ ), schizoid-ability ( $p=0.000$ ), hypomania ( $p=0.000$ ).

In migrant women in their current mental state (CMQP), the depressive tendencies are represented deeper, compared with the natives of the North, while they have found a close relation of depression to psychasthenia ( $r=0.7$ ;  $p=0.0001$ ), schizoid ( $r=0.7$ ,  $p=0.0001$ ), psychopathy ( $r=0.5$ ;  $p=0.0001$ ). Men demonstrated significant correlations between age and psychasthenia ( $r=-0.5$ ;  $p=0.0380$ ), in women - between depression and age ( $r=0.5$ ;  $p=0.0110$ ).

It should be noted that the population of women in general is neurotised to a greater extent than men (Table 5). At the same time, patterns of mental response in men and women are very similar. Differences in T-scores in men and women are received on the scale of hypomania ( $p=0.0580$ ). Persons with high scores on this scale are characterized with activity, instability and anxiety. At the same time, the

correlation between depression and psychasthenia ( $r=0.7$ ;  $p=0.0001$ ), as well as between depression and schizoid-ability ( $r=0.7$ ;  $p=0.0001$ ), reflect the tendency to block all the activity in stressful situations.

### Discussion and Conclusion

Depression is a result of complex interactions between genetic, biological, psychological and social factors (Leventhal & Rehm, 2005). It is recorded both with the young and with the elderly, and, most importantly, the maximum quantitative indicators are demonstrated with men of working age. Even more actual the mentioned problem becomes in the living conditions of the Siberian North. It is considered that the main problems of the North are associated with the need to adapt to the harsh climatic conditions. It is clear that in this case we have in mind mainly migrants to the North. Locals (natives) look as if having fewer emotional problems. However, the rapid changes of socio-economic system in Russia led to the emergence of new social and socio-economic factors that have an intense impact on the personality not only in migrants, but also the indigenous peoples of the North, what leads to their depression, in some cases degrading to suicide and suicide attempts.

Only in one third of the total surveyed residents' population, primordially inhabiting Russian Siberian North, indicators of emotional state fit within the psychophysiological norm. Three trends in depressive conditions dynamics among the indigenous population of the northern territories were revealed. First, their prevalence in the population of women is considerably higher than that in men. Second, the frequency of depression was maximal at a young age (16-19 years old). And third, the dynamics of depression caused by gender characteristics varies at different ages for men and women in the population of indigenous people.

Interpretation of the data obtained by the comparison of different groups based on gender, on the one hand, confirmed the existing ideas about gender differences in the emotional sphere condition in men and women, and on the other, allowed to state their new features. Thus, indigenous northerners showed significant differences in their emotional status depending on gender: in assessing the degree of depression, reliably frequently, women had the highest index of depression compared with men. Similar data were obtained in investigations, carried out in 25 European countries with the participation of women, including those from the former Soviet Union and Poland (Wilson & Durbin, 2010).

When analyzed by age decades, statistically significant differences in the level of depression were obtained from aboriginal women only at young age (up to 30 years old). The men at the age of 30 there was a significant increase in depression, resulting in smoothing out the differences between the sexes. The fact that the emotional sphere in aboriginal women is less optimistic and less stable at a young age, may be resulting from a difficult socialization, heavy northern everyday life, problems with employment.

There is an opinion (Van de Velde, Bracke & Levecque, 2010) that men aged from 21 to 40 years old are more resistant to the development of depression than women. However, according to our data, the northern nation's most critical age for the emergence of depressive feelings for both sexes is the age from 30 to 40 years old. Significantly different from the general population indicator (1:2.2), is the ratio of men and women, with depression in the population of the indigenous population of the North, which is 1:6.5. The data obtained by analyzing the frequency of occurrence of depression in aborigines, confirm the presence of permanent negative factors underlying the development of various disadapative states, and above all, depression, both in natives and among the newly arrived population (migrants).

Our data also show that there exists no single emotional response phenomenon in representatives of different ethnic communities. We observed an emotional sphere preferential resistance to pathogenic influence of extreme northern environment factors in individuals with long-term adaptation (indigenous northerners), and with some individuals we even observed improvements in these conditions. On the contrary, in people who migrated to the North from other regions, with residence in the high latitudes for

longer periods, the reaction vector is changed to a negative response. Depression index increases, as well as the frequency of depression, that is, the variation is increasing in numbers and quality characteristics, which testifies the adverse effects of extreme natural and social conditions on the individuals emotionality in that population.

Emotional features are characterized by the highest sensitivity to the changing conditions of human life, which is largely conditioned by their close connection with human needs. One of the features of emotional regulation of ensuring internal comfort is to strengthen human depression (Garland et al., 2010; Davydov et al., 2010; Leventhal & Rehm, 2005). In extreme conditions of life, requiring all their forces from a person, a reduced emotionality in the indigenous population plays a protective role in ensuring the proper level of their vital needs, by limiting the activity conserving energy and vitality. With migrated population, depression also provides psychophysiological protection, limiting excessive activity, unnecessary contacts and overloads.

The study of personality structure of migrants, who have worked in the extreme conditions of the North for at least ten years, revealed that the initial stage of adaptation with the northerners is characterized by impairments of their psychological and psychophysical balance. In particular, the nature of the CMQP profile with northerners, who has recently started working in the northern regions (an average of five to six years before the research), reflects the cyclical mood changes, situation-caused deprivation and pessimism. Among features marking a violation of the psychological adaptation, there should be allocated anxiety, confusion, depression, long-term tendency to experience negative emotions, sensitivity, difficulty making decisions (improving performance on the first, second, sixth and ninth scales of CMQP).

Migrants with great northern experience, who form the vast majority of the Northern population (their average experience is twenty-five years), are characterized by massive emotional shifts, compared with those who have recently moved to the North. They demonstrated changes in emotional reactions to stressful situations and in the level and particularities of social adaptation, as well as in individual features of interpersonal interaction.

Old-timers with more northern experience show significant differences in performance on the first, third, fourth and eighth CMQP scales, compared with those recently living in the northern regions. They are more passive, compared with newcomers, have more difficulties undergoing a change of scenery, are slower to adapt, often express impulsiveness and lose their balance in social conflicts. In addition, they have a higher degree of emotional alienation; they are touchy, high-strung and sensitive, are in need of sympathy and attention and solve their problems by adopting a lifestyle of a "constantly-sick-and-treated person".

Compared with the indigenous ethnic group, migrants with a prolonged northern experience revealed a significant prevalence of indicators on the first and third CMQP scales, which indicates the possibility of acute emotional disorders and the use of neurotic psychological defense mechanisms. A significant portion of the healthy representatives sample is characterized by mood lability, erratic behavior, a tendency to ignore environment alarms. This quality is detected in about half of healthy men living in the northern regions, which is not typical for Central Russia (Lobova & Buganov, 2007; Morozova, Maltseva & Lobova, 2006) and Europe (Bernert et al., 2009; Liu & Alloy, 2010; Juhasz et al., 2012).

In general, studies have shown that emotional shifts and maladaptive behavior in response to frustration are due to reduced plasticity of the nervous system, daily experiencing strong loads of natural and social factors. Significantly important markers of depression in young indigenous population were as follows: age, household chores load and everyday life factor, as well as interpersonal communication. In the non-indigenous population these factors were: middle age, emotional stress and exhaustion of vitality. Identifying stress, depression and other emotional problems with the northerners is essentially important

for psychological hygiene because it allows to analyze the factors contributing to a decrease in efficiency and ill health in the population of ethnically diverse northern territories, providing economic potential of the country.

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## Development of Research Skills in Future Physical Education Specialists

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### Abstract

The topic discussed in the present article is recognized as an important one due to certain problems that physical education specialists come across in their work because of the lack of research skills. Prompt discovery of the said problems and their solution in the course of studies in a higher education institution will allow increasing the work efficiency. The article is aimed to determine the most relevant problems in the professional activity of both young and experienced specialists in terms of development and use of research skills. The leading research method in this case will be analyzing the work of PE specialists working in education institutions, including enquiry, analysis, observation and graphic interpretation of data. This article discusses the problems of the development and use of research skills, detected in the work of PE specialists, as well as considers research positions of the students of higher education institutions, young specialists and experienced professionals. The results can help train physical education specialists to use research skills in their work in higher, secondary, vocational and additional education institutions.

**Keywords:** physical culture specialist, professional activity, research skills, education problems.

### Introduction

The problem discussed in the present article is important due to the fact that the changes to the higher education system establish new objectives; the ones that, once achieved, will allow to form a new type of specialist with a different approach to professional challenges. (Bystritskaya et al., 2018). However, it is not always possible to model in advance the characteristics that a specialist will have by the end of their studies (Gagin & Dmitriyev, 2000). "...Students that are being trained now, will become specialists and professionals in the fields that do not exist yet, using equipment that do not exist yet either, and resolving issues that 'future brings us'. In this case we can no longer stick to the obsolete traditions where all education development programmes are based on the old 'knowledge, skills and aptitudes standards' (Gagin & Dmitriyev, 2000).

As the result, there is an objective need in the introduction of new approaches to the preparation of specialists in various fields of expertise, that will help develop meta-disciplinary knowledge (Dmitriyev, 2011b; Burkhanova & Dmitriyev, 2016; Yadrishnikov et al., 2018). "Universalization of specialists' knowledge and activities is based upon the combination of research method (research education) and professional-pedagogical functions of higher education (educational research). Education

must be excessive as the complex of meta-disciplinary knowledge and skills (problem solving skills, creative thinking and acting, eagerness to study) is more important than the discipline-based knowledge" (Dmitriyev, 2011a).

Let us consider the levels of professional and personal knowledge and research skills that are conceptualized, acquired and developed by the students during their professional preparation.

Level I. Discipline-based knowledge is the data acquired by a student in the process of studying, such as knowledge, skills, competences, creative and research experiences, values typical for the field in question. Using this knowledge a student fulfils certain operations based on the reproduction principle.

Level II. Inter-disciplinary knowledge are education models that define cognitive, reflexive and constructive functions of professional activity. At this level, complex generalizations and reflection of the reality in its many interrelations and interconnections take place.

Level III. Super-disciplinary knowledge is acquired in the process of generalizing types of activities based on the student's disciplinary and inter-disciplinary knowledge and is needed for the theoretically grounded organization of a person as well as for the development of a complex of professional and personal positions (Dmitriyev, et al., 2014c; Neverkovich, 2014; Neverkovich, Dmitriyev & Bystritskaya, 2011).

Level IV. Meta-disciplinary knowledge has to do with problem-based thinking, global thinking, critical thinking, constructive thinking. It is acquired in the process of conceptualizing systems of the fundamental scientific notions which helps the student form holistic world view. This knowledge is aimed at understanding one's own actions, thoughts, thinking processes (Dmitriyev, 2013a; Neverkovich, 2014; Dmitriyev, Bystritskaya & Neverkovich, 2013a).

Level V. Meta-knowledge as the superior form of mental activity only appears if the student self-identifies as a research subject, or a researcher, analyzing data on their own functioning and peculiarities of their thinking and acting processes. (Burkhanova, 2015)

The analysis of literature (Rozin, 2000; Burkhanova et al., 2017) and the authors' own pedagogical experience lead to the conclusion that modern physical culture specialists do not have due level of skills and stay around levels I or II of professional and personal knowledge and professional skills development.

The abovementioned peculiarities shall be mentioned in the content objectives and technologies of a PE specialist's professional activity (Dmitriyev, 2013a; Kochetova, Gutsu & Demeneva, 2017). Otherwise, the said activity's efficiency decreases due to a range of problems revealed in the present article. Defining such problems can help in the organization of PE specialists' research training and additional training.

### **Methodological Framework**

The following theoretical, methodological and practical contradictions became the reason for the present research that is aimed at forming a new image of a PE specialist which is a 'researcher specialist'.

1 - between society's need in the preparation of high qualification PE specialists (Balsevich, Popov & Sannikova, 2004; Neverkovich, 2014; Neverkovich et al., 2011) with research skills, from the one hand, and the poor realization of the said need, from the other;

2 - between society's need in the specialists capable of effectively resolving professional research issues with the use of scientific instruments and the low level of preparation of such specialists in the modern specialist preparation system (Bystritskaya & Burkhanova, 2015; Dmitriyev et al., 2014a,b);

3 - between the modern PE specialists' high motivation to work effectively and the existence of multiple barriers that demotivate them. (e.g. significant academic load, additional employment, big volume of paperwork, reproductive type of activity) (Ivanova et al., 2017).

In order to reveal the problems in PE specialists' work that are connected to the development of research skills, the following monitoring complex was made and applied, based on the principles of the need and sufficiency, mobility and target orientation taking into consideration the subjects of the professional activity. The said complex includes: survey method (questionnaire) with scale and range-type analyses, criteria-based observation and a standard questionnaire for a subject's characterization.

The hypothesis of the present research is an assumption that emphasizing the formation of research skills in future PE specialists in the education process will not only allow them to resolve research-based problems using the knowledge 'obtained during studies' but also produce new rational solutions to professional challenges.

**Results**

The authors singled out a few problems connected to the future and existing PE specialists' professional activity. It turned out that some of them had already been realized by the specialists and mentioned during the monitoring. The other were not even considered as barriers that might decrease work efficiency. In particular, we used a questionnaire that allows to evaluate the future PE specialists' attitude to research and its place in their professional activity. The results of the survey are as follows (See Table 1 and Figure 1):

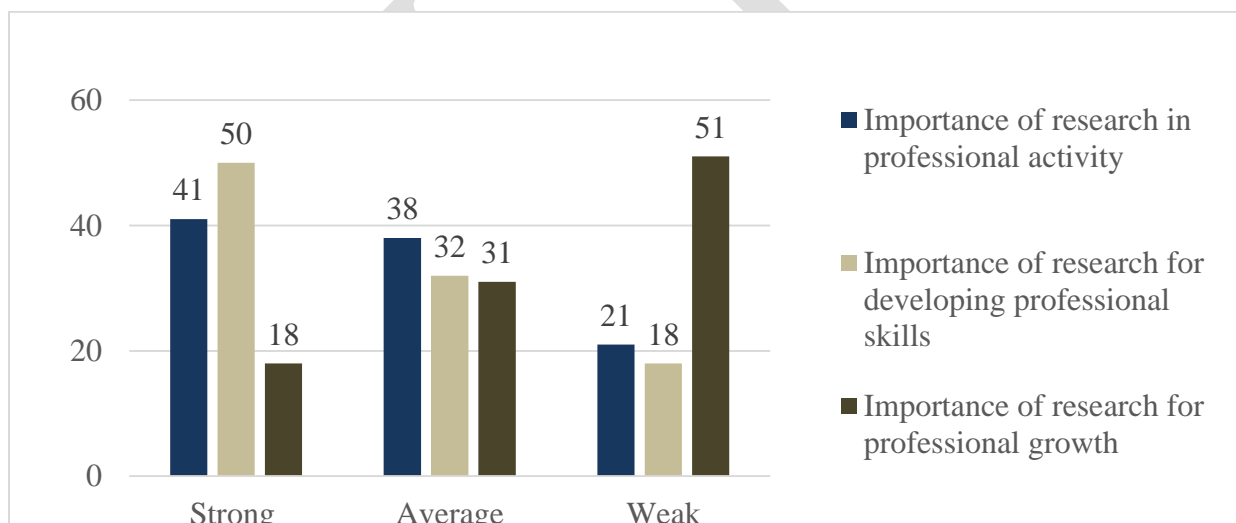


Figure 1. Future PE specialists' survey results

The obtained results prove that the majority of future PE specialists highly value the research in the process of higher education studies. But then, the further importance of this component begins to fall due to certain lack of understanding of its value in professional activity.

The next stage of the research is learning the existing PE specialists' attitude to research in their professional activity (Figure 2)



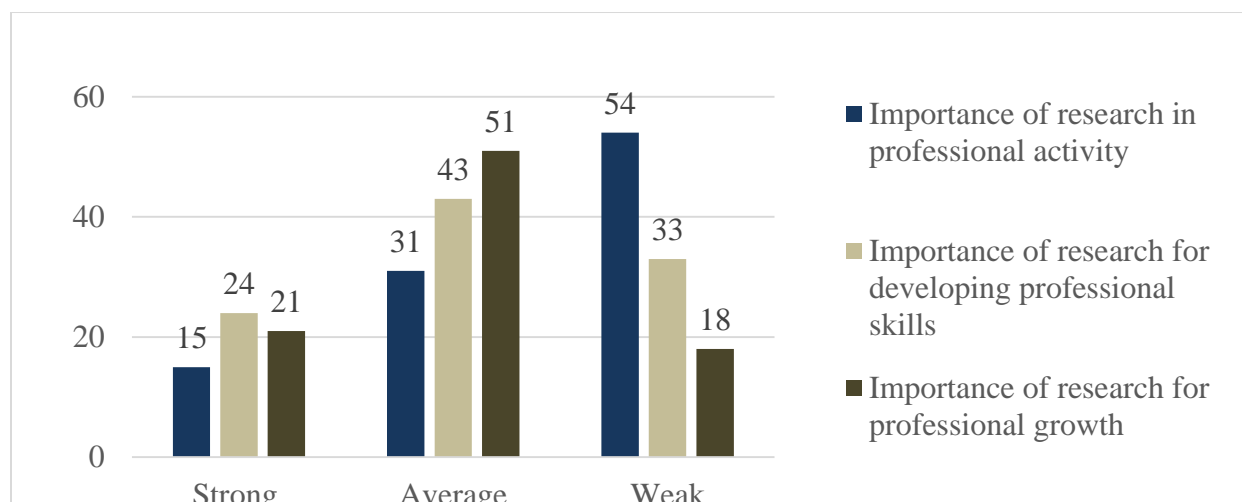


Figure 2. Existing PE specialists' survey results (%)

The analysis of the abovementioned results demonstrates that in the course of time the importance of research decreases for the existing PE specialists that is only logical as employers tend to underestimate its role.

The said analysis shows that both future and existing specialists give low to medium importance to research.

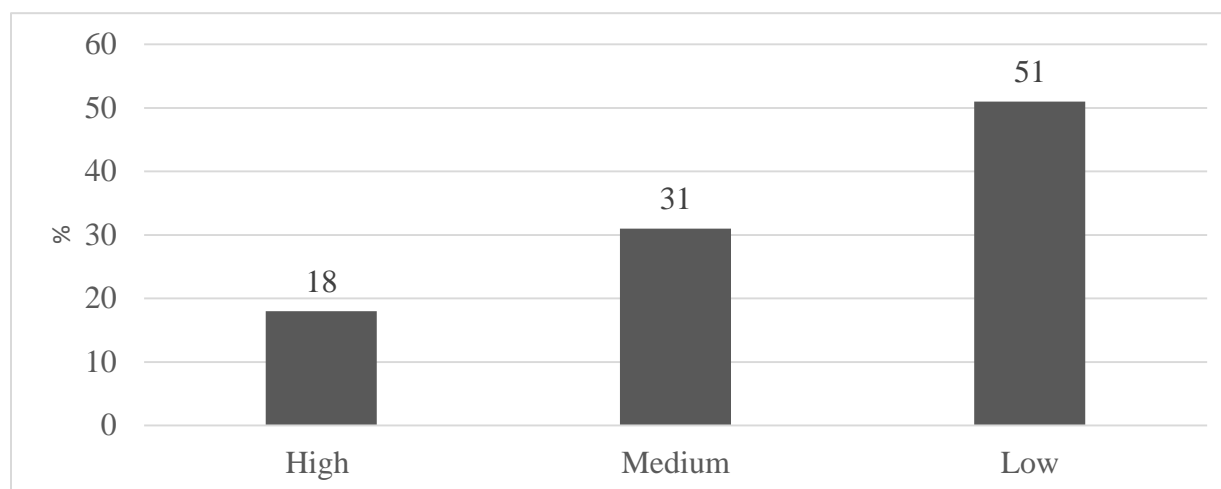
The following stage of the present study is finding out if the participants of the survey have self-development and self-education abilities in order to understand if further work on increasing the importance of research in professional activity for PE specialists is possible and reasonable.

A special method was used, the participants were offered a questionnaire 'Evaluation of the abilities for self-development and self-education'. Its objective was to evaluate the abilities to self-develop and self-educate. The results are as follows: 16% of the participants showed high abilities (44-54 points); 31% had medium abilities (35-43 points); while 51% of the respondents revealed low abilities (less than 35 points).

The obtained results prove that the majority of the participants evaluate their abilities for self-development and self-education as low that can be connected, in our opinion, to their lack of motivation for doing research.

Table 1. Self-development and self-education abilities indexes

High		Medium		Low	
n	%	n	%	n	%
16	18	28	31	46	51



**Figure 3.** Self-development and self-education abilities indexes (%)

In conclusion, we should point out that the creative character of the pedagogic activity determines a teacher's particular way of thinking characterized by the novelty and significance of its results and causes a complex fusion of all the teacher's mental spheres (cognitive, emotional, volitional, motivational). One of its most important components is a well-developed need to create, implemented in various abilities and their realization. The following traits are typical of a creative person: risk readiness, independent judgment, impulsiveness, 'cognitive' meticulousness, critical judgment, originality, creative imagination and thinking, etc.

### Discussions

The research done does not contradict the results obtained by other authors that considered different aspects of a future PE specialist's professional activity. For example, analyzing the development of research skills, the scientists indicate that this process will create new pedagogical problems:

- increasing the number of credits for research skills development;
- using new forms of the education process organization including working experiences in scientific laboratories, etc;
- developing stable motivation for research in future specialists;
- increasing significance of research for professional growth and, as the result, involving as many people as possible into this field;
- elaborating educational research system.

Some authors underline the importance of that final point in specialist preparation. For example, S.V. Dmitriyev et al., 2014c) expresses the following idea, "The technology of educational research is conceptual (as it is developed for a group of target situations based on one theory or another) and constructive (as it constructs an action based on orientating, world view and generating actors) in its functions. An athlete's synthesizing activity is known to be based on the didactic processing of knowledge and projective-semantic associations. The didactic processing shall include seven main methods such as analysis, synthesis, deduction, induction, transduction (reasoning from specific cases to general cases), explication (substituting empiric knowledge by a more precise scientific concept), reduction of sport mechanisms" (Dmitriyev, 2014 a).

In order to increase the efficiency of future PE specialists' preparation, the following solutions are suggested: a) creating favorable conditions for the development of research skills in future PE specialists; b) teaching future PE specialists some basic skills of organizing *standard* research; c) ensuring creative approach to research to develop future PE specialists's skills in modeling non-standard solutions to research issues; d) ensuring that students should self-identify as doers of research, i.e. *I-researcher* concept.

### Conclusion

The authors defined the main problems of a PE specialist's research organization which include:

- low motivation for doing research;
- decrease in the research importance in the course of professional development;
- no connection between research and career growth which also decreases specialists' motivation for doing research.

These problems negatively affect a PE specialist's professional development.

However, they are not related to the peculiarities of a certain educational institution but rather to the fact that students cannot adequately perceive themselves as teachers. That is, it will be reasonable to pay more attention to future teachers' self-actualization.

The focus of the study was also determined by certain problems concerning the development of future PE specialists' research skills that can help find various solutions to both standard and non-standard issues. This approach agrees with the position of other scientists. For example, S.V Dmitriyev (2007) thinks that "to implement *search for ideas* and *logic of discovery* technologies in the education system, one should see to it that the student can perceive the subject matter not as the *world of the known* but as an unknown area, the *world of problems*. The author shows that the integrity of a PE student's thesaurus system is based on a paradigmatically organized language of a researcher (*Methodological fearlessness* (Dmitriyev, 2007), projective language (Prokhorova & Semchenko, 2018) of a methodologist, and body-oriented language (that lies in the basis of motor skills) of an athlete (Dmitriyev, 2009)".

### Recommendations

The discovered problems of PE specialists characterized by different length of service, qualification, and even age clearly demonstrated the need to improve the bachelor and master degree education systems as well as additional vocational training. Changes made to the system in view of the abovementioned issues shall boost PE students' personal and professional potential to help them adapt to the work in educational institutions of various types. That is, knowing the problems singled out by the authors and their possible solutions can allow increasing the efficiency of both PE specialists' preparation and work. This knowledge can be used by university teachers. This information is also useful for teachers of further education courses that have to rearrange the content of their class activity depending on the changes in the teaching conditions. These same problems in their subjective representation can be helpful for organizing workshops and professional trainings in the framework of PE teachers' methodology associations, or discussed at pedagogical seminars. It should be also considered when it comes to elaborating new education standards and programmes.

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## Where Inspiration Generates Art: a Critical Analysis of Shafer's "Amadeus"

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### Abstract

This research paper is mainly concerned with the dialectic of art and theology with reference to Peter Shaffer's play "Amadeus". It delineates comparing divine and artistic creativity as a vital segment of the Greek theology and philosophy of art, and the Christian religious believes. The divine forces of the antiquated Greek pantheon are divided into different classifications. In their theology, art and many other concepts of life are not man-made; humans are nothing but tools of several gods, and those gods inspire them to present their arts through these tools and in several forms. Christians think about God and artist in a like manner discourse postulating that God resembles an artist who utilizes his creative energy and makes a universe of rich differing qualities, hence, they likewise do as such in their more scholarly and philosophical compositions.

**Keywords:** Muses, Theology, Biblical inspiration, Peter Shaffer, Amadeus Mozart

### 1. Introduction

The quest for inspiration is central to the classical Greek thought and writing. Literature, theology and philosophy draw heavily on the divine unseen powers which nourish the intuitive talented individual with the milk of inspiration. Still, the notion of inspiration is dealt with differently within different historical and epistemic frameworks. As a notion inspiration is "the urge that acts a poet to work and the devotion that keeps him at it" (Preminger, 1974: 396-7). So far the origin of inspiration is concerns, there are two theories. The first theory is that inspiration comes from outside the poet; the second, that it comes from within him (ibid). Though they are distinct in their parameters, the Greek and the Christian world views hinge over the first perception that the poet is inspired by divine powers.

Having insight into the process of poetic inspiration, the Greek and the Christian worldviews stress upon the divinity of poetic creation. This worldview is encoded into Shafer's "Amadeus". In their theology, art and many other concepts of life are not man-made; humans are nothing but tools of several gods, and those gods inspire them to present their arts through these tools and in several forms. Christians think about God and artist in a like manner discourse postulating that God resembles an artist who utilizes his creative energy and makes a universe of rich differing qualities, hence, they likewise do as such in their more scholarly and philosophical compositions.

The study aims at unraveling Shaffer's "Amadeus" as a literary work of art. It construes two poles: the Greek and the Christian poles. The study proceeds with the hypothesis that divine forces shape the artist's craftsmanship. It is divided into two parts. The first part is devoted to the process of artistic inspiration by theological aspects related to the Greek religious beliefs, on one hand, and the Christian religious beliefs, on the other hand. Inspiration can motivate individuals to complete accomplishments of imaginative splendor, to imagine altogether better approaches for seeing the world and to make stunning masterpieces, writing or music. In the domain of inspiration, one thing is sure for the Greeks, i.e. Muses have an extensive part to play, a divine power which they injected it into the individual's mind. This notion is central to Peter Shaffer's play "Amadeus" which is followed by this research paper.

The second part, the study will analyze Peter Shaffer's play "Amadeus" in its theological context to prove that the inventive individual was picked "to do God's work". The Muses for the Greeks, Jesus Christ for the Christians or God himself were the inventive ones who were picking a man as an instrument to satisfy their work. In that way the obligations regarding the imaginative person's work lay upon the

muses or God and not on the individual who was acting latently. The artists fulfilled just what they were advised to do and couldn't be reprimanded or applauded for their original thoughts and musings. Due to its course of analysis, the paper will demonstrate some instances of 'divine inspiration'. It, furthermore, will prove that artists' great ideas that might issue from God or goddesses could ultimately be seen as true. The study is rounded up with concluding remarks elicited from the critical analysis.

## 2.The Process of Poetic Inspiration in Greek Paganism and Christian Doctrine

### 1.2.Inspiration and the Greek Pagan Vision

The notion of inspiration becomes central the classical theory of art. One brief dialogue, *Ion*, is wholly devoted to a discussion of inspiration. Plato ( cited in Preminger, *ibid*) believes that ' as iron filings become magnetized through the power of the magnet, so the poet is inspired through divine power, and that that power is conveyed by him to those who recite poetry.' Here and elsewhere, the poet has just become the trumpet of gods and goddesses to scatter the visions and visionary views by and through the craftsmanship of the poet. Moreover, In Phaedrus, the Greek philosopher ( Plato, 197:245) thinks that no way to compose poetry except the way of the *madness of the Muses*: " If a man comes to the door of poetry untouched by the madness of Muses, believing that technique alone will make him a good poet, he and his sane composition never reach perfection." Simply put it, perfection is in insanity. As indicated by Plato through Socrates, when the inspiration and motivation of the muses grabs hold of the delicate and virgin soul, it rouses him to compose and convey what needs be through verse(*ibid*). In *Phaedrus*, Socrates says that the crazy person means the artist will constantly out-compose the conscientious and honest versifier by a divine power, and this process of inspiration can be happened with all the various types of art and artists. In fact, such claims create in the recipient that the common Greeks as well as the philosophers believed in the existence of hidden and divine forces belonging to the multiple gods and that divine power actually played the main role in the procedure of creating art works (*ibid*). But a question may come to one's mind: "Does the creation of art works relate to a given group's culture?

The gods and heroes of classical antiquity are part of the all nations' culture. Many of them function as sources of creative inspiration for composers, poets, artists, novelists, designers and filmmakers. One of the difficulties shared crosswise over cultures and beliefs is the impalpable, inexpressible nature of the divine power. For the Greeks, the need to experience god was not bound to limits. Greek divine beings were wherever on coins, jewels, drinking vessels, domestic wall paintings. Notwithstanding when they were not there, their energy could be felt in the portrayal of the individuals who had felt their energy before in a process of inspiration. They were as inescapable as they were all observing. The Greeks perceived not one otherworldly power, but rather numerous heavenly forces, numerous divine beings and different creatures ready to exercise some kind of extraordinary impact. Recognizing this impact means communing with these creatures, and to do that, the Greeks needed to realize what they resembled, and where to discover them. Envisioning extraordinary powers and making spaces for them is both precondition and result of religious considering (Keeble, 2009:63). The questions here are what is this divine power? And who leads it? Who are the Muses?

To begin with the muses as showed in records by Pausanias, the historian and peripatetic Greek geographer of the second century AD, there were at first three mountain goddess muses. Pausanias' Portrayals of Greece took after early Baedeker helpers and it is in the ninth of his ten books that we get some answers concerning the three muses. Pausanias recorded that Ephialtes and Otos were the principal men to give and sacrifice to the Muses on the mountain Helikon, and to declare this mountain as blessed and holy to the Muses (1886:193). He proceeds to express that, according to Hegesinous, the writer who is pre- dated Pausanias, a home called Askre was set up at the foot of Mount Helicon by the children of Aloeus and by Oioklos, who was parented by Askre and Poseidon. The offspring of Aloeus assumed that there were only three muses called Aoide (melody), Melete (study or practice) and Mneme (memory).

Forster (2007:19) mentioned that the more famously known and regular belief of the muses from this Period is that there were nine of them, and Pausanias clears up that Pieros of Macedon set up and named them at Thespias. This number nine is resounded in the Theology of Greeks by Hesiod who lived much sooner than Pausanias, around 700 BC, and inside sight of Mount Helicon in Boeotia.

As Forster (2007:20) points out that Hesiod acted as a shepherd on his dad's region and expressed that it was while he was out in the fields one day, tending his sheep that he was gone to by the muses. The muses had given a mace tree (sceptre of laurel) and ordered him to wind up noticeably an artist. To be specific, they instructed him to be a poet. Actually to conjure the muses toward the start of any aesthetic and artistic attempt rapidly turned into a tradition and one which gone on for a long time. As Hesiod's long poem, *Theology*, initiates with an ordinary psalm to pay tribute to the muses which keeps going an aggregate of 104 lines and starts, "From the Muses of Helicon, let us begin our singing, that haunt Helicon's great and holy mountain, and dance on their soft feet round the violet-dark spring and the alter of the mighty son of Kronos" (Hesiod, 1988, lines 1-3).

Hesiod states that the muses were of one mind, one identity, favored with brilliant performing voices that they were singing, and that they would sing, celebrate, dance and move close-by the sacred Mount Helicon. He incorporates they were in like manner regarded with that kind of qualities underneath, which possibly begins to clear up why the muses constantly have been and still are such elusive creatures. In portraying themselves, the muses say: "We know to tell many lies that sound like truth, but we know to sing reality when we will" (ibid: lines 27-28).

In later records, the nine muses were accepted to impact their own particular individual domain of expressions, humanities or science. These domains changed, contingent upon the designs of different circumstances, yet the muses constantly kept a nearby dependability with the art, education, humanities, creativity, and sciences. The most generally detailed arrangements of muses and their domain of inspiration which is specialized in is as follows: Melpomene specializing with the inspiration of Tragedy, Erato with Erotic poetry, Calliope with Epic poetry, Thalia with Comedy and bucolic poetry, Terpsichore with Dance, Euterpe with Music and lyric poetry, Polyhymnia with Sacred lyrics, rhetoric, and geometry, Urania with astronomy and astrology, and finally Clio with History.

These later nine muses, which are female goddesses, were the posterity of the god Zeus and the goddess Mnemosyne, a name which deciphers as memory and which has its underlying foundations in the word for 'moon'. This fertile goddess was little girl to the considerable goddess Gaia (Earth) and the god Ouranos (Heaven) and, for those that revered the muses, it was and still viewed as of extraordinary noteworthiness that the muses were from such a primal, natural parentage, which belong to the great Goddess of Greeks (Graves,1997:20). At the point when the inspiration of the muses was summoned by Greek specialists, writers or thinkers they would, as a result, be calling upon both the world's memory and their ability to utilize their creative energy to educate their work or arrangement.

As regards his views on the muses and inspiration, Plato has expressed the process in another dialogue called *Ion*. In his *Ion* and again by the way of his trusted character Socrates, Plato stated that for the artist is a light and winged and sacred thing, and there is no innovation in him until he has been motivated by a power of inspiration and is out of his senses, and the intellect is no longer in him. He even portrayed the artists in general and the poets in particular as seers and prophets (Graham, 1925:1). Here, Socrates clarifies that the muses has energy like a magnet which holding three iron rings. First, the muses acting as a magnet that by the power they have inspiring the poet, when the poet is resampling the first iron ring drops all reason for the intoxicating state of motivation. Then, the artist draws his audience of onlookers with the divine power, which originally controlling the artist himself. Here the audience being the third iron ring, where the rhapsode is the second one, and he is the man who reciting the poems (Edward, 1910:1).



In fact, the Greek history depicts for us that Plato was an idealist. He believes that ideas alone are true and real and the earthly things-beauty, goodness, justice are mere types or copies of the ideal beauty, goodness, etc., which exist in heaven. He regards imitation as mere mimesis or representation of these ideal forms and not expression which is creative. In the Book X of the Republic he provides a reasoned and elaborate statement of his views on imitation. Plato argues that if true reality consists of the ideas of things, of which individual objects are but reflections or imitations, then anyone who imitates those individual objects is imitating an imitation, and so producing something which is still further removed from ultimate reality which originally created by the first and eternal source, that is god.

It is significant to mention here that Plato builds up this contention first with reference to the painter, and that he takes a basic illustrative perspective of painting. Here the point is clear enough representational painting is an imitation of a specific object, or a group of objects, and if reality lies not in individual objects but in general ideas or forms, then the painter is not doing anything particularly valuable-though by his creativity power, from the point of view of the philosopher, whose main interest is in apprehending reality, because in this sense the artist is also getting the inspiration from the objects whom existed by the various goddess. In this context, the artist is seen as inspiring but indirectly through the around objects of god. On the other hand, what he is doing is not necessarily vicious. Just as the painter, the artist only imitates what he sees and does not know how to make or to use what he sees (he could paint a bed, but not make one), so the artist imitates reality without necessarily understanding it or how he is getting the inspiration to imitate even.

However, the philosophy of artistic inspiration for the Greeks is not limited to a particular type of art, but it is almost universal as taking into consideration all the types of arts. The nine goddess, muses are competent in different arts and not just poetry, for instance, Thalia was specialized in inspiring Dance, Euterpe was for Music and lyrics. The musical inspiration takes an essential part in Greek philosophy and theology. The Greeks clearly believe in the existence of the goddess whose specialization is the musical inspiration.

Proclus Lycaeus (411 CE - 485 CE), was the most legitimate scholar generally relic and assumed a critical part in the transmission of Platonic rationality from ancient times to the Middle Ages. Music is mentioned and defined by him as the musical inspiration that originates from Apollo, the god of music according to the Greeks theology and the Muses as well (Proclus, 1985:40). That is why, it is called the inspired and divine music. As indicated by the Greeks religious philosophy and theology, music animates and puts the spirit in movement towards a divine inspiration. Marsilio Ficino who espoused the Platonic philosophy during the fifteenth century also developed his own philosophy on the inspiration for which he coined the phrase "divine frenzy" one which was much indebted to Plato's dialogues on the muses and the holy insanity that he stayed chaste throughout his life. Yet, in the eyes of his contemporaries and patrons, Ficino had divine frenzy aplenty. He was an accomplished musician as well as being an intellectual, doctor and a priest by 1473,. After he played his Orphic lyre one time to the Bishop Campano, the Bishop wrote of his performance that it was "as if curly headed Apollo took up the lyre of Marsilio and fell victim to his own song. Frenzy arises, His eyes catch fire.... and he discovers music which he never learnt".

Pausanias in his "*Descriptions of Greece*" (1886:61) stated that Socrates, the night before Plato was going to be his pupil, dreamed that a swan flew into his bosom. Now the swan is a bird that has a fame for music, for they say that Cycnus, king of the Ligyans across the Eridanus in Celtic territory, was fond of music, and when he died was at Apollo's desire changed into a bird.

In this way, the poet, musician, rhapsode, Pinter, and all the other artists are possessed with the power of the several gods of the Greeks. In their theology, the Greeks believe in the artistic inspiration that works on letting the artists produce a very beautiful variety of arts by using all deferent styles and motives of

the aesthetic images such as colures, tones, words, thoughts etc. all that comes to his mind by the divine power of the diverse gods.

Moreover, in the Greeks theology and philosophy, the artists are, "divinely inspired". It means that they do not create art as craft, but by virtue of some impulse of a mysterious, non-rational kind, coming from some supernatural source, outside their own personality. They articulate with no sense what the Muse incites them to state; like fountains, they permit to stream out uninhibitedly what comes to it. Henceforth their professions are problematic and indeterminate. The motivation may stop at any minute. There may be some truth in them, for they are supernaturally inspired; yet such fractional defective truths must be precisely analyzed. Such truths can be no substitute for knowledge based on reason. Moreover, their meaning is not always clear. They are often full of obscurities and contradictions.

**"...If a man comes to the door of poetry untouched by the madness of the Muses, believing that technique alone will make him a good poet, he and his sane compositions never reach perfection"** (Plato, 1973: line 245).

Plato, a famous Greek philosopher, scholar, author and mathematician who was alive and philosophizing from c.427 c.347 BC, made his own intellectual temple to the muses in the grove Academus, where he held his courses. Plato's philosophical works appeared as dialogues: discussions between his respectable scholarly mouthpiece, Socrates, the more seasoned rationalist to whom the more youthful and more naive Plato had once tuned in, and a clueless second member in the dialogues who frequently gave the counterpoint to Socrates. In the above quotation Plato in one of his more mature and develop dialogues, the "Phaedrus" lets Socrates to suggest that he and Phaedrus ought to sit on a verdant grassy glade by a winding stream inside earshot of the melodic cicadas to proceed with their discourse.

Art is the gift of Muses to poets. According to Julia Forster (2007:24), Socrates' perspective is that the genuine admirer of the muses is not the poet however the philosopher and he mentioned the four distinct sorts of the divine madness. As Socrates would like to think, the third kind of possession is by none other than the muses, the goddess of inspiration. As indicated by Plato through Socrates, when the inspiration and motivation of the muses grabs hold of the delicate and virgin soul, it rouses him to compose and convey what needs be through verse. In the previous beautiful vertebra of Plato's *Phaedrus*, which should warm the cockles of every single crazed minstrel out there, Socrates says that the crazy person, means the artist will constantly out-compose the conscientious and honest versifier by a divine power, and this process of inspiration can be happened with all the various types of art and artists. In fact, such claims create in the recipient that the common Greeks as well as the philosophers believed in the existence of hidden and divine forces belonging to the multiple gods and that divine power actually played the main role in the procedure of creating artworks.

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for they say that Cycnus, king of the Ligyans across the Eridanus in Celtic territory, was fond of music, and when he died was at Apollo's desire changed into a bird. In this way, the poet, musician, rhapsode, Pinter, and all the other artists are possessed with the power of the several gods of the Greeks. In their theology, the Greeks believe in the artistic inspiration that works on letting the artists produce a very beautiful variety of arts by using all deferent styles and motives of the aesthetic images such as colures, tones, words, thoughts etc. all that comes to his mind by the divine power of the diverse gods. Moreover, in the Greeks theology and philosophy, the artists are, "divinely inspired". It means that they do not create art as craft, but by virtue of some impulse of a mysterious, non-rational kind, coming from some supernatural source, outside their own personality. They articulate with no sense what the Muse incites them to state; like fountains, they permit to stream out uninhibitedly what comes to it. Henceforth their professions are problematic and indeterminate. The motivation may stop at any minute. There may be some truth in them, for they are supernaturally inspired; yet such fractional defective truths must be precisely analyzed. Such truths can be no substitute for knowledge based on reason. Moreover, their meaning is not always clear. They are often full of obscurities and contradictions.

## 2.2. Inspiration and the Christian Doctrine

The distinctive difference between the Greek paganism and the Christian faith is, in fact, the difference between two philosophical worldviews. The Greek pagan worldview stresses the concept of plurality of gods; the Christian worldview stresses the Oneness of God. Still, divinity is the source of artistic creation. For the Christian doctrine, "inspiration was an influence of the Holy Spirit on the minds of certain select men, which rendered them the organs of God for the infallible communication of His mind and will. They were in such a sense the organs of God, that what they said God said." C Hodge, Systematic Theology, cited by Placher & Nelson (2017:137).

Art is the capacity for self-exploration that allows a person to express himself and his surroundings in a visual, auditory or dynamic manner. It can be used to translate the feelings and conflicts that are inherited, not necessarily as an expression of his need for requirements in life; therefore, some scholars think of the art as one of the necessities of life. However, in terms of Christian philosophical and theological ranges, art was comprehended as a cosmic principle, whereby the divine powers, shows itself in the realm of made things. By forcing request and excellence upon substance, works in impersonation and how God makes the magnificence and request of the world, of how God shapes the request of the creation from the divine intellect as indicated by the infinite conceivable outcomes that legitimately have a place with it, and so along these lines culminate its appearance.

To start with Christianity, it's better to think of what Christians believe about the inspiration religiously. On a large scale, the Christian believed in the "Biblical Inspiration" which according to their theology means that the writers and editors of the Bible were driven or affected by "Holy Spirit" with the outcome that their works might be assigned in some sense the expression of God (Williams,1990:307). The scripture contains numerous entries in which the writers guarantee divine motivation for their message or report the impacts of such motivation on others. Other than the immediate records of composed disclosure, for example, Moses getting the Ten Instructions, or the Ten Commandments, the Prophets of the Old Testament every now and again asserted that their message was of celestial beginning by introducing the disclosure utilizing the accompanying expression: "Thus says the Lord"(Coffey, 2005:87).

In the New Testament Peter the Apostle in his Second Epistle of the Holy Bible claims that no prediction of Sacred writing was ever created by the will of man, however, men talked from God as they were conveyed along by the Holy Spirit (2011:1114). Additionally, he infers that Paul's compositions are divinely inspired as he composes a similar path in every one of his letters, talking in them of these issues. His letters contain a few things that are difficult to comprehend, which unmindful and flimsy individuals twist, as they do alternate Sacred texts, to their own annihilation (Ibid:1116).

In fact, the case of the divine inspiration and its relationship to the Bible and the Christians can be discussed through three different opinions (Lea, & Griffin, 1992:41). The headlines of these three views are Dynamic divine inspiration, Dictation theory, and Verbal plenary inspiration. In case of the "Dictation Theory" God managed the books of the Bible word by word as though the scriptural writers were directing machines, when for the "Dynamic inspiration" the contemplations contained in the Bible are enlivened, however the words utilized were left to the individual authors. According to A. C. Myers (1987:98) the "Verbal plenary inspiration" view on the Biblical inspiration gives a more prominent part to the human essayists of the Bible, while keeping up a conviction that God saved the honesty of the expressions of the Bible. The impact of motivation was to move the writers in order to create the words God wanted (Lea, & Griffin, 1992:43). In this view, the authors' "individual foundations, individual characteristics, and scholarly styles were genuinely theirs, yet had been fortunately arranged by God for use as his instrument in delivering Scripture.

It is important to point out that the focus of divine inspiration in the Christian religion was not restricted to the Bible, but the influence of God extends to all the arts in general and literature in particular. These views are not just claims, but facts set in many books and sources of the history of the Christian literature, dating back to the first literary works that have reached us through the literary historians ranging even from the first century to tell our time. Literally, there are many poets and writers who have written their stories about the Divine Inspiration, and the experiences they have experienced themselves, and others have expressed their views of this complex and puzzling process. "Odes of Solomon", and the Anglo-Saxon poet Caedmon and its relation to the artistic inspiration are undeniable evidence.

If we examine the traditions of Christianity and their customs in worshipping we can see that they always sing with love to the Holy Spirit in beautifully composed psalms and hymns, as a kind of spiritual process that shows their sanctification to the Lord. Some of those hymns were recollected in the congregation for quite a long time and some were incorporated into the New Testament Literature. One of the most ancient surviving accumulations of hallowed songs that sung in the early places of worship, is a collection famously known as the "Odes of Solomon". There are numerous signs that this collection was compose in the first or second century AD. As a matter of fact, "Odes of Solomon" consists of forty-two religious hymns, yet, Ode Two and a part of ode three in the accumulation are presently lost. These hymns may have originally written in Syria. Their origin credited to Solomon, and this is even not clarified anywhere and may have been ascribed to him since he was outstanding for astuteness lessons (Harris and Mingana, 1920:2). The themes of these hymns are varied, but they are all sail in the Christian religious beliefs, for instance, inspiration, crucifixion, resurrection, pabtism, and so on.

Dealing with the theme of the inspiration, the Odist of the "Odes of Solomon" has pointed out in several places that he was a person inspired by the Holy Spirit. The Odist could extrapolate to the readers the idea that these hymns had been written through a source that had inspired and helped him, and that source was nothing but the Holy Spirit. For instance, in the Ode Thirty-eight, the Odist portrays himself as a plant that has been planted deep in somewhere. And that plant is constantly watered by the Lord to mature and thrive (Rendel and Harris,1911:135). But that was not all about the inspiration. In Ode six, the Odist states:

"As the wind glides through the harp

And the strings speak,

So the Spirit of the Lord speaks through my members,

And I speak through His love." (Ibid:96).

Here, we see that the Odist indicates unmistakably how cognizant he is of being the mouthpiece of the Spirit. The Spirit wrecks what is outsider thus everything that the Odist talks originate from the Lord. The

Lord is portrayed as sharp that what had been given to adherents through His effortlessness ought to be known. There is no doubt that these verses show how God uses the artists as tools, and this is how what they are claiming themselves. The Lord's affection has evoked the Odist's adoration and workmanship. Aware of the Lord's earlier love which sustains his heart, the Odist sings forward acclaim by forming psalms. He shouts out in Ode sixteen:

"I will open my mouth,  
And His Spirit will speak through me,  
The glory of the Lord and His beauty,  
The work of His hands,  
And the labours of His fingers,  
For the multitude of His mercies  
And the strength of His Word" (Ibid:111).

Creation and nature are the topics of the Odist motivated by the Spirit of the Lord, and creation possesses the focal point of the psalm in this Ode. A series of rhetorical questions pose the question of inspiration, for the theme far outstrips our human capabilities. Subsequently, we may state that the Odes set up the connection between the Odist's work and the motivation of the Holy Spirit, with Ode 42 discussing the risen Christ's motivation. The proof reviewed leaves no uncertainty at all. By perusing every one of the odes, we can assume that the Odist trusted himself to be the vehicle of the Holy Spirit, which inspired him to structure these Odes. The dialect utilized - the trip to heaven, the harp, floods of water streaming forward to revive others, shows the feeling of happy experience, of perfect motivation, bringing about the composition of the Odes.

In the Venerable Bede's record of the most punctual known Anglo-Saxon writer Caedmon, we are informed that Caedmon was an unlettered herder who was not able to partake at night stimulation of his colleagues since he could not sing. At night, after he had left a gathering early due to his shame and sadness, the Holy Spirit came to him in a dream and instructed him to sing of creation, and the outcome is Caedmon's song, a short sonnet about God's formation of the world for men, the most wonderful thing about which is its convoluted verbal and metrical structure, which came out from unlettered man. From that point, Caedmon was known to have a gift for writing poetry. His later lyrics were clearly delivered by the educated priests of the cloister retelling to him stories from the Bible which it was said to have bitten over like a cow biting the cud and to have repeated in poetical dialect with awesome sweetness (Wrenn, 1946:286). It seems clearly that Caedmon received the divine inspiration from a powerful supernatural source to have the ability to compose poetry in a perfect way. In his opinion, the craft of poetry had taken not through men nor instructed by a man: but rather he had gotten the endowment of tune uninhibitedly by divine guide (Alexander, 1983, p. 97). When he is asked where he got his thoughts from, the British comic virtuoso John Cleese remarks, that 'A little man in Swindon offers them to me yet I don't know where he gets them from!', while the author Tchaikovsky figured that it just went to those ready to ace their hesitance. Inspiration is a tricky thing. The writer Gerard Manley Hopkins portrayed the process of inspiration as a temperament of awesome, unusual actually, mental intensity, either lively or receptive. It seems that in all the gifts there is both a divine and human activities. On the one hand, each gift is a manifestation of the Holy Spirit; on the other hand, the gifts are expressed through human beings. The gifts are primarily distributions of the Holy Spirit, but the gifts operate in and through persons (Forster, 2007:13).

To sum up the Christian portion, it appears from these views that there is something in fact inspires the unknown author of the "Odes of Solomon", Caedmon, and all the artists. In terms of Christianity, all the

spiritual gifts, for any artist are understood in a divine aspect primarily. In that sense, all the gifts are supernatural" or extraordinary. This is the case for those seemingly ordinary as well as those seemingly extraordinary gifts. For example, "Odes of Solomon" is just as much a supernatural manifestation as the case of the poet Caedmon, and as the case with the Bible. All are extraordinary and basically supernatural. The artistic gifts of the Holy Spirit, accordingly, are not latent natural talents or trained abilities brought to heightened expression. The spiritual gifts are by no means more of what is already present, no matter how elevated. They are not simply an added spiritual injection that causes talents and abilities to function with greater effectiveness or transposes them to a higher level. They are gifts of the Spirit, the Holy Spirit.

Spenser remarks that art is not a craftsmanship, yet a divine gift, an awesome blessing and grand nature, not to be gotten by work and adapting, but rather enhanced with both; and filled the witte by a certain enthusiasm and celestial motivation. Shelley has a similar precept as a main priority when he articulates that, "Poetry redeems from decay the visitations of the divinity in man." Poetic vitality, as indicated by this view, is motivation or inspiration, long ago considered as a frantiness claiming the writer, and in more present day times as a celestial provoking of the sensible soul (Edward, 1910:2). Here we can claim that the Greek theological philosophers meet the philosophy of the Christian religion to agree that art is a divine dominion, and that the artist is the instrument of God led where He wishes.

Indeed, a divine inspiration of the Holy Spirit may occur with someone regardless of background, experience, or education, as with the case of Caedmon. The Spirit is free to use and often does use the uneducated and unpracticed- layman to bring about extraordinary results. Of course there is also *human activity* involved. The statement that "to each one is given the manifestation of the Spirit" (Lee,1999:31) signifies that a person, an individual, is the recipient of the Spirit's manifestation. Thus, in the operation of the gift, it is the human person, not the Holy Spirit, who acts. In this vein, when the Holy Spirit apportions a *charisma* such as a word of wisdom or knowledge, tongue or prophecy, it is a human being who speaks.

### 3. Peter Shaffer's "Amadeus"

To verify these views of inspiration to a literary text, this part of the study brings together specific applications of the theological artistic inspiration in relation to Peter Shaffer's play "Amadeus" which first performed on a stage in 1979. It will take at the ways in which his play shows the relationship between the artist and his god. Shaffer placed the case of the composer Mozart under the microscope in this work. Amadeus is multi-topics, but no previous studies have tackled the idea of artistic inspiration addressed by Shaffer through the internal conflict of Salieri against Mozart and how it would be response to the Greeks and Christian's theology which is the aim of this study. It is worth mentioning here is that the name of Mozart is "Wolfgang Amadeus Mozart". Shaffer gives the title "Amadeus" to his play for a specific purpose. According to Davey (2007:71) the name Amadeus originates from the Latin word signifying "love of God" or "Love God!" from the derived two components "Amare" (to love) and "Deus" (God), in other words Amadeus means the one who is in love with God.

In his article "Images of God: Artistic Inspiration and Pentecostal Theology (A Case Study)", John Harvey states that Evans translates his phenomenal creativity not as indicated by a natural hypothesis but rather with plan of action to the idea of theopoeustia, he trusted himself to be a channel for the immediate inspiration and empowering of God. In this sense, no instruction or foundational capacities are required. Harvey composes Painting to Evans as a gift, blessing that has been given not as a capacity to be made over some extend of time; however it is a completely developed and fully matured by God. (Felix(2015:86). Shaffer regularly manages theological issues in his plays. The crucial inquiry in Amadeus is that about the idea of God and the nature and riddle of the divine inspiration of the artists. The play investigates the competition between Antonio Salieri, the court composer for the Emperor of Austria in



the late eighteenth century and Wolfgang Amadeus Mozart. Shaffer wound up plainly inspired by the connection between the two musicians in the wake of finding out about Mozart's baffling demise to death. In this dramatic form of Mozart and Salieri and the portrait of their relationship, Shaffer investigates the riddle of inventive motivation, the divine power of the artists, the scan for other worldly existence, and the results of progress and disappointment. The story of this play is narrated from Salieri's point of view. Salieri tends as often as possible to speak to the audience directly, now and then in an aside, throughout the play to again support the comprehension of the attendances. This method has also helped readers of this play to understand the personality of Salieri and what is going on in his mind.

Salieri at the beginning of "Amadeus" speaks directly to the audience and reveals his overwhelming desire to get fame, not any fame but is the fame of music and to be a professional musician. He believes that music is a divine art. He has a wish to sing in love to God with other musicians at that time and this hope has lived inside him since his childhood. **"My own requirements were very different. [Pause] I wanted fame. Not to deceive you, I want to blaze like a comet across the firmament of Europe.... Music is God's art"** (Shaffer, 2001: 16). After these claims, Salieri takes us back to his childhood. He reveals that on one of his childhood days he had gone to a church with his father. His father was a man who disliked music and did not have any desire to celebrate his son as an artist by any stretch even if it was just by imagination. In the church, Salieri held an agreement with the Lord which is described as follows: **"Signore, let me be a composer! Grant me sufficient fame to enjoy it. In return, I will live with virtue. I will strive to better the lot of my fellows. And I will honor You with much music all the days of my life"** (ibid: 17). Is certain that since his Childhood Salieri had faith in the divine inspiration of the artists and arts, and that child had stood between the hands of God and requesting that he be an incredible composer and encompassed by distinction to appreciate and goes with extraordinary enthusiasm for what may convey him to the creative popularity by mastering the music. He has set a few conditions on himself in return consequently, in the event that he really turned into a well-known composer, he would sing through music with the adoration for God and he would without a doubt be a decent individual, and far from the terrible deeds. At the point when god reacted in response to him inspirationally, "go forward Antonio, serve me and humanity, and you will be honored". Salieri thanks him and guaranteed to be a decent servant the whole of his life (ibid).

The next day, a family companion abruptly showed up and took him to Vienna, where he mastered music and soon turned to be the court composer there. The narrator took as to the year 1781 when he was 31 years old and a very happy person because the agreement with the God had been accepted, and the Lord had done his part in the Convention. Things look good with Salieri who tells the time of the Mozart's appearance. Salieri was observing Mozart and describing him as a childish person, full of vices, and he has sexual orientation towards women. But when it comes to music things are different and Mozart seems fabulous:

**Dimly the music sounded from the salon above. Dimly the stars shone on the empty street. I was suddenly frightened. It seemed to me that I had heard a voice of God— and that issued from a creature whose won voice I heard— and it was the voice of an obscene child!** (Shaffer, 2001:28).

In terms of Plato's Ion, Mozart is like the rhapsode Ion and in the same sense he is like any poet. Socrates' interpretation of the craft of the poet in Plato's Ion falls in the same standard of Salieri's opinion about the composer Mozart in Shaffer's "Amadeus". According to Plato, an artist is not creating the art by a craft, or through the ability of his own at all, but through the divine inspiration of the Goddess. The inspiration falls on the artist suddenly and then the artist has been possessed by that power and being out of his senses like a mad man, God takes his mind away till the time of the inspiration been up. At the time of inspiration, the artist may be completely different from his real personality, and this has actually happened to both Ion and Mozart. Each one of them has two personalities, one as a common man when the other completely different and exists at the time of the divine inspiration. This idea was in fact a

shock to Salieri; he was pondering how a man with an exaggerated childish and obscene character would produce this kind of music:” **I simply taken by surprise that the filthy creature could write music at all? ... Suddenly I felt immensely cheered! I would seek him out and welcome him myself to Vienna!”** (ibid: 29). Later in the occasion, Salieri composed a melodic piece to welcome Mozart in the imperial court of Vienna and it was a very trivial march. Mozart quickly corrected the situation and made Salieri’s ridiculous piece of music to another that one which was sung by the angels. The musical beauty that Salieri has asked his Lord to be gifted with unfortunately was found in Mozart.

From a purely Christian point of view, Salieri believes that the Holy Spirit was the one who broadcast music in the depths of Mozart; The Holy Spirit is the source of inspiration for Mozart to help him comes with all this vast musical beauty. At the point when Mozart plays, he admits that he hears the voice of God, and he reacts with such pleasure that influences him to tremble. This claim leads us to remember the “Odes of Solomon”, where the Odists again claimed that he was the mouthpiece of the Holy Spirit. According to the original Mozart in his real life, the source of his imaginative ability and local virtuoso was clear through a letter to his father cited by James M. Morris (1997:115) in which he expressed in 1778, at the age of twenty-two, in a significant confident way: “I am a composer and was born to be a Capellmeister. I neither can nor ought to bury the talent for composition with which God in his goodness has so richly endowed me”.

In Shaffer’s “Amadeus”, Mozart’s wife Constanze has visited Salieri at his home to ask for his help to find a work for her husband in the royal court, because his financial situation is shaky. Constanze brings with her manuscripts and musical notes that composed by Mozart: **“I brought you some manuscripts by Wolfgang... Will you look at them, please, while I wait?... I have to take them back with me. He’ll miss them otherwise. He doesn’t make copies. These are all the originals.”** (ibid: 53). While Salieri is checking them, he is again shocked. He has studied them completely; and so he can hear the music in his mind through the sensual imagination. Mike felt the constant harmony of a superstitious music that made by Mozart: **“Displace one note and there would be diminishment. Displace one phrase and the structure would fall”** (ibid: 57). What is surprising Salieri is that these melodies are the original version, which is not revised copies and still without any correction:

**She had said that these were his original scores. First and only drafts of the music. Yet they looked like fair copies. They showed no corrections of any kind. It was puzzling— then suddenly alarming... I was staring through the cage of those meticulous ink strokes at an Absolute Beauty! (ibid).**

The breach among average quality and virtuoso is seen when Salieri takes note of the idea that Mozart can put on paper whatever he compose, without ever making mistakes from the first attempt, easygoing notes which transform Salieri’s considered ones into dead scratches. The manuscripts of Mozart are resampling the Bible in term of the “Biblical Inspiration” which paralleled with the “Artistic Inspiration”. The two terms are paralleled in the sense of the God’s prophetic agency. By the Greeks point of view, Mozart’s manuscripts are the total results of the muses, the nine goddess of inspiration, or by Apollo the god of music on one hand. On the other hand, for the Christians, the manuscripts come from the Holy Spirit, so the musical inspiration of the Mozart does not imply that he is negligible transcriber. God utilizes his human identities and encounters simultaneously. Apostles of Jesus Christ, the enlivened men were not omniscient or by and by trustworthy. However, what they composed was from the brain of God and it was recorded without blunder. Salieri has explained that he has been deceived by God, for He has taken his musical divine inspiration and given it to another person, Mozart in this case: **“I know my fate. For the first time I feel my emptiness as Adam felt his nakedness”** (ibid: 58). Salieri feels that he has lost the attention of God, the divine music was no longer in his possession and he was like Adam when he lost the existence of being in paradise. Salieri feels betrayed and mocked, he whines with full sadness that he has been a slave for his Lord, he considers himself to be a servant, paying off a deal. He goes to his hatred when he meets and hears crafted by a more skilled composer that is Mozart. As he understands

that Mozart, the more youthful, apparently unworthy child, has gotten a legacy considerably more prominent than his, Salieri announces war on God and on his dearest Mozart: **"When I return, I'll tell you about the war I fought with God through His preferred Creature— Mozart, named Amadeus. In the waging of which, of course, the Creature had to be destroyed"** (ibid: 60). Since his agreement with God ends up being a joke, he is resolved to reproach God's unfairness and crush his creation, the "Amadeus", the one cherished by God. Salieri separates when he needs to confront the philosophical and theological issue of God's inclination for the corrupt and immoral person to be his choice of the divine music.

In the last few days of Mozart's life, when Salieri has visited him and through a long conversation between the two, Mozart claims something which is strange and terrifying him: **"This morning I saw a figure much like the one in my dream—only clear, not misty. And this time I was awake—in my room—in broad daylight... Oh God, it spoke! It said—it was terrible!..."** This means that Mozart is aware of inspiration, although this figure has visited him as long as in his dreams, this time is clearer. In the Greek treatment of the subject, the case of Mozart is similar to that of Hesiod, and for the Christian context it would responses to that of the Anglo-Saxon's poet Caedmon. Each of the three mentioned that they have met strange figures in their dreams and in realty too. The shepherd Hesiod claims that he has seen the nine gods of inspiration (moses) and has learned poetry and how to sing the words from them (Forster, 2007:20), The illiterate poet Caedmon states that someone has visited him in his dreams, taught him the art of poetry, and seemed to have been the Holy Spirit(Wrenn,1946:286). While for Salieri's philosophy, there is a person that Mozart reported he is frequented coming to him in his dreams and in the real life as well was undoubtedly God who was giving the birth to the music in Mozart's mind (Shaffer,2001:109). Salieri was all listening to Mozart describing his last time meeting that figure in real life:

**I was seated at my table working. Suddenly there came three sharp knocks at the door, and a figure entered, all muffled in grey. But now it had a face! A death's- head!--glaring at me with frozen eyes sunk deep in little caves of bone!... It said, "Wolfgang Mozart: you are require now by my master to write a Requiem Mass....It must be finished completely when you see me next. And you will tell no one." I asked, Who has died? Who is Requiem for?... Then he turned and left. I went to the window to see him reappear down in the street, but he didn't. He had vanished!** (Shaffer, 2001:96).

Why does this figure require a Mass for someone who seems to have not died yet? The Patient Mozart constantly hesitates and postpones writing the Mass, and when Salieri asks him about the reason, Mozart's answer is: **"Isn't it obvious? [Pause] It's for me, that's all....The Mass. It's for me. Myself... It's ordered. I am to write my own"**(ibid: 105). In this sense, Mozart indirectly acknowledges that he is in touch with the Lord and that Lord is using him as an instrument to pass through what He wants. Salieri maintains: **"Whatever I did— you would fill the world! [Outraged] You left me with nothing!... You're not to blame. It's His will. I don't hate you— you're only an instrument."** (ibid:109). But what kind of instrument Mozart is? Due to the incident of the strange figure that has always been visiting Mozart and from a Christian point of view, Mozart is in the general frame of his artistic title is a musical composer, but theologically he is a man who is inspired by a one type of inspiration and it called the "Dynamic Inspiration". Christian theologians clearly recognized the existence of inspiration among the authors of the Bible without doubt, and one of their views is the "Dynamic Inspiration". With reference to this term Mozart is getting the divine inspiration of his musical thoughts from his Lord while maintaining his character the same, so God is giving him the divine power and He lets the choice to him.

Even Mozart's death is different from averaged people because it is connected with divinity. When Mozart had been out of life, according to Salieri the beloved of God "Amadeus" has completed his mission like any prophet who has died but his message has remaining alive, his great legacy and this is what disturbs Salieri:

I came to understand the nature of God's punishment....This was my sentence: I must endure thirty years of being called "distinguished".... When my nose had been rubbed in fame to vomiting— it would be taken away from me.... Mozart's music sounded louder and louder through the word. And mine faded completely, till no one played it at all (Shaffer, 2001:115-117).

In Plato's *Ion* Socrates has expound the metaphor of Magnet. He asserts that the magnet as an allegory stands for the divine power that the gods have, who input their attraction into the artist, who at that point charges and impacts on the rhapsode, who, thus, polarizes his audience, so the audience of an artist also are going to be inspired indirectly to feel the beauty of the gods' arts. That is why even after the death of Mozart, his music still inspires people from all around the world as Salieri states. Nobody truly thinks or cares about Salieri's music despite the fact that he's alive while Mozart's music even after his demise spreads and spreads like the air all over. It is clear to Salieri that he is not desirable anymore by God to be a famous composer, and even musical inspiration has already been taken from him so he has become unable to compose music, but he decided to get the fame differently, he claims to have poisoned Mozart and he is the main cause of his death believing that the memory of Mozart will lead to his immortality as well. As far as the continues to sing and play Mozart's music, so they will also remember him as his murderer: **"After today, whenever men speak of Mozart's name with love, they will speak of mine with loathing! As his name grows in the world, so will mine—if not in fame, then in infamy"** (Shaffer, 2001:116-117). In this way he thinks he can win his battle with God. For his misfortune, does not work because the public do not believe that Salieri is the one behind Mozart's murder. Yet, after the demise of Mozart god uncovers his divine arrangement and Mozart's music ends up plainly world well known and the world scarcely thinks about Antonio Salieri and his music. Salieri understands that at last God has his direction and that Mozart is the anointed one by God for music. Mozart is resampling the Greek's portrait of an artist as a free man, God-like, the play ends with Salieri's attempt to commit suicide due to his disappointment because God has insisted that Mozart be his undisputed voice music.

Accordingly, the study draws a line that is given much religious importance to the relationship between Gods and art. It is the line of the inceptions of the artistic inspiration. There are two sections of equivalent significance standing with the divine inspiration of the arts and artists; the first one is the idolatrous, believers of the several Gods and their opinions in terms of the Greeks' theology, and the second one is in terms of Christian theology.

Throughout all the previous years, from the morning of the world practically until our days, the artists have been and still one a race separated from others; having a divine sparkle; passing on, they stayed deathless and having eternity. The Greeks, those originators of the scholarly life, settled for us the possibility of the artist. He is a man who controlled by a divine power; more holy than the cleric, who is at a best-case scenario a delegate amongst men and the divine beings, yet in the artist, the God is available and talks on his behalf. The moral and good mental relationship between God and artist is that of a reality of boundless importance. To God Himself this reality must be one of preeminent imply. Surely, so far as we have explored some information of the divine inspiration, it seems that the artist soul is the one knowledge to whom God can convey His own particular considerations, consequently the main being with whom He can go into social relations.

#### 4. Concluding Remarks

The comet of inspiration is central, not only to the Greek and Christian theoretical perspectives, but also to Shaffer in his application the Greek Worldview to *Amadeus*. For Shaffer, inspiration is a characteristic conviction of men concerning all the types of arts; and to the more prominent artists themselves, it is something normal to feel it, and for their own works and their perspectives in composing appear higher than themselves. This feeling of possession of being made up into a circle of more noteworthy power is the genuine idyllic frantiness, which is so natural thought in Greek as they believed in the goddess of

inspiration, the nine muses, and even for the Christians as they believe in the Holy Spirit as a source of inspiration.

The study has shown that in *Amadeus*, Peter Shaffer obviously tackles the process of artistic inspiration as a holy one. Mozart's eternal music is the result of artist's inspiration which responds to the theology of the Greeks as well as to the Christian religion. Shaffer affirms through his character Salieri that there would be no higher art for the innovative demonstration than that of God. When He is a part of the art, the result is an incomparable end, and in satisfaction of the most profound energy of His unceasing nature, generated man in His own particular resemblance. So Mozart's art is no longer seen by Salieri as a human art at all. In *Mozart and Salieri*, we see the difference between the virtuoso of the divine which does what it must and the ability of talent which does what it can.

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PREVIEW

## Innovative Pedagogical Experience In Practice Of Modern Education Modernization

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### Abstract

The article considers innovative pedagogical activity as a specific type of pedagogical activity, which is aimed at the formation of new goals, content and organizational conditions of the educational process for its optimization, efficiency and effectiveness. The authors present the analysis of innovative professional activity of modern Russian teaching; the process of dissemination of results and generalization of innovative pedagogical experience; the andragogical principles of personal and professional development of teachers are presented; adragogical features of the dissemination of the results and synthesis of innovative pedagogical experience are identified; a program of dissemination of the results and synthesis of innovative pedagogical experience is presented; the methodology and the concept of the pedagogical experiment are described; the data of an experiment describing problems in the distribution of innovative pedagogical experience of teachers in schools and high schools is given; the results of the basic experiment are shown.

**Keywords:** innovative pedagogical activity, innovative pedagogical experience, teacher's professional development, pedagogical skills.

### 1. Introduction

The relevance of the study is determined by the need to rethink the traditional ideas of innovative pedagogical experience in accordance with modern requirements for the process of professional development of teachers, as reflected in the Concept of Long-term Socio-Economic Development of the Russian Federation until 2020, the state program "Development of Education in the Russian Federation in 2013 – 2020", which proclaims the comprehensive support of pedagogical strategies for the creation of innovative programs and educational environments as a knowledge-intensive and strategic task, which involves increasing the effectiveness of pedagogical work and determining the scope of pedagogical responsibility, providing conditions for the development of innovative pedagogical experience [1-8].

Meeting the needs of the education system in the teacher, able to implement innovative changes in the educational process, requires a fundamentally new technological support of innovation and involves the development of teachers of the relevant norms of innovative behavior and the description of models, forms, types and methods of dissemination of innovative pedagogical experience, which, in accordance with the initiative "Our new school", can be considered as one of the most important resources for the modernization of the education system as a whole and, in particular, in the aspect of the teacher's

professional development. Qualitative performance of professional labor functions (training, educating, and developing) implies the teacher's competence in the analysis, exchange and dissemination of innovative pedagogical experience. Professional development of a teacher is impossible without the teacher's understanding of his/her experience, without the need to translate it into broad pedagogical communities. It became necessary for the teacher to develop the ability to comprehend, describe and know the possibilities of spreading his experience. At the same time, in order to progress and develop, each teacher must have the ability to highlight the actual problems of not only education, but also self-education aimed at professional improvement of the teacher. This position is confirmed by the requirements to the modern teacher fixed in the Professional standard of the teacher. The teacher needs to be able to identify the innovative component of his pedagogical activity in the process of professional reflection. Seeing himself in the context of his experience and the experience of others, at different levels, including international, provides a powerful incentive to achieve professional development of teachers, new pedagogical results and obtain a new quality of education [9-17].

Currently, the domestic pedagogy has a rich factual material accumulated by teachers -practitioners and scientists, which is characterized as an innovative, experimental, mass and advanced experience of teachers. In recent years, the author's programs of education and training of the younger generation are being intensively developed, new educational technologies are being created, which are being introduced into regional education systems [18-25].

## 2. Research methodology

Innovative pedagogical activity as a specific type of pedagogical activity aimed at the formation of new goals, content and organizational conditions of the educational process in order to optimize it, increase productivity and effectiveness has the following features: it is the main mechanism of modernization of education in the context of socio-economic changes taking place in the country; it is based on a close relationship between pedagogical theory and practice; it requires teachers to search constantly for new technologies of work; the need for organizational support and expert evaluation of the effectiveness of innovations; implementation of individual innovation projects within a single innovation program focused on different levels of education development.

Conditions of successful innovative pedagogical activity are: effective management of innovative processes at different levels of educational organization, the inclusion of private innovations in the unified logic of the innovation process, the creation of organizational prerequisites and the system of evaluating the effectiveness of innovation; promoting the professional competence of teachers, their interest in innovation; ensuring a favorable socio-psychological climate in the teaching staff, creating an atmosphere of creative search.

*Innovative pedagogical experience* is defined as a scientifically based innovative practice that objectively gives the best result and has a positive impact on the quality of education in the opinion of the pedagogical community, experts and teachers-the authors of this innovative experience. The analysis of pedagogical, sociological, social and pedagogical researches, normative documents regulating innovative activity of teachers in Moscow and St. Petersburg, allows drawing a conclusion that not any pedagogical experience, but only innovative one is necessary to be spread, it will allow teachers to get acquainted with innovations, to master them and to include in the activity.

In the research, taking into account the study of regional features of innovative pedagogical activity in Moscow and St. Petersburg and on the basis of the analysis of normative documents, the criteria for assessing the innovative product are identified, with which we have identified the qualities and skills necessary for the teacher implementing innovations in the educational process (research, communication, organizational, design, technological), as well as the features of the requirements for innovative pedagogical activity in Moscow and St. Petersburg. Thus, in Moscow, first of all, it is necessary to



participate in innovative educational projects, and the result should have a high competitiveness. Of course, this provision applies to St. Petersburg teachers, but it is not clearly expressed in the normative documents. The emphasis is on the description of the innovative product, the criteria for the analysis of the results of innovative activity, etc. The dissertation presents an analysis of the results of sociological research (V.S. Sobkin and others), which allows clarifying the provisions on innovative activity, fixed in the normative documents. So, on the one hand, the school as a social institution today is focused on blocking the manifestations of creative activity in the organization of the educational process by the teacher-practitioner. On the other hand, teachers working on their own author's programs are focused on the individualization of the educational process, the development of new techniques, and reflection of their own experience. Such a teacher is creative about innovations, understands their necessity and inevitability.

Distribution of results and generalization of innovative pedagogical experience as systemically organized, purposeful activity on translation of ideas, concepts, methods and technologies for the purpose of professional improvement of the teacher is defined by the main *functions* (assistance to promotion of innovative ideas and technologies; creation of conditions for detailed development of innovative experience; providing the author of innovative experience with feedback; providing psychological and material support of innovative solutions); *forms* (pedagogical examination of innovative technologies and concepts; creation of information and methodical resources containing generalized innovative pedagogical experience; support and creation of conditions for training of teachers mastering innovative experience; legal support of activity on distribution of innovative pedagogical experience; organizational and methodical support of activity on distribution of innovative pedagogical experience); *channels* (information, communication, professional events, organization of introductory and training seminars, special training programs and expertise-evaluation); *aspects* (internal dissatisfaction with the teacher's activities, critical rethinking of their experience, a clash with it as a factor of regression in the profession).

An important condition for the dissemination of results and generalization of innovative pedagogical experience is *the readiness of the teacher-bearer of pedagogical experience to its conceptualization and dissemination*, the structural characteristics of which are the following components: *cognitive* (the degree of awareness of pedagogical activity, based on the professional erudition of the teacher); *axiological* (the teacher's intentions to analyze and present their professional experience); *emotional and volitional* (self-esteem of the teacher as a necessary condition for careful attention to their professional experience); *reflexive and evaluative* (the possibility of self-assessment of their own teaching activities); *activity* (specific actions aimed at the dissemination of professional experience). Along with personal characteristics, the bearer of innovative pedagogical experience should possess such skills of technologization of experience as: a systematic view of professional pedagogical activity; the skill of planning his own activity on comprehension of experience; skills of use of technologies of work with the experience, the algorithms applied to identification, studying and generalization of experience; skill of conceptualization of pedagogical idea.

### 3. Research results

Effective provision of personal and professional development of the teacher is possible on the basis of the use of *andragogical* principles of personal and professional development of teachers, the core of which are the principles of independence; reliance on the experience and needs of adult students; early implementation of knowledge; professional and personal development in training. The system of professional development provides a unique opportunity for teachers to remain within the pedagogical activity, improving and honing pedagogical skills, developing professional competence, and it is an important resource for building an individual educational trajectory in the dissemination of innovative pedagogical experience.

In the study from the positions of acmeological, andragogical, system-activity and synergistic approaches (A.D. Demintsev, V.A. Kan-Kalik, Yu.N. Kulyutkin, N.V. Nemova, A.M. Novikov, V.G. Onushkin, M.M. Potashnik, V.A. Slastenin, P.I. Tretyakov, T.I. Shamova) dissemination of results and generalization of innovative pedagogical experience in the system of advanced training is considered as a purposeful process of providing methodological services of organizational (coordinating and informing), diagnostic, methodological (programming and design), analytical assistance in the formation and implementation of "conjugated" (integrated) training, educational-reflective and socio-practical spaces of individual-personal and collective self-educational activities of teachers.

On the basis of theoretical and methodological positions of the study, two principal approaches to adult education were identified: pedagogical and andragogical. Table 1 presents a comparison of pedagogical and andragogical models of education (S.G. Vershlovsky, M.Sh. Knowles).

Table 1  
**Comparison of andragogical and pedagogical learning models**  
**(on S.G. Vershlovsky and MSh. Knowles)**

Parameters	Pedagogical model	Andragogical model
Students' self-awareness	Feeling dependent	Awareness of increasing self-government
Student experience	Low value	Rich source of learning
The willingness of the student to learn (motivation)	Determined by external factors	Determined by the need to solve vital problems
Application of acquired knowledge	Deferred	Immediate
Orientation in learning	On the subject	On solving the problem
Psychological climate	Focused on the authority of the teacher	Informal, based on mutual respect and collaboration
Participation in the learning process	Passive	Active

The analysis of pedagogical and andragogical models of education allowed defining distribution of results and generalization of innovative pedagogical experience in system of professional development as a factor of professional improvement of the teacher by means of introduction of innovative pedagogical experience in practice of the educational organizations. To identify andragogical features of the distribution of innovative pedagogical experience in the study, a comparative analysis of andragogical learning principles that set in the works of S.I. Zmeev, S.G. Vershlovsky, M.S. Knowles is made. The general principles of adult education are revealed: the principle of independence; the principle of reliance on the experience and needs of students; the principle of the speedy implementation of the knowledge; the principle of professional and personal development in training. The organization of the process of dissemination of innovative pedagogical experience has andragogical features that determine the specifics of its technological support: the educational process, including adults-students and adults-teachers; different categories of adults-students; socio-psychological characteristics of adults-students; a pedagogical worker is a socially mature, generally formed individual; the specificity of the educational process is determined by the orientation on creation of conditions for education of adults.

The organization of the process of development of innovative pedagogical experience in the system of training should be based on the provisions of the andragogical approach to education, implementing the principles of independence of training, relying on the experience of students, updating the results of training, the development of educational needs. The solution to this problem involves the development of a *program* of dissemination of results and generalization of innovative pedagogical experience (DRGIPE), which, on the one hand, will meet the challenges of professional development of teachers in accordance with the requirements of the Professional standard of the teacher and, on the other hand, the needs of teachers in understanding their own existing innovative experience and the study of ways of its structuring and presentation.

The author's program of the DRGIPE proposes a system of work on the design of the content of teacher training in the framework of the designated problem; tools and procedures for the implementation of the main stages are developed, including technologies and practices necessary to obtain the desired results; effective forms of organization and methods of training sessions.

On the basis of the andragogical principles of teaching in the dissertation the process of studying, analysis, development and dissemination of innovative pedagogical experience is designed, the mandatory components of which are: 1) the formation of teachers' ability to identify and reflect their innovative pedagogical experience; 2) the orientation of the program DRGIPE overcome the difficulties that prevent the effective dissemination of IPE (value-semantic nature, low motivation, lack of awareness of existing experience, ignorance of the technology of its translation); 3) the content of the criteria for the effectiveness of the program are: the ability to identify, structure and present the results of innovative pedagogical experience; increase the level of motivational activity of teachers through the use of technology transfer of existing experience, overcoming internal barriers to dissemination; 4) organization of the work of teacher-andragog with teachers on the basis of the principles of equality and dialogue.

#### 4. Discussion

As part of the ascertaining part of the experiment, primary diagnostics of teachers' readiness to disseminate innovative pedagogical experience was conducted. For this purpose, similarities and differences between teachers of schools and gymnasiums on a number of parameters were established; the activity of teachers was analyzed; the difficulties preventing effective distribution of innovative pedagogical experience were revealed; the level of externality/internality of teachers was determined; the motivational profile of the personality, the state of life satisfaction were studied; the level of development of pedagogical reflection was determined.

*The ascertaining experiment* was conducted in 2010-2013 in two cities – Moscow and St. Petersburg; on the bases of St. Petersburg Academy of Postgraduate Pedagogical Education (St. Petersburg APPE) and Moscow Institute of Open education (MIOE).

In St. Petersburg APPE a group of students enrolled in educational programs of the courses "St.-Petersburg pedagogical experience" (2011 - 2013), "Designing a modern lesson: student-centred education" (2012-2013) were involved. In Moscow they were teachers who underwent professional retraining on the topic "Tutor support of educational activities" (1024 hours, 1 group of students, 2010-2012).

The ascertaining experiment involved two groups of subjects:

- 109 teachers enrolled in courses of improvement of qualification and professional retraining;
- 103 teachers of high schools and specialized schools, students on courses of improvement of qualification and professional retraining.

In total, 212 people took part in the ascertaining experiment. As a result of ascertaining experiment it is established that in megalopolises existing forms of distribution of innovative pedagogical experience and the factors influencing effective distribution of productive innovative experience have unprincipled character, and similar tendencies are much more, than the revealed distinctions. Among the factors that prevent the effective dissemination of innovative pedagogical experience: the difficulties of value-semantic nature, low motivation, lack of awareness of existing experience, ignorance of the technology of its translation are identified.

Analysis of training programs of teachers of three universities (Russian State Pedagogical University named after A.I. Herzen, St. Petersburg APPE, Moscow Pedagogical State University), including the terms "innovation" and "dissemination" in the context of the dissemination of results and generalization of innovative teaching experience, has showed that they have an appeal to innovative forms of learning and innovative methods of work. But the presented programs teach to use rather than analyze their own innovative pedagogical experience; there is no task of teaching to spread the experience gained by the teacher.

A formative experiment was carried out in 2013-2014 on the basis of Moscow Institute of Open Education (MIOE) (experimental group) and St. Petersburg Academy of Postgraduate Pedagogical Education (APPE) (control group).

The experimental and control groups of listeners participated in the formative experiment, the first group (76 teachers) studied under the author's program of accompanying in dissemination of experience of innovative pedagogical activity, the second group (57 teachers) was also trained in distribution of innovative pedagogical experience, but in the traditional way. Therefore, the formative experiment was the result of their comparison and comparison with the indicators of the ascertaining experiment.

In total 133 people took part in the formative experiment.

As part of *the formative stage* of the experimental work, the program DRGIPE was implemented in the process of professional development of teachers and diagnostics of the participants of the experiment was conducted, including the analysis of the products of teachers' activity (reflexive feedback) and the survey method. The hypothesis of the formative experiment was that the training of teachers to comprehend, transfer and use the innovative pedagogical experience should be carried out in cooperation with innovators and teachers-andragogs, which help teachers to find an innovative core in their own pedagogical experience.

During the formative experiment the experimental group was prepared enrolled in the extended version of the DRGIPE program (72 hours) in MIOE. At the same time, the DRGIPE program for 18 hours in the framework of corporate training of 4 groups of teachers (for teaching teams of Moscow schools) was implemented. The program includes *three modules* - "Innovative pedagogical experience", "Dissemination of innovative pedagogical experience", "Andragogical principles of learning" - of which the first and second modules are identical for both programs, and the third module is designed for the program for 72 hours and includes the methodological material necessary for teachers and tutors (*eng. tutor* - mentor), providing support to students of advanced training in the performance of various types of independent work and overall management of the process of dissemination of innovative pedagogical experience.

The control group was formed and trained to spread innovative pedagogical experience in the traditional way.

The experimental groups worked under the conditions of support provided by tutors. Control groups worked in the traditional mode (in-line lectures, spontaneously distributed innovative pedagogical experience). All groups of participants of the formative experiment after passing the training were examined according to the methods used in the ascertaining experiment, and also passed additional

questioning. The composition of the control and experimental groups included teachers of gymnasiums and schools to validate the comparison of the two samples.

The following methods were chosen for the experimental study of the introduction of innovative pedagogical experience as a factor of professional development of teachers:

1. Analysis of achievements and activity of teachers in professional activity for the last year.
2. The author's questionnaire for the analysis of the teacher's activity in the process of dissemination of innovative pedagogical experience.
3. The Questionnaire of Locus Control of E.G. Ksenofontova.
4. The method of "Learning of personality profile motivation" (Sh. Ritchie, P. Martin).
5. Test index of life satisfaction (ILS), adaptation of N.V. Panina.
6. The author's questionnaire aimed at identifying qualitative results: whether the teacher has changed the sense of himself in the profession (satisfaction, creativity, efficiency, teacher's productive independent activity).
7. The method of determining the level of formation of pedagogical reflection (E. E. Rukavishnikova).

The above methods were used in both ascertaining and formative experiments, which made it possible to compare the data and analyze the reliability of differences.

During the ascertaining experiment, the factors hindering the process of effective dissemination of innovative pedagogical experience were identified. These factors (difficulty of axiological character, low motivation, lack of awareness of existing experience, ignorance of the technologies of translation his own experience) were taken into account in the development of the DRGIPE program. The *formative experiment* was carried out in order to identify the effectiveness of the training of teachers of secondary schools and gymnasiums under the program of the DRGIPE. In the course of the formative experiment, a group of students was prepared, who were trained in the full version of the program of dissemination of innovative pedagogical experience (72 hours) at Moscow Institute of Open Education (MIOE). Then the implementation of a shortened version of this program was carried out within the framework of corporate training of 4 groups of teachers representing school teaching teams. Two groups worked in conditions of pedagogical support of distribution of results and generalization of IPE (microgroups, tutors, practical result). The other two groups worked in the traditional mode.

All four groups of participants of the formative experiment after training were examined according to the methods used in the ascertaining experiment, as well as passed a questionnaire in order to obtain qualitative results of the experiment. The generalized data on the applied methods were further compared on comparable indicators, which allowed ensuring the reliability of the study (its validity) and draw conclusions on the problem studied in the thesis.

### 5. Conclusions

The relevance of the study is to transform the existing ideas and opinions about the innovative pedagogical experience caused by the requirements for professional development of teachers, which is declared in the Concept of Long-term Socio-Economic Development of the Russian Federation until 2020, the state program "Development of education in the Russian Federation for 2013 – 2020" and is reflected in the Professional standard of the teacher.

The fundamental concept of the presented research is "innovative pedagogical experience", defined by us as a set of creative development and implementation of knowledge, skills, formed professional competencies for systemic restructuring of the teacher's activities through the creation of new images of

pedagogical activity, raising the teacher's activities to a qualitatively new level, which contributes to the professional improvement of the teacher.

Dissemination of results and generalization of innovative pedagogical experience (scientifically based innovative practice, objectively giving the best result and positively affecting the quality of education) is a systemically organized, purposeful activity for the translation of ideas, concepts, methods and technologies for the purpose of professional improvement of the teacher.

An important condition for the generalization, analysis and dissemination of innovative pedagogical experience is the *readiness* of the teacher-bearer of pedagogical experience to its conceptualization and translation, the structural characteristics of which are cognitive; axiological; emotional-volitional; reflexive-evaluative; activity components, and *technologization* of innovative pedagogical experience.

Effective provision of personal and professional development of teachers in the process of dissemination of the results and generalization of innovative pedagogical experience is possible with the use of andragogical principles (independence; reliance on the experience and needs of adult students; rapid implementation of knowledge; professional and personal development in training), which served as the basis for the allocation of andragogical features that determine the specifics of technological support of the process of IPE: educational process, including adults-students and adults-teachers; different categories of adults-students; socio-psychological characteristics of adults-students; teaching staff – a socially mature, generally formed individual; the specificity of the educational process is determined by the orientation to create conditions for education of adults.

In the author's program of dissemination of the results and synthesis of innovative pedagogical experience (DRSIPE) the system of work on the design with the holding of improving pedagogical skills in the framework of the indicated problem is proposed; tools and procedures for the implementation of the main stages are developed, including new technologies and practices needed to achieve the desired results; effective forms of organization and methods of training.

The experimental study of the process of dissemination of innovative pedagogical experience revealed *similarities* (willingness of teachers to perceive the innovative experience of colleagues in a passive form) and *differences* (higher level of activity of teachers of gymnasiums associated with the requirements of the educational organization and the personal characteristics of teachers) between teachers of schools and gymnasiums living in megalopolises.

The results of formative experiment showed that teachers trained in the DRSIPE program, increased activity for the study and dissemination of IPE, and the translation of personal IPE was perceived as a reflection of his teaching experience and as a way to further professional development, which proves the effectiveness of the developed and proven DRSIPE program.

The study confirmed that innovative pedagogical experience is a factor of professional development of teachers.

Prospects for the development of further research of problems are related to the consideration of this question in the aspect of strengthening the technological unit for the development of technologies for translation of available pedagogical experience with overcoming emotional and self-organization difficulties of teachers through professional and personal growth training.

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MODERN



## Evolution of the official assessment of the Czechoslovak events of 1968

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### Abstract

The relevance of the problem is determined by the fact that the events that took place in Czechoslovakia half a century ago have not lost their significance today. This is due to the fact that, unfortunately, this topic has not become the subject of serious scientific research yet. Various publications tend to be superficial, politicized, sometimes biased. The conclusions made by some authors are based not on an objective assessment of the events and a comprehensive analysis of the available documents and materials, but on the subjective political and ideological views of researchers. A number of publications, especially in the media, are highly emotional. This applies to the assessment of the Czechoslovak events of 1968. As Ian Goodall noted, in the years of the cold war, when describing the events in Czechoslovakia, the media used the two superpowers in their struggle for power and influence [3]. Unfortunately, today the information confrontation on the world stage has turned into an information war.

**The purpose** of this article is to analyze the changes that took place in the Soviet (Russian) and some foreign official assessments of the events of 1968 in Czechoslovakia. To find out the reasons that led to these changes, to determine the factors that led to this.

The main **methods** in the study of this problem were such historical methods as comparative-historical, historical-system, problem-chronological, methods of actualization, specific and logical analysis, and some others.

As a **result** of the study it was found that the evolution of the official assessment of the Czechoslovak events of 1968 was influenced by a number of objective and subjective factors. The official (political) assessment does not take into account the specific historical situation of the events and considers them from the position of today, i.e. has conjunctural nature. This assessment usually does not need scientific justification. Political assessments of a number of domestic and foreign authors are emotional.

It seems that the official, political assessment of events should take into account the specific historical situation and rely on a serious scientific basis, and not on emotions.

The materials of this article can be useful for historians, political scientists, as well as all those who are interested in our recent history.

**Keywords:** official assessment, political assessment, events in Czechoslovakia, troop deployment, "Cold war", "Prague spring".

### Introduction

Half a century separates us from the events that took place in Czechoslovakia in 1968. There is no the Soviet Union, the Warsaw Pact ceased to exist, there is no world system of socialism, in place of Czechoslovakia there are two independent states - the Czech Republic and Slovakia. The world has changed, but what happened then in Czechoslovakia continues to be of interest. One side of the issue is the assessment of what happened.

When it comes to significant historical events, they can be evaluated from historical and political (official) points of view. And these estimates, in some cases, may coincide, and vary under certain conditions.

The official assessment assumes consideration of an event from today's positions. This assessment often does not need a serious argument. Although, in some cases, sometimes at the request of the authorities, it gets some justification by selecting the relevant facts, sometimes ignoring not suitable, up to direct falsification.

The official assessment generally responds to the needs of the current political environment. Often it is reflected in the statements of politicians, government and public figures, the media. Political assessment, especially in the media, can be very emotional. It can be “supported” with bright, but not always reliable, and sometimes fictional facts. The aim is to form the necessary public opinion in relation to the relevant event.

If the historical assessment can change in connection with the emergence of new, previously unknown (not available) sources, the appearance of which significantly changes the view of the event, the political assessment is more mobile, it depends on the current political situation, i.e. conjunctural, it is influenced by a number of subjective factors. Often, political assessment is associated with the solution of specific political problems in the short or medium term, aimed at forming public opinion in the current situation, on a specific issue.

### **Purpose and objectives**

In this regard, it is important to find out how and why there have been changes in the assessment of Czechoslovak events. For this purpose it is supposed to consider the official Soviet (Russian) and some foreign assessments of what happened in 1968 in Czechoslovakia, to conduct a comparative analysis of these assessments, their reflection in the works of researchers and the media, taking into account the specific historical situation, to find out what factors influenced the change in the official point of view.

### **Methods**

To solve these problems, we used such special historical methods as comparative-historical, historical-system, problem-chronological, methods of actualization, specific and logical analysis, and some others.

### **Results and discussion**

The official Soviet assessment of the events in Czechoslovakia in the summer of 1968 was given in Statement of TASS. According to the leadership of the USSR, as a result of the actions of counter-revolutionary forces supported by external hostile forces, there was a threat to the socialist system in Czechoslovakia, the security of the socialist community and peace in Europe. It was emphasized that the aggravation of the situation in the Czechoslovakia affects the vital interests of the Soviet Union and other socialist countries. It was noted that the decision to provide military assistance was taken in accordance with Treaty obligations, at the request of Czechoslovak party and state figures, not directed against any state and does not infringe on anyone's interests [17].

In the materials of the XXIV Congress of the CPSU the emphasis in the assessment of Czechoslovak events was made on the fact that it was an attempt of imperialism and its accomplices not only to overturn the socialist system in Czechoslovakia, but also to strike at the positions of socialism in Europe. In these emergency conditions, the provision of international assistance to Czechoslovakia was considered as a class debt, concern for socialism and peace in Europe [19, 36].

The Communist party of Czechoslovakia, assessing the crisis events in their country, noted that the act of international assistance of five socialist countries saved the lives of thousands of people in Czechoslovakia, strengthened the Western borders of the Commonwealth and did not allow the revision of the results of the Second World War [19, 36].

On the eve of the introduction of troops of the five countries of the Warsaw Pact (the USSR, PPR, GDR, PRH, BNR) in Czechoslovakia, the Soviet government informed the US President. It was noted that the actions of the allies under the Warsaw Pact were associated with a further aggravation of the situation in Czechoslovakia caused by a conspiracy of external and internal reaction against the existing social system in Czechoslovakia. It was emphasized that these events affected the vital interests of the USSR and other socialist states, threatened the foundations of European peace and international security. Attention was

drawn to the fact that the actions of the USSR did not affect the interests of the USA and other states and should not have caused damage to Soviet-American relations [15, 165-166].

The official reaction of the United States was extremely restrained. Thus, the response to the information of the Soviet government about the events in Czechoslovakia and the entry of OWP troops, prepared at the meeting with the President in the White house, expressed "great concern" and doubts about the existence of a request for the entry of troops of the Czechoslovak government and references to external forces of aggression [15, 167].

At a meeting with the leaders of the Congress on the US actions in connection with the introduction of Soviet troops in Czechoslovakia, President L. B. Johnson said that "... the government ... does not intend to take any far-reaching steps - in addition to propaganda means - in the Czechoslovak issue, especially military measures, which "can not be considered" [15, 168].

As US Secretary D. Rusk said, the events in Czechoslovakia are "the business of the Czechs themselves first of all". In addition, it is "the case of the Czechs and other Warsaw Pact countries" [26, 150].

On the Brezhnev's question, asked a few days before the introduction of OWP troops in Czechoslovakia, "whether the US government recognizes now the agreements signed in Yalta and Potsdam", President L.B. Johnson said on August 18: "with regard to Czechoslovakia and Romania, these agreements are fully recognized, as for Yugoslavia, then this should be discussed" [21, 280].

The essence of the American reaction to the Czechoslovak events was heard in the half-joking remark of the President of the United States, L.B. Johnson: "We hope that Moscow will appreciate that we are not very bully" [15, 168].

In this regard, the statement of the American journalist Mark Santor looks strange, who believes that "the American intelligence services watched with concern the troops near the borders of Czechoslovakia, but the invasion caught the administration of President Lyndon B. Johnson by surprise" [5].

As for the position of the United States, today it causes confusion in liberal circles, whose representatives evaluate the events that took place in the middle of the second half of the 60-ies of the last century, without taking into account the specific historical situation of that time, from the standpoint of today.

For example, the executive editor of the thematic programs of the Russian service of Radio Liberty V.Tolz refers to the opinions of modern American historians, claiming, "that if the position of the West was tougher, and he did not report that they are not going to interfere, there perhaps would not be any invasion of Soviet and fraternal troops in Czechoslovakia" [25]. E. Fishteyn, an international journalist, in 2009-2012 - Director of the Russian service of Radio Liberty fully agrees with this [25].

Indeed, following this logic, if today the US applies tough sanctions against Russia under any pretext or without it, then why was this not done in 1968? To answer this question, it is necessary to return to the 50-60-ies of the twentieth century. In 1949, the Soviet Union tested nuclear weapons, and in 1953, for the first time in the world - thermonuclear weapons. In 1957, the world's first artificial earth satellite was launched, showing that the USSR had missiles capable of delivering nuclear and thermonuclear charges anywhere in the world. In 50-60-ies dynamic development of the Soviet economy continued, which became the second largest economy in the world after the USA and the growth rate was significantly ahead of the United States. The economy of the USSR was not closely integrated into the world economic system, and hydrocarbons had not become the main item of the Soviet budget yet, so external financial and economic instruments of pressure could not have serious impact on the Soviet economy. The Cuban missile crisis of 1962 showed that the Soviet Union is ready to defend its interests in the international arena very decisively. In the second half of the 60s military-strategic parity was established between the Soviet Union and the United States.

On this basis it becomes clear that in the 60-ies the US perceived the Soviet Union as the enemy with an equal force in the "Cold war". Therefore, the attitude was appropriate.

As for the introduction of OWP allied troops in Czechoslovakia, in such an intervention was nothing new. If we turn to history, we can recall, for example, the Holy Union created by the decision of the Vienna Congress in 1815, which proclaimed the right of armed intervention in the internal affairs of other states in order to suppress revolutionary protests and preserve the status quo in Europe. In accordance with the decisions of the Holy Union, in the spring of 1821 Austria suppressed the Neapolitan revolution and the revolution in Piedmont, and France restored absolutism in Spain in 1823. As you know, neither Austria nor France apologized to Italy and Spain for their actions that delayed the development of democracy in these countries. Moreover, even such thoughts did not arise.

As for the actions of the United States in the international arena, it should be recalled that in the spring of 1964, as a result of a conspiracy in which the American Embassy actively participated, the Brazilian military led by chief of General staff K. Branku overthrew the constitutional government of President J. Gulart. The President of the United States welcomed these events and expressed the hope that the Brazilians would appreciate it instead of scolding the Americans [10].

In early 1965, the President of the United States proclaimed the "Johnson Doctrine", which declared the right of the United States to use armed forces to prevent the Communist regime from coming to power in any country of the Western hemisphere [6, 48-58]. In the same year, the United States intervened in the Dominican Republic and intervened there in the civil war, established an anti-Communist and Pro-American regime [11].

In this regard, attention is drawn to the fact that the West often remember the so-called "Brezhnev doctrine", the essence of which, according to Professor of the London University N. Davies, was that Moscow, in accordance with the socialist duty was obliged to intervene by force to protect the socialist achievements of its allies" [2, 1106]. The application of this doctrine is associated with the Czechoslovak events of 1968, at the same time, the "Johnson doctrine" neither in the Western nor in the domestic historiography is practically not mentioned, although, in accordance with this doctrine, in 1983. U.S. troops invaded Grenada to prevent the spread of the "Marxism virus" in other countries [7] and at the "request of the Organization of American States". In 1989, to protect American citizens and "restore democracy" the United States armed forces invaded Panama.

This list was supplemented by a number of invasions in the XXI century. At the same time, it is well known that the United States has never apologized to states for their actions.

Therefore, the US reaction to the Czechoslovak events was quite adequate. The United States treated the Soviet Union as a great power and recognized its right to maintain the status quo in its sphere of influence.

In the late 1980s, a new official assessment of the Czechoslovak events was given. In the Statement adopted at the meeting of the leaders of Bulgaria, Hungary, East Germany, Poland and the Soviet Union on December 4, 1989 in Moscow, it was recognized that the entry of troops of five OWP states into Czechoslovakia was an interference in the internal affairs of a sovereign state and should be condemned [18].

The emergence of such an assessment can be explained by the fact that at this time the Soviet Union was in a state of serious crisis, and its leader Mikhail Gorbachev actually unconditionally capitulated to the West in the "Cold war". He surrendered all allies and, in fact, abandoned the positions that the Soviet Union held on the world stage. What was more in M. S. Gorbachev's actions: ambitions? The desire to go down in history as the person who offered "new thinking" to the whole world? Political naivety? Mistakes, miscalculations or betrayal? Perhaps as time goes on, we'll find out about it. The result is

known. The USSR ceased to exist. In 1990, Gorbachev was awarded the Nobel peace prize “for his contribution to reducing international tension and implementing the policy of transparency” [16]. The US declared victory in the “Cold war”. In the United States the medal “For the victory in the cold war” was issued (1946-1991). As H. Clinton said the democratic presidential candidate of the United States at the time “Our victory in the Cold war was a great achievement, and those men and women who served at that time deserve to be awarded”. [22]. M. Gorbachev was awarded the medal “Freedom” (USA) “for his contribution to the end of the Cold war”, with the attached prize of 100 thousand dollars [13].

After the collapse of the USSR the world became unipolar. Russia was overthrown to the level of third-rate states. And although today our country is striving to take a worthy place in world politics, the United States still perceives Russia, in the figurative expression of Senator John McCain as a “gas station country”, whose economy is completely dependent on oil and gas, so the West will be able to influence it effectively with sanctions [20]. It is clear that with such a country, according to the United States, it is impossible to build equal relations. Only from a position of strength.

As for the current official Russian assessment of the Czechoslovak events of 1968, the President of Russia visited the Czech Republic in August 1993 B.N. Yeltsin said that “this action was initiated by the leadership of the former USSR and Russia is not responsible for it” [12]. This point of view was confirmed during the visit to Prague by Russian President Vladimir Putin, stressing that we not only condemn what was negative in the past with regard to the events of 1968, but also feel moral responsibility for it [24].

The Czech Parliament adopted a decision on August 22, 2018 to consider the entry into Czechoslovakia of the USSR and four other socialist countries in 1968, an act of invasion and subsequent occupation [23]. Here it is noteworthy that this assessment is timed to the fiftieth anniversary of the events in Czechoslovakia, at the same time, the Czech Republic (since 1993, an independent state) to the present time did not consider the period from 1968 to 1991 as occupation. During this time, no new documents and materials have appeared that fundamentally affect the assessment of those events.

A number of authors, in particular Sean Walker, believe that the troops of the Soviet Union and the Warsaw Pact countries suppressed the reformist government of Czechoslovakia led by Alexander Dubcek, who tried to build “socialism with a human face” [9]. In the opinion of the American author Todd A. Raffensperger, the “Prague spring” of 1968 was tragically short, because of the invasion of Soviet troops, which decisively suppressed the democratic movement in Czechoslovakia [8].

In this regard, the opinion of historian Jan Power is interesting, who believes that if the “Prague Spring” and its violent suppression were deeply absorbed in the collective memory of Czech citizens, Slovakia developed a generally more restrained attitude to the events of 1968 [4], which are not assessed as occupation.

At the same time, a TV journalist, Professor N. K. Svanidze believes that Czechoslovakia was occupied by the Soviet Union in 1947. At the same time he notes that the population of the Czechoslovakia treated us with great love, and in 1968 Soviet tanks destroyed this love [27]. According to the logic of N.K. Svanidze the peoples of Czechoslovakia for more than 20 years dearly loved their invaders. A strange kind of “occupation” is that.

Modern American historians M. Byrne and V. Mastney categorically declare that “... for 36 years of the existence the Warsaw block turned into one of the most terrible military machines in the history of mankind, into the personification of the international Communist aggression and into the sword of Damocles threatening with the third world war” [1].

Some Russian authors are in no way inferior to their American counterparts. A good example of this approach to the assessment of Czechoslovak events is the book “Half a century of Soviet perestroika” (2016), of a Soviet dissident, a former political prisoner, journalist, Chairman of the Human Rights Fund

"Glasnost", awarded the international prize WAN "Golden feather of Freedom", S.I. Grigoryants. A special chapter of this book is called the "Invasion of Czechoslovakia".

Assessing the Czechoslovak events of 1968, S.I. Grigoryants comes to the conclusion that the "Prague spring" was inspired by Soviet intelligence "(most likely SIA)" in order to find at least some excuse for the occupation of Czechoslovakia. According to S. I. Grigoryants, the Soviet marshals needed a good excuse to convince Leonid Brezhnev of the need for this action, who loved foreign trips, the luxurious gifts, and the "policy of détente" associated with it, which the invasion of Czechoslovakia would undermine. The occupation of the Czechoslovakia was considered by Soviet marshals, according to S.I. Grigoryants, as a real preparation for the III world war. "The Soviet General staff was not only ready, but simply sought to unleash world war III and make the invasion of Czechoslovakia as bloody as possible" [14]. However, the Czechs led by Dubcek and Smetana, S. I. Grigoryants is sure, due to calmness and common sense, "did not allow the beginning of the Third world war" and saved almost all mankind from death in a thermonuclear war [14].

It seems obvious that such authors are driven not by the desire to understand objectively and impartially the events, but by blind hatred of the Soviet Union, the desire to present it in the form of a bloodthirsty monster, seeking to destroy the whole world. It is noteworthy that some of the works, which have appeared in recent years, are clearly opportunistic. Their authors often try to thinking wishful, give false and sometimes fictitious facts, and selectively refer to the documents, interpreting them at their discretion, thus trying to give their materials the appearance of objective research, claiming scientific accuracy, in order to form the necessary public opinion. They often limit themselves to stating the aggressiveness of the Soviet Union, which allegedly posed a serious threat to international security, as a fact that does not need proof.

### Conclusions

Thus, we can say that the changes in the official point of view on the Czechoslovak events of 1968 were caused by both objective and subjective factors. Objective factors are that in the USSR and Eastern Europe there was a change of political system. The world geopolitical system changed; the world became unipolar led by the United States. The USSR was defeated in the "Cold war" and ceased to exist. These new historical conditions suggested the possibility of reassessment of the events that took place in the Soviet Union and socialist countries from the standpoint of modern political realities.

The subjective factor was that the leaders who came to power in Russia and Eastern European countries, as a rule, professed liberal views and were under the influence, and often under the control of the United States. Therefore, the Soviet Union was considered as a totalitarian regime, which served as a gendarme in the countries of the Socialist camp. Soviet foreign policy was considered from these positions. Based on this, the changes in the official assessment of the Czechoslovak events seem quite understandable. However, attention is drawn to the fact that these estimates do not take into account the specific historical situation of the events that took place in 1968 in Czechoslovakia, as a rule, do not rely on a serious scientific basis, repeat a number of politicized conclusions of the Cold war, focusing on the current political situation in the country and the world.

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## Professional Identification As The Basis Of Labor Safety Psychologist

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### Abstract

The problem of professional identity is an important part of the preparation of bachelor's and master's degrees in higher education in the entire global space of the pedagogical community. Understanding and perception of yourself and your place in the profession determines the level of success in future activities. The authors came to the conclusion that professional identification is a process, which means it is constantly changing. And professional identity is a property of an individual that has less dynamic characteristics, it is static at a certain stage. And only the transition to the next level of professional development allows you to transform the structure of professional self-perception and identification. The structure of the studied phenomenon includes subjective and objective factors of development. Under the subjective authors understand the satisfaction with their status and professional image. The process of identification is influenced by individual apperception as the dependence of self-perception on personal experience.

By objective factors, the authors understand the projection of the opinions of the professional community and the subject of activity; success and effectiveness of the activity itself. If we study psychologists, then the client or student, his parents and the administration of the educational institution where the specialist works. The study of professional identification within each profession has significant differences and differs from professional identity in its focus, composition, procedural. The authors have empirically proved that strictly formalized and poorly formalized methods are effective tools for psychological and pedagogical diagnostics. It is reasonable to use the method of conversation, interview, observation, projective techniques and brainstorming to identify the level of development of professional identity. Statistical processing of the data allows us to talk about the reliability of the study.

The results of this study will be useful for practical psychologists and teachers, as well as heads of educational institutions.

**Key words:** adaptability, work function, psychological security, need for affiliation, apperception, brainstorming, professional identity, professional identification, equivalence rate, pedagogical conditions, personality, self-development, self-knowledge, professional success, success, efficiency, job satisfaction, psychologist in an educational institution, development, diagnosis.

### Introduction

The relevance of studying the individual route of professional identification of a person is beyond doubt. Many countries in the world are experiencing an acute crisis of labor shortages, while universities produce a sufficient number of specialists, bachelors and masters. But at a certain stage of his professional career, the individual decides that the choice of profession was mistaken. A quick transition to another sphere without professional training is possible only in the system of unskilled labor. On this basis, there is a fundamental contradiction between the individual and the state. The intrapersonal conflict of uncertainty or the imperceptibility of choosing a life path leads, in addition, to disadaptation and loss of adaptability. From the point of view of the states where there is a free education system for its citizens, there is a loss of material and intellectual resources. The goal of these countries is not only to raise the education rating in the public consciousness of their citizens, but also to spread the ideology and methodology of their value system and rules among other countries. So, in Finland it is enough for a



foreigner to pass an exam and get a high score in order to get a free education. Motivation of applicants for the latter is the most different. As well as the result of a professional career, which is influenced by many factors, both external and internal. Therefore, it is important, besides professional orientation at the stage of choosing a university and a specialty, to monitor the process of entering the profession. The individual's well-being in the profession depends on the degree of identification.

The issue of professional identification has been little studied in the field of psychological and pedagogical education. Works Tsakhayeva A.A., Aminova U.K., Aminova D.K. about the paradigm of psychological security of a person in the profession confirm the need for timely diagnosis of professional sustainability and suitability of an applicant [1]. If this is not done, then the personality will fail to adapt. And then you can harm the health [5, 7, 8, 15]. Particularly interesting are studies of teachers based on a polyvariance approach to the history of the formation of ethno-pedagogical traditions in the psychologist's profession [4, 8, 9, 12]. Since the work of a psychologist must take into account ethnic stereotypes and national values of the client. A number of scientists [6, 12, 13, 18-25] associate professional identity with moral and moral categories, explaining their stay in the profession and understanding of their place in it by a sense of duty and responsibility.

### Materials And Methods

The study was conducted on the basis of the community of psychologists of the North Caucasus, who work more than three years in rural educational institutions. Employees of eighty-six schools were covered, among them 131 psychologists. The study took place in the period from 2016 to 2018. The hypothesis of this empirical study was that professional identification is a phased systemic process that includes the self-perception of professional effectiveness and satisfaction with one's own place in the profession, with one's own competence. The next component of the model can be the degree of assignment by the individual of professional values, that is, adaptability. If the equivalence rate of professional apperception is reinforced by the need for affiliation, then such quality as professional identity will be fixed in the personality structure. Therefore, it is necessary to separate the concepts of professional identification as a process of imposing the image of the "Ideal Professional" on the "Image of I" and professional identity as a personal quality, which determines the degree to which the "Psychologist" characterizes the characteristics of the image of the "Self".

Methods for diagnosing professional identity as a tool for measuring the subjective control by an individual of his professional abilities and well-being in a profession include a subjective and objective level of assessment. Test "Professional Perception", the author of which is Angelica Tsakhaeva, consists of 25 judgments. All judgments are divided into five categories. Included in the cycles on an integrated group of topics, such as "I and the profession", "The social value of my profession", "My professional success", "My failures in the profession", "My prospects for professional growth." The respondent, answering a battery of questions, performs self-analysis. Reflecting, he highlights his positive and negative role expectations. The researcher ranks the received data and enters the client's electronic map.

The next effective method of studying the professional identity of a psychologist in an educational institution is social assessment. This method is good because the pedagogical community, the school administration and students can characterize the professionalism of the psychologist. Objective evaluations do not always coincide with subjective ones, and this fact may serve as a corrective measure in the development of the personality of a psychologist. This method bears not only a diagnostic, but also an educational function.

In the model of professional identity that we built, there are the following indicators:

- 1) adaptability
- 2) the need for affiliation,

- 3) apperception,
- 4) professional identity,
- 5) equivalence rate
- 6) professional success
- 7) efficiency
- 8) job satisfaction.

In our study, by affiliation we understand the desire for close contact and interaction within a professional group. To define this phenomenon, we chose A. Mehrabian's test, modified by us, designed to determine the motive of striving for others to adopt their professional image and the motive of fear of being rejected by other people. As an example, we present the questions of this test:

1. If I need to give a psychological characterization of a person, then I would rather consult with my colleagues.
2. I do not trust too open manifestation of friendly feelings.
3. I am friends with colleagues.
4. I don't care if I like colleagues or not.
5. I would rather prefer an interesting book or go to the cinema than spend time at the conference.
6. I prefer to advise than to diagnose.
7. I like to make professional decisions myself than to consult with others.
8. I believe that in consultative situations, you should rather rely only on your knowledge and intuition, than rely on the help of colleagues.

We brought one third of the questions so that the reader could understand their specifics. To clarify the obtained empirical data were used methods of observation and conversation.

Educated scales were ranked and data were entered in the table of professional success rating. We also used the method of multidimensional scaling.

At the end of the diagnostic section, we planned remedial measures. An effective method for correcting a weak professional identity is the method of reflective writing and brainstorming.

### Results

The result of our empirical research was a complete confirmation of the working hypothesis. We experimentally proved that professional identification consists of four stages:

1. Adaptive.
2. Aperceptive.
3. Affiliated.
4. Equivalent.

Each stage is accompanied by its own mechanisms of transition to the next stage of education and its own new growths. For example, the first stage has, as a result, the effect of the assignment by the individual of professional values, which has been fully adapted. Thus, at the last stage, a stable feature appears in the personality structure - professional identity.

The process of self-perception of professional efficiency and satisfaction with one's own place in the profession correlates with professional success and satisfaction with one's competence. The high equivalence rate of professional apperception, reinforced by the need for affiliation, forms a professional identity as a personal quality or trait.

For example, the accumulation in the experience of a professional activity of a high equivalence rate stimulates the need for affiliation.

It should be noted that the various stages of professional identification are accompanied by different motivations. It is formed depending on the private and common goal of establishing super-meaningful professional relationships and professional self-esteem.

Depending on the need of the individual to take a status position in the profession and the adequacy of the assessment of their professional qualities, the person builds a professional image of "I".

We also found that there is a difference in the degree of professional identification in groups of respondents with different work experience. So, people with five years of experience have a smaller percentage of expressed fear of rejection and inconsistency. The social role of the profession of psychologist increases the motivation to achieve success in the implementation of labor functions. A person with work experience of 20 years of professional activity has a fear of rejection and a sense of incompetence in 32%. The specificity of psychological activity forces a person to be erudite and competent in all labor functions: diagnostics, correction, counseling, examination of the educational environment, education, methodological support of the educational process. This group is dominated by the desire for affiliation, which is a specific value. Over the years of practice, mechanisms of conformity are developed, a certain dependence on the professional image of the psychologist. The society perceives the psychologist as an ideal understanding interlocutor, forgiving and absolutely empathic, kind person. But in the profession people go different. Over the years, this image the Psychologist tries on himself and gets used to demonstrate the desired qualities that become his personal professional traits.

The desire to be accepted and loved against the background of the fear of being rejected forms a certain level of psychological security. From the index of their coincidence depends on the equivalence rate, that is, the coincidence of the image "I am a psychologist" with the image "He is a good psychologist." And the latter is built in the public professional consciousness.

In the group of psychologists, where there was a combination of the motive of accepting oneself in the profession and the fear of incompetence, a high level of situational anxiety was noted.

It is noted that at various stages of professional identification a specific trajectory of the ratio of affiliation motives and equivalence rate is built.

### Discussion

In the modern professional community of psychologists there is an integration of interaction with colleagues. During conferences, seminars, in scientific and methodological publications, contacts and consultations with colleagues, the ideal image "Psychologist-professional" was formed. The personality constantly tries on this mask during the performance of labor functions. Therefore, it is very necessary to pay attention to professional identification.

Professional identification is the basis of the labor safety of a psychologist, if it is close to normal and does not experience intrapersonal conflicts.

The formation of the identification mechanism can serve various purposes. On the one hand, the desire to make a positive impression in order to effectively manage other people, on the other hand, to be able to better assist.

Having a social need for altruism, the psychologist ensures a high level of psychological security. [3,4]

We set the objectives of the study of the need for affiliation, necessary to determine the desirability of their image "I am a professional." On the one hand, such a need was determined by the requirements of society, and on the other, by the willingness of the individual, it is working in this particular area. Only in this way could he help other people.

In our evaluation scale, professional identity of an individual is assigned ranks that characterize common competencies (flexibility of thinking, abstractness, independence, creativity (i.e., common for many professions), profiling (individual characteristics) planning, organization, sociability, specialty (competence, empathy, sense of humor.) As a result of ranking the data obtained, we constructed the following table:

Professional Identity Indicators	2016	2017	2018
empathy	5,56	4,30	4,35
sociability	7,2	8,70	9,7
goodwill	4,62	4,20	4,35
pedantry	4,50	4,10	3,95
erudition	4,50	4,50	4,65
sense of humor	4,20	4,75	4,45
a high self-evaluation	3,90	4,30	5,0
creativity	4,10	3,85	3,70
competence	4,00	4,65	4,05
a responsibility	3,85	3,90	3,72
equilibrium	3,80	4,90	4,50
plastic	3,70	4,25	4,92
listening skills	3,68	3,70	3,50
independence	2,00	4,05	4,75

The criteria for identifying indicators of the identity of a psychologist were the principles of systemic and objective design and expertise. The control act was a sociological survey, which allows to identify the prestigious dominants of the professional personality construct.

As a result of ranking, the professionally significant qualities of the psychologist's professional identity are built into a plastic curve that undergoes qualitative and quantitative changes. Consequently, the conclusions suggest themselves: if the image "I am a professional psychologist" is dynamic. Consequently, professional development resources are constantly changing and regrouping. So, under the influence of the internal and external conditions, professional identity in each specific region, at each specific time will be endowed with different resource potential and differently demanded by the school [20,22].

To clarify the social component of the form of behavior in the organization of joint activities, it is necessary to consider the stimulating needs for it. This problem has received exceptionally a lot of

attention, since its collective organization is observed in any human activity. However, despite the extensive literature on this topic, many questions remain open. It suffices to note that there is no unambiguous definition of the concept of collective itself.

According to various leading characteristics included in the definition of this concept, it has more than seventy-five definitions. This fact itself makes it difficult to solve the problem of realizing the need for affiliations in organizing joint, interdependent behavior.

### Conclusion

In conclusion of the report, it can be argued that the working hypothesis was partially proved, the tasks posed in the study of the professional identity of a psychologist as an attribute of his psychological security have been completely solved.

Quality, it seems to us, ensuring success in the process of professional identification, can be classified:

- |  |                                   |
|--|-----------------------------------|
| 1. <u>By professional field:</u>           | 5. <u>Степени регуляции:</u>      |
| а) diagnostic;                             | а) эпизодическая;                 |
| б) corrective;                             | б) регулярная.                    |
| в) advisory                                | 6. <u>Глубине процесса:</u>       |
| 2. <u>Adaptation method:</u>               | а) структурная;                   |
| а) passive adaptation to the environment;  | б) функциональная.                |
| б) search for a "comfortable environment"; | 7. <u>Иерархическим уровнем</u>   |
| в) medium conversion.                      | 8. <u>Знаковости:</u>             |
| 3. <u>Объекту адаптации выделяется:</u>    | а) позитивная;                    |
| а) внешняя;                                | б) негативная.                    |
| б) внутренняя;                             | 9. <u>Временной связи:</u>        |
| в) внутрисистемная.                        | а) презентативная;                |
| 4. <u>Структуре отношений:</u>             | б) прогностическая (опережающая). |
| а) односторонняя;                          | 10. <u>Достоверности:</u>         |
| б) двусторонняя;                           | а) натуральная;                   |
| в) многосторонняя.                         | б) игровая [16,17,19]             |

It seems that the most important feature of professional identification is a universal, rather than a highly specialized nature of adaptation to the image of "I am a psychologist-professional", characteristic of modern educational systems. The universality of the phenomenon of professional involvement and the identity of the individual as a subject and object of activity is provided by individual and public information mechanisms of direct and feedback: any functional (adaptive) system with the effective use of negative feedback becomes self-improving, develops evolutionarily and does not need restructuring, and, moreover, feedback through information processes is characterized by great flexibility, versatility, rel. respect to fast and economical. [21]

Consequently, the most important characteristic of the process of professional identification is not how close the real image of the self to the ideal and possible, but whether the course of a particular process of activity, the complex set of professional strategies used by a person in a particular work situation, is optimal.

The statement about the age and gender component of professional identification remains controversial. The influence of ethnicity on the process being studied is also in doubt. We have not found any reliable links.

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## Development of Intercultural Competence of Students with Disabilities in the Process of Improving a Foreign Language.

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### Abstract

The relevance of the research in the article is determined by the need to ensure the mobility of students with disabilities (HIA) in the international and Russian labor markets, which pushes the task of developing their intercultural competence. The purpose of the research presented in the article: the development, scientific and pedagogical education and the practical implementation of the model for the development of intercultural competence of students with HIA in the process of improving a foreign language. The peculiarity of the research in the article is that in the development of intercultural competence we rely on theoretical considerations in the field of corrective pedagogy and social adaptation of students with HIA, first of all, because it is about students with a disability who study a foreign language in an inclusive university. The scientific novelty of the research consists in the fact that the necessary conditions for an inclusive educational process for the development of intercultural competence of students with HIA in the process of improving a foreign language can be determined in the methodology of teaching foreign languages and cultures. The practical significance of the study is connected with the renewal of the content of the discipline "Foreign Language" in an inclusive university; with the development of a set of didactic means in a foreign language aimed at developing intercultural competence of students with HIA; with the feasibility of using research materials for modeling the conditions for the development of intercultural competence of future specialists of various profiles. As a result of the research, the notion of "intercultural competence" has been clarified, and the organizational and pedagogical conditions of its development have been identified for students with HIA; The model of the development of intercultural competence of students with the HIA in the process of improving the foreign language was developed, serving as an orientation basis for designing the educational process in the system of inclusive education and the development of an individual educational trajectory for the students.

**Key words:** inclusive higher education, the development of intercultural competence, students with disabilities, socio-cultural adaptation, a foreign language, the means and technologies of socio-cultural activities, a pedagogical model, a national culture, a dialogue of cultures, intercultural cooperation.

### 1. Introduction

The integration of Russian inclusive education into the world, the expansion of information space, the use of new information technologies inevitably lead to the fact that the inclusion of representatives of different cultures becomes a daily reality. The knowledge, abilities, skills and personal qualities of students, allowing to implement effective intercultural interaction and communication, are united by scientists in the notion of "intercultural competence", the study of which many works of Russian and foreign scientists are taught (Benoit, 2013, Bogatyreva, 2015, Merkulova, Smirnova, Kaziakhmedova & Kireeva, 2018; Schreiter, 2015). The analysis of scientific and pedagogical literature on the problem under study allows one to make a conclusion about the fact that the majority of scientists consider the training of intercultural interaction and comprehension for all levels and areas of study of the foreign language to



be relevant. Increasing importance is given to the formation of students with limited health abilities not only professional knowledge and skills, but also of super-professional skills and qualities, which can also be called "intercultural competence." "These skills should be considered at two levels: socio-cultural (skills of interaction within national cultures, self-awareness as a subject of native culture, overcoming negative stereotypes, etc.), personal (motivational readiness for intercultural communication, openness, tolerance, empathy and others)" (Razumovskaya, Kaziahmedova & Kireeva, 2017). In an inclusive university, the preparation of students from HIA to intercultural communication and interaction has its own specifics, related to their future professional activity and the specifics of their education. Research on this problem, as a rule, was made on the basis of various universities and colleges, more often than not, social and humanitarian faculties, students of which demonstrate a fairly high degree of knowledge of foreign language. However, as practice shows, "for humanitarian universities, the complexity of the organization of intercultural education may be associated not only with the linguistic-centered cultural and cultural model of learning a foreign language" (Apanasyuk, Soldatov, Kireeva & Belozertseva, 2017). In this situation, the improvement of the foreign language in professional activity is one of the main factors determining the results of intercultural dialogue, including in the context of inclusive education. In this situation, the improvement of the foreign language in professional activity is one of the main factors determining the results of intercultural dialogue, including in the context of inclusive education. In the article, these conditions were identified and established, first of all, taking into account the documents of the federal level:

-The requirements of the Department of State Policy in the field of training of workforce and DPO of the Ministry of Education and Science of December 26, 2013, No. 06vn "On the organization of educational activities for persons with disabilities in professional educational organizations, including requirements to the means of education and upbringing";

-Order of the Ministry of Education and Science of 04/16/2014, No. 05-785 "On the direction of methodological recommendations on the organization of the educational process for the education of disabled people". These documents are aimed at creating conditions that ensure the organization of the educational process for people with disabilities, their higher education, taking into account the state of health, as well as the conditions for their sociocultural adaptation in society. It should be specially noted that with traditional methods of teaching the foreign language, attention is paid to sociocultural and intercultural aspects, namely, the use of means and technologies of socio-cultural activities for the improvement of a foreign language in the training of students with HIA. In order that the knowledge of foreign language can fully contribute to an adequate interaction with the representatives of the culture, the goal of learning must become a preparation for real communication and interaction, the success of which depends on the consideration of those values on which this culture is based.

## 2. Methodology

### 2.1. The essence of development of intercultural competence of students with HIA in the process of improving a foreign language.

The article examines the scientific and pedagogical and metodologicheskies osnovy development of intercultural competence of students with disabilities, disclosed osobennosti practical deyatelnosti pedagoga in terms of inclusive education, sformulirovany organizatsionno-pedagogicheskie usloviya effektivnogo development mezhkulturnoy kompetentnosti how osnovy professionalnogo tvorchestva students with disabilities, opredeleny pedagogicheskie vozmozhnosti mezhdunarodnoy deyatelnosti inclusive university . As a result, the model of development of intercultural competence of students with HIA in the process of improving a foreign language is theoretically reinforced and experimentally tested.

### 2.2. Structure and content of the pedagogical model of the development of intercultural competence of students with HIA in the process of improving a foreign language.

In the course of research in Russian universities (FGBOU VO "Russian State Social University", FBBUI V "Moscow State University for Humanities and Economics", FGAOU VO "Samara National Research University named after SP Korolev," Tambov State University named after G. R. Derzhavin ") developed a pedagogical model for the development of intercultural competence of students with HIA in the process of improving a foreign language. This model assumes a comprehensive application of the totality of its structural elements: the principles, forms, means, methods and technologies of socio-cultural activities oriented to intercultural communication in the improvement of a foreign language for students with HIA. The model of our research is defined as an open pedagogical system and represents a goal-oriented unity of purpose, content, diagnostic, technological and effective components. The aim of the development of the model is to develop the intercultural competence of students with HIA in the process of improving the foreign language as one of the aspects of their personal and professional growth. The realization of this goal is carried out in the process of creating an international language in the system of an inclusive university. Achievability of the goal can be ensured if the educational process is implemented on the basis of the following principles: humanization and humanitarization, professional and practical orientation of the learning; professional-communicative direction of learning a foreign language.

The interconnected development of all the members of intercultural competence (linguistic, discourse, sociocultural, strategic and sociopsychological) is carried out within the framework of a local didactic system aimed at developing intercultural competence of students with HIA in the process of improving a foreign language. As stages of development of intercultural competence of students with HIA in the model, the following are distinguished: oznakomitelny, cognitive-information, practice-training and general.

### **2.3. Experience of realization of the model of development of intercultural competence of students with HIA in the process of improving a foreign language.**

The training in the experimental groups was different in that it was based on the use of the author's program developed by us in a professionally oriented foreign language (English) on the basis of modern pedagogical technologies for students with HIA. In addition, in the classroom were used educational and methodological methods for the practice of intercultural communication in the English language and special educational and methodological support aimed at developing the intercultural competence of students with HIA. For the experimental groups of different specialties, tasks based on professional texts were developed and aimed at fostering intercultural competence in the field of professional activities. The lessons were carefully planned, but the specific tasks within the framework of this or that topic could vary depending on the individual capabilities of future specialists, their interest in the study material, the previous experience in this area. The model for the development of intercultural competence of students with HIA in the process of improving the foreign language served as an orientation basis for the development of their individual educational trajectory.

The application of a spelled out special course of a foreign language within the framework of an inclusive institution aimed at the formation of intercultural competence of students with HIA was carried out during the experimental training period, which was conducted for three years (2016-2018), in three groups of different profile orientations. The experiment was attended by additional classes, in the conditions of an inclusive university, for students with HIA (FGBUI VO "Moscow State University for the Humanities and Economics"). In each of the three pairs of experimental and control groups, the following training conditions were equal: the continuity of the special course for the perfection of the English language; number of training sessions; number of students in the group, the accession of groups to a single profile directionality, the conditions for the conduct of preliminary and analytical control "slices," classes were conducted by one teacher.

#### 2.4. Analysis of the results of the experimental work on the development of intercultural competence of students with HIA in the process of studying a foreign language in an inclusive university.

To determine the effectiveness of the special educational and methodological support projected for us to develop the intercultural competence of students with HIA in the process of improving a foreign language, it was necessary to compare the results of learning in experimental and control groups. As the subjects of the control, the same knowledge, skills, abilities and personal qualities of students were selected, which were evaluated during the time of the experiment, and the development of which was directed by the experimental training. The model for this was the model for the development of the intercultural competence of students with the HIA in the process of improving the foreign language, which presupposed a reciprocally related development of the members (linguistic, discursive, strategic, sociocultural and social-psycho-logical), which were key parameters of the evaluation.

The coordination measures were divided into three blocks, in accordance with the criteria for the development of intercultural competence of students with HIA: the motivational, valuable, content and communicative-behavioral. In general, the data obtained allow us to conclude that the majority of the studied experimental groups (62.8%) has consistently established a stable approach to the perfection of the foreign language and culture as a condition of professional and personal growth (the professional level of the researcher in question) ; in 37.2% of this ratio is composed on a functional level. In control groups, the functional level for this indicator is 71.1%, professional - at 25% of those who are enrolled. As can be seen from these indicators, the formation of the relationship to the perfection of the foreign language and culture as a condition of professional and personal growth has experienced more intensive students with HIA who participated in the experimental training. Some of the observations were observed in the development of linguistic and discursive content of intercultural competence. We explain this, firstly, by the low level of the language training of students with HIA, and, secondly, by the few number of practical classes in the foreign language at an inclusive university, which makes it especially difficult for the organization of skills to write their verbal behavior in accordance with culture of the language studied. Particularly important was the development of the social-psycho-psychological component of intercultural competence. We polagaem chto IT'S svyazano with soderzhaniam samogo komponenta: formirovanie tolerantnosti, empathy, osoznannosti, desires and sposobnosti vospriyatiya "foreign" opredelyaetsya ryadom faktorov, mnogie of kotoryh okazyvayutsya beyond obrazovatel'nogo protsesssa. Nesmotrya on verily, chto change komponentov intercultural competence is a different pace , their development is not uncoordinated, but in mutual dependence. As a result, as the result of our research, the development of all the intercultural competencies of the trained experimental groups has evolved, we can make a conclusion about its growth, which testifies to the effectiveness of the projected special teaching and methodological support and the models we proposed for the development of intercultural competence of students with HIA in the process of improving the foreign language.

### 3. Results

The results of the experimental work are implemented in the practice of developing intercultural competence of students with HIA in Russian universities (FGBOU VO "Russian State Social University"; FGBOU VO "Moscow State University for Humanities and Economics", FGAOU VO "Samara National Research University named after SP Korolev "; Tambov State University named after GR Derzhavin "). The following scientific and pedagogical and metodological conditions were summarized in the results of the research:

- Intercultural competence of students with HIA is considered as one of the basic characteristics that provide professional mobility, competitiveness and social security in a professional environment. Intercultural competence of students with HIA represents a set of knowledge, skills, skills and personal qualities that allow for effective intercultural communication and interaction with representatives of national cultures in the professional sphere, while preserving a common cultural identity.

-The process of the perfection of the foreign language in the inclusive educational space of the university is considered by us as one of the aspects of the humanization of higher education. The development of intercultural competence of students with HIA in the process of improving a foreign language provides them with a preparation for a creative solution of scientific and technical problems, supports the implementation of the productional pro-fessionalization in an in-linguistic environment.

- The model for the development of intercultural competence of students with HIA in the process of improving a foreign language is defined as an open pedagogical system and represents a unique purposeful, purposeful, diagnostic, technological and productive components.

- In the structure of intercultural competence, the following main components can be distinguished: linguistic, discursive, strategic, sociocultural and socially-psycho-logical. The development of intercultural competence of students with HIA in the process of improving a foreign language in the system of an inclusive university is seen as a process of mutually dependent development of its members. The growth of competence in one area, through the interaction of the participants with each other, leads to the growth of all intercultural competence as a result.

- The development of intercultural competence of students with disabilities in inclusive obrazovatelnom Process of university obespechivaetsya application in hode Trainings ino-strannomu language lokalnoy didakticheskoy system napravlennoy on formirovanie mezhkulturnoy kompetentnosti how one sort aspect covered lichnostnogo and professionalnogo development and sproektirovanny with uchetom indi-vidualnyh osobennostey students and their urovnya language and general culture. The didactic system includes a special educational and methodological support for the development of intercultural competence of students with HIA in the process of improving a foreign language.

- Evaluation of the level of development of intercultural competence is carried out on the basis of a developed criterial diagnostic tool that allows students to objectively determine the attainments of students from HIA with the use of special educational and methodological support for the development of intercultural competence of students with HIA in the process of improving a foreign language and timely to make corrections to it. We single out a motivational, valuable, content and behavioral criterion for the development of intercultural competence of students with HIA, each of which is measured with the help of a group of indicators. The gradual changes in qualitative indicators that characterize intercultural competence allow us to single out the primary, functional and professional level of its development. The main indicator of the effectiveness of the development of intercultural competence is the positive dynamics of qualitative changes in the identity of future specialists.

The findings of the study can be included in the regional complex programs on the organization of intercultural interaction of students with disabilities in Russia and in countries far abroad, and also serve as a basis for the innovative activity of educational institutions and social and cultural institutions working with students with HIA. The results of the research can be applied in studying the intellectual potential of students with HIA, as well as in developing the theory and methodology of teaching foreign languages and cultures.

Approbation and implementation of the results were carried out in a number of ways:

-the authors' presentations at scientific and practical seminars in Moscow, St. Petersburg, Nizhny Novgorod, Stavropol, Samara and Tambov;

-participation in international, all-Russian, interregional, regional, scientific and practical conferences, meetings and roundtables in Moscow, St. Petersburg, Nizhny Novgorod, Stavropol, Samara, Penza, Chelyabinsk, Tambov, Samara and Togliatti, in 2016-2018. ;

- publication of the main provisions and results of the research in 95 scientific publications in the form of scientific articles, theses, including those published in the refereed journals of the VAK and indexed in Scopus and WoS;

-development of the author's pedagogical program on professionally oriented foreign language (English) on the basis of modern pedagogical technologies for students with HIA and direct participation in its

implementation; -use of research results in teaching practice in universities in Moscow, Samara, Tambov, Togliatti.

#### 4. Discussion

The analysis of the philosophical, pedagogical, psycho logical, sociological literature showed that the development of the personal qualities of students with HIA, including their intercultural competence, is possible only if the center of the process is the student's personality in all its incomprehensibility and uniqueness, taking into account psychophysical possibilities. For this, there is a need for a long-lasting humanization and humanitarization of the higher school, a transition to a personal, oriented inclusive education. On the theoretical and metodological level, the main research topics are: -conceptual positions in the field of theory and practice of higher professional education (Levina, Apanasyuk, Yakovlev, Faizrahmanov, Revzon & Seselkin, 2017; Semenova, Bostanova, Tetuyeva, Apanasyuk, Ilyin & Atayanz, 2017 ); - the theory of culture, the theory of the relationship of language and culture, the theoretical implications of linguistics and linguoculturality (Merkulova, Smirnova, Kaziakhmedova & Kireeva, 2018; Razumovskaya, Kaziahmedova, & Kireeva, 2017; Safonova, 1996; Ter-Minasova, 2008). to the competence of intercultural communication of students with HIA, both in terms of international cooperation and other types of communication, manifested itself in modern domestic studies (Apanasyuk, Soldatov, Kireeva & Belozertseva, 2017).

In the works of these scientists, the concept of "intercultural competence", important for our research, and other related problems as a necessary condition for successful integration into the world society is considered. At the same time, it should be noted that the problem of the development of intercultural competence is more deeply revealed in the works connected with the problems of teaching a foreign language, in linguistics and in cultural studies, but it is not sufficiently examined in the psychological and pedagogical literature. Of great importance for this study were works on socio-cultural activities (Bogatyreva, Kaziahmedova & Kireeva, 2015, Grigor'eva, EI, 1988, Merkulova, Kireeva, 2011), in which the essence, specificity and pedagogical potential of leisure, educational opportunities means and technologies of social and cultural activities. Despite the abundance of the above studies, the problem of developing intercultural competence of students with HIA in the process of improving a foreign language remains far from its final conclusion.

#### 5. Conclusion

As a result of the work, the main conclusions are formulated: The experimental data obtained confirm the purposefulness of the developed model of the development of intercultural competence of students with the HIA in the process of improving a foreign language within the framework of an inclusive university that serves as an orientation for the development of their individual educational trajectory, and allows to identify metodological hives

The laws that determine its effective implementation:

- The improvement of the foreign language and intercultural communication is orientated o on the actualization of knowledge from various subject areas (a foreign language, professionally oriented special disciplines) organically entered into the educational process of an inclusive university;
- when determining the content of the training, individual psychophysical limitations and the level of language and general culture education of students with HIA are taken into account through methods and methods of correctional pedagogy; - Various organizational forms of learning are used (collective, individual, work in small groups, triads and dyads);
- a lot of attention is paid to the self-employment of students on-line; -use active forms of education, which put the student in the position of the subject of educational activity;
- developed criterial diagnostic tool determining the level of development of intercultural competence, which allows us to objectively assess the effectiveness of the improvement of the foreign language by students with HIA and to make timely amendments to it.

Thus, the conducted research has in general confirmed the significance of the scientific pedagogical and metodological principles of the work carried out. Special educational and metodological support and developed model can be applied in universities and colleges with a platform for inclusive education, with the aim of developing intercultural competence of students with HIA. The results of the investigation found a loss in a number of publications of the scientific and scientific-and-methodic nature of the authors of the article. The received conclusions do not pretend to an exhaustive solution to all problems connected with the formation of the role of the integral integrative character of personality as intercultural competence. This allows us to outline further prospects for the development of a number of issues related to the improvement of the methodology for teaching foreign language in the system of an inclusive university, clarifying the criteria for the development of intercultural competence of students with HIA with respect to their future professional activities.

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### Methodological basis of research:

- Theoretical views on the structure of the complex composition of intercultural communication, in-linguistic communicative competence and intercultural competence (Benoit, 2013; Grushevitskaya, Popkov & Sadokhin, 2002; Leontev, 1977; Schreiter, 2015; Ter-Minasova, 2008);
- Theoretical implications of pedagogical design (Grigor'eva, 1988; Merkulova, Kireeva, 2011; Tyunnikov, 1992);
- Theoretical basic methods of teaching foreign languages and cultures (Belozertseva, 2017; Passov, 1989; Safonova, 1996; Shchukin, 2007); - Studies in the field of correctional pedagogy and social adaptation of students with HIA (Bajramov, 2013; Bogatyreva, Kaziahmedova & Kireeva, 2015; Borovik, 2013; Stepanova, Vajner, 2003).

Due to the insufficient study of the research problem in the article, the relevance of the pedagogical search for the improvement of out-of-class work and international cooperation of an inclusive university, its further consideration seems to be appropriate and promising. An interdisciplinary study of the national culture is closely intertwined with the teaching of the foreign language. Consequently, the discipline "Inostrannic language" will rationally be used as the basis for the development of intercultural competence. However, in order to become a basis for the development of intercultural competence, the traditional study of the foreign language in the system of an inclusive higher education institution must undergo significant changes determined by the current trends in the modernization of education. So, the understanding of alien culture is possible only with its mastering, which we understand not as a simple study and memorization of cultural realities, not as an artificial assimilation with a different culture, but as a positive attitude to intercultural dialogue, built on the basis of intercultural competence.

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## Interactive Transformation of University Educational Environment: Network Projects Context

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### Abstract

The urgency of the study is due to the needs of the modern University in an interactive educational environment that creates conditions for the student training – preparation of the new generation future specialist, with a basic level of knowledge, developed competencies of self-identification and self-education, communication skills and personal mobility, creative and critical thinking, reflection and self-estimation. It is established that the activity organization of network communities and the network projects' implementation is the key ideas of interactive transformation of the University educational environment. They mutually determine each other if network communities exist in the conditions of project activity, which is of a joint nature; is determined by educational goals, common values and interests of community members; is built on the basis of a common information resource, and the network project corresponds to the logic of University network communities' development. The identified aspects confirm the imperative need to determine the theoretical and methodical approach to the interactive transformation of the University educational environment using network projects' resources. In this regard, the article reveals the features of modern web 2.0 network services' development as a technological (instrumental) basis of various structures and forms of the student project activities. Pedagogical conditions for network projects' developments focused on the network communities' development in the University educational environment are established. Based on the results of the study, the efficiency of pre-subject, subject-object and subject-subject criteria of the levels' formation of interaction between the network project and the network community is determined and experimentally proved. The materials of the article can be useful in the development of various structures and forms of a University student project activities in web 2.0 network services.

**Keywords:** University educational environment, network services, web 2.0 services, network projects, network communities, project forms of activity, virtual models of the network project, criteria.

### 1. Introduction

The 21st century in all spheres of human life marked the predominance of information technologies, the development of which over the past 10 – 12 years has so modified the structure and content of activities that modern specialist during the active period in any field of employment will be undergone professional retraining (Polat, 1997; Yakovleva & Ospennikova, 2012). It is proved that most significantly these changes are influenced by the wide spread of the Internet global and local networks, which have fundamentally changed the forms of collecting, processing, transformation, transfer of information and



creation of the information product (Aronsson, 2002; O'Reilly, 2014; Sergeev, 2010; Testov, 2004; Yastrebtseva, 2001). In addition, networks and the services that support them have been effective in providing site traffic and user feedback and have gradually become a means of content generating. Over the past decade, the paradigm of the Internet has changed significantly. It is established that from the environment, where the users only drew information, it was transformed into a virtual model of the network community, who are united by the goals and interests of different types and forms of joint activity (Žižek, 1998; Sergeev, 2010; Tsyganyuk & Drozdov, 2012). Based on this approach, a significant number of social web services of the second generation, united by the common term "Web 2.0 services", are rapidly gaining popularity. This term was first proposed by T. O'Reilly (2014) as a definition of a virtual platform on the Internet, uniting users with the help of software and hardware of the new (second) generation, allowing to carry out individually or collectively a variety of activities. It is established, that the resources of the Web 2.0 services contribute to: bringing networking to a new technological (instrumental) level, removing both spatial and temporal boundaries between its users; carrying out direct contact of the participants with each other, relying on the initiative of each; effective collaborating, distributing resources, with the overall objective of the activities; using shared resource network for the needs of all participants as a whole and of every individual; building a diverse path to a common goal (Kanyanina, Stepanova & Shevtsova, 2014).

In the modern University educational practice the web 2.0 network services are successfully used as a technological basis for the construction of various structures and forms of activity (network institutions, network communities, network competitions and Olympiads), among which network projects occupy a priority status due to the highest compliance of the goals and objectives of organization process of the students' network community to the goals and objectives of their joint educational activities' types and forms. It is proved that a large number of different network services' availability stimulates the student network design activities' development and the appearance of the similar University sites, which are relevant to the goals and objectives of modern specialists' training (Ginko & Ginko, 2010; Moiseyeva & Soifert, 2009; Kanyanina, Stepanova & Shevtsova, 2014). The study substantiates the effectiveness of the structure and content of Web 2.0 services, reflecting the features of University students' educational activities and uniting all participants of the educational process – students, teachers, and managers in the network community. To substantiate the theoretical and practical significance of network projects in the interactive transformation of the University educational environment, the article reveals the features of web 2.0 network services' development as a technological (instrumental) basis of various structures and forms of student project activities. Pedagogical conditions for the development of network projects focused on the development of network communities in the University educational environment are established. On the basis of the research results the efficiency of pre – subject, subject – object and subject-subject criteria for the formation of interaction level of the network project and the University network community are determined and experimentally proved.

## **2.The State of the Research Problem Study in the Scientific Literature**

The organization of the student's project activity on the basis of communication technologies' modern means use has become the subject of scientific development of a large number of scientists whose research problems are related to the issues of Informatization of education. These works are associated with the names of many reputable experts, including L. Aronsson (2002), G.A. Berulava (2010), V.I. Ginko and M.S. Ginko (2010), W. Cunningham, T.I. Kanyanina, S.Yu. Stepanova, L.A. Shevtsova (2014), I.A. Kolesnikova (2007), B. Leuf and W. Cunningham (2001), M.V. Moiseyeva and S. Soifert (2009), E.D. Patarakin (2009), N.Yu. Pakhomova (2003), E.S. Polat (1997), A.N. Sergeev (2010), E.N. Yastrebtseva (2001) etc.

The effectiveness of these components in the process of creating an innovative information and educational environment of the University (Leuf & Cunningham, 2001) is proved. A significant number of works devoted to the design and implementation of network concepts and paradigms in the training

and education of the University student, to the development of conceptual and categorical apparatus of network projects and network communities, to the definition of priorities in the interaction *network project – network community* (Berulava, 2010; Patarakin, 2009; Sergeev, 2010; Testov, 2004; Yakovleva & Ospennikova, 2012). A high level of researchers' interest to network Web 2.0 services is identified, focusing on the revitalization of the student in the creation of services' information content, their productive interaction and intensive communication in project activities of network communities (Abasheeva, 2009; Afanasenkova, 2005; Il'yina, 2007). In most studies it is pointed to the potential resources of the Web 2.0 services that ensure efficiency of the University network educational projects' organization, able to provide not only communication of the project activities, but also to carry out their representation in the network as in social and cultural environment; to organize the development and implementation of the project in activities of the network, and use the generated materials in the online service (Ginko & Ginko, 2011; Kanyanina, Stepanova & Shevtsova, 2014; Kolesnikova, 2007; Patarakin, 2009; Pakhomova, 2003; Polat, 1997; Sergeev, 2010). During the study of the research problem it was found that despite the fact that network projects are effectively used in the innovative educational process of the University, which, of course, contributes to the better implementation of pedagogical goals and objectives of modern specialists' training, it is premature to talk about a holistic understanding of the interactive transformation of the educational environment of the University on the basis of their use. An important role is also played by the factor of special variability and unpredictability of network services' development, which are much faster than the development of University resources. Therefore, the study of the interactive transformation features of the University educational environment, mediated by network projects, seems to be justified and appropriate.

### 3.Results

#### 3.1. Web 2.0 Services are the Instrumental Basis of Network Projects of a University Student

The study established, that the attention of specialists to the prospects of interaction between educational environment of the University and online services is conditioned by the intensification of network projects, under which in educational practice of the University are understood the joint educational, research, creative or play activity of students - partners, organized on the basis of computer telecommunication which have common problem, goal, coordinated methods, ways of solution of tasks aimed at achieving joint outcomes (Kolesnikova, 2007; Polat, 1997; Sergeev, 2010; Yakovleva & Ospennikova, 2012). Over the past decade, the paradigm of the Internet has changed significantly and the concept of a network project is filled with new content. Former Internet users represented two categories: 1) creators of information content of the network; 2) consumers of content (Berulava, 2010; Ginko & Ginko, 2011). Currently, the network has a lot of tools that allow users to individually add diaries, articles, photos, audio and video recordings to the network content and leave their comments, create their own design (Sergeev, 2010). Thus, each user becomes an active participant in the creation of network content, and the environment, which for users, basically, was only a source of information, so becomes an environment for organizing joint activities to create its content. It is established that these transformations of network services were defined as "Web 2.0 services" (Web services of the 2nd generation). This term was first introduced by T. O'Reilly (2014). The discursive content of the term according to T. O'Reilly is in the features of the process of users' active participation in the formation of information content of Internet services within the framework of the activities of network communities. Confirmation of the established by T. O'Reilly trend is a new level of development of the Internet resources, which changed the types and forms of network interaction of the student, as well as abolished the spatial and temporal boundaries between its subjects. Today, in theory and practice of pedagogical science, the term "Web 2.0 services" refers to an automated virtual platform (environment) on the Internet that unites students with the help of software and technical means and allows them to carry out individually or collectively a variety of educational activities based on a common interest (Sergeev, 2010). It is proved that Web 2.0 services are

an interactive multi-user website, the content of which is filled by the participants of the network. It has a set of applications- program systems, including instant messaging systems, Internet chats, Internet forums, web blogs, wiki-directories (Ginko & Ginko, 2011; Kanyanina, Stepanova & Shevtsova, 2014).

It is established that web 2.0 network services are the technological (instrumental) basis for the construction of various structures and forms of project activities of network institutions, network communities, network competitions and Olympiads, models of network projects. It is proved that the emergence of a large number of different network services stimulates the development of network design activities and the emergence of many network design sites. Network projects are included in the practice of innovative pedagogical activity of the University. Today, the initiator, developer and coordinator of the network project can be a student, teacher, or any other person who has basic skills of project activities' organizing and experience in using Web 2.0 services in solving technological problems (Ginko & Ginko, 2011). It is defined, that the implementation of network educational projects is determined by the new conditions of the student *traditional* project activities' organization, reinterpreted from the standpoint of the activities of network communities, understood as enterprises (group) of actors interacting on the basis of communications of the Internet with a common connection between them, able to exercise cooperative forms of activity and self-reflection (Moiseyeva & Soifert, 2009). Such views on the joint analysis of network project activities and the study of the features of network communities are based on the fact that network educational projects and network communities are closely linked, mutually determine each other. It is proved that in the established interaction of network communities and projects the priorities belong to the structure and content of the project. This trend is due to the fact that online communities exist in the environment, which is collaborative, guided by common values and interests of community members, built on the basis of a common informational resource, may be exercised only in terms of network project, organized in accordance with the logic of development of network community (Ginko & Ginko, 2011; Kanyanina, Stepanova & Shevtsova, 2014; Sergeev, 2010).

### 3.2. Pedagogical Conditions of Network Projects' Formation

The study found that the basis of the network project is joint educational, cognitive, creative or gaming activities of the student, which has a common goal, coordinated methods, ways of activities aimed at achieving the overall result of web 2.0 services resources. The necessity of correction of organizational and pedagogical conditions, ensuring the implementation of such activities in the educational environment of the University is proved. The structure and content of innovative conditions that determine the development and implementation of network projects of the student in the University educational environment with the help of technological (instrumental) resources of Web 2.0 services are established.

First condition is the creation of information and communication environment that provides the use of information resources of Web 2.0 services. Network environments of the project can be wiki, blog, website, social network, which have their own distinctive features, but in General have all the necessary opportunities for the placement and implementation of the network project. The organization of ways of access to resources, content and means of communication of these environments is characterized by openness and at the same time closeness. The Wiki is an example of an open environment. A website, blog, or social network is an environment that has access settings in its tools, which allows you to create both open and closed project environments. Features of each network environment have a dominant influence on the implementation of the project activities of the University student (Yastrebtseva, 2001);

Second condition is the designing project assignments and the placement of project activities' products at the Web 2.0 services that functionally meets the requirements of a particular job. In a network project, at each stage, participants perform tasks, the technological basis of which is network services that allow organizing joint activities. Tasks can be both individual and collective, focused on the performance of tasks by each team - participant or allowing to involve all teams at the same time, or to organize

interaction between teams. Since the project is networking and the participants do not have the opportunity to interact in real space, it is important to organize their interaction in the network in a variety of ways of joint implementation of project tasks, when the teams see the results of each other's work (Kanyanina, Stepanova & Shevtsova, 2014);

Third condition is the designing tools in the organization of communication lines.

It is a procedural unit that operates in a particular format (chat, forum, blog, messaging), which has its own educational goals and objectives and provides sustainable communication between the participants of the network project throughout the period of its implementation.

Types of communication lines which are the leading ones in the design activities of a University student are established:

- The news line is a mandatory component of the network project, which directs the progress of the project through information support. Regularly generated messages about events and deadlines form the route of promotion of participants on the project;
- Consulting line is the most important component of the network project, as it aims to support the independent activities of the participants;
- thematic line-a prototype of the *conversation*, implemented in the format of a forum, blog or other means of network communication and content related to the problem of the network project;
- The line of interaction between the teams is a means of self-organization of participants for joint activities in the project;
- Reflective line - a line of comprehension and assessment of activities (Testov, 2004);

Fourth condition is the design and implementation of network means (tools) to promote the project:

- e-mail distribution;
- Placement of information about the project in the relevant network communities;
- Placement of information in the official websites of educational organizations and educational authorities;
- Placement of information in teachers and students personal educational resources (Patarakin, 2009).

### **3.3. The Effectiveness of The Network Community Formation Level as a Collective Subject of the Student Project Activities**

In the course of the study, the typology of interaction of the network community, determined by the criterion of subjective value, is established:

- Diagnostic level. Interactions are of pre-subject nature, are estranged, the participants of the interaction are not linked by something shared, don't attach any value to the joint deliberations (Shilova & Lebedeva, 2006);
- Formative level is characterized by the emergence of subject-object interaction, when each of its members can already be an active subject of some activity and appeal to other members of the community for its implementation. In this case, network activity is defined mainly from outside, determined by external conditions in relation to the network community (Kolesnikova, 2007);
- Reflexive-evaluative level is determined by the presence of subject - subject interaction, the participants of network activity evaluate themselves and their partner as equal subjects, see the value of themselves and Other (Kanyanina, Stepanova & Shevtsova, 2014).

The levels of the network community development create prerequisites for the implementation of educational projects in the interactive educational environment of the University. The structure and content of traditional training projects includes four stages of implementation: preparatory; organization of project activities; project development; presentation, reflection. The logic of network projects' development is revealed through the relationship of the established stages with the diagnostic, forming and reflexive-evaluative levels of development of the network community:

- The preparatory stage is related to the diagnostic level of development of the network community. At this stage the purpose and problems of the project, the circle of participants, terms of implementation are defined, preliminary preparation is carried out. The leading role in the network project at this stage is given to the personality of the teacher as the organizer of the project, and the strategic goal is to create the necessary conditions for the implementation of educational project activities in the network;
- The stage of organization of project activities is determined by the forming level of the network community development. At this stage it is the initial development of the project - joint discussion of the General ideas of the project, definition of specific research topics, the distribution of students to groups, the definition of the General rules and timing of the development of copyright materials, criteria for their evaluation, etc. Activities of students and teachers involve intensive discussion and elaboration of common views on various issues. In relation to the network community in the project activity there is a definition of group goals and objectives, group norms and rules are developed, primary ideas of each member of the group, personal role and status in this community are formed. Students get the experience of *introduction* in the network society and use computer toolkit of online communities to jointly addressing the project objectives. The level of subjectivity of the network community at this stage increases and it has the features of the subject-object nature, since the activity of the student in the network community is mainly determined by the teacher;
- the stage of development of the educational project is identical to the reflexive-evaluative level of the network community development, which is due to the educational significance of network development, as well as the possibility of its implementation by a large number of students who can coordinate their activities through Web 2.0 services. Such development and network activities during the implementation of the network project are the essence of the network community, which should be built on the priority of the subject-subject relations. It is proved that the network community corresponds to the reflexive level, if each of the participants of the network project is aware of the value of themselves and the *Other* as a collective subject of educational activities in the network. Under these conditions, the network community becomes a methodological guide and resource for the design and implementation of services aimed at solving new design problems.

#### 4. Conclusion

The study confirms the theoretical and practical significance of interactive transformation of the University educational environment by the resources of network projects as an actual practice-oriented direction of training a student-a future specialist of the new generation. Based on the results of the study conducted, the importance of resources of modern web 2.0 network services, converted from the source of information - into the environment of student joint activities' organization to create content. In the course of the study there was a trend of growth of various network services, stimulating the development of project activities and project sites in the practice of the innovative educational activities of the University. The tendency of interdependence of network projects' implementation and network communities' activity organization is defined. In this regard, the article reveals the features of the development of modern web 2.0 network services as a technological (instrumental) basis of various structures and forms of student project activities. Pedagogical conditions for the development of network projects focused on the development of network communities in the educational environment of the University are established. Based on the results of the study, the efficiency of pre - subject, subject - object and subject-subject criteria for the formation of levels of interaction between the network project and the network community is determined and experimentally proved. The materials of the article can be useful in the development of various structures and forms of project activities of University students in web 2.0 network services.

The study does not cover all aspects of the problem. Their further development involves the justification of conceptual approaches to the design and implementation of the University teacher network activity model.

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## Creating Motivation of Fitness Club Visitors for Physical Training

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### Abstract

The relevance of the study is determined by the fact that motivation and its sources is the object of numerous studies, being complex in nature and important for comprehension, in order to direct the human behavior in the desired direction. The purpose of the article is to link the professionalism of trainers and coaches with motivation for physical trainings among individuals. Basic research method of the problem is observation, conversation, interview, situational modeling (natural experiments), tests. Main findings of the present research is the methodology for trainers and fitness instructors to increase the interest and to motivate fitness club visitors for physical trainings, enhanced physical skills and physical health improvement. Research paper materials could be useful for middle- and high school students of physical health educational institutions, specialists of auxiliary education, trainers and fitness instructors, as well as top-score professionals.

**Keywords:** physical culture, training process, motivation, fitness-club.

### 1.Introduction

The relevance of the present research is defined by the complexity of human motivation as a study object, as the study thereof is directly bound with the search of motivation sources and forces which drive the activities and the direction of human behavior (Ponomarenko, 2013).

Motivation is the basis of any activity, as a fundamental element of personal activity mechanism, of a human interest in the activity itself. Motivation is commonly defined as an act or process of stimulating someone or oneself to achieve a defined goal. Personal attitudes and abilities to satisfy one's needs, fulfill requests and shape the life trajectory should be explained mainly from the standpoint of motivation. As studies of psychiatrist, neuropathologist and psychologist V.N. Myasishev (1995) show, the results achieved by a person during the lifetime depend only 20-30% on intellectual abilities whereas 70-80% influence factor will be motives which drive the behavior.

Significance and importance of perfecting the physical shape of individuals is also defined by conditions and specific labor factors, high development rates of industry development, where the individual is or going to be employed, high pressures for labor efficiency, physical and psychological adequacy, reliability of human factor in human-machine interaction and other factors (Melnikov, 2013).

Contents of motivation for sports is one of ever-present psychological problems. Solution of this problem presumes the research of elements of individual motivational structure in their interrelations, defining the element role depending on its level for building the contents and direction in context of individual social ties (Belyanicheva, 2009).

## 2. Materials and Methods

### 2.1. Glossary

Physical culture - is a part of common culture of society, which includes the system of physical upbringing, as well as a set of knowledge and material means, necessary for its implementation.

Learning and training process - exercises, taught and performed to boost physical condition and prepare the student for performance of motion in action.

Motivation - set of durable motives defined by the personality traits, values which direct the overall activity.

Fitness-club is an area with zones for common physical exercises, swimming-pool, cardio-trainings, fitness and dancing studios.

### 2.2. Bibliographic Survey on the Problem of Developing a Method of Creating the Interest to Physical Exercises of Fitness Club Visitors

Motivation as a research object was considered at least by: V.N. Myasishev (1995) as a factor system, which determines the behavior and activity; P.M. Jakobson (1969), A.N. Leontyev (1971) as a stimulus, resulting in activity of the organism and defining its direction, as a set of factors, defining the human behavior. E.P. Ilyin (1998, 2000) as a specific environment including demands, motives, goals, interests in their interactive product.

As stated by M.Sh. Magomed-Eminov (1987), Y.A. Postolnik and E.A. Raspopova (2013), Y.A. Kleiberg (2007) motivation is a process of forming the motives, and the characteristics of this process of assumptions and transformations, that is a process of psychic regulation of a given activity.

Motivation as a process for activity determination for humans and animals, as a stimulating impulse for action is interpreted by T.V. Gerasimova (2009), D.V. Dianov (2012), G.S. Tumanyan (2006).

Motivation of sports activities is defined by internal and external factors, changing its significance over the sports career is described by D.T. Almagambetova (2014), Y.I. Grishina (2014), I.S. Barchukova (2009), D.A. Belova, A.V. Tsinis and A.V. Kochnev (2015), Yu.F. Kuramshina (2003).

Issues of professionalism of training staff for motivation of sportsmen was covered by E.A. Chelnokova, N.F. Agaev and Z.I. Tyumaseva (2018), V.K. Petrov (2004), V.V. Novokreshyonov and T.Yu. Kolyaskina (2014), Yu.S. Novozhilova and I.A. Sedov (2018), V.A. Kiselyov (2006), Y.P. Kobayakov (2012).

### 2.3. Issues of developing methods

Issues of developing methods for creating interest for physical exercises, improving the level of physical fitness and physical health among fitness club visitors. Development of a method to build and maintain the interest for physical exercises improving the level of physical fitness and physical health among fitness club visitors due to the training staff was split into the following tasks:

1. Define the main motive types for physical training;
2. Describe the population of gym visitors and their motives for exercises.
3. Prepare the skill chart for fitness instructor based on his/her skills.

Research problem: development of a method that would increase and maintain the interest among fitness club visitors for physical training, improving the level of physical fitness and physical health due to the training staff.

Research objective: was to study the correlation of staff professionalism of a fitness club and motivation for physical training.

Research hypothesis: It was assumed that the knowledge of particular positive motives of fitness club visitors and application of this knowledge in occupational activities of instructing staff will allow to build stable interest for physical exercises among population.



### 3.Results

One of the most important components, building the activity structure for fitness trainings is an internal motivation and interest for exercises of a particular person. Therefore, general means of agitation play the central role for interest building. Own conclusions of an individual pertinent to own physical state and necessity for improvement will play a deciding role.

Motivation is fundamental for any activity, as it constitutes the mechanism of personal activity, interest of a person in activity itself. Motivation is commonly defined as an act or process of stimulating someone or oneself to achieve a defined goal. Personal attitudes and abilities to satisfy one's needs, fulfill requests and shape the life trajectory should be explained mainly from the standpoint of motivation.

Generally, there are two main points of views among authors of contemporary theories:

- Motivation - is a set of motives or factors, which build the individual motive system;
- Motivation is a dynamic process or psychic mechanism, set of actions for activating motives of a given individual.

Despite various approaches, motivation is understood as a system of stimuli, causing one's activity, determining the direction of behavior, as well as a complex of conscious and unconscious psychologically different factors, stimulating the individual to perform particular actions and defining their results and directions.

As motive performs a number of important functions: directing, stimulating, regulatory, structuring, sense-making, reflective, descriptive, protective we would consider it improper to describe the motive as a "need" or purely energetically functional stimulating function.

The broadest term among "motive", "motivation" and "motivational sphere" is the last one. Motivational sphere includes both affective and a will-element of personality, experience of needs satisfaction. In a general psychological context motivational sphere is a complex junction of behavior forces arising from needs, interests, appeals, goals, ideals, which directly determine the activity. Motivational sphere in this aspect is an axis of personality which attracts such traits as orientation values, ethical settings, social expectations, emotions, voluntary characteristics and other social and psychological triggers. Motivational sphere is a set of each and every motivational element: dispositions (motives), needs and goals, attitudes, behavior patterns and interests.

As starting motives for novices and beginners to start exercises could be:

1. Self-perfection tendency (health, body shaping, physical and voluntary development).
2. Self-expression and self-assertion (willingness to comply, be like others, look like famous sportsman, to be accepted by society, to promote the company, town, city, state, to be attractive to the opposite sex).
3. Social attitudes (popularity for sports, willingness to maintain family sports traditions, willingness to be ready for military service and social labor).
4. Spiritual satisfaction (appeal to feel oneself a part of a sports team or school, communicate with club-members, receive new impressions from exercises, interest for methods, individual attitudes and exercises).

Each of listed motives has a specific stronger or weaker significance for every particular sportsman depending on his understanding of own values. However, some motivators are deciding for the majority of beginners and novice sportsmen.

We have chosen this classification because fitness club attendants have no professional sportsmen status. Research objective was focused on describing the motives to attend workouts. We have analyzed how motives had changed over time and whether the visitors are satisfied with exercise programs and own results in three periods:

- in the beginning;
- after 6 months of exercises;
- after a year of exercises.

As a result of our research work we described the skill chart for fitness instructor, his influence on the motivation dynamics and increase in amount of club participants.

Motivation changes over time depending on the age group.

Motivation can be changed by the authority of fitness instructor.

Trainer with his skills is the main chain ringto build motivation components with club guests. Motivation of attendants may vary and trainer like teacher should sustain the motivation by various means and increasing the communication component. It is his goal to support the motivation in the beginning and to maintain it with time. It is necessary to make basic knowledge on physical training available for fitness club visitors.

The skill diagram below can give necessary clues to understand the situation and undertake necessary transformations during mentoring for the sake of personal development of those involved in the process of communication for better understanding during and after the work-out.

At the same time the skill chart can be the clue for new understanding of the purpose of exercises, not only as a means of health and physical state improvement but also as a means for moral improvement of personality.

### 3. Discussions

#### 3.1. Organization of research of fitness club visitors' motivation

Motivation for sports activities is defined by internal as well as external factors changing its significance over the career run.

In the beginning (with novices and beginners) the reasons for physical training regardless activity type and kind of sports can be:

1. Self-improvement motives (health improvement, body building, development of physical strength and willpower).
2. Self-expression and self-assertiveness (wish to be not worse than others, look like a famous sportsman, to be accepted by society, to promote the company, town, city, state, to be attractive to the opposite sex).
3. Social motivation (trend for sports, willingness to maintain family traditions, to be ready for labor conditions and army service).
4. Satisfying spiritual needs (to be a part of sports team or sports school, communicate with peers, get new impressions from trainings, interest in new exercises, methods or individual approaches).

Each of listed motives has a specific stronger or weaker significance for every particular sportsman depending on his understanding of own values. However, some motivators are deciding for the majority of beginners and novice sportsmen.

We use this classification of motives because fitness club attendants have no professional status of a sportsman.

Data obtained via quires is presented below in Table 3.

**Table 3.** Motivation for physical exercises in the beginning phase

Motives	Age		
	18 to 29 years	30 to 39 years	40 years and older
<b>Self-improvement</b> (health, body shaping, physical and voluntary development)	24.3% (17 resp.)	37.2% (26 resp.)	58.3 % (35 resp.)
<b>Self-expression and self-assertion</b> (willingness to comply, be like others,	21.4%(15 resp.)	8.5%(6 resp.)	5%(3 resp.)

look like famous sportsman, to be accepted by society, to promote the company, town, city, state, to be attractive to the opposite sex)			
<b>Social motives</b> (popularity for sports, willingness to maintain family sports traditions, willingness to be ready for military service and social labor)	42.9%(30 resp.)	8.5%(6 resp.)	3.4%(2 resp.)
<b>Spiritual satisfaction</b> (appeal to feel oneself a part of a sports team or school, communicate with club-members, receive new impressions from exercises, interest for methods, individual attitudes and exercises)	11.4%(8)	45.8%(32)	33.3%(20)
<b>Total headcount</b>	70	70	60

The following conclusions can be made from the analysis above:

1. Self-improvement motives prevail with respondents older than 40 years.
2. Self-expression and self-assertion is typical for younger generation.
3. Spiritual motives are typical for middle-aged and older generation.

Age structure was taken from GTO norms, established by the Russian Ministry of Sports in 2014, which contains tests and norms for 11 groups split for gender and age.

Research work used the last 3 age groups to comply with the average population age of fitness club attendants:

1. GTO is recommended for men and women in the age range from 18 to 29. First half of this stage (18-24 yrs) is characterized by the finish of growth processes with diminishing energy losses for these processes. Assimilation (growth) process was faster than the dissimilation (destruction) process during the first half whereas the second half of this stage (25-29 yrs) the rates of the processes become equal as growth processes decelerate. On the first-half phase the intensity of exercises is growing and reaches its maximum, as energy expenditures for growth processes become minimal. But on the second-half phase the intensity starts to decelerate as dissimilation processes start to prevail. This phase describes the test group of active individuals performing labor actions with weekly motion mode decreasing to 11 hours during the first half, and to 8 hours during the second half.
2. GTO norms for men and women in the age of 30-39. Dissimilation process is overcoming the assimilation process in the first phase of age stage and accelerates even faster during the second phase. These particularities define the approach for the norm setting of the stage VII, and requirements get lower with age, as well as the number of tests to achieve the designation gets lower, and on the second age phase gets equal to the stage IV, with weekly duration of motion phase being equal the level of the stage VI.

3. GTO for men and women older than 40 is split into age ranges of 40-49 (with sub ranges 40-44 and 45-49), 50-59 (sub-ranges 50-54 and 55-59), 60-69 and 70 and more. Common peculiarity of this stages is increasing dissimilation processes' intensity and almost absent assimilation processes. Such peculiarity was the reason for a step-by-step decrement of GTO norms (up to weekly 6 hours for stage XI) and the number of tests necessary to achieve the gold sign (3 for stage XI) during the transition to the further age group.

Sampling size of the motivation query was 200 respondents of female gender. In the each age range of 18 to 29 and 30 to 39 was 70 respondents, and there were 60 respondents in the age of 40 and over.

Let's consider the chart of starting motivation (Fig.1).

Following conclusions can be made:

- Such a motive as a strive for self-improvement is important in each age during physical exercises, the main motivational rise appears in the age of 40 and over, and it is explained that motives of fitness club attending is health improvement, better body shaping and physical strength, development of willpower.
- Self-improvement is the most important way for personality formation, development of own abilities, obtaining new skills and knowledge. The self-improvement motive is therefore strong and common as the personality tends to be never satisfied with oneself being honest enough.

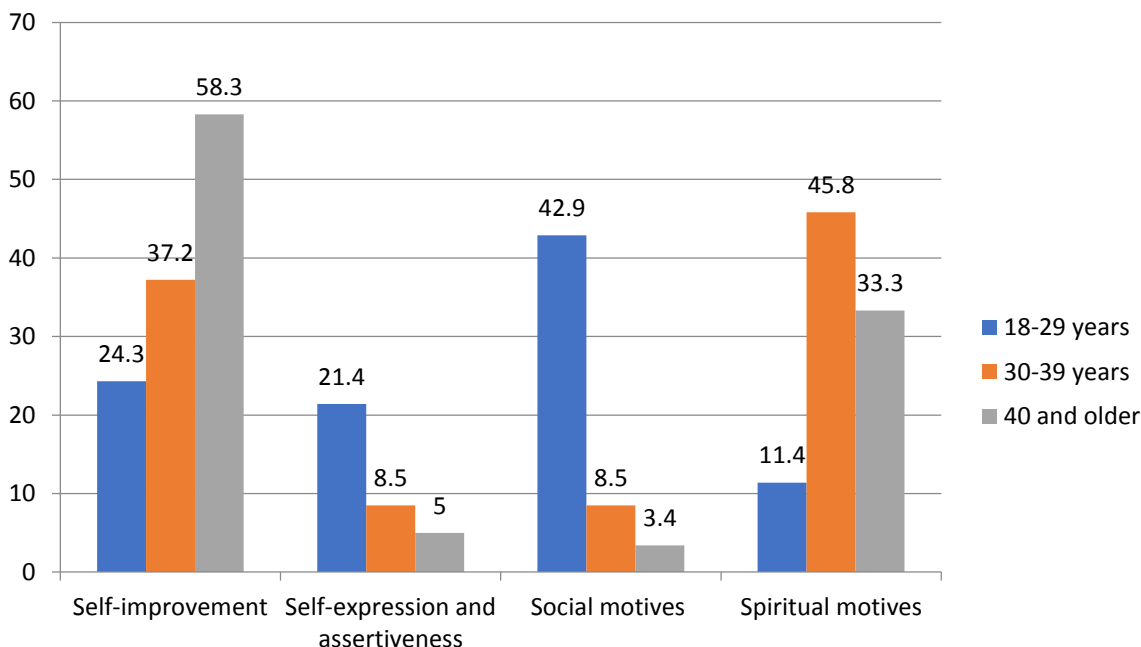


Figure 1. Motivation dynamics age dependence

There are three main conditions which motivate for self-improvement (Leontyev, 1971):

- a) Social need of a personality for self-respect and praise by others, social prestige;
- b) Discrepancy of "Ideal me" and "Real me";
- c) Self-evaluations and self-relations.

The absence of one of these components will not lead to forming the motivation for self-improvement. Thus, if one's self-evaluation is low, no self-respect is available, or opinion of others is not important, there will be none or minimum of self-improvement drive.

Self-improvement can be moral, intellectual and physical. Physical self-improvement relates to self-upbringing, intellectual – with self-education, physical – with self-development (Kuramshina, 2003).

Motivation for self-expression and self-assertion declines with age and reaches its maximum in the age 18 – 29. Both motives of self-improvement and of self-expression are almost equal in the age 18 through 29.

Self-expression and self-assertion motivation is characterized by the desire to be not worse than others, look like a famous sportsman; willingness for social acceptance, to promote the team, town, country, to be attractive for the opposite gender.

Self-assertion motive (desire to achieve a certain social standing) is connected with the feeling of self-respect and ego. A person is trying to prove that he is of value to the society, and worth to be respected and valued. Sometimes the desire for prestige (to obtain and sustain high social status) is also grouped with self-assertion motive.

Self-assertion motive is rather a powerful motivating factor which is addressed by trainers, teachers and managers try to inspire with their students (sportsmen, subordinates) increasing their motivation for action.

Identification with some person, a desire to be like some hero, referential personality (father, teacher, etc.) is also a factor for development and growth. It is especially relevant for kinds and youngsters who usually inherit behavior patterns of others.

- Motivation and social settings are most important in the ages of 18 to 29, whereas it is almost not important at the age of 40 and over, relatively insignificant in the ages 30 to 39. Under social settings we understand the popularity for sport, strive to maintain family sport traditions or being ready for labor relations and army service.
- Fitness-club instructor should be able to build personal and value-sharing relations with respect to physical culture. The person should possess a broad set of personal characteristics which augment his/her abilities to demonstrate physical exercises with internal motivation and confidence in necessity of a healthy lifestyle. As a result, the task of physical development transforms itself into aspects of scientific justification, development of new-level, more flexible relations development and communication of instructors and fitness-club attendants.

Based on the above described statements a set of requirements for the position of a fitness instructor can be depicted in a skill chart, based on local peculiarities of club guests.

Trainer and his skills are the main elements of motivational environment. It is necessary to devote significant amount of time for their development with every person willing to be a trainer. Such skills as:

- Ability to correctly and properly define the contents and methods of pedagogical process;
- Adequately react to peculiarities of certain guests and staff;
- Ability to rationally organize their labor activity;
- Set priorities taking own strengths and weaknesses into account;
- Find optimal ways of mutual understanding.

Fitness-club visitors have unstable motivation and instructor's role is different from that of a school teacher of physical training, so the motivation is achieved through various interaction means with enhanced communication. For this purpose, let's define a few tasks and consider each in more detail.

The motivation sustaining tasks of a fitness club instructor are the following:

1. Define goals.
2. Define principles.
3. Choose conditions.
4. Develop contents.
5. Organize motivational means.

Let's consider each task. Common goal ensures that externally set requirements are handled by both parties in an organized manner of individual and mutual consent. Relations resulting in the process of creation of the individually oriented situation during fitness club exercises require creative approach for cultural change of motivations.

Common goal is shaping of a creative personality in a specific communication atmosphere occurring during various physical exercises. The process of fitness club exercises is rarely creative. Usually instructors mention the necessity to teach the instructed some particular exercises where creative component is simply irrelevant.

However, creativity is necessary in games, which are rather attractive for participants. Traditionally trainers appeal to the use of physical culture of conscience is not used. In particular, it consists of tokens of understanding the advantages of being physically strong over other people.

Such understanding can be brought up if trainer succeeds in setting a specific goal for each exercise, which will allow the trainer and the trained to create private structures of conscience.

Specific goal is a step-by-step variative change of motivation for exercises in fitness club.

Defining principles:

- Subjective control;
- Self-realization in creativity;
- Openness of learning and educational literature;
- Dialogue;
- Ethics;
- Convincing communication;
- Implicit pedagogical ethno culture.

Choice of conditions:

- To wake the value-based conscience component, change verbal strategies, address the ethical characteristics of the author of the message of sport ideals, creating choice situations based on proposed alternatives etc.;
- To inspire the emotional component of conscience – supplement the lack of information by intuition, decision making during the discussion of this or that problem, considering the influence of pedagogical decision on the feelings of instructed, motivation and development of “smaller talents” etc.

Contents development:

- Developed self-control is a crucial point of developing other motivation components. It is indirectly observed in the private conscience structure – motivation, defining the activity for all other personality-based structures.
- For understanding of personal significance of information communicated parties can create situations of mutual creative search, during which the exercise participants build common structure. Such situations are constructed during exercises. Rational and emotional values applied for specific pedagogical support to obtain new communication experience are used to form contents of such exercises.

Organizing educational means:

From the educational standpoint the skill chart should contain activity phases to depict problem solving focus of trainers' efforts: diagnostics, search, contracting, active, reflective.

Diagnostics –problem detection, loss of direction, difficulties, lack of skills and qualities, external barriers. The goal of diagnostic phase is to create conditions to understand the essence of the problem, its root

causes, discover the contradiction in values and meanings created by oneself (collisional consciousness and creative consciousness).

One of support means is verbalization of the problem: it is necessary to let the attendant speak it out loud, what worries him and what place in life is taken by that situation, how he treats it and why he took no preventive measures or solutions to it. Joint evaluation of the problem from the standpoint of its significant is also important.

For diagnostics of physical ideals, the trick of sense-generating inherent example is used: simultaneously with explanation of the order of performing new exercises verbal illustrations for this or that movement are given.

Basic attention is given that no obscene language or jargon is used to give verbal characteristic to movements. Further on this trick is accelerated depending on complexity of further stages via new rational and emotional structures.

Search – joint organization of cause identification, possible sequences of non-performance; impartial view with “own eyes”, as well as using synergy principle “exit to a side position”.

Discussion of possible consequences presumes the ability of the trainer to forecast the nearest and delayed outcomes for cases where action is taken and not taken. Search phase presumes support in defining the goal of the choice to be made – as preliminary “interim” conclusions and outcomes become apparent.

Search phase gives implicit source of moral characteristics of the author of the information previously submitted. The task of the pedagogue is to support the attendant with any choice and to express the readiness to help in any case.

Contractual – projecting the actions of trainer and those doing exercises (dividing functions and responsibilities for problem solving, for example – through precise clarification of the essence and sense, attractive samples of developed physical shape). In accordance with the algorithm of pedagogical support this trick develops the search phase in the direction of solving the value dilemma and distributing the actions on the voluntary principle. Orientation for the ability of the visitors to overcome their troubles on their own opens the path for predicting own actions. The wish of those attending the club to direct their efforts on their own is an important result of pedagogical work.

Active phase – to achieve success a pedagogue should support the trainees psychologically and to protect their choice and interests if needed. Solving the ethical dilemma needs attracting new examples to support or to discredit the option considered. The discreditation trick is made by adding implicit negative characteristics to the description of the considered option.

Reflexive – joint discussion of successes and failures of previous efforts, conclusion on the possibility or impossibility to achieve desired outcomes to come to new expression of the task or to consider new options of self-definition. As a result of reflection new previously unseen causes and circumstances may arise, which need to be solved prior to self-definition.

There are key moments in discussions with trainees which can approve or disapprove the course taken to achieve desired results. Special concern is given to feelings and emotions to support expression of own feelings. The special focus is devoted to feelings and emotions, support is given through expression of own feelings. Pedagogue creates conditions, where the visitor assesses the art of actions as well as progress achieved. It is important to help him/her to notice those changes, which take place in him as well as around him. Reflexive phase can be considered as a separate phase as well as an element of each support activity.

The skill chart is a trainer’s tool to understand and transform his role in providing pedagogical support for visitors to acknowledge the values, gives clues to understand the visitor and to develop indoor and outdoor communication with him.

At the same time the skill chart allows for new meaning of physical exercises for fitness club attendants as well – not only as physical development and health improvement tool, but as means of developing moral health.

## Conclusion

Main cause for attending a fitness club is motivation based on the motive list proposed by E.P. Ilyin (2011) and taken as a basis in the research: self-improvement, self-expression and self-assertion, social motives, satisfaction of spiritual needs.

The interview sampling size was 200 female respondents, 70 in the age from 18 through 29, 70 in the age from 30 through 39 and 60 in the age 40 and older.

Motivation for exercises is changing over time of practice and depends on age as well. It is possible to affect motivation by the authority of trainer. Trainer and his skills is the main element for building motivation with club participants.

Motivation for exercises is unstable and trainer unlike school teacher needs to support motivation with various interactions by enhanced communications.

The main goal of the trainer is to build motivation from the first visit of the club and to maintain it with time and make sustainable. It is also necessary to offer basic knowledge on physical training for those unaware.

The skill chart allows the trainer to understand and transform his/her role in pedagogical support for acknowledgment of value and sense of physical exercises, gives a chance to understand a person and develop further communication inside and outside of the club.

At the same time the skill chart gives a tool for club attendant a chance to get new insights on the meaning of exercises – not only a health-improvement measure but also spiritual improvement.

## 4.Recommendations

Research materials can be useful for students of middle and high schools with physical training profile, specialists for auxiliary education, fitness-club instructors and sport professionals.

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## Pronunciation Revisited: Factors Influencing Presence/Absence of Phonological Features in Pakistani English

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### Abstract

According to generative phonology there are some rules which link phonemic representation to the phonetic representation from the speaker's competence. These rules are prevalent in all languages with varying degree and interface (with respect to different phonemes and features). These rules comprise assimilation, dissimilation, insertion deletion and metathesis. The proponents of generative phonology discussed these rules with respect to English language only. English being a global language has crossed the boundaries of English native countries. It is compulsory subject in Pakistani education system. Being communication skills instructor the researcher realized that assimilation, insertion and deletion are present in the language of some students while others even can't discern it properly. So the current work evaluated the factors affecting the presence/absence of phonological features in Pakistani ESL speakers. The data was collected from three classes of computer science department which the researcher was teaching at the time of study. Five proficient English speakers and five weak speakers of each class were interviewed. Findings of the study revealed that schooling of the student, family environment, and attitude of parents towards English, friends/relatives from English countries contribute significantly in acquiring phonological features.

**Key words:** phonological features, insertion, assimilation, deletion, ESL speakers

### 1. Introduction

According to generative phonology there are certain rules which link phonemic representation to the phonetic representation from the speaker's competence (Halle, 1968). These rules are prevalent in all languages with varying degree and interface (with respect to different phonemes and features). These rules comprise assimilation, dissimilation, insertion, deletion and metathesis. The proponents of generative phonology discussed these rules with respect to English language only. English being a global language has crossed the boundaries of Native Speaking English countries (Ghulamullah, 2017). It has become the language of science, media, education, judiciary and technology in more than seventy countries of the world (Kachru, 1998). English has an official status in Pakistan. It is taught in both government and private schools. According to Rehman (2014) Pakistan has its own unique English i.e., Pakistani English which fulfill the requirements of its society. However, many experts do not support this view and claim that Pakistani English is not only a distorted form of English but is also unintelligible to native English speakers (Ghulamullah, 2017). So, the current study would evaluate the presence of "assimilation", "insertion" and "deletion" in Pakistani English of Communication skills students at COMSATS University, Islamabad. Before presenting a review of literature to devise appropriate methodology, an introduction of assimilation, insertion and deletion is discussed below.

### 1.2 Assimilation

Assimilation is a general term in linguistics, it is common in phonetics for the process by which one sound becomes more similar to a nearby sound. It happens to generate a change from one common sound to another sound, for example, in Urdu the dental /n/ becomes velar /ŋ/ before a voiced and voiceless velar stop (g and k) for instance, in "angara" letter n becomes /ŋ/ and the sound /g/ is deleted

and it transcribes as /aŋəra/. In other word, we can say that the n sound can be assimilated because of the influence of the following sound (Nwaz, 2006).

When two consonants occur in a series, one may be assimilated to the other. That is, one may assume certain features of the other. Simply put, it assimilates one segment to another by "copying" or "spreading" a feature of a sequential phoneme on to its neighboring segment, thus making the two phones more similar.

### 1.2.1 Types of Assimilation

There are two basic categories of assimilation depending on the direction in which the features are assimilated. They include progressive assimilation and regressive assimilation.

#### Progressive Assimilation

When a sound adopts the features of its following sound it is called progressive assimilation. It is also called anticipatory assimilation because the sounds which change anticipate the following sound in some way.

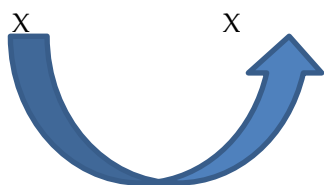


Fig 1.1 A graphic representation of progressive assimilation

#### Regressive Assimilation

When a sound adopts the features of preceding sound we call it regressive assimilation. Pictorial representation of regressive assimilation is given below.

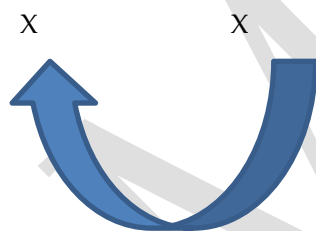


Fig 1.2 A graphic representation of regressive assimilation.

#### Fusional Assimilation

There is another category of assimilation which is called fusional assimilation. In fusional assimilation the sound adopts the features of both following and preceding sound. (Jun, 1995)

### 1.3 Deletion

When a sound, such as a stressless syllable or a weak consonant, is not pronounced it is called deletion. For example, most American English speakers skip [d] in "handbag", [n] in "condemn", [k] in "know" So, we may say it is a process where a sound present in the phonemic form is removed from the phonetic form in certain circumstance for convenience of production.

#### 1.3.1 Types of Deletion

Lass (1984) suggest that there are three types of deletion.

**Aphaeresis**

First category is aphaeresis which is initial deletion as in (I am --- I'm, I have ----I've ) or the initial loss of /k/ before /n/ as in know, knight.

**Syncope**

Second Category is syncope. It is formative internal deletion. It is mostly used with vowel loss, but some writers extend it to consonants as well. This can be seen in American and British forms of certain words: /sekriteri/ vs. /sekritri/ 'secretary', 'sign ', assign.

**Apocope**

Third Category is Apocope. It is the loss of a final element as /t/ before a word beginning with another consonant, 'last time, also low stress words may lose their finals as in 'and', 'of' etc.

**1.4 Insertion**

Elesion, insertion or epenthesis is the opposite of deletion. In this phenomenon a sound is inserted because otherwise a phonetic sequence is difficult to pronounce or violate the rules of phonotactics of that particular language. So, either a vowel is added to break unacceptable consonant cluster or a glide or consonant would be added to separate sequence of vowels that would be difficult to pronounce in succession.

**1.5 Rationale Behind the study**

Being instructors of communication skills the researchers observed that some of the students are very proficient in spoken English while others just speak English without considering essentials of connected speech. As speaking English is compulsory for both teachers and students in the classroom at the said university and pronunciation is particularly taught in the course of communication skills. So the researchers tried to evaluate the frequency of assimilation, insertion and deletion in the speech of her students and also probed in the factors causing presence/absence of these phenomenon. The finding of this study may inform the researchers and other teachers to adopt and devise methodologies which facilitate students in adopting native-like pronunciation to minimize intelligibility and incomprehensibility in Pakistani English.

**2.Literature Review**

A brief review of literature is discussed below to devise a suitable methodology in order to conduct this study.

Obeid (2016) evaluated phonological rules as part of communication through language. He adopted qualitative approach to check the types, characteristics, functions and reasons behind these rules. According to him "A phonological rule is a method for describing the way in which individual sounds are produced in spoken languages. These rules are written out in a specialized notation that codifies the way in which a sound or group of sounds is altered by appearing in a specific linguistic context. Phonological rules vary between languages and dialects, and they reflect the common pronunciation habits of various linguistic groups. By studying the way that a particular phonological rule operates in a spoken language, linguists are able to determine the physiological and neurological mechanisms that translate mental language into spoken language" (Obied, 2016) p.176.

A study (Allison, 2017) was conducted to manifest vowel deletion and insertion in endangered language; Úwù with the view of testing earlier assertions on the nature of vowel deletion and insertion in languages that are genetically related to Úwù. This study also tried to document phonological phenomena (i.e. vowel deletion and insertion) before the language goes into extinction. About six hundred (600) lexical items of Úwù were collected for this research work with the aid of the 1000 word-list of the Summer Institute of Linguistics. Both linear and non-linear models were adopted for analysis in this research

work. Cases involving segmental phonemes were analyzed with the linear phonology, while cases of feature stability and feature spread were analyzed using the non-linear model. The study revealed that the pattern of vowel deletion is predictable in Úwù, auto-segments like tone (mostly high tone), nasality and labial or round features usually persist even when the vowel which bore them was deleted. Apart from this, the paper also reveals that [i] is the epenthetic vowel in Úwù, and lastly, it is argued in the paper that nouns in Úwù are virtually vowel initial.

Ayesha Zia (2017) studied assimilation and dissimilation rules in Urdu Language. Her corpus included most occurring words (525) in "*Feroz ulloghat Urdu Jadeed New Edition*". She found that all assimilation rules are not independent rather they occur in conjunction (Zia, 2017).

Ghulamullah (2017) probed into the intelligibility and comprehensibility problems of Pakistani English speakers. He enlisted that lack of material for teaching English pronunciation, untrained teachers, segmental and supra segmental differences in L1 and L2, neglected status of teaching pronunciation in Pakistan and washback effect of assessment are the major causes of intelligibility and comprehensibility problems in Pakistan.

(Muhammad Iqbal Majoka, 2016) Evaluated teaching methodologies of ESL teachers while teaching pronunciation in Pakistan. Sample of their work included 29 secondary schools and eighty teachers in Swabi, Pakistan. They found that inadequate teaching material, lack of relevant knowledge, teacher training and knowledge of needed methodologies were the main cause of faulty pronunciation of students.

### 3. Research Methodology

Before discussing data collection tools and population of the study, aims and objectives are discussed below.

#### 3.1 Aims and objectives

Aim of the study is to evaluate pronunciation of Pakistani English with special reference to the basic rules of generative phonology that are assimilation, insertion and deletion. Objectives of this work are to check the frequency of assimilation, insertion and deletion in Pakistani English of students taking the course of communication skills at COMSATS Islamabad campus. The study also intends to reflect the factors which determine presence/absence of assimilation, insertion and deletion in Pakistani English. In order to carry these aims and objectives research questions are given below.

#### 3.2 Research Questions

Q1. What is the frequency of assimilation, insertion and deletion in Pakistani English?

Q2. What factors influence the presence/absence of assimilation, insertion and deletion in Pakistani English?

#### 3.3 Data Collection Tools

Researchers used classroom observations, recordings of focused group and semi structured interviews as data collection tools.

##### 3.3.1 Population of the study

The researchers selected three classes of communication skills from computer science department at COMSATS University Islamabad. All the students were enrolled in 3<sup>rd</sup> semester. They have their class of communication skills with researchers twice a week for one hour and thirty minutes. In each class the number of students was from 45-65.

Apart from taking notes from observation of their pronunciation researchers recorded their performance by asking them to read words and sentences containing assimilation insertion and deletion.

Researchers also recorded their presentation to observe their general pronunciation. 30 minutes recording from six students of each class was conducted. Then Researchers interviewed six students from each class to evaluate the factors affecting their pronunciation. Three weak and three proficient cases of each class were interviewed.

### 3.4 Parameters of research

In order to evaluate the data two basic parameters were fixed by the Researchers depending on the need of research questions of this study. One parameter was phonological rules and other was learner's background based factors. The whole research paradigm is reflected through flow chart diagram below.

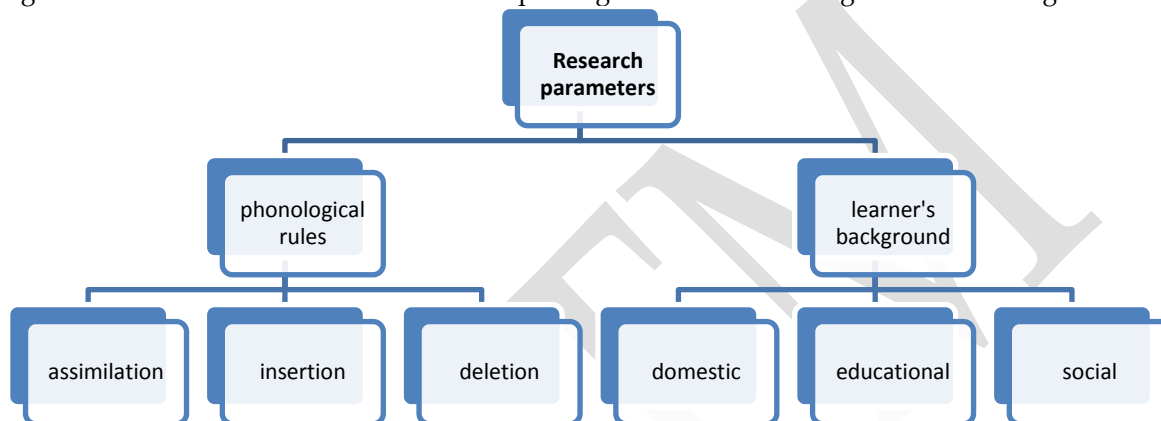


Fig 3.1 Research Paradigm

Phonological rules have been discussed earlier in the article . Learners' background based factors have been chosen from three basic perspectives of learners' life which contribute in language development ultimately contributing to their pronunciation. The first domain of learner' life is his/her home where he/she acquires and learns language. Language spoken in this domain and the role of family members in pronunciation would be evaluated. The second domain of learner's life which would be evaluated in this scenario is his/her educational setting where they formally polish their language. The medium of instruction, role of teachers in correcting pronunciation will be evaluated here. The third domain of this study to evaluate learner's based factor is social activities of learner. The language used to interact with peers, movies and music interests, relatives and visits in English countries would be evaluated in terms of effects on pronunciation. The aforementioned paradigm has been developed by the authors by taking in to consideration research questions of the study.

### 3.5 Limitations and Delimitations of the Study:

As the learners were presented with sentences of assimilation, insertion and deletion it was feared they may become conscious of pronunciation. In order to mitigate the effect of their consciousness they were given sentences which usually have one word reflecting feature of connected speech while they have to pronounce the whole sentence so their consciousness of one particular word was decreased.

While recording presentations learners were not made aware of the recorder to get natural flow of speech. However, after recording they were told about recorder to ensure ethical requirements of the study.

## 4. Data Analyses

### 4.1 Analysis of phonological rules

Researchers analyzed all the data manually. First of all the frequency of assimilation, insertion and deletion was observed in focused group discussion's speech. All the participants were presented with

fifteen sentences, five sentences of each phonological phenomenon. Each sentence has one word reflecting phonological phenomenon under study but participants were asked to read the sentences. Purpose of giving sentence was not to make them conscious of target words and enable them to speak in normal flow.

4.1.1 Focused group Discussion’s analyses

Sentences of Assimilation	Presence of assimilation	Absence of assimilation
He is rather a <u>fat boy</u> .	10 students pronounced correctly as fapboi.	8 students pronounced as fat boy.
He is a very <u>good boy</u> .	16 students pronounced it correctly as goobboy.	Only 2 students pronounced it as good boy.
There are <u>ten men</u> in class.	None of them pronounced it correct (temmen)	All students pronounced as ten men
Have a <u>good night</u> sir.	All students pronounced it gunait.	None of them pronounced as good night
He has a <u>big car</u> .	12 students pronounced as bicca:	6 students pronounced as big car
Sentences of Insertion	Presence of insertion	Absence of insertion
Your <u>shoe</u> is on the wrong foot.	All pronounced as shu:w	None of them pronounced as shu:
The law and order <u>situation</u> is good now a day.	16 pronounced as situ(w)ation	Only 2 pronounced as situation, without adding /w/
I know I can <u>do</u> it.	All pronounced as do(w)	None of them pronounced as do
The police have no <u>clue</u> at all.	11 pronounced as c(a)lu	7 pronounced as clu
The three of us went on a <u>bike</u> .	All pronounced as b(a)ik	None of them pronounced as bike
Sentences of Deletion	Presence of Deletion	Absence of Deletion
<u>We have</u> two chemistry <u>laboratories</u> .	6 pronounced We’ve 11 pronounced labotaries (omitting /r/)	12 pronounced We have 7 pronounced laboratories
<u>I am comfortable</u> with that person.	6 pronounced I’m 15 pronounced comfotabl (omitting /r/ )	12 pronounced I am 3 pronounced comfortable
Today the <u>temperature</u> is very high.	All pronounced as temprature (omitting schwa sound)	None of them pronounced as temperature
<u>We are family</u> friend.	None of the them pronounced as we’re All of them pronounced famli	All of them pronounce we are None of them pronounced family
We got the fresh <u>vegetables</u> .	Only two of them pronounced vegebels	16 of them pronounced vegetables

Table 4.1 frequencies of assimilation, insertion and deletion in focused group discussions

4.1.2 Class Observation:

Researchers also used note taking in the class as students use to communicate in the class in English, apart from note taking presentations of the students were recorded and analyzed manually to check

for the presence of assimilation, insertion and deletion. Words extracted from their presentations are shown below in the table.

Assimilation	Insertion	Deletion
Gussong	Social (/u/ inserted)	Important (/r/ omitted)
Thannight	Said /æ/	Showing (/g/ omitted)
Gumpoint	Surface /æ/	Island (/s/ omitted)
	Five /f/	I am (/a/ omitted)
		They are (/a/ omitted)
		Meme (/e/ omitted)
		Example (/e/ omitted)

Table 4.2 Examples of Assimilation, Insertion and Deletion in General Speech

#### 4.2 Evaluation of learner’s background

Learner’s background based factors effecting pronunciation were evaluated through semi structured interviews. Following Influencers of learner’s pronunciation were found.

- Role of parents
- Role of siblings
- Role of peers
- Role of English music
- Role of English movies and seasons
- Role of school’s linguistic policy
- Role of teachers
- Role of foreigner relatives and friends

#### 5. Findings and Discussion

As this research paradigm has two basic parts. The first part evaluated the frequency of assimilation insertion and deletion. So frequencies are shown below in charts

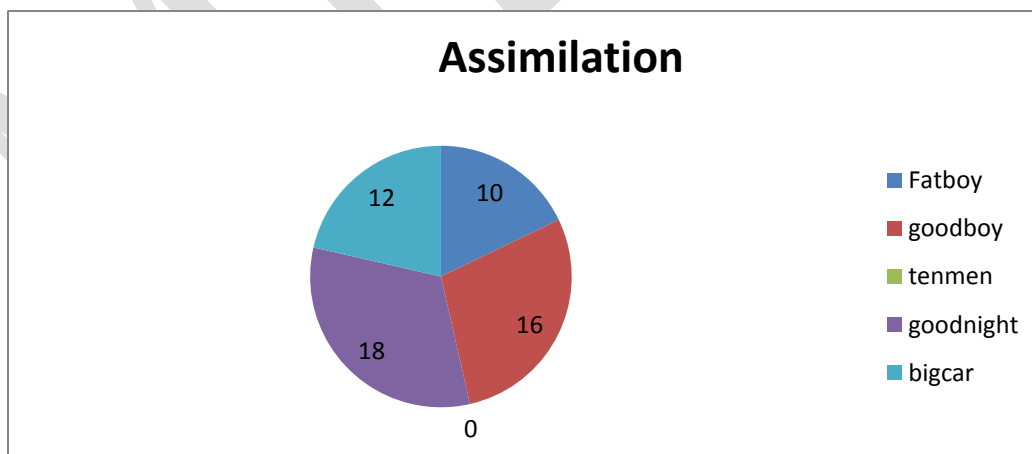


Fig 5.1 Frequencies of Assimilation



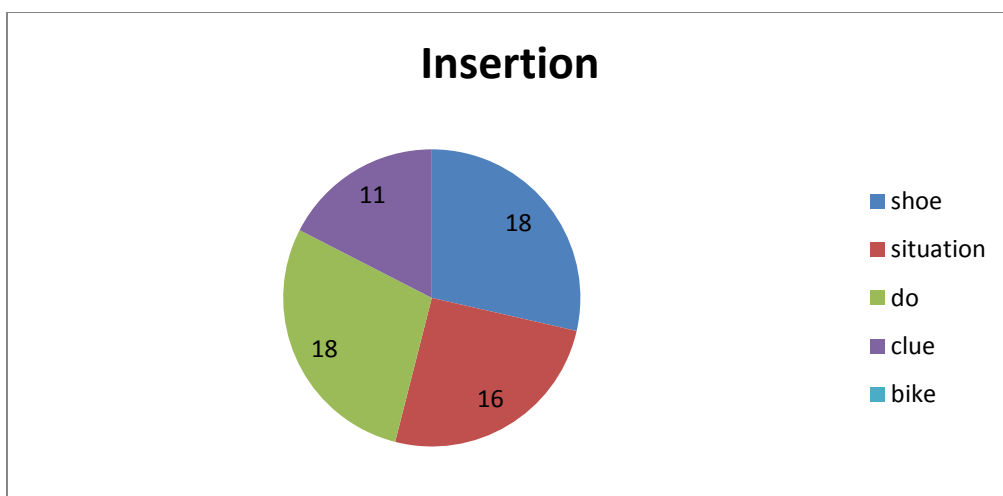


Fig 5.2 Frequencies of Insertion

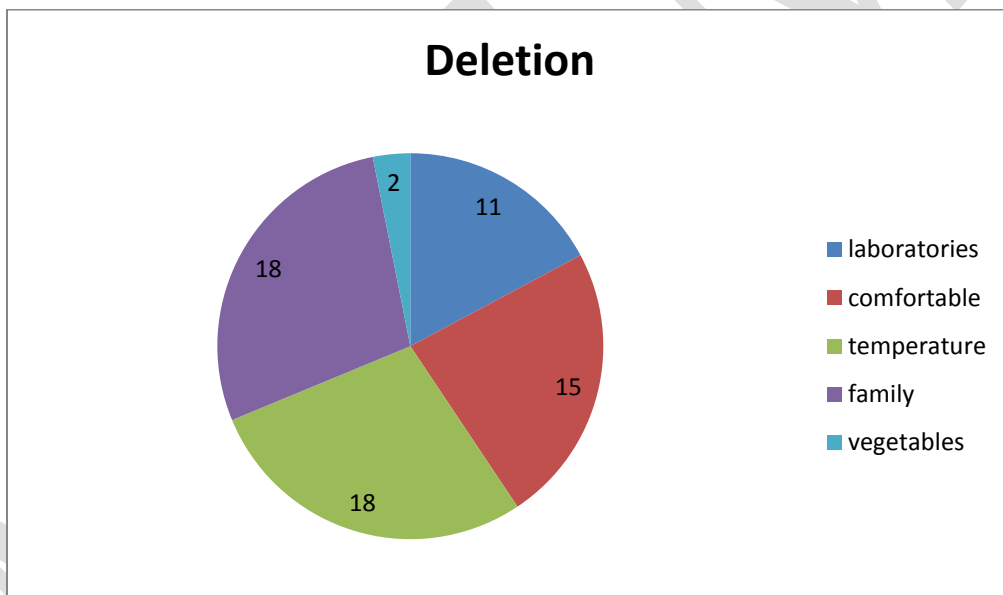


Fig 5.3 Frequencies of Deletion

All the charts reveal that frequencies of insertion and deletion are higher than assimilation. There were total 18 participants of the focused group discussions. The number of candidates is shown on the pie chart that exhibits the relevant phonological phenomenon.

Same pattern was observed in the analyses of presentations. Most of the learners exhibited phenomenon of deletion and particularly deletion of /r/. Certain sounds of assimilation have remarkable frequency like good night was properly assimilated by all the learners. It indicates that all the learners acquired different phonological rules but are not consciously aware of using them. This is implicit knowledge and thus when they were asked about any familiarity with features of connected speech their response was negative. But, when researchers explained about features of connected speech they said such phenomenon is present in their speech. The validity of their responses were confirmed when they used these features in presentation and pronounced presented sentences using the said rule(s).

The second part of the research paradigm addressed those factors which contribute in the presence/absence of assimilation, insertion and deletion. The researchers realized through interviews that students who mostly use both Urdu and English at home, in the form of code switching, pronounce well. It was due to either correction or emphasis from parents or siblings. For example, when learners were asked whether their families put emphasis on correct pronunciation? Responses were like: *yes my mom, she is good in English.*

*Yes my dad he likes when I pronounce well.*

*Yes my elder brother, he corrects me and laughs at me if I pronounce wrong.*

*No they don't bother.*

Although schools are supposed to be sanctuaries of teaching and inculcating accuracy in pronunciation and particularly those schools which declare their medium of instruction English are supposed to ensure communication in the classes in English language. But when learners were inquired about the use of language in schools, their responses were like:

*English medium, but we use(d) to speak Urdu.*

*English medium but hardly spoke English.*

*English medium and we were fined if speak in other language.*

When learners were inquired about teacher's role in correcting pronunciation their responses were like:

*They hardly bothered.*

*Sometime they correct.*

*Only English teacher emphasized.*

*The don't curtail our attitude*

These comments indicate that neglected status of pronunciation at school may be one of the major causes of absence of features of connected speech in learner's language.

It was interesting to note that majority of the learners say they listen to English music frequently and watch English seasons/movies regularly. They also have some relatives and friends from English countries and who contribute in correcting their pronunciation. Due to interaction with foreign cousins all the participants were conscious about their pronunciation so that they may not be mocked and laughed at by their cousins.

### 5.1 Research Questions Revisited

**Q1.** As far as the frequencies of assimilation, insertion and deletion are concerned insertion has the highest ratio in focused group discussion's pronunciation (fig 5.2). the deletion has 2<sup>nd</sup> highest ratio in focused group discussion's pronunciation (fig 5.3) and first highest ratio in general pronunciation (Table 4.2). Assimilation is observed to be the least frequent phenomenon both in focused groups as well as general pronunciation (fig 5.1 tables, 4.1 and 4.2).

**Q2.** Investigation of learner's background based factors revealed that role of family members; exposure to English music, movies/seasons and foreigner friends/relatives (from English countries) is very constructive concerning pronunciation.

### 5.2 Conclusion

This study revealed that learners are consciously unaware of the features of connected speech although while speaking they exhibit some features like insertion and deletion. The frequency of assimilation was very low in general pronunciation although the learners assimilated certain sounds when they were presented to pronounce certain sentences. It could be due to the interaction of L1 and L2 because all the learners almost use to speak Urdu in their three basic domains of life that are home, educational institutions and social activities (interaction with peers and exposure to music movies etc.). However, all the learners do both code-switching and code -mixing frequently. So influence of L1 could be one major cause of low frequency of features of connected speech in Pakistani English. (Rehman, 2003) Rehman

argued that Pakistan inherited 79 local languages which are the major cause of intelligibility issues in pronunciation.

The study also found the negligence at the part of schools in ensuring proper pronunciation. The schools which declare their medium of instruction English do not emphasize on speaking English in the class rooms and teachers do not correct student's pronunciation. Another study also found that many English teachers in districts of Punjab Pakistan were not proficient in pronunciation (Aziz, 2015). That is the reason they don't clip the pronunciation of students. The role of family, peers and relatives from English countries has been found very constructive in Learner's pronunciation.

The study also revealed that exposure to English music, movies/seasons is also helping learners to acquire native like accent and practice assimilation, insertion and deletion in their Pakis-English.

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## Acmeological Technologies Of Personal And Professional Development Of Students And Executives In Project Activities

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### Abstract

The article covers the problem of personal and professional development of students and managers. The influence of acmeological technologies used in professionally- oriented projects on the development of the structure of the motives of educational and professional activities and the formation of effective models of activity in the project team.

**Key words:** personal and professional development of acmeological technologies, project activity

### Introduction

Acmeological technology is a set of means aimed at the disclosure of the internal individual potential. Development of properties and qualities that contribute to the achievement of a high level professional development and professionalism. Acmeological technologies are characterized by a humanistic orientation, as they are designed to help in the implementation of the individual progressive development [1-3].

In acmeology humanitarian technologies of self-knowledge, self-esteem and self-development are worked out and successfully applied. Acmeological technologies are always individually directed, they are used for personal and professional development of a particular person[1]. According to Rachel Matthews, " When you think of personal development, think about what skills you need to accomplish the results required, both in your role and for life in general. It is about improving your talents and potential, both in and out of the workplace." [4-6]

Project management in a broad sense is a professional activity based on the use of modern scientific knowledge, skills, methods, tools and technologies and focused on obtaining effective results by influencing employees for the successful implementation of projects.

"As a term, project management first appeared in 1953 in the US defence-aerospace sector. Today, project management can be seen as a professional discipline with its own body of knowledge and skills". [7-8]

Project management is also a methodology for the organization, planning and coordination o the use of human, material and time resources throughout the life cycle of the project, aimed at the effective achievement of project objectives through the use of modern methods, techniques and management technologies.

Project activities are efforts related to the initiation, preparation and completion of the project.

Project activity:

- \* aimed at development and change;
- \* has a high level of uncertainty and risks;
- \* severely limited in time;
- \* done by temporary commands.

The project is a set of interrelated measures aimed at creating a unique result in the conditions of temporary and resource provision.

The method of projects was first developed by the American philosopher and teacher John Dewey (1859-1952), who proposed to build learning on an active basis through appropriate cognitive and project activities of the student, according with his personal interest.

In order to monitor the development of professional competence and training in effective models of activity in the project teams, the automated system of complex acmeological diagnostics (ASCAD) was used. The system includes testing, training and analytical modules that allow statistical data processing

and graphical output of test results. The final report contains the interpretation of the results, as well as individual recommendations for the correction of personal and professional development [4].

The acmeological monitoring of the professional competence development and motivational orientation of the students and managers personality and of those who study project activities was made during the study. The sample consisted of 244 people, including 85 bachelors, 83 masters and 76 managers. The working tool of the research was the automated system of complex acmeological diagnostics.

Table 1 shows acmeological interactive technologies used in the form of training for the professional competencies development of project teams, including elements of game modeling.

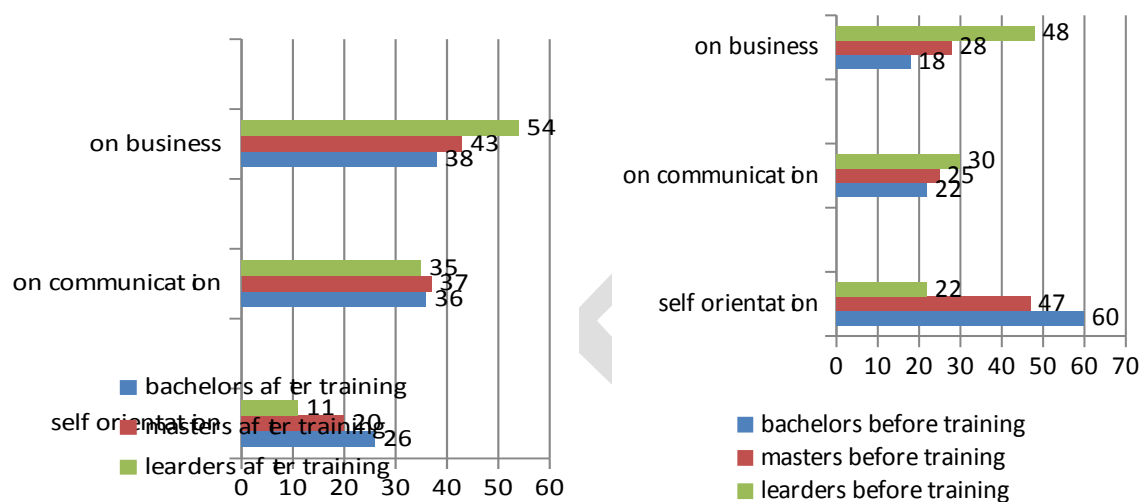
**Table1**

**Acmeological Interactive Trainings**

<b>Training name</b>	<b>Skills developed during the training</b>
Project management basics	Participants get an idea of the project culture of building activities in the organization; the ability to select people in the project team and manage them; the ability to plan, organize and execute projects
Formation and management of the project team	Effectively manage the project team; the ability to assess the project situation more accurately; clearly diagnose narrow areas and detail the tasks to be set before the project team; distribute the roles and share of responsibility in the project team
Negotiation	To listen effectively and be engaged in a dialogue; to establish a stable positive contact; to understand and hear other people and alternative opinions; to defend one's position and have several scenarios of negotiations
Time management	To understand own strengths and weaknesses in "time management"; to rank current tasks by their importance and urgency (Eisenhower matrix); to prioritize goals and create a step-by-step plan to achieve them. " Time management is essential for maximum health and personal effectiveness. The degree to which you feel in control of your time and your life is a major determinant of your level of inner peace, harmony, and mental well-being. " [7]
Innovative thinking	Analysis of the project task, motivation of the project team members; analysis of possible risks and bottlenecks in the process of project implementation. Formation of the ability to think over alternative ways of solving problems
Effective management decisions	Understanding the decision-making process as a managerial function necessary for making decisions in non-standard situations; to master the technology of "brainstorming", to develop the skills of drawing up an action plan, to form an understanding of performance control and feedback
People and organization. Development of personal qualities of project team members	The ability to involve people in the common cause; to achieve the goals of the project; the development of practical skills necessary to strengthen their abilities as a leader of the project team, the competent distribution of responsibility between all project participants
Planning, organization, motivation and control skills	Ability to use project management tools.

The advantage of acmeological training is that it has a behavioral orientation, which provides not only the expansion of knowledge, but also the formation of certain behaviors in the project teams which may apply. It teaches students and managers to solve practical problems arising in the project effectively [9-10].

In the study of motivational and activity orientation of students used the technique of B. bass, it identified three types of focus: on business, self orientation, on communication (Fig. 2).



**Figure. 2.** Comparative analysis of educational and professional orientation of students and managers in project activities

The bachelors and masters domination is "the self orientation", and "on communication", the leaders "on business" (48%). After using project method in teaching the focus has shifted in the direction of orientation on "business" (bachelor's degree - 38%, masters - 48%). Motivation and activity orientation of managers also increases after the application of project activities (from 48% to 54%).

The results of the study among managers showed that motivational focus prevails "on business" - 41%. Managers are interested in contributing to the organization development. It is interesting for them to work in this field and the work helps to satisfy their professional interest. Compared with bachelors and masters, the focus of "self orientation" fades into the background.

The use of project activity allows changing the motivational orientation, which is confirmed by the results of the study. After training with the use of the project method, the motivational orientation of bachelors and masters begins to shift towards the focus "on business" (bachelors - 38%, masters - 43%), while increasing the focus "on communication" (bachelors - 37%, masters - 36%), because project activities contribute to the development of communicative competence and is carried out in the project teams.

To study the impact of project activities on motivational competence, the method of J. Raven was used. According to S. A. Korobov's researches motivational competences are formed in the following groups: use of innovations; administrative competences; system approach to the solution of problems; effective work in team[2].

Figure.3. Monitoring the development of motivational competencies of students and managers in project activities

Studies of motivational competencies according to the method of John. Ravenna showed a positive impact of project activities on the formation of the structure of motivational competencies characterizing the:

- \* use of innovation (growth observed in the entire study sample);
- \* systematic approach to problem solving (the highest growth was observed in bachelors and masters);
- \* effective team work (growth was observed in the entire sample)

A comparative analysis of the training of project activities of students and managers is presented in table 2.

Table 2

Criteria	Students (bachelors, masters)	Managers
Purpose	<ul style="list-style-type: none"> <li>• To give certain knowledge, skills, abilities</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce new information and develop certain skills through joint activities</li> </ul>
Motivation for learning	<ul style="list-style-type: none"> <li>• External: pressure from family, society, traditions</li> <li>• Does not see immediate benefits</li> </ul>	<ul style="list-style-type: none"> <li>• Internal: self-development, self-realization</li> <li>• See the benefits for themselves directly in the learning process</li> </ul>
Role of learner	<ul style="list-style-type: none"> <li>• Passive acceptance of new information</li> <li>• Responsibility for the learning process is small</li> </ul>	<ul style="list-style-type: none"> <li>• Active participation in training</li> <li>• Responsible for the learning process</li> <li>• Interaction with the teacher based on own experience</li> </ul>
The role of the educator	<ul style="list-style-type: none"> <li>• The role of the teacher who knows the answers on a given topic</li> </ul>	<ul style="list-style-type: none"> <li>• Equality among participants in training</li> <li>• Cross-fertilization of knowledge and experience</li> </ul>
Choice of subject and content of training	<ul style="list-style-type: none"> <li>• Controlled by a teacher or a given course</li> </ul>	<ul style="list-style-type: none"> <li>• Based on the interests and concerns of managers themselves</li> </ul>

Table2. Analysis of training of project activities of students and managers.

Complex application of acmeological technologies, i.e. combination of acmeological trainings and ASCAD, contributed to personal and professional development of students and managers who studied project activity:

- \* changing the motivational orientation of students and managers ("communication" and "on business»);
- \* formation of the structure of motivational competencies aimed at innovation;

\* formation of effective models of activity in the project team.

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## Investment Climate of the Russian Federation: Key Factors and Development Trends during 2018-2020

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### Abstract

Investing is an important part of the modern global economy. Recipient countries can make foreign and domestic investments in major international projects within their borders. Thus they spur economic growth and development, increase number of jobs, and introduce new technologies and management methods into production. Today, attraction of foreign capital is one of the priorities of both developed and developing countries. They use these resources to boost economic development of the countries, enabling their citizens to improve their standard of living.

**Keywords:** Investment Climate, Russian Federation, Development Trends

### Introduction

Investment climate of a country is a general indicator specifying business environment for investors. It comprises both business statutory regulation and investment potential characteristic of one or another region or country. This potential is based on macroeconomic performance of a country and, in particular, a region, its level of production, innovation, labour, infrastructure, consumer, and resource and raw material development.<sup>1</sup>

Russia is attractive for investment due to its abundant natural resources. It ranks first in the world in resources and raw materials. This makes over 90% of investment attractiveness of the country for foreign capital.<sup>2</sup> Russia is fully provided with all types of minerals and leads the world's largest states in discovered reserves. It has more than half of the world's coal, peat, timber reserves, 42% of iron ore, 1/3 of oil and gas, 1/5 of water-power resources, 1/6 of potassium salts, 1/8 of phosphorites and apatites. Alongside with that, such critical indicator of production potential as the country's GDP is volatile.<sup>3</sup>

Despite the huge resource base and promising market of 140 000 000 people, the Russian Federation does not leverage its potential because of poor economic and legislative policy of the authorities. That policy resulted in low macroeconomic capacity of the Russian economy and raised the long-term cooperation risks for foreign investors.

Investment attractiveness of national economy depends on international standing of a country as well. Contemporary relations of the RF with the USA, the EU, and Japan are smarting due to the contradicting positions on the Ukrainian issue and bilateral imposition of sanctions both of political and economic nature. The differing positions on the Syrian issue have a negative impact on investment attractiveness of the RF economy too.<sup>4</sup> The above events can aggravate the bilateral harm caused to the relations of the countries. And their resumption will require time and large financial infusions of both parties.

<sup>1</sup> L. M. Yusupova. Region investment potential: essence and factors // Current studies of social problems // 2012, No. 9, pp. 61-70.

<sup>2</sup> G. G. Vukovich. Investment climate in the RF: study of mechanism for implementation of the RF investment policy // Society, politics, economy, law // 2014, No. 3, pp. 63-64.

<sup>3</sup> O. S. Yushkevich. Foreign capital and investment attractiveness of Russia: analysis and prospects // Postgraduate. Plekhanov Russian University of Economics. Moscow. 2015. pp. 51-54.

<sup>4</sup> A. V. Krivorotenko. Role of foreign investment in economic development of the Russian Federation // KUBSAU Scientific Review // 2017, No. 127, pp. 7-9.

Despite a number of international problems, the global economy today shows stable growth rates both in the developed and developing countries. At the same time, the Russian economy is undergoing gradual stagnation with slight recovery growth after the recession of 2015-2016.<sup>1</sup> This state of affairs reveals some structural problems in the domestic policy that affect the investment climate of the country. Elimination of the problems and economic reformation of the country could serve as the foundation for rehabilitation and further modernization of the Russian economy. This will undoubtedly have a positive impact on the investment attractiveness of the Russian economy.

The objective of this paper is to identify the key factors of investment climate and development trends of the RF economy for the period of 2018-2021.

In view of the foregoing, this paper is relevant for an objective analysis, from the perspective of the authors, of investment attractiveness and development trends of the Russian Federation.

### Methods

The methods are determined by nature and interconnection of the object and subject of research, the purpose in view, and the implied tasks.

The paper utilizes:

1. General scientific methods – induction, analysis, synthesis, description, and generalization.
2. Special political methods – elements of event and content analysis.

### Results

Induction was the main research method that allowed studying all the factors of investment climate. The general conclusion about the investment attractiveness of the RF economy is based on separate consideration of the regulatory and legal framework of the country and macroeconomic state of the economy. Whereas, they are defined through separate study of the laws and by-laws forming the legislative basis as well as indicators of economic growth, inflation, unemployment, and balance of payments underlying the RF macroeconomic potential.

Such general scientific methods as analysis, synthesis, and generalization are used to segment the subject of research for comprehensive study and to subsequently piece the segments together for establishing common properties and attributes of objects.

- 1) The use of these methods resulted in identifying both positive laws of the RF regulatory framework such as the Law on Special Assessment of Working Conditions, the Act on Cancellation of Business Trip Certificates, customs regulation through adoption of the Customs Code, and the negative regulatory enactments that primarily included administrative law, in particular, the Law on Personal Data Protection and the technical regulation that included laws on restricted access of foreign products to government procurement, laws and regulations on compulsory licensing of waste management, on plant quarantine without necessary subordinate legislation, etc.
- 2) Separate consideration of all the macroeconomic indicators such as economic growth, unemployment, balance of payments, and inflation during 2016-2020 showed the downward trend in the inflation and unemployment rates, which made 2.36% and 5% respectively by the first quarter of 2018. The annual study of the economic growth indicator bears record to the ever-increasing recovery growth of 1.7-1.9% while structure of the balance of payments did not essentially change in the same period. With the induction and generalization methods, all of the above speaks to the fact that the country's government has reached macroeconomic stability reducing possible economic growth and economic development of the country.

<sup>1</sup> N. A. Mironova. Structure of investment processes in Russia // Science Studies // 2016, No. 4, pp. 4-5.

### Discussion

The regulatory and legal framework is one of the crucial components of the country's investment potential. Its material constraint can have a negative impact on the investment potential of even the most economically promising entity.

The statutory regulation remains an urgent concern and the important factor that influences the investment climate of the Russian Federation significantly.

To a greater degree, good investment climate in the country requires the mature regulatory and legal framework that can guarantee investors stability and safety of their investments. Creating a favorable investment environment is a priority of all states in the world, in particular, the RF which lacks domestic investments for many major projects. In the circumstances, foreign capital is considered as the opportunity for an economic spurt that, together with smart economic policy, can become a guarantor of stability in the country.

To improve the RF investment climate, the regulatory and legal basis comprises the Federal Law "On foreign investment in the Russian Federation" of 9 July 1999,<sup>1</sup> which lays down the basis for regulation of all commercial opportunities of foreign investors and introduces forms of public support of investment activity.

The 2010-2014 period marks the beginning of the militant actions and measures of the RF government to improve the investment climate in the country. The Decree of the RF President "On long-term state policy" No. 596 of 7 May 2012 was an important instrument to regulate the economic development and improve the investment climate. It had a decisive impact on the activities of both federal and local authorities.<sup>2</sup>

The government set rather intricate tasks that required stimulation of domestic resources, reformation of the administration system, and substantial modification of the regulatory and legal basis of the country. Some indicators mentioned in the decree were achieved so far as the measures to overcome the problems connected with the investment climate were implemented, but most targets failed.

One of the achievements was that Russia rose to the 62<sup>nd</sup> place in Doing Business rating of the World Bank in 2014. This confirms positive effect of the measures taken by the government to improve the RF macroeconomic and investment situation. However, Russia was only 35 in the rating by 2018, highlighting the need for reformation of the public administration system to enhance its performance.<sup>3</sup>

In December 2012 the meeting of the RF State Council "On promotion of investment attractiveness of the RF constituents and creation of a conducive business environment"<sup>4</sup> highlighted the key measures taken by the regions of the country to promote their investment attractiveness and to bring in direct investments. It should be noted that regional administrations assume various measures to improve the investment climate because of uneven development and different investment potential of the RF constituents.

The biggest event characterizing the RF investment climate is bilateral sanctioning of the RF and EU.

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<sup>1</sup> Federal Law "On foreign investment in the Russian Federation" No. 160-FZ of 09.07.1999 // KonsultantPlyus // URL: [http://www.consultant.ru/document/cons\\_doc\\_LAW\\_16283/](http://www.consultant.ru/document/cons_doc_LAW_16283/) (16.03.2018)

<sup>2</sup> Decree of the President of the Russian Federation No. 596 of 7 May 2012 "On long-term state economic policy" // Rossiyskaya Gazeta, 9 May 2012 // URL: <https://rg.ru/2012/05/09/gospolitika-dok.html> (16.03.2018)

<sup>3</sup> Russia rises to 35 in Doing Business rating // ITAR TASS, 31.10.2017 // URL: <http://tass.ru/ekonomika/4690859> (08.04.2018)

<sup>4</sup> Report "On increasing investment attractiveness of the RF constituents and creating enabling business environment" // Agency for Strategic Initiatives, 25.12.2012 // URL: <http://asi.ru/reports/6933/> (18.03.2018)

On 17 March 2014 the EU Council adopted regulation No. 269/2014<sup>1</sup> that stipulated the measures to freeze funds and economic resources of some natural and legal persons and the restrictions on certain investments in response to illegal annexation of Crimea and Sebastopol. The list was expanded many times after that and now includes over 100 persons.<sup>2</sup> However, political sanctions did not inflict tangible damage to the RF as against the economic constrains.

Abandonment of the South Stream project in April 2014<sup>3</sup> was quite a blow to the interests of some EU countries and Russia. But the latter lost an opportunity to increase further energy interdependence between two countries, which could be a political and economic tool as between the EU and the RF. Cancellation of the project caused shortfall of European investments in Russia as well.

In July 2014 the European Investment Bank refused to fund a number of projects in Russia, which entailed some stagnation of those projects and cancellation of several of them.<sup>4</sup> In that regard, the Government of Russia had to deploy domestic resources for their implementation.

On 31 July 2014 the EU imposed an embargo on imports and exports of arms and similar military material in Russia.<sup>5</sup> Prohibition on the sale of military and energy technologies was the most painful as it slowed modernization of those sectors of the RF economy. Embargo on trade in the high-tech equipment for oil production in the Arctic, in deep waters, and for shale oil production also led to some stagnation of the RF energy industry.

On 6 August 2014, less than a week after Regulation 833/2014 was adopted, the President signed the Decree "On application of individual special economic measures to ensure security of the Russian Federation".<sup>6</sup> The Decree enabled the Russian government to place an embargo on imports of some food products from the countries that applied "economic sanctions against the Russian persons". That countermeasure hit hard the European agricultural producers and exporters and undercut the competition at the Russian food market. That resulted in across-the-board surge in food prices and, consequently, reduced consumer purchasing power.

On 12 September 2014 the European Union issued the sanctions that had a direct impact on the RF investment climate since they banned debt financing of the companies "Rosneft", "Transneft", "Gazprom Neft", "Uralvagonzavod", "United Aircraft Corporation", and "Oboronprom".<sup>7</sup> Prohibition of trade in

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<sup>1</sup> COUNCIL REGULATION (EU) No 269/2014 of 17 March 2014 concerning restrictive measures in respect of actions undermining or threatening the territorial integrity, sovereignty and independence of Ukraine // Official Journal of the European Union. 17.03.2014 // URL: <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2014:078:0006:0015:EN:PDF> (19.03.2018)

<sup>2</sup> USA and EU issue sanctions against RF and Ukrainian officials // Russian BBC Service, 17.03.2014 // 17.03.2014 // URL: [http://www.bbc.com/russian/russia/2014/03/140317\\_eu\\_sanctions\\_russia.shtml](http://www.bbc.com/russian/russia/2014/03/140317_eu_sanctions_russia.shtml) (19.03.2018)

<sup>3</sup> European Parliament offers to strengthen sanctions against Russia // Lenta.ru, 17.04.2014 // URL: <https://lenta.ru/news/2014/04/17/sanction/> (19.03.2018)

<sup>4</sup> European Council asks European Investment Bank to suspend funding operations in Russia // Interfax, 17.07.2014 // URL: <http://www.interfax.ru/business/386205> (19.03.2018)

<sup>5</sup> EU Council adopts definitive economic sanctions against Russia // RIA Novosti, 31.07.2014 // URL: <https://ria.ru/economy/20140731/1018297636.html> (19.03.2018)

<sup>6</sup> Decree on application of individual special economic measures to ensure security of the Russian Federation // Kremlin.ru, 6.08.2018 // URL: <http://kremlin.ru/events/president/news/46404> (20.03.2018)

<sup>7</sup> COUNCIL IMPLEMENTING REGULATION (EU) No 961/2014 of 8 September 2014 implementing Regulation (EU) No 269/2014 concerning restrictive measures in respect of actions undermining or threatening the territorial integrity, sovereignty and independence of Ukraine // Official Journal of the

bonds maturing beyond 30 days prevented large Russian companies including "Sberbank of Russia", "VTB", "Gazprombank", "Foreign Trade Bank", and "Rosselkhozban" from receiving the EU loans for major projects.

On 16 September 2016,<sup>1</sup> 29 June 2017, and 22 December 2017 the EU and the USA announced rollover of the sanctions regime against the RF till 31 July 2018. This proves that the sanctions regime will continue between the countries, thus depriving foreign investors of confidence in their investments being safe and sound.<sup>2</sup>

In April 2018 in connection with the Skripal case, the USA levied sanctions against 7 Russian businessmen and 17 officials from the Kremlin's list<sup>3</sup> and imposed restrictions against 12 companies controlled by the said businessmen. The financial restrictions affected operations of those companies as many market outlets were barred for them. Revenue drop and possible EU restrictions of the same kind had a negative impact on stock value of the large Russian companies.

The ongoing sanctions war attaches great importance to legal evaluation of opportunities and prospects for the challenge against such measures both from the state and individual persons affected by the sanctions.

The poor macroeconomic potential of the RF requires fundamental changes in the regulatory and legal framework for investors. But first it is worth noting benefits of the investment legislative framework:

- (1) Adoption of the Customs Code and technical regulations within the Customs Union and specification of customs law enforcement that unified the customs regulation in the country.<sup>4</sup>
- (2) Introduction of the electronic document management in a number of operating activities that optimized the regulatory and legal framework for setting up and running business.<sup>5</sup>
- (3) Introduction of the Federal Contract System that provides long-term contracts for state and municipal needs by implementing interrelated forecasting, planning, procurement, and other stages.<sup>6</sup>
- (4) Adoption of the law on priority development areas in 2014 that implied creation of the zones with special tax treatment and simplified business rules.<sup>7</sup> The law was an excellent opportunity to narrow the development gap between the regions and to attract capital to the regions required by the state.

The main drawbacks of the regulatory and legal framework are:

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European Union. 08.03.2014 // URL: <http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=OJ:L:2014:271:FULL&from=EN> (21.03.2018)

<sup>1</sup> EU prolongs sanctions over actions against Ukraine's territorial integrity // European Council of the European Union 15.09.2016 // URL: <http://www.consilium.europa.eu/en/press/press-releases/2016/09/15/eu-prolongs-sanctions/> (21.03.2018)

<sup>2</sup> Russia: EU prolongs economic sanctions by six months // European Council of the European Union 21.12.2017. // URL: <http://www.consilium.europa.eu/en/press/press-releases/2017/12/21/russia-eu-prolongs-economic-sanctions-by-six-months/> (21.03.2018)

<sup>3</sup> USA levies new sanctions against Russian businessmen and companies // Rossiyskaya Gazeta, 06.04.2018 // URL: <https://rg.ru/2018/04/06/ssha-vveli-novye-sankcii-protiv-rossijskih-biznesmenov-i-kompanij.html> (07.04.2018)

<sup>4</sup> Investment climate in Russia: view of foreign investors // EY, 24.02.2015 // URL: <http://www.fiac.ru/pdf/EY-investment-climate-in-russia-2015-rus.pdf> (22.03.2018)

<sup>5</sup> Ibid.

<sup>6</sup> N. G. Doronina, N. G. Semilyutina. Legal conditions for formation of favorable investment climate and information environment in the Russian Federation // Russian Law Review // 2012 г. №10. С. 6-8.

<sup>7</sup> Economic development projections of the Russian Federation for 2015-2018 // Foreign Trade Bank, 2015 // URL: <http://www.veb.ru/common/upload/files/veb/analytics/macro/progn15-18.pdf> (22.03.2018)

- (1) Lack of coordination between different authorities at the federal level when drafting laws and regulations, which hampers the decision-making needed for efficient operation of the market.<sup>1</sup>
- (2) Enactment of laws without expository by-laws, resulting in their double interpretation and thus reducing the investment attractiveness of the Russian market.<sup>2</sup>
- (3) The unstable legal basis that is subject to frequent changes.<sup>3</sup>
- (4) Constant imposition of new taxes and levies to compensate tax reliefs. A relevant example can be the idea to raise PIT from 13% to 15% and VAT from 18% to 22% in 2018.<sup>4</sup>

The specific laws adversely affecting the investment climate in Russia include:

- (1) The law on personal data protection which requires internet services to store data for Russian users on Russian services and to pay taxes for that, thus discouraging many enterprises working with Russian users via the Internet.<sup>5</sup>
- (2) The law on restriction of foreign capital in mass media which limits equity share of nonresident stockholders in Russian mass media to 20% and forbids foreigners to set up mass media in Russia, thus decreasing investment in mass media of the country.<sup>6</sup>
- (3) The law on undesirable organizations which requires to close foreign organizations in the territory and to freeze their assets by the decision of a prosecutor general to assign them to undesirable organizations, thus curbing capital flow invested in the country.<sup>7</sup>
- (4) The law on prohibition of agency work which prevents employers from avoiding employment agreements through agency work mechanisms.<sup>8</sup>
- (5) The Yarovaya package comprising two counter-terrorism laws passed in July 2016.<sup>9</sup> Notwithstanding that 2 federal laws are political in nature and were adopted to ensure national security, the requirements for Internet and communications service providers to store correspondence and telephone records merely increased the cost of services supplied by companies. Such situation on the communications market reduces profitability of the industry, thus adversely affecting its investment attractiveness.

<sup>1</sup> A. Bibkov. Business climate in Russian industry proves worst in 5 years // RBC, 25.02.2015 // URL: <http://www.rbc.ru/economics/25/02/2015/54edca669a794779e2e49228> (23.03.2018)

<sup>2</sup> **Investment climate in Russia: view of foreign investors. Op. cit.**

<sup>3</sup> Ulyukayev calls for improved investment climate in response to US sanctions // Forbes, 19.07.2014 // URL: <http://www.forbes.ru/news/263141-ulyukaev-prizval-uluchshat-investklimat-v-otvet-na-sanktsii-ssha> (23.03.2018)

<sup>4</sup> Government discusses income tax increase // Vedomosti, 22.03.2018 // URL: <https://www.vedomosti.ru/economics/articles/2018/03/22/754520-povishenie-podohodnogo-naloga> (23.03.2018)

<sup>5</sup> M. Kichanov. Investment environment // Expert online, 21.09.2015 // URL: <http://expert.ru/siberia/2015/40/sreda-investitsij/> (23.03.2018)

<sup>6</sup> T. Shkel. Foreign capital limited in access to Russian mass media // Rossiyskaya Gazeta, 26.09.2014 // URL: <https://rg.ru/2014/09/26/smi-site.html> (23.03.2018)

<sup>7</sup> A. Kornya. Law on undesirable foreign organizations first in practice // Vedomosti, 28.07.2015 // URL: <http://www.vedomosti.ru/politics/articles/2015/07/29/602547-zakon-o-nezhelatelnih-inostrannih-organizatsiyah-vpervie-primenen-na-praktike> (24.03.2018)

<sup>8</sup> State Duma passes law on prohibition of agency work // Garant.py, 24.04.2015 // URL: <http://www.garant.ru/news/539075/> (24.03.2018)

<sup>9</sup> Federal Law No. 374-FZ of 6 July 2016 "On amendments to the Federal Law "On counter terrorism" and individual enactments of the Russian Federation as to supplementary counterterrorism and public safety measures" // KonsultantPlyus, 6.07.2016 // URL: [http://www.consultant.ru/document/cons\\_doc\\_LAW\\_201078/](http://www.consultant.ru/document/cons_doc_LAW_201078/) (24.03.2018)

- (6) The RF government regulation No. 474 of 18 May 2015 amended regulation No. 504 of 14 June 2013 "On toll collection in compensation for the damage caused to federal public roads by the vehicles with gross weight above 12 tons". The most negative change of the tax base was associated with introduction of Platon system which turned to be another toll for load carrying companies. That adversely affected the investment climate of the country as far as it decreased potential gain for all companies and most sectors of the economy.<sup>1</sup>
- (7) Tightened regulation of circulation of alcoholic products.
- (8) Sharp changes in the interest rate due to ruble volatility.
- (9) Restricted access of foreign products to the state procurement system.<sup>2</sup>

The survey conducted among the foreign investors working in Russia permits to draw the following conclusions:

- (1) The most important positive changes took place in the financial and customs regulation. In particular, the changes in the financial regulation that had a positive impact on company operations included adoption of the law on special assessment of working conditions and cancellation of business trip certificates. The customs regulation benefits from customs regulation unification and adoption of the Customs Code.<sup>3</sup>
- (2) The administrative law and technical regulation received the most negative feedback. The administrative law comprised the law on personal data protection, the federal law "On water supply and wastewater disposal",<sup>4</sup> increased penalties for a number of administrative violations, etc. The technical regulation comprised laws on restricted access of foreign products to state procurement, on compulsory licensing of waste management, etc.

The respondents to the survey outlined the areas requiring improvement:

- (1) Fight against bureaucracy  
Placing of products on the market must be further simplified without prejudice to their quality, and interaction of business with the public sector must be shortened.<sup>5</sup>
- (2) Judicial reforming  
Ambiguity of the legal system must be eliminated to ensure transparent, independent, and equitable judicial processes in order to protect business and investments and to enhance transparency and effectiveness of the legislation.<sup>6</sup>
- (3) Employment of highly-skilled foreign professionals  
Investors offer to continue further liberalization of the migration legislation to utilize new technologies more rationally.<sup>7</sup>
- (4) Reduction of government intervention in the economy

<sup>1</sup> On toll collection system // Platon // URL: <http://platon.ru/ru/about/> (25.03.2018)

<sup>2</sup> S. Guneyev. Putin signs law on undesirable foreign organizations in RF // RIA Novosti, 23.05.2015. URL: <https://ria.ru/politics/20150523/1066127876.html> (26.03.2018)

<sup>3</sup> Investment climate in Russia: view of foreign investors. Op. cit.

<sup>4</sup> Ibid.

<sup>5</sup> 2018 Business climate survey // Deutsch-Russische Auslandshandelskammer, 2018. // URL: [https://russland.ahk.de/fileadmin/AHK\\_Russland/6\\_Newsroom/6\\_5\\_Umfragen/2018/2018-02-27\\_GK\\_Auswertung\\_2018\\_RU.pdf](https://russland.ahk.de/fileadmin/AHK_Russland/6_Newsroom/6_5_Umfragen/2018/2018-02-27_GK_Auswertung_2018_RU.pdf) (26.03.2018)

<sup>6</sup> Ibid.

<sup>7</sup> Investment climate in Russia: view of foreign investors. Op. cit.

Government control must be diminished by discarding obsolete industrial safety regulations, easing the requirements to raw materials and products, harmonizing the domestic and international standards for raw materials and products.

The aforesaid allows asserting that the RF must continue working to improve the investment climate in the country with regard to the complex world geopolitical situation stemming from the crisis in Ukraine and the Near East. A capital flow may be a trigger able to steer our country out of the severe crisis. It is also noteworthy that the present crisis arose from the mismanaged economic policy in our country rather than from the bilateral sanctions between the USA, the EU and Russia or sharp fall in energy prices. The above events were just a catalyst that exposed system weaknesses and shortcomings of the Russian investment policy.

While improving the regulatory and legal framework for conduct of business, Russia can attract foreign capital for production in order to achieve the economic growth and use those investments as a political tool to influence world events.

The statistics of legal persons and private entrepreneurs in Russia for the period of 2015-2018 primarily points to the need for changes in the policy of the country.

By the beginning of 2015 there were 4 677 402 legal persons engaged in entrepreneurial activities and 4 112 841 of those who terminated their activities. At the end of the second quarter of 2016 there were approximately as many operating companies as closing ones.<sup>1</sup> It is undeniable that companies doing business tend to decrease in number from the middle of 2016 to this very day. By March 2018 there were 6 037 557 bankrupt companies and 4 289 624 continuing companies.<sup>2</sup> The number of legal persons remained nearly unchanged during 2015-2018 notwithstanding that the RF ascended in the World Bank's business rating.

The Russian economy, as part of the global economy, depends on its many development trends. Having analyzed them and the macroeconomic development indicators of Russia, we can take a comprehensive look at the economic policy results and use this data to suggest some development trends of the RF economy, in particular its investment climate.

Almost the whole 2016 year witnessed 2.4% decline in the global economy growth rate due to low investment and weak trade. It gradually slowed down by the end of the year.<sup>3</sup> The global economy growth accelerated to 2.7% in 2017 owing to economic recovery of the USA and Japan, stable Eurozone growth that reached 2.5% in the first half of 2017, stable strengthening of the PRC economy that rose to 6.7% through large-scale government investment in infrastructure development.<sup>4</sup>

The economic recovery is extensive because of world demand strengthening and trade revival since the middle of 2016 thanks to the sustainable growth of industry. This creates favorable conditions for outside financing. The 2017 year continued the trend of increasing capital flows to the countries with emerging markets and to developing economies.

The oil price rose by 22% at year-end 2017 owing mainly to decreased production by 22 OPEC and non-OPEC oil-producing countries as well as to reduced oil reserves in the USA because of the summer

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<sup>1</sup> Legal persons statistics // State Registration Bulletin // URL: [http://www.vestnik-gosreg.ru/info\\_ul/?tab=statAll](http://www.vestnik-gosreg.ru/info_ul/?tab=statAll) (28.04.2018)

<sup>2</sup> Ibid.

<sup>3</sup> 2018 Global economic situation and prospects: brief summary // Development Policy & Analysis Division 2018 // URL: [https://www.un.org/development/desa/dpad/wp-content/uploads/sites/45/WESP2018\\_es\\_ru.pdf](https://www.un.org/development/desa/dpad/wp-content/uploads/sites/45/WESP2018_es_ru.pdf) (26.03.2018)

<sup>4</sup> Report on Russian economy: from recession to recovery // World Bank Group, May 2017 // URL: <http://pubdocs.worldbank.org/en/894401495493535366/RER-37-May26-FINAL-with-summary-RUS.pdf> (26.03.18)



hurricanes that disrupted oil production in the Gulf of Mexico.<sup>1</sup> The \$60 price continued to increase gradually and was \$68 already in the first half of 2018. However, the US Department of Energy forecasts the price drop to \$64 per barrel due to extension of the OPEC agreement for maintenance of oil production rate and due to shale production development in the USA. When the price rises beyond \$70, the main exporting countries can start competing for the market outlets, thus driving up the prices.<sup>2</sup> According to the World Bank, the global economy growth will be 3% in 2018 and will continue with the positive trend of 3.1% in 2019. The analysts of the World Bank cite recovery of investment flows, boom in industry and trade, and stabilization of raw material prices as the main reason. Accelerated growth in the countries with emerging markets and in developing economies, especially in raw material exporters, makes up for decelerated growth in the developed economies.<sup>3</sup> In view of the foregoing, it may be concluded that there is a trend of stable growth in the global economy, international trade, and international capital.

### Economic growth

In 2016 the Russian economy began gradually to show the main signs of overcoming the recession it plunged into in 2014. First of all, that appeared as slow decline in GDP which reduced by 0.2% only as compared to 2.8% in 2015.<sup>4</sup> With all certainty, Russia passed through the peak of the crisis in 2016. The year 2017 retained the positive momentum of economic growth against a backdrop of escalating oil prices and macroeconomic stabilization, making 1.4% at year-end. It should be noted that the second quarter of 2017 witnessed the sustainable economic growth of 2.5%. From then on, the growth rates slumped in the third and fourth quarters of 2017 for moderate growth of investments.<sup>5</sup> That was particularly the case because the first six months of 2017 saw recovery growth of domestic consumer demand after its diminution by 12.2% during the recession.<sup>6</sup> Upswing of the demand resulted from the increase in real population wages and ruble appreciation that had a positive impact on business community operations. That led to increased investment in fixed capital, in particular investment goods. In the first quarter of 2017 the economic growth was driven by the growth in such sectors as extraction of mineral resources, transportation, public administration, and national security protection. The extraction of mineral resources, primarily surge in natural gas production by 8.2%, made the major contribution to the increased economic growth rate.<sup>7</sup> The oil production was limited due to the aforementioned OPEC agreement Russia entered into. In the second quarter of 2017 investment demand was the main impetus to GDP growth. Fixed capital investments increased by 6.3% through government investments and investments of big state energy and transportation companies. Small enterprises were rather significant contributors to the increased

<sup>1</sup> Dynamics of oil prices in 2017 // ITAR TASS, 8.01.2018 // URL: <http://tass.ru/info/4860528> (26.03.2018)

<sup>2</sup> Experts: Russia and OPEC try to contain oil prices within \$70 in 2018 // ITAR TASS, 25.12.2017 // URL: <http://tass.ru/ekonomika/4840341> (26.03.2018)

<sup>3</sup> World Bank raises its global growth projections for 2018 // delo.ua 10.01.2018 // URL: <https://delo.ua/economyandpoliticsinukraine/vsemirnyj-bank-uluchshil-prognoz-rosta-mirovoj-ekonomiki-v-2018-337722/> (26.03.2018)

<sup>4</sup> Report on Russian economy: from recession to recovery. Op. cit.

<sup>5</sup> Ibid.

<sup>6</sup> Report on Russian economy: recovery of Russian economy: convincing growth signs // World Bank Group, November 2017 // <https://openknowledge.worldbank.org/bitstream/handle/10986/28930/121802RU.pdf?sequence=8> (26.03.18)

<sup>7</sup> Report on Russian economy: from recession to recovery. Op. cit.

investments too.<sup>1</sup> That quarter saw continued growth in consumer demand from 1.5% to 6%, causing massive increase in imports which amounted to 20.7%. It should be noted that imports of machinery, equipment, and vehicles rose by 32% in the second quarter of 2017.<sup>2</sup>

The second quarter of 2017 witnessed growth both in the non-tradable sectors of economy, namely retail trade, construction, and real estate, and in the tradable sectors, including agriculture and extractive industry. However, that growth was limited inasmuch as it was conditional on other factors. First, it must be pointed out that the increase in gas production had a positive impact on the increase in wholesale trade. Low mortgage interest rates consolidated the real estate market while construction was mostly restored by means of major state projects such as Crimean bridge construction.<sup>3</sup>

In the second half of the year processing industry showed 1% increase in production as fixed capital investments, primarily in metallurgy, metalworking, and vehicle manufacturing, continued to decrease.

Oil and gas production growth decelerated significantly, owing mainly to the high level of oil production at the end of 2016 and warm weather accordingly.<sup>4</sup> The construction market performed poorly as well by showing zero growth.

The second half of 2017 witnessed slowdown in fixed capital investments of large and medium extractive industry companies first of all. Simultaneously, investments are growing in the sectors of retail and wholesale trade, financial services, culture and sport by virtue of organization of the FIFA World Cup.<sup>5</sup>

The Central Bank of Russia expects 1.5% economic growth in the first quarter of 2018<sup>6</sup> based on 3.5% increase in investment and consumer demand.<sup>7</sup> In January 2018 IMF also raised its economic growth projections of Russia to the extent of 1.7%, which was chiefly explained by the improved forecasts for global economy growth from 3.1% to 3.9%.<sup>8</sup>

Consequently, it may be concluded that the growth of investment demand was temporary in the second quarter of 2017 while the growth of economy and fixed capital investments more corresponded to the development trend during the second half of 2017. The investment rate fell and led to the annual economic growth of 1.4% in 2017 for gradual slowdown of industrial production, insufficient investment activity and decreased consumer demand.<sup>9</sup>

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<sup>1</sup> Report on Russian economy: recovery of Russian economy: convincing growth signs. Op. cit.

<sup>2</sup> Ibid.

<sup>3</sup> On results of social and economic development of the Russian Federation in 2016 // Ministry of Economic Development of the RF, 10.02.2017 // URL: <http://economy.gov.ru/wps/wcm/connect/9056bb04-390c-47f9-b47f-8e3b061bc7b8/monitor1-3.pdf?MOD=AJPERES> (27.03.2018)

<sup>4</sup> Report on Russian economy: slow gradual progress // World Bank Group, 01.11.2016 // URL: <http://documents.vsemirnyjbank.org/curated/ru/592801478775597642/pdf/110037-WP-P161778-PUBLIC-RUSSIAN-NovRusRERFINAL.pdf> (27.03.2018)

<sup>5</sup> Report on Russian economy: from recession to recovery. Op. cit.

<sup>6</sup> Central Bank forecasts 1-1.5% growth in RF economy in first quarter of 2018 // PRIME, 2.02.2018 // URL: [https://1prime.ru/state\\_regulation/20180202/828410293.html](https://1prime.ru/state_regulation/20180202/828410293.html) (28.03.2018)

<sup>7</sup> Central Bank: RF consumer demand to grow by 4% in 2018 // Tatar-info, 26.12.2017 // URL: <http://www.tatar-inform.ru/news/2017/12/26/590281/> (28.03.2018)

<sup>8</sup> IMF raises its economic growth projections in Russia for 2018 // Izvestiya, 22.01.2018 // URL: <https://iz.ru/698846/2018-01-22/mvf-uluchshil-prognoz-po-rostu-ekonomiki-rossii-v-2018-godu> (28.03.2018)

<sup>9</sup> Report on Russian economy: recovery of Russian economy: convincing growth signs. Op. cit.

In turn, the first quarter of 2018 retained the positive growth momentum because of relatively high oil prices, greater macroeconomic stability and increased consumer confidence. In 2019 and 2020 the World Bank expects Russia to have the moderate economic growth of 1.7% and 1.9% respectively.<sup>1</sup>

Consumer demand will be the main factor behind the economic growth in the period of 2018-2020. The real population wages are expected to increase in view of the stable inflation of approximately 4%.<sup>2</sup> Indexation of public sector wages will play an important role in the growth of consumption.

However, the growth of fixed capital investments slowed down during 2018-2020 after the strong increase in the second quarter of 2017.<sup>3</sup> The primary reason for this is reduced government investments in major infrastructure projects such as Crimean bridge construction or city preparation for the FIFA World Cup.

In the best-case scenario, investments will rise in more sectors, chiefly in large energy companies, against a backdrop of economic recovery, improved business sentiment, and macroeconomic stability.<sup>4</sup> This is mainly because many exporting companies could make profit from the correction in relative prices in 2015-2016 under the changed terms of trade and heightened geopolitical uncertainty due to the imposed sanctions, which resulted in increased exports in 2015-2016.

Exports are projected to continue rising in 2017-2019 with some slowdown in 2018 due to the planned oil production freeze. It is, however, worth noting that the growth in exports is expected to accelerate in 2019 in the context of escalating oil prices based on the increased oil production.<sup>5</sup>

Along of the unchanged oil production in 2018 and high gas production in 2017 in Russia, the industrial growth is predicted to decelerate in 2018 and recover in 2019 with ramp-up of oil production.

Meanwhile, the rising importance of exports as an economic growth factor strengthens the role of the public policy aimed at improving the regulatory environment for foreign trade.

It is clear from all the foregoing that the global economy is going through the dynamic growth of 3% while the Russian economy is limited to 1.5% growth, indicating that it underuses its potential for development. In this respect, improvement of the investment climate is critical for further economic development of the country, especially for boosting exports.

### **Labour market**

During 2016-2018 the RF population remained virtually unchanged. It rose by 300 000 and reached 146 800 000 people. However, unemployment must be calculated from the economically active population that did not virtually change in 2016 and amounted to 76.8 million people. Employed population was 73.6 million people in that year.<sup>6</sup>

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<sup>1</sup> Economic development projections of Russia for 2018-2021 // Development Bank, 15.03.2018 // URL: [http://www.veb.ru/common/upload/files/veb/analytics/macro/pr201803\\_tx.pdf](http://www.veb.ru/common/upload/files/veb/analytics/macro/pr201803_tx.pdf) (29.03.2018)

<sup>2</sup> Report on Russian economy: recovery of Russian economy: convincing growth signs. Op. cit.

<sup>3</sup> Growth of fixed capital investment in RF to slow down in 2018-2019 // Finanz.ru 29.11.2017 // URL: <https://www.finanz.ru/novosti/aktsii/rost-investitsiy-v-osnovnoy-kapital-v-rf-zamedlitsya-v-2018-2019-gg-vb-1009909003> (30.03.2018)

<sup>4</sup> Report on Russian economy: recovery of Russian economy: convincing growth signs. Op. cit.

<sup>5</sup> Economic development projections of Russia for 2018-2021. Op. cit.

<sup>6</sup> Report on Russian economy: recovery of Russian economy: convincing growth signs. Op. cit.

In 2017 the economically active population reduced by 800 000 people, reaching 76 million, while the employed population did by 600 000 people, reaching 73 million. Those labour trends induced slight employment reduction by 0.5%.<sup>1</sup>

On the whole, unemployment rate was 5.4% in 2016 and plunged to 5.1% by the end of 2017.<sup>2</sup> Unemployment is the lowest in Moscow and St. Petersburg, running at 1.3% and 1.7% respectively.<sup>3</sup> The country's unemployment rate is highly uneven due to low labour mobility and follows the national downward trend.

It is also worth noting that sectoral composition of employment has changed. By the end of 2016 the employment rose by 5% in the extractive industry and by 3% in the education sector while at the same time it dropped by 5% in the construction industry and by 4% in the financial sector.<sup>4</sup> The year 2017 maintained those trends mainly for reasons of real estate market decline by 8% and decreased capital flow to the RF economy.<sup>5</sup>

The prolonged recession from 2014 till the middle of 2016 had a negative impact on both real and nominal wages. The growth started from August 2016 and was 1.9% as compared to the beginning of the year.<sup>6</sup> Wages grew the fastest in the tradable sectors i.e. by 5.6% in the agriculture and by 3.7% in the processing industry. Alongside with that, wages fell by 6.5% in the real estate sector and by 3.4% in the housing and utilities sector.<sup>7</sup>

However, real disposable incomes continued dropping during the fourth quarter of 2016 and the first quarter of 2017, largely because of non-wage components.

This is explained by the fact that income statistics does not cover incomes of small business and self-employed population. This data is therefore less reliable, particularly with regard to the large share of shadow economy which, according to many experts, reaches 45% of the economy.<sup>8</sup> These sources of income are essential for the people who are found at the bottom of income distribution.

It is worthwhile to say that real disposable incomes increased by 8% in January 2017 only, owing to the single payment of 5000 rubles to pensioners.<sup>9</sup> However, pension income behavior was negative despite that single payment.

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<sup>1</sup> Ibid.

<sup>2</sup> Employment and unemployment in the Russian Federation in December 2017 // Federal State Statistics Service, 18.12.2017 // URL: [http://www.gks.ru/bgd/free/B04\\_03/IssWWW.exe/Stg/d03/13.htm](http://www.gks.ru/bgd/free/B04_03/IssWWW.exe/Stg/d03/13.htm) (03.04.2018)

<sup>3</sup> Unemployment rate varies from 1.3% in Moscow to 26.2% in Ingooshetia // Finmarket, 26.02.2018 // URL: <http://www.finmarket.ru/news/4723275> (04.04.2018)

<sup>4</sup> Report on Russian economy: slow gradual progress. Op. cit.

<sup>5</sup> Real estate market to drop by 8-10% // Finam, 24.01.2017 // URL: <https://www.finam.ru/analysis/newsitem/rynok-nedvizhimosti-v-2017-godu-upadet-na-8-10-20170124-123848/> (03.04.2018)

<sup>6</sup> Unemployment in Russia // Person Agency. 25.10.2016 // URL: <https://person-agency.ru/statistic.html#years> (08.04.2018)

<sup>7</sup> Ibid.

<sup>8</sup> Yu. P. Kulik. Profile and development trends of Russia's shadow economy in modern times // Socio-economic phenomena and processes // 2016. №1. C. 39-41.

<sup>9</sup> Report on Russian economy: recovery of Russian economy: convincing growth signs. Op. cit.

In 2017 marked by low inflation, real wages rose by 3.1%<sup>1</sup> concurrently with the pension indexation which preserved pensions in real terms.

It should be noted that household incomes in the informal sector and from entrepreneurial activities continued falling, thus adversely affecting the measure of disposable incomes and the increasing gap between disposable incomes and real wages.

The real disposable incomes reduced by 1.7% by the end of 2017. This is surely better than 1.8% reduction by the end of 2016.<sup>2</sup> As a result, Russia's poverty level fell from 14.1% to 13.9%<sup>3</sup> by the end of 2016 as compared to the same period of 2015. In 2017 the percentage of poor fell to 13.1%<sup>4</sup>. The principal reason was not qualitative improvement in national standard of living but slow nominal increase in the subsistence minimum that rose by 1.4% in the first quarter, which was well below the inflation rate.<sup>5</sup>

Hence, some households with reduced real incomes could still escape poverty since the poverty line fell more in real terms.

Recovery of disposable incomes and consumption led to poverty reduction to 12.9% against the low inflation of 2.36% in the first quarter of 2018. Incomes grew through indexation of public sector wages, military pensions, and military compensations. Real disposable wages of the population rose by 4.4%<sup>6</sup> in February. Experts estimate that income level will increase by 2.3% by the end of the year after the continuous decrease in 2014-2017.<sup>7</sup>

Nevertheless, the growth of the real population wages and incomes is forecast to fizzle out in 2019 in the context of the conservative government policy on indexation of all these payments and will be 0.4%.<sup>8</sup> According to the Foreign Trade Bank, the real disposable wages of the Russian population will rise by 3.2% in 2020 due to the general acceleration of overall economic growth. Worth mentioning is the fact that the growth of wages can be supported by reduction in economically active population with the low unemployment rate.<sup>9</sup> If the economy advances, then both entrepreneurial and property income will increase. As a result, all sources of income will activate and their growth will be supported.

Unemployment will gradually decrease because of the reducing labour force in the years coming. This will allow to index wages in the immediate future and thus to hold down consumption of the population. However, such labour market situation can inhibit the GDP growth in Russia in the mid-run. The

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<sup>1</sup> Wages catch up with inflation // RBC, 21.12.2017 // URL: <https://www.rbc.ru/newspaper/2017/12/22/5a3a901b2ae596ab3d9bc318> (09.04.2018)

<sup>2</sup> E. Petrova. Russians' income: continuous four-year drop // Gazeta.ru, 25.01.2018 // URL: <https://www.gazeta.ru/business/2018/01/25/11625727.shtml?updated> (08.04.2018)

<sup>3</sup> Report on Russian economy: from recession to recovery. Op. cit.

<sup>4</sup> Report on Russian economy: recovery of Russian economy: convincing growth signs. Op. cit.

<sup>5</sup> Ibid.

<sup>6</sup> Federal State Statistics Service: real disposable income of population resumed growth in February // Unified Register of Developers, 22.03.2018 // URL: <https://erzrf.ru/news/rosstat-realnyye-raspolagayemye-dokhody-naseleniya-vfevrale-vozobnovili-rost-grafiki> (10.04.2018)

<sup>7</sup> Real income of population to grow again in 2018 after several years of decline // PRIME, 13.03.2014 // URL: <https://1prime.ru/News/20180313/828597220.html> (10.04.2018)

<sup>8</sup> Report on Russian economy: recovery of Russian economy: convincing growth signs. Op. cit.

<sup>9</sup> Economic development projections of Russia for 2017-2020 // Development Bank, 17.05.2017 // URL: [http://www.veb.ru/common/upload/files/veb/analytics/macro/pr201705\\_1.1.pdf](http://www.veb.ru/common/upload/files/veb/analytics/macro/pr201705_1.1.pdf) (10.04.2018)

changing labour market situation cannot speak for sustainable increase of solvency of the Russian population in the long run and therefore cannot be the basis for long-term foreign investment.

### Inflation

During the first half of 2015 the higher inflation mainly resulted from food import restrictions and the consequences of ruble depreciation. In 2015 consumer inflation was 15.6%.<sup>1</sup> By the end of 2016 inflationary pressure diminished thanks to the moderate monetary policy with supportive fiscal policy. Annual average consumer inflation fell to 7.1%.<sup>2</sup>

Eased inflationary pressure led to reduced core inflation. It declined from 13.7% in December 2015 to 6.0% in December 2016 as the ruble strengthened.<sup>3</sup>

After the key interest rate lowered in the period of 2015-2016, the regulator took a long pause on account of high inflationary expectations. The Central Bank of Russia began implementing the measures to temper the monetary policy in June 2016 only.<sup>4</sup>

The primary reason was that uncertainty of the budgetary policy could be overcome by the fourth quarter of 2016 only, resulting in gradual normalization of the monetary policy, when amendments to "Law on budget for 2016" were adopted and the federal law on the three-year federal budget for the period of 2017 and planning period of 2018-2019 was approved.

The Bank of Russia began gradually cutting the key interest rate. It was 10% at the end of 2016<sup>5</sup>, 9.25%<sup>6</sup> in April 2017 and reached 7.25%<sup>7</sup> in April of this year. This trend means that the Central Bank of Russia is pursuing a lenient monetary policy. The core inflation was 6% in December 2016 and fell to 2.5%<sup>8</sup> by the end of 2017, thus indicating the ease in inflationary pressure. The average annual consumer inflation rate decelerated to 3.9% in 2017 as compared to 7.1% in 2016.<sup>9</sup>

In a statement in October, the Central Bank of Russia confirmed gradual transition from the moderate to neutral monetary policy, while mentioning the possibility of cutting the key interest rate at the next meetings.<sup>10</sup> Afterwards the key rate reduced to 7.25% with 2.36% inflation in 2018 on a year-on-year

<sup>1</sup> Report on Russian economy: complexities of economic adaptation and transformation // World Bank Group, 08.09.2015 // URL: <http://documents.vsemirnyjbank.org/curated/ru/839161468197394787/pdf/100091-RUSSIAN-PUBLIC-12-5-2016-15-50-53-rer34-rus.pdf> (12.04.2018)

<sup>2</sup> Report on Russian economy: from recession to recovery. Op. cit.

<sup>3</sup> Ibid.

<sup>4</sup> Report on Russian economy: slow gradual progress. Op. cit.

<sup>5</sup> Bank of Russia holds the rate // Gazeta.ru, 16.12.2016 // URL: <https://www.gazeta.ru/business/2016/12/16/10430885.shtml> (13.04.2018)

<sup>6</sup> Bank of Russia decides to lower key rate to 9.25% per annum // Central Bank of Russia // URL: [https://www.cbr.ru/press/PR/?file=28042017\\_132959keyrate2017-04-28T13\\_17\\_20.htm](https://www.cbr.ru/press/PR/?file=28042017_132959keyrate2017-04-28T13_17_20.htm) (13.04.2018)

<sup>7</sup> Key rate // banki.ru // URL: [http://www.banki.ru/wikibank/klyuchevaya\\_stavka/](http://www.banki.ru/wikibank/klyuchevaya_stavka/) (13.04.2018)

<sup>8</sup> Federal State Statistics Service confirms estimated inflation of 2.5% for 2017 // Interfax, 10.01.2018 // URL: <http://www.interfax.ru/business/594876> (14.04.2018)

<sup>9</sup> Dynamics of consumer prices: 2017 results // Bulletin on current trends in Russian economy No. 33, January 2018 // URL: <http://ac.gov.ru/files/publication/a/15981.pdf> (15.04.2018)

<sup>10</sup> Report on Russian economy: from recession to recovery. Op. cit.

The inflation kept below 4% for a longer time than earlier estimated allows suggesting a more rapid transition to the neutral monetary policy this year. The monetary conditions gradually relaxed due to the lenient monetary policy together with financing of the federal deficit from the Reserve Fund as well as remittances to the Deposit Insurance Agency by the Bank of Russia.

Monetization of the economy increased though the money-to-GDP ratio rose from 38.6% at year-end 2015 to 41.5% at the end of the fourth quarter of 2016.<sup>2</sup> The money-to-GDP ratio was as much as 44.6% by the beginning of 2018<sup>3</sup>. The moderate monetary conditions caused decline in money market rates from 11.8% in 2015 to 7.25% in the beginning of 2018.<sup>4</sup>

However, real interest rates are still rather positive. This is the best evidence that the monetary conditions, although tempered, remain relatively stringent to this day.

The government macroeconomic policy on financial stabilization under the sanctions regime and low energy prices was quite successful to enable the country to emerge from the recession by the end of 2016. The country follows a business-as-usual development scenario, as evidenced by the recovery economic growth of 1.7% in 2018 together with the low inflation rate of 2.36% and unemployment rate of 5% in the absence of political and economic reforms relating to the public administration system.

### Conclusion

The long-term development trends of the investment climate in Russia are conditional on two important factors: political, economic, financial, and technological sanctions of the USA, the EU, Japan, Norway, and Australia and Russia's high dependency on energy prices.

On the one hand, the imposed sanctions have a negative impact on investment attractiveness of the Russian economy. The restrictions to obtain cheap European loans, purchase the technologies for more profitable energy production, implement major international projects, and conclude trade and economic treaties played a crucial role in reducing foreign investment in Russia. The recent US sanctions targeted at the leaders of large Russian businesses began gradually to restrict even export transactions, thus influencing Russia's domestic environment.

On the other hand, dependency of Russia's budget on energy exports and the associated fiscal burden makes the economy vulnerable to abrupt changes in energy prices. The Russian economy was badly hit by their drop during 2014-2015, exhibiting a steep decline in the population's standard of living within a relatively short period of time.

The negative impact of the structural problems of the RF economy that were identified back in 2010-2011 increased against a backdrop of falling energy prices.

Due to the high share of the public sector reaching 70% of the economy, the drop in oil prices reduced the solvency of the population which was highly dependent on government wages and welfare payments. This, in turn, downgraded the Russian market for goods from the EU, the USA, Norway, and Japan, in particular for quality and expensive goods. If the sanctions were rescinded between the EU and Russia,

<sup>1</sup> Inflation rate in the Russian Federation in 2018 // Statistical Office, 5.04.2018 // URL: <https://www.statbureau.org/ru/russia/inflation> (13.04.2018)

<sup>2</sup> Report on Russian economy: from recession to recovery. Op. cit.

<sup>3</sup> Ibid.

<sup>4</sup> RF inflation in January 2018 lower than in December // Interfax, 7.02.2018 // URL: <http://www.interfax.ru/business/598923> (16.04/2018)

the goods turnover between the countries would not return to the level of 2014 for a long time. The import substitution declared by the country's government in 2014 exhausted its potential on account of the legal and regulatory limits of the Russian legislation and business-as-usual development trends of the macroeconomic indicators.

The international diplomatic impasse observed between the EU, the USA and Russia today suggests that these factors will long affect the investment climate of the country. Under the circumstances, the RF leadership can reform the political and economic systems of the state to improve their efficiency. Proper use of the internal capacity of the economy can lay a foundation for new economic conditions to attract foreign investment even through the cooperation under the sanctions regime.

Yet, the development trends of the macroeconomic indicators and the statements about further reforms by Russia's leadership say for inertial advancement of the country's economy. The Central Bank will continue the moderate monetary policy to bring down inflation. This will in turn inhibit further economic growth that will be 1.7% in 2018 by the most optimistic estimates. At the same time the global economy will grow by 3% annually.

Unemployment will remain relatively low in the short run. But in the long run the labour market will demonstrate low labour capacity, shortage of skilled manpower, and gradual decline in the economically active population, which will certainly have a negative impact on the investment climate in Russia.

Reduction of the labour force will help the government to index wages of the remaining employed population and will increase the government obligations in pension and other social payments. This raises the probability of increasing the retirement age in the country.

In this context, support for small and medium-size businesses in the country could be an opportunity to shift the government social obligations to potentially dynamic private sector and to bolster domestic production under the sanctions. However, such measures are not expected to be implemented for some political reasons. The best testimony in this regard is found in the initiative of the country's leadership to boost VAT and PIT in 2018, which would obviously affect solvent demand of the population.

Nevertheless, the factors that have a positive impact on the business climate can include tax and customs legislation while the negative factors can include administrative law, corruption, a lot of bureaucratic operations, lack of coordination between different authorities at the federal level when drafting laws and regulations as well as the unstable legal basis that is subject to frequent changes.

Certain federal laws, for instance the Yarovaya law and Platon system, aggravated the situation for medium-size and small businesses and reduced potential revenue of large Russian companies, thus entailing higher outflow of investments.

Dramatic positive changes cannot be expected in the short-run due to the sharp drop of foreign capital in general and the low energy prices. However, slow recovery in GDP growth of the RF to 1.7% in 2018 suggests a positive trend of the business-as-usual economic development scenario. Top leaders of the country must take this opportunity to carry out political reforms in order to create a more open, equal, and attractive economic system.



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#### Thesis

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## Cognitive and Pragmalinguistic Mechanisms of Russian Anecdote

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### Abstract

The article discusses the cognitive and pragmatic mechanisms of the Russian anecdote. Russian anecdote is an independent speech genre with a set of characteristic features and stereotypical elements, including the use of indirect speech acts, which at a cognitive level are perceived by one of the participants in anecdotal dialogue as direct. The stereotypical semantic content of the anecdote still presupposes the two-partners of cognitive and pragmatic elements, creating asymmetry of introduction and decoupling, an obligatory structural and semantic pause before the final. The pragmatic attitudes of the anecdote as a speech genre differ significantly depending on many sociocultural circumstances and the cognitive background of the communicative situation.

**Key words and phrases:** anecdote, anecdotal discourse, Russian anecdote, cognitive theory of humor, cognitive field, frame, pragmatic function.

### Introduction

The anecdote is considered to be a short story most often of comic content, with a witty but sometimes instructive ending, where the clash of meanings is the main text-forming tool. Initially, an anecdote was understood as a short story describing an insignificant event in the life of a historical person. Such a perception of the anecdote was associated with the textbook work of Procopius of Caesarea "Anecdota", where the manners of the court of Emperor Justinian were reflected. Today, the anecdote is inextricably linked with the conceptual sphere of humor. Humor is a special form of social consciousness, a kind of representation of the cultural code reflecting the specificity of a certain nation's thinking. A person without humor often falls into diametrically opposite emotional extremes - sometimes baseless optimism, but more often into pessimism. A view of the world through the prism of humor helps to overcome these extremes, serves as a means of resolving the communicative impasse and communicative detente, as a form of exposing various kinds of imposed officialism based on cultural stereotypes and various kinds of myths of power. Such a common form of oral folk art, as an anecdote is the only productive, "living" genre of urban folklore, which concentrates the most productive communication strategies and tactics of everyday discourse, reflecting the depth of the national conceptual sphere of humor [2]. The "cornerstone" of the cognitive theory of humor is - cognition - cognitive mastery. It is precisely the comprehension of the meaning of the anecdote that is the dominant point at which the increase in cognitive tension is replaced by a sharp decline. However, comprehension does not constitute the very essence of humor, since it is also inherent in the most diverse mental processes that require stress, which subsides after the task is solved. A.G. Kozintsev [6] notes that, although the moment of comprehending the essence of the anecdote and the moment of scientific discovery are really similar, but behind this similarity there is a fundamental difference. "Unbridled, infectious laughter would have sounded a clear cognitive dissonance to the cry of "eureka! ". This is quite understandable: the person who has made the discovery or even just solved a rebus really has found something. The man, who has understood the essence of the anecdote, has not found anything. M.A. Panina [8], analyzing the cognitive-linguistic mechanisms of the comic, indicates that the comic speech act proceeds in a frame game consisting of the fictional perception of *modus vivendi* and the message itself, at the end of which there is an unexpected change in the communicative attitude, provokes a comic effect. *Homo loquens* always perceives and produces speech through mental mechanisms for categorizing and conceptualizing the world [7]. In the description of the anecdote, modern linguistics uses primarily the categories of cognitive semantics: frame - mental linguistic structure, fixing stereotypical situations, script - culturally conditioned set of information caused by the lexical association in the mind of the communicator and script - keywords of the text describing the sequence of stereotypical speech act. Frames have a conventional nature and

therefore fix what is characteristic of a particular linguoculture, and what is not. In multidimensional episodes of social interaction, frames regulate the individual's daily behavior, "prompting" standard, stereotypical modes of action and patterns of communication. "The concept of a frame is often applied to situations characterized by a stereotypical set of actors and a known sequence of events. The concept of scenario is also used in this meaning" [5]. For the cognitive analysis of anecdotal discourse, the concept of an interactive frame is also relevant, which includes the "communicative expectations" of speakers. The task of frame semantics in the study of communication in general is to identify interactive frames that define the structure of the "communicative expectations" of the participants in the communication situation, and the factors that determine the conditions for the activation of a particular frame; the task of anecdotal discourse is to identify the conflict between the communicative situation, the corresponding communicative expectations and the speech actions of the anecdote characters. The immanent property of anecdotal discourse, causing the generation of comic meaning, is a cognitive impairment in the mind of an individual concerning the familiar picture of the world, the destruction of ideas about the objective connections and relationships of objects and phenomena of the surrounding world. A.Yu. Goloborodko [3] identifies the following breaking violations of the laws of logic, which lead to the generation of comic meaning: 1) violation of the law of sufficient reason. *Why did you go to prison? - I had the misfortune to find the purse of some gentleman ... - But this is not a crime after all! - Yes, but I found it before it was lost ...*; 2) violation of the law of the excluded middle (*Robber: - Trick or life? - Excuse me, could you suggest choosing something else?*); 3) violation of the law of contradiction (*Police officer: - It is forbidden to fish here! - And I don't catch it, I only train the worm to swim breaststroke*); 4) violation of the law of identity ("*New Russian*" comes to the maternity ward. *The doctor says: You have a son. Three eight hundred. - No problem. He takes out a wallet and counts: - One, two, three, eight more dollars.* Russian anecdote is a unique cultural phenomenon, the most productive genre of urban folklore and, most importantly, a method of axiological perception of the world. Anecdote is the most productive speech strategy that destroys the spontaneously arisen "dialogical dead end" that unites the diametrically opposite points of view of the speakers. L.N. Tolstoy in «War and Peace» explained when and why they tell an anecdote. At the very beginning of the novel there is an entertaining episode: at an evening at Anna Pavlovna Scherer, Pierre Bezukhov and Andrei Bolkonsky, with their rather clever and therefore tactless conversations, nearly burst the "spindle" of a small talk, and then the young prince Ippolit jumped out and with the words "*And by the way ...*", began completely inopportunistically telling a completely stupid anecdote about the notable lady, who put on the bridles of the coach a tall maid instead of the lackey. It was really a very silly anecdote, which, nevertheless, fulfilled its function of relieving tension in conversation. Everyone was grateful to the prince as probably in the Middle Ages there were some grateful to the jesters for help courtiers, who said something inappropriate, when jesters with daring or absurd joke smoothed out the communicative awkwardness that appeared [1,2]. However, today, much more often the success of an anecdote in the semantic-pragmatic space between the speaker and the listener is determined by the quality of the anecdote and the skill of the narrator. To tell an anecdote well means not just making a narrative about some funny episode, and presenting this episode in "faces." The narration of an anecdote is not a narrative, but a representation produced by a single actor. For many anecdotes, the intonation of the narrator, combined with the paralinguistic component (gestures, facial expressions), plays a paramount role. In a number of cases they create what is called the "salt" of the anecdote [10].

Anecdotal discourse is constituted by the actual text of the anecdote (verbalized component of discourse) and the cognitive background (non-verbalized component) [3]. As the genre of speech and the genre of urban folklore anecdote is very often an expression of a specific language game. All the plot content of the anecdote, all its comic potential in the process of "theatrical performance" are subordinated to the main goal: to give pleasure to the listener and to get it by the narrator himself. This is the essence of the game as a special kind of mental activity and language game at the same time, which is based on a wide variety of linguistic phenomena or effects: logical - semantic, lexical, grammatical. Thus, we can conclude

that the stereotypical form of the anecdote, which is focused on the transmission of dramatic events, to the "stage" incarnation of the comic event, the stereotypical parody content of the anecdote that conveys the fictional actions of typed characters - parodies, as well as the communicative stereotype of the anecdote as a playful comic intertext in relevant situations - all this together makes up a complex typological feature: theatricality. The genre theatricality of the Russian anecdote should be understood as immanently inherent dramaturgy, involving the narrator playing a situationally conditioned comic parody, a fictional game situation occurring with typed characters in a single cognitive field. The genre uniqueness of the Russian anecdote lies in its unique strength of the nationality (folk identity). And this is true for a number of reasons: 1. The anecdote is anonymous, and this is its principal feature as a folklore genre. It is important to understand that the real stories told at the beginning with a clear indication of specific actors subsequently become common because of the typicality and significance of what is being said, take an "anonymous" form. For example, turning into an anecdote of a "bitter" joke of a revolutionary, a talented publicist and sharp-witted K. B. Radek: *Filling out a questionnaire in prison, Radek in the column "What did you do before the revolution?", Wrote: "I was sitting and waiting. (Сидел и ждал)" The next question was: "What did you do after the revolution?" "I had got the result of waiting and went to prison. (Дождлся и сел)." Comparison in phase: - What did they do before 1917? - Were sitting and waiting. And after 1917? - They waited and sat (got the result of waiting and were imprisoned). Comparison in phase (other literally variant): The fate of the Russian intellectual: before the revolution, he sat and waited and waited after the revolution he waited being imprisoned [1].*

Even if an anecdote is invented by a speaker (which is not rare), the narrator, as a rule, prefers not to advertise it, he is removed from the authorship, otherwise the anecdote loses the objective strength of the folk identity: speech situations like "I came up with an anecdote ..." or "Listen to my new anecdote " are very rare. There are, of course, exceptions to any rule, for example, there are cases where the author's anecdotes were presented to his listeners by L. Utesov, M. Bernes, or the tireless author, brilliant narrator and collector of national anecdotes A. A. Gerdt. 2. The primary form of an anecdote is identical to other folklore genres ("bika", "byvalshchina"), is oral: an anecdote is narrated, played, and necessarily in the strict framework of the genre form - joking parody from the corresponding thematic series. Even written fixations of an anecdote are usually intended for their subsequent oral reproduction: "Tell your friends." In Russian idiom, there is even a steady expression "traviv" anecdotes: telling jokes in series, without interruption, one after the other in a single thematic group. 3. Like any folklore genre, anecdote is repeatedly reproduced, transmitted from one narrator to another. The following expressions are known: a anecdote goes around or jokanecdotes go around, a joke to the topic ... And an indispensable consequence of an anecdote's reproduction is its constant, sometimes artsy variability. As a rule, anecdotes are told with different options: in some cases, the variability is the cost of oral transmission of content, and in others, the result of the deliberate improvisation of the narrative, which seeks to adapt the anecdote to the actual speech situation or improve it in its own way, following specific cognitive and pragmatic attitudes. Moreover, some anecdotes in the process of reproduction acquire different variants of introduction and culmination. Such variability is typical for all traditional folklore genres: fairy tales, ditties, raving. So, the anecdote is a unique, extremely developed and productive phenomenon of national culture, having its own nomination and its own typological features: the stereotype of form, content and communicative purpose. Anecdote is a special genre of oral speech, which contains the whole range of cognitive and pragmatic attitudes generated by the elite culture of the intelligentsia, supported and accepted by traditional culture and it becomes a mass manifestation of modern urban folklore in our country. Dwelling separately on the pragmatic elements of the anecdote stereotype, it should be noted that it usually manifests itself in the preferred choice of the types of tense forms of predicate verbs. As a rule, these are the forms of the actual present time or the past tense of the perfect tenses in the effective sense, and with the usual preposition of the predicate in the sentence, helping to present the event as relevant [1]. E.Ya Shmeleva and A.D. Shmelev [10] distinguish three linguistic layers in the joke: 1. "metatext"



inputs; 2. speech characters; 3. text from the "author". Metatext entries imply such phrases as: It's like in that anecdote ... Well, just like that wife from that anecdote ... Do you know an anecdote? By the way, here comes the anecdote ... As a rule, these phrases do not belong directly to the structure of the anecdote. However, in some cases they acquire the status of a cognitively significant element. In particular, this applies to anecdotes told online: Do you know the shortest anecdote? .....? - Communism. - And the longest? ... - The path to communism [1]. Metatext usually reflects the basic cognitive attitudes inherent in a specific anecdote in a given communicative situation. Considering the speech of the anecdote characters, first of all, it should be borne in mind that all the "roles" are performed by one "actor" - the anecdote narrator or trickster, as the anecdote narrator was called in the old days. And the characters themselves represented by the narrator must be recognizable by the listeners, for the most frequent heroes of anecdotes are the "personalities" who are in the single cognitive space between the speaker and the listener. In the author's text, everything is subordinated to the tasks of visualization and a set of pragmatic elements, realized due to polysemy, figures and tropes come out ahead. The anecdote characters in the author's text do not need a special presentation (they are part of a single cognitive space), their number is limited and they are known to all representatives of Russian linguistic culture - they are representatives of various nations (Russian, American, Englishman, Georgian, Jewish and, of course, the Chukchi - the most typed character); political figures (Stalin, Khrushchev, Brezhnev, Gorbachev); heroes of feature films and animations (Stirlitz, Muller, Sharapov, Crocodile Gena, Cheburashka). Also, such iconic characters as Little Johnny (Vovochka), collective images, such as a teacher, husband, wife, lover, boss, secretary, "new Russian", and some animalistic characters - hare, wolf, bear, fox [1]. The cognitive stereotype of the Russian anecdote is most consistently reflected in its basic, oral form, and the secondary nature of written anecdotes becomes apparent: the recording cannot convey the accentological structure that is very important for many anecdotes: the presence of semantic pauses, acceleration or slowing down of the narrative, the intonational highlighting of the second part, climaxes, and, in some cases, vocabulary - speech characteristics of the characters, because without this, many anecdotes lose their comic potential. The meaningful denouement in the anecdote (regardless of the volume of the anecdote) is always brief, unexpected, overly paradoxical, and it is preceded by a main pause that divides the text of the anecdote into two unequal parts. The pause carries a pragmatic meaningful component of the anecdote: a change in the development of the anecdote and the semantic structuring of all plotlines.

The connection of an anecdote with the pragmatic micro situation is traced at the level of its structural organization. The order of the components in the process of telling an anecdote, as well as its theme, is largely determined by the nature of the recipient's response, which, as a result of the perception of the anecdote, should laugh. In addition, the pragmatic task of the anecdote is the appearance of laughter in the very finale of the anecdote telling, by no means during or at the beginning. Therefore, the component most significant for the occurrence of the corresponding reaction is always located at the end of the anecdote discourse. "This component, which completes the process of telling an anecdote, which has a comic nature and has the greatest illocutionary power, is the core of the anecdote's genre structure, its invariant basis" [9]. The pragmatic features of the anecdote as a genre and as a text are determined by the peculiarities of its functioning. V. M Ivanov [4] supposes that the central pragmatic category of anecdote is the category of relevance, mainly tact as the relevance of playing an anecdote determines whether the speaker will achieve the desired effect, that is, whether his listeners will laugh, will appreciate the humor that is inherent in the anecdote, as well as the skill of the narrator. However, regarding the category of relevance (along with clarity, logic and beauty) in general there is a basic condition for good (successful) speech, which was indicated in ancient rhetoric. Another thing is that the appropriateness or irrelevance of an anecdote is clearly manifested by the reaction of the audience. But since the anecdote in recent decades is increasingly being presented to the recipient in writing, this manifestation goes by the wayside. It turns out that the cognitive orientation of the anecdote is far from always being determined

by such conditions as the skill of the narrator and the pragmatically determined situation having to do with this anecdote. The main prerequisite for the effectiveness and success of the anecdote are actually linguistic factors. However, it is natural that the primary functioning of the anecdote is connected precisely with the situation of the narration to a certain set of listeners. This process has a complex cognitive - pragmatic nature. "The storyteller's intentional horizon is to promise the listener the pleasure of the anecdote being told. All his speech actions are directed at this. The intentional strategy of the listener is to anticipate the pleasure of a joke. He listens attentively to what is being told, trying to catch and understand the witty denouement in a timely manner "[4]. V.M. Ivanov revealed a "well-defined arsenal of pragmatic functions of the anecdote". This arsenal is reduced to the following functions: 1. creation of a certain image of the narrator; 2. the establishment of trust, up to familial relations between people; 3. creating a good mood in society; 4. the aesthetic experience of the anecdote by the narrator himself; 5. feeling the pleasure of the narrator from the effect produced by the anecdote narrated; 6. marking the end of one topic and the transition to another, as well as a new form and atmosphere of conversation; 7. removal of tension or fatigue, that is, the relaxation function; 8. creation of imagery and visibility, attracting interest to the topic or problem under discussion; 9. ridicule of a fact in the social or personal life of a person; 10. creating political satire; 11. political manipulation of public consciousness [4]. Thus, in combination with pragmatic functions, another important factor in generating and successfully functioning anecdote is a pragmatically caused violation of the norm, standard, provided that the recipient has a set of cognitions that allow him to identify and evaluate the violation of the standard [1]. And the pragmatic attitudes of the anecdote as a speech genre differ significantly depending on many sociocultural circumstances and factors of the communicative situation. The practical importance of identifying all the above-mentioned factors can contribute to the formation of a conscious understanding of the Russian anecdote by foreign students.

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