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Scientific Approaches Evolution To Simulation Usage In Pedagogical Studies

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Abstract. The paper authors show the simulation's historical-chronological recognition aspect as a scientific study method in the pedagogical sciences which was originally a natural-mathematical sciences method. The necessity to solve the problem of pedagogical sciences study methods and the simulation application is explained by the increase in the accuracy, authenticity, and reliability of the results obtained. The scientists' positions are presented in the simulation usage, the Humanities "mathematization", including pedagogical ones, as raising the theoretical level, accurately describing any object and process "behavior" being studied, but also a complex one that requires special knowledge and experience. Based on other scientists studies review, the paper authors singled out the simulation method main characteristics: idealization and abstraction from real pedagogical phenomena, processes, practices with theoretical analysis and synthesis high degree; theoretical knowledge expansion with access to new knowledge, new concepts; complex phenomena and processes prediction; close interweaving with empirical methods; a combination of qualitative and quantitative approaches in pedagogical research. The simulation possibilities in pedagogical processes and phenomena study are specified. The authors substantiate the position on the research relevance, the results of which are supported by methods that ensure accuracy, validity and reliability, have the opportunity to reach a fundamentality in the field of the pedagogy general theory, pedagogical processes' and phenomena general regularities. Simulation is treated as a universal method, combining qualitative and quantitative approaches in pedagogical research.

Keywords: model, abstraction, pedagogical simulation, quantitative simulation, pedagogical processes' mathematization, formal-logical direction, content-humanitarian direction

Introduction

The simulation method is one of the basic general scientific methods of cognition, without which it is practically impossible at present to build a new theory, to conduct a complex experiment, to study an unusual phenomenon. In accordance with various purposes of simulation methods, the concept "model" is used not only and not so much to obtain explanations for various phenomena, but rather to predict the phenomena which are interesting for the researcher. In Russian science, this understanding of the simulation theoretical-cognitive essence is precisely adopted, proposed by Ya.G. Neuimin: "Historically

established scientific concepts, directly or indirectly related to objective reality - laws, theories, world scientific pictures are substantially model constructs. All our scientific ideas about the world of nature, society and technology, our knowledge about ourselves, about thinking and about its laws are of a simulation nature"(Neuimin, 1984). Therefore, in modern pedagogical theory, simulation is characterized both as a knowledge deepening process about the surrounding world, and as a criterion for verifying this knowledge truth, and as new theories source (Zagvyazinsky, 1982).

Discussion about the pedagogical scientific works specifics, about the necessity of new research methods' approbation that do not cause doubts about the results obtained reliability, has a fairly long history. More than half a century ago, speaking about the "mathematization" of research methods, Russian scientists linked the real possibilities of pedagogical sciences status raising and the research quality improving. It took another two decades for the country's party leadership to put forward before the scientific teams the tasks to achieve high efficiency of psychological and pedagogical research and to shorten the time for the results introduction into practice through improved scientific research methods.

The documents adopted by the government stimulated a whole range of pedagogical studies carried out using a wide range of different methods that compiled the contents of the collection "Methods of Research in Pedagogy" (Tallinn, 1983). According to the plan - the order of the Ministry of Education of the USSR, methodical recommendations were developed "On improving the psychological and pedagogical studies organizing", in which the mathematical methods application in pedagogical studies was justified. The increased requirements for accuracy, the completeness of pedagogical phenomena and processes description have led to a number of documents emergence, in which as the pedagogical research leading task is "the need to solve the problem of transition from subjective qualitative descriptions of pedagogical phenomena to strictly quantitative their description." Methodical recommendations were approved by the Educational Institutions Department of the USSR Education Ministry. The document general provisions specify a systematic approach as the most promising scientific knowledge and practice's methodology direction, the use of which assumed the objects and phenomena consideration and study as systems. The emphasis was placed on the fact that a special place in terms of complex psychological and pedagogical research associations should be given to experiments based on the modern mathematical and statistical methods application, methods determination for processing scientific data on the basis of electronic computers, the development of universal programs for processing experimental results. In the reporting documentation of the comprehensive psychological and pedagogical research institution, the fulfillment of all the forms and types of work specified in the annual plan, the study main scientific results, the authenticity, validity and reliability of empirical data obtained were to be reflected.

Apparently, in the last years of the Soviet era, the problem of psychological and pedagogical research quality improving was supposed to be solved at the state level, and priorities were given to the research methods usage whose results could compete with the foreign scientists' results. Since the 2000s, Russian scientists have made repeated attempts to build quantitative models of pedagogical phenomena and processes objective regularities that describe the education and upbringing nature and processes with modern mathematical tools, methods and formulas. Researchers believe that, because of the pedagogical processes ambiguity and their multifactor nature, the models development is of a probabilistic nature and complicates the tasks solution (Korolyov, 2010).

Results

In the work "Simulation and Philosophy" V.A. Shtoff (1966) argues that interest in the simulation method appeared in the ancient era and in their works Democritus and Epicurus stated "about atoms, their form

and ways of joining, about atomic vortices and showers", the physical properties of various things (and the sensations they caused) with the help of the notion of round and smooth or hooked particles "interlocked like branches twisted together." "The existence in the scientific world of the Middle Ages and the Renaissance of the two widely known antagonistic universe models, described in the writings of Ptolemy ("Almagest") and N. Kopernik ("On the Rotation of the Celestial Spheres" (Stoff, 1966) testifies to the centuries-old simulation method application.

N. Bourbaki ("Essays on the Mathematics History") believes that the concept "model" appeared initially in the works of Rene Descartes and Pierre Fermat, who created analytic geometry. The theory was called a model, if it had a "structural similarity in relation to another theory." Recognizing Descartes' contribution to forming the idea of mathematical sciences coherence with each other, the author of "Essays ..." indicates that Leibniz "the first saw the general concept of isomorphism (which he called "likeness") and foresaw the possibility to "identify" isomorphic operations and relationships" (Bourbaki, 1963).

In the natural sciences (astronomy, mechanics, physics, chemistry, biology) the definition "model" was interpreted somewhat differently: "Under the model is understood a mentally and practically created structure that reproduces one or another part of reality in a simplified (schematized or idealized) and visual form" (Korolyov, 2010). Since ancient times, the natural phenomena and processes explanation was accompanied by the creation of visual pictures, images of reality, hypothetically reproducing various phenomena in the macrocosm or in the micro world - the models were part of the cognition of natural science disciplines.

The demand for the model as a method in scientific research was first stated by V. Thomson (Kelvin) in "Baltimore Lectures" (1884): "... in order to check whether we understand every physical phenomenon, we must answer the question: can we create its mechanical model? I never feel satisfied if I cannot imagine the mechanical model of the phenomenon being studied. If I can imagine such a model - then I understand the question, if I cannot - then I do not understand it ...» In 1945, Arturo Rosenbluth and Norbert Wiener in their famous paper "The Role of Models in Science" began a discussion of the epistemological and methodological aspects of the simulation application in scientific research. Pointing out that "the scientific research purpose and result is to gain understanding and control over some part of the universe ... no part of which is so simple that it can be understood and controlled without abstraction. The abstraction is the replacement of the considered part of the universe with some of its model, a model of a similar but simpler structure, "scientists concluded that "building models of formal, or ideal ("mental"), on the one hand, and material models, on the other, necessarily takes the central place in the procedure of any scientific research" (Korolyov, 2010).

Activity in simulation principles mastering in natural and social sciences among foreign scientists led to the range ambiguity and breadth of this concept usage. One of the best definitions is the classical definition of V.A. Shtoff (1966), who understood by the model "... a mentally imagined or materially realized system that, displaying or reproducing the research object, is capable of replacing it in such a way that its study gives us new information about this object". C.R. Yuen (1965), having examined 15 linguistic contexts of the concept "model" in different scientific disciplines, established that the term "model" is used in 30 different senses, close in meaning, in 9 - different.

Since the 60s of the last century, simulation as a research method has become the subject of close interest among different sciences' leading Russian researchers. Many definitions of the concept "model" and "simulation" appear (Table 1).

Table 1. Interpretation of the concept "model", "simulation" in the works of Russian researchers

№	Authors	Year	Interpretation of the concept "model", "simulation"
1	A.A. Lyapunov (1958)	1958	Simulation is the object's indirect practical or theoretical study, in which not directly the object of interest is studied, but some auxiliary artificial or natural system (model): 1. located in some objective correspondence with the cognizable object; 2. able to replace it in certain relationships; 3. giving, at its research, ultimately, information about the object which is simulated."
2	V.A. Shtoff (1966)	1966	A model is understood as a mentally presented or materially realized system that, by displaying or reproducing the research object is capable of replacing it in such a way that its study gives us new information about the object.
3	Yu.K. Babansky (1982)	1982	Simulation helps to systematize knowledge about the phenomenon or process being studied, suggests ways of their more holistic description, outlines more complete connections between components, and this leads to a deeper discovery of the essence of the phenomena being studied.
4	V.V. Trofimenko (1998)	1998	The model is an abstraction's specific tool and result and is used as a means of highlighting a connections' and relationships' specific system for their special study. With the help of simulation, the complex social phenomena's simplification and idealization is carried out with a view to their deeper cognition
5	A.A. Anoshkin (1998)	1998	A model is an ordered interconnection of imaginable (theoretical) and experimental information obtained on the basis of the object's studied sides and features separation by simplifying or complicating them, or abstracting them
7	E.V. Yakovlev & N.O. Yakovleva (2016)	2016	Pedagogical simulation is the existing pedagogical system's characteristics reflection in a specially created object, which is called the pedagogical model.

The possibilities of simulation method usage in the Humanities became the object of researchers' attention in the 60s XX century, which was largely due to the mathematization, cybernetization and informatization of science. The high level of a particular science's mathematization is evidenced by the simulation method's mastering based on already known regularities of phenomena and processes and on a sufficiently developed and formalized conceptual apparatus of this science. So, N.M. Amosov (1965), studying the problem of thinking's and psyche's simulation, came to the conclusion that the common task facing all the Humanities of modern times is to increase their accuracy, for which it is necessary gradually to move away from qualitative descriptions and move on to quantitative models (Amosov, 1965). Justifying the information processing and simulation principles for complex living systems, the scientist put forward an original hypothesis about the possibility of human mental activity simulation (emotions, consciousness, sub consciousness, will, creative process) with the help of modern electronic computers.

Discussions

It should be noted that ideal simulation's method preserved the strong positions in domestic scientific - pedagogical research since the late 1970s of the twentieth century. Yu.K. Babansky (1988) disciples and followers shared the beliefs of the scientific school head that "... ideal models (idealized, mental) are increasingly used in pedagogical research as the theoretical level of this science increases". This scientific

school's influence on the national pedagogical knowledge development promoted the popularization of general scientific terms of a new type ("system", "element", "structure", "program", "adaptation", "factor", "function", "model" etc.) and other scientists' orientation to the new research methods' mastering.

Thus, in the eighties in Russia prerequisites were created for the transition to the substantial models' analysis at a higher level with the help of mathematical simulation, which acquired a more significant role in the epistemological structure of scientific research as a necessary stage of the empirical and theoretical level of cognition. At the same time, the progress of the humanitarian and socio-economic studies' mathematization has sharply posed the problem of the theoretical knowledge and mathematical models correlation, since there was a direct relationship between the simulation application effectiveness and the conceptual level achieved in those areas of historical science, where it was used: "mathematics application to others science makes sense only in conjunction with a particular phenomenon's deep theory. It is important to remember this, in order not to stray into a simple game in formulas, for which there is no real content."

The philosopher from Austria K. Gödel, working on the theorems solution on the incompleteness and consistency of formal systems, proved that: 1. In the logical-mathematical systems it is basically impossible to formalize the entire content part, i.e. any system of axioms is incomplete. 2. It is impossible to prove the consistency of a formal system by means of the system itself. Gödel's theorems have found a general scientific interpretation, according to which there is no complete and finite set of information for deductive construction of a model that accurately describes the "behavior" of a system of any nature (Uspensky, 2007).

Thus, a particular science's development high level is evidenced by its mathematization – its mastering the simulation method, based on the already known phenomena's and processes' regularities and on a sufficiently developed and formalized conceptual apparatus of this science Therefore, although the simulation methods contain a huge potential for application not only for exact sciences, but also for social sciences (history, sociology, pedagogy), these possibilities realization could take place in case of social phenomena models saturation (objects, processes) committed on mathematical apparatus by specific pedagogical, historical or other material. The philosophical approach to simulation determines the possibility of constructing a learning pedagogical model as a complex social phenomenon and searching for simulation algorithm on the basis of process common regularities' and specific features' identifying in any field of knowledge, including modern pedagogical or sports pedagogical science, history or sociology.

Analyzing the epistemological specifics evolution of the simulation method use among domestic researchers, V.V. Trofimenko (1998) differentiated three stages of Russian simulation practice development.

Table 2. Evolution in the models construction in Russian scientists works

Stages	Chronological Frames	The stage characteristics
Stage 1	Until the middle of the XIX century.	At this stage, mental models differ little from ordinary representations, and material models from mock-ups or miniature copies of the subjects studied.
Stage 2	From the middle of	Mental and real constructions reproducing the object, its structure, functions or behavior began to be created on the certain rules basis,

	the XIX century. until the 50's. XX century.	which made it possible to make specific logical or mathematical, qualitative and quantitative conclusions about the properties, parameters, structure and regularities of the object's behavior. The model becomes a real means of scientific cognition and the subject of a special theoretical - cognitive study.
Stage 3	From cybernetics' arising and its development to the present day	The model is treated as a cognition specific means, and the various self-organizing systems' models construction is perceived as one of the research basic principles. The computers use has opened up new opportunities for simulation cognitive capabilities analyzing. Simulation is understood as a general scientific method. It begins to be applied in the social and humanitarian problems development, including pedagogical knowledge.

According to V.I. Zagvyazinsky (2004), for all the complexity of the study objects, the simulation methods determine the prospects for the pedagogical science development. The latest research in the pedagogical simulation field not only confirms the previously stated positions, but also actualizes the need to clarify the content of concepts "model" and "simulation" in relation to a pedagogical knowledge specific field (professional education pedagogy, pedagogy of sports, adaptive pedagogy, didactics, etc.) with formalization usage (the objects study by displaying their content and structure in sign form using an "artificial" language, for example, the language of mathematics, mathematics logic.

The formal models use allows us to apply logical formalisms and mathematical symbols for in-depth analysis of the relevant science branch, allowing using the concepts included in it, to identify the essential links and components of the scientific knowledge structure. Formal methods, of course, are quite complex in application, they require special knowledge and experience, temporary and resource investments, and often do not guarantee the expected results under natural conditions, for which they are criticized. Their advantages include:

- 1) the scientific basis existence for new pedagogical knowledge production, the application possibility in those studies where the price of errors is high;
- 2) consideration's completeness of problems a certain package and approaches generality to their solution; special symbols use to ensure the brevity and clarity of knowledge fixing; the ability to avoid terminological spam;
- 3) the real phenomena's (processes') study's replacing by model research (Lebedeva, 2003; Yakovlev, 2010).

Simulation in pedagogical researches establishes practical and theoretical components: experiment, logically-structural constructions development, scientific-theoretical abstraction. This feature was pointed out by Yu. K. Babansky (1988): "Simulation ... should not be isolated from other methods of scientific knowledge. Its connection with experiments is obvious. The very hypothesis put forward at the beginning of the experimental work embodies some model representation of the course of the proposed work or its results".

Pedagogical simulation is defined as a reflection of the existing pedagogical system characteristics in a specially created object, which is called a pedagogical model. In order for an object to become a model of another object (the original), it must correspond to a certain set of conditions: 1) be a system; 2) be in some resemblance to the original; 3) differ from the original in some respects; 4) replace the original in certain respects in the process of research; 5) to guarantee as a result of pedagogical research the receipt of new knowledge about the original (Kushner, 2001).

Pedagogical simulation, while retaining membership in the class of simulation in the general scientific sense, has a special specificity: a) it is a pedagogical activity realized in the pedagogical process conditions; b) its purpose is not so much to obtain new information but to improve the educational process; c) objects of pedagogical simulation are not material; d) its result (the pedagogical model) is a developing object.

In the complex pedagogical processes models' construction by formal methods, an important role is played by abstraction: "In the simulation, complex pedagogical processes are considered "in pure form" by real processes abstract schemes constructing necessary for deeper penetration into the regularities of their development and foreseeing possible directions for development." The value of an abstract model is determined by its potential to study new, simulated object's previously unknown properties and accessibility for accurate mathematical research.

In addition to abstracting, researchers distinguish such characteristics of pedagogical simulation as:

- 1) "Simulation in pedagogy assumes special significance in connection with the task of raising the science theoretical level, since it is associated with abstraction and idealization, through which the modeled objects' sides are allocated reflected on the model";
- 2) "The researcher, distracted from the pedagogical reality content and using in his reasoning and inference only a form which is common to a number of phenomena of different content (or the assumptions), derives new concepts from these concepts." The simulation application in pedagogical science makes it possible, in a number of specialists' opinion, to study "problems such as determining the subject of pedagogy, clarifying the upbringing role in the society development, predicting the school development, etc." (Krutsevich, 1985).
- 3) Another characteristic feature of the simulation application in the pedagogical sciences is its close interlacing and interaction with "substantial methods" (empirical). Since new theories, concepts, techniques in pedagogy are formed on the basis of sufficiently convincing facts and arguments accumulation, their repeatability frequency, duration and positive effectiveness in practice, significance for society on the basis of thoroughly conducted observations, experimental studies and other methods. On the other hand, pedagogical phenomena and processes studies accomplished solely by empirical methods means without scientific and theoretical analysis, synthesis, and abstraction cannot be considered complete ones.

In the domestic pedagogical studies of the last third part of the last century, quantitative simulation has not received wide circulation, despite a number of brilliant dissertations describing the essence of the teaching and upbringing processes by mathematics methods, since "... such models' construction, which in view of the pedagogical processes possess ambiguity and multifactor nature must be probabilistic in nature, encounters difficult obstacles "(Dakhin, 2005). For a significant part of domestic researchers in the field of simulation and projecting, the orientation toward the scientific paradigm on the high potential of simulation for a deeper - epistemological - study of pedagogical phenomena and processes essence is characteristic (Dakhin, 2005). Various aspects of the simulation problem in pedagogical research are the

subject of scientific research for N.V. Kuzmina (1980), A.V. Kashcheyeva (2007), T.Yu. Krutsevich (2002), A.V. Yastrebov (1997) and others. Thus, N.V. Kuzmina (1980) substantiated the functions (illustrative, translational, explanatory, and prognostic), criteria and stages of creating a pedagogical model. Criteria for the pedagogical, dynamic systems effectiveness are the final results models, to which the researcher aspires. The researcher differentiates the following stages in the pedagogical models creation: the research object definition → the accumulated knowledge's activation about the original → necessity substantiation to use the simulation method → selection significant variables and postulates → selection the objects that are most easily studied. The author also identifies the simulation levels, in particular, psychological and pedagogical, closely related with each other. The developed pedagogical model (as well as the psychological model) is estimated on the basis of measurement data (Bederkhanova & Ostapenko, 2014).

In sports and pedagogical studies, the theoretical justification of the phenomenon (process) being studied is a determining factor in determining the relevance, clarifying the scientific conceptual apparatus, and planning the experiment. B.N. Shustin (1995) points out that the simulation of sports and pedagogical activity "... in the theoretical aspect is used for various aspects study of different qualifications' athletes' competitive and training activities; to determine or refine the characteristics of real or projected sports training systems and their components: competitive activity, an individual start system, an athlete's preparedness level, construction of cycles of different duration... ", etc. T.Yu. Krutsevich (1985), for building models in the field of sports pedagogy, as a prerequisite proposes to combine a qualitative description of sports and pedagogical activity phenomena with quantitative modeling: "the transition to quantitative models is inconceivable without a deep penetration into the essence of the simulated phenomenon, which in turn requires their clear qualitative description, studying the structure and features of functioning". A.N. Dakhin (2005) differentiated the pedagogical simulation stages.

Table 3. Pedagogical simulation stages according to A.N. Dakhin (2005)

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Analysis of the situation (entry into the process, methodological grounds choice for simulation, the study subject qualitative description)	Purposefulness, modeling tasks' statement;	Model creation (construction with the relationship refinement between the basic elements of the object under study, the object parameters definition and the criteria for assessing their changes, the techniques measurement choice)	The model deployment in practice (its application in the pedagogical experiment)	Conclusions, new knowledge about the model (substantial interpretation of simulation results).

Since the pedagogical simulation philosophical analysis develops in the field of the problems intersection of the pedagogy methodology and the simulation general theory, the problems' solution stated in modern dissertation research is impossible without resorting to the studies of researchers working in two fields simultaneously. Thus, simulation is present at all stages of the pedagogical theory development, and the model is connected with the theory all main links: source, fact, idea, principle, law.

Conclusion

Simulation in pedagogy means the pedagogical materials', phenomena's and processes' copies, models construction used for schematic depicting the pedagogical systems under study. By "model" is meant the objects or signs system reproducing some essential properties of the original, capable of replacing it so

that its study gives new information about this object. Any method of scientific research as a theoretical (in which various kinds of sign, abstract models are used) and experimental one (subject models are used) is based on the idea of simulation.

The simulation transformation into one of the leading research methods at pedagogical science present stage allows us constructively to present the pedagogical process objects' systemic and procedural nature, to map their structure and connection, to develop pedagogical phenomena variants, to experiment in an accelerated mode, avoiding mistakes in the new theories development with using a more objective research method that meets the principles of scientific cognition. Pedagogical simulation has passed a number of stages in its development, and at the post-non-classical stage it acts as a universal method that integrates the merits of qualitative and quantitative approaches in pedagogical research and as part of the analytical complex that ensures the development of the education system, not only corresponding to the contemporary needs of Russian society but also taking into account future, only emerging needs.

This research touches upon a number of issues, the study of which has significance, for example, the theoretical foundations' substantiation for constructing models in specific pedagogical disciplines, the scientific development of a universal pedagogical model for a pedagogical university graduate, which ensures the development of its research and heuristic potential. Considering the problem of the simulation evolution in the works of domestic researchers, the authors do not pretend to the finality of the conclusions and formulations.

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Fairness And Quality Of Data In Healthcare Professionals' Accreditation

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Abstract. The research urgency is caused by necessity of national system development for healthcare professionals' accreditation in Russia, which results should correspond to requirements of justice and high quality the data about examinees readiness for professional work performance. The main purpose of paper is representation of some new methods, which provide justice and quality data based on educational measurements with high objectivity, validity and comparability of accreditation results. The main approach in research is based on Mixed Methodology of educational measurements, allowing to combine the quantitative and qualitative data in the conditions of high reliability, validity and comparability. The basic results of research include the methods for reliability and validity data estimation in multistage measurements, the methods of providing data comparability (on years and into one group of comparison) and some conclusions about reliability and validity increasing in accreditation. The practical and theoretical importance of the received results consists in possibility of their using for maintenance of justice and validity decisions in accreditation. The methods can be used by testing centers, which are engaged in independent assessment, certification or accreditation and for training by specialized courses in sphere of educational measurements.

Key words: assessment, comparability, healthcare professionals, justice, multistage measurements, reliability, system of accreditation, validity.

Introduction

The creation of national accreditation system for healthcare professionals in our country develops in the context of understanding that it demands the serious and long-period work, based on the connection with System of Continuous Medical and Pharmaceutical Education. For person who has medical or pharmaceutical education the accreditation is understood as procedure for establishing the correspondence of his availability to professional activity. As the result of comprehension and development, the concept of accreditation some kinds of it were established: primary accreditation, primary specialized accreditation and periodic accreditation of specialists. Thus, in concept of accreditation the continuity of various accreditation kinds, adequate to Model of Continuous Medical and Pharmaceutical Education, has been provided.

The accreditation is spent based on assessment data, which intends for specialists readiness scoring to job activity on the base of professional standards requirements. At choice of procedures and tool construction assessment for accreditation is considered as examination of High Stakes Testing, assuming the obligatory using the Theory of Educational Measurement, quality measuring instruments and multistage measurements.

The combination of Model of Continuous Medical and Pharmaceutical Education base positions with Theory of Educational Measurement allows formulating the main principle of accreditation. It allows guaranteeing the justice of assessment in accreditation without any infringement of separate persons or groups of persons rights. The results of such assessment must have high objectivity (reliability), validity and comparability of readiness for professional activity scores (Chelyshkova, 2002, Crocker & Algina, 2010).

In this paper, the set of methods based on modern achievements of Theory of Educational Measurement and intended for reliability and a validity increasing in conditions of scores high comparability in multistage measurements is presented. The methods are developed by the Methodical Centre of Accreditation (it is created based on the First Moscow State Medical University of I. M. Setchenov on 2015) and supplemented with results of their approbation on representative sample of teachers and graduates of Russian medical high schools.

The research objective is the development of some methods and its approbation for providing requirements of justice and high quality accreditation data based on educational measurements. For objective realization, three topics have been considered. The first topic includes the development of reliability estimation methods and its approbation for multistage measurements at accreditation. The second topic is aimed at development and increasing of content and construct validity data of measurements in accreditation, including recommendations about correction of measuring tools. The third topic is intended for development of scales equation for high comparability of examinee scores in accreditation.

Despite the high level of development in different articles, the problems of reliability and validity increasing in educational measurements the estimation procedures as methods in multistage multidimensional measurements are not considered. The problem of scores comparability maintenance during mass assessment is not decided in Russia too. The approaches to these topics are offered in this paper.

In paper the methods of reliability and validity estimation for multistage measurements in accreditation are offered; the methods of scales equation for assessment of readiness for professional job in Continuous Medical and Pharmaceutical Education are developed and some recommendations about reliability and validity increasing are discussed.

Methodological Framework

All researches of Russian authors in area of medical education quality and assessment can be divided conditionally into two almost not crossed parts. In one of them, some problems of quality continuous medical education are considered and in the second part, the problems connected with measurements in not medical education are presented.

In particular, the problems of quality are discussed in article "Medical education: a keyword – quality" (Reznikov, 2016). Considering some problems of quality, the author focuses attention on improvement of teachers training quality and development of information technology in process of training.

The same problems are considered in a comparative context with characteristics of medical training in the USA and requirements of Bolonsky process in article "Russian and foreign medical education" of L.P. Churilov, etc. (2009). Authors of article address to history of medical education development in Russia and analyze its advantages, comparing them with similar aspects of medical education in USA. The position of authors in relation to scoring system in American medical colleges and universities looks

like conservative and wrong. The intention to realize assessment with objectivity and justice by tests in USA the authors of article identify with attempts of examiner elimination from control procedure. In addition, they name surrealistic exotic standard patients, which role are executed by actors during competence assessment.

Some problems of continuous medical education quality also are considered in articles of V. P. Kulichenko, S. A. Blashentseva's (2010), D. V. Chuprova et al. (2011). Despite large number of similar publications, their authors, as a rule, do not connect perspective directions of medical education quality increasing with development of assessment systems on the base of educational measurement. Other part of articles, devoted to questions of measurements in training, offers directions of development for assessment systems. In articles of H. V. Gessmann, E. A. Sheronov (2013), V.I. Blinov & Y.Y. Yesenina (2013), N. F. Efremova (2014), N. M. Aksenova (2014), A. A. Margolis et al. (2015), S. A. Minjurova & O. I. Leonova (2016), A. A. Malygin (2011), M. B. Chelyshkova et al. (2016) the topics of competence scoring, problems of a validity for results of measurements, their reliability and interpretation are considered. However, all offered approaches are not adequate to multistage measurements in accreditation, which are considered in this paper.

Unlike articles of Russian authors where problems of medical education quality are considered out of an assessment context, foreign articles closely connect these problems. For example, in Japan, the board certification system is under revision. The article describes present status of internal medicine specialist board certification and its influence to investigate changes in area of practice when physicians move from hospital to clinic practice (Koike, 2017). Another article from Chile was developed to determine whether individual residents are meeting minimal knowledge standards at the end of their training programs during National Examination of Orthopedic Surgery (Urrutia, 2016). One more study was aimed to establish the fairness, predictive validity and acceptability of Multiple Mini Interview in an internationally diverse student population in the area of public health services (Kelly, 2014).

The problems of assessment-related feedback quality in medical education are considered in article of C. J. Harrison (2017). He proves that despite evidence of the benefits of including assessment for learning strategies, practical implementation of these approaches is often problematical. So he suggests to redesign a summative assessment culture in order to improve the using of assessment-related feedback. The article B. Shulruf (2016) is dedicated to problems of scaling in criterion-referenced testing. He analyzes, how the judges number and judges' attributes such as accuracy, stringency influence on the precision of the cut-scores in implementation of Angoff method for standards setting. Measuring strategies for learning regulation in medical education are considered in Swedish article (Edelbring, 2012). The aim of his study is to psychometrically evaluate the learning regulation strategy scales from the Inventory of Learning Styles with Swedish medical students.

The aim of article J. B. Govaerts et al. (2006) is to demonstrate that the psychometric framework. It may limit more meaningful educational approaches to performance assessment, because it does not take into account key issues in the mechanics of the assessment process.

Distinctive feature of foreign researches articles is wide use of descriptive statistics from Classical Test Theory and the models from Item Response Theory, which they apply to problems of quality improvement in medical education.

The Methods of Reliability Estimation in Multistage Measurements

In educational measurements, reliability is the characteristic of stability and accuracy of measurements data. The methods of reliability estimation in multistage measurements in accreditation are difficult and

demands two steps. First step intends for reliability estimations of separate parts in measuring tool. Second step gives the chance to compute the general reliability of measuring tool. Some classical methods (parallel-form or split-half methods) are used to estimate reliability of separate parts in measuring tool within norm-referenced approach (Chelyshkova, 2002; Gates, 2005). However, accreditation measuring tools are developed within criterion-referenced approach so the special methods of reliability estimations are demanded (Berk, 1980).

Within the criterion-referenced approach intended for examinee classifications on 2 groups: mastery and non-mastery the reliability can be defined as relative stability of examinees groups classification by two measurements. The expression for reliability estimation of every stage is given by (1),

$$\varphi = \frac{ad - bc}{\sqrt{(a + c) \cdot (b + d) \cdot (a + b) \cdot (c + d)}}, \tag{1}$$

where symbol φ is chosen for designation of reliability coefficient, a - proportion of examinees who have done the pass through threshold point in both measurements (did not demonstrate the necessary level of competence or mastery), d - proportion of examinees who have passed through threshold point in both measurements (demonstrated the high level of competence or mastery), groups c and b - proportions of examinees which can be carried to classification errors as these examinees have not confirmed the results at double measurements.

The reliability coefficient of compound score (the symbol in left part) for k of stages of measurements has lower limit which is represented by right part in inequality (2)

$$\rho_{CC'} \geq \frac{k}{k-1} \left(1 - \frac{\sum \sigma_i^2}{\sigma_c^2} \right) \tag{2}$$

where symbol k designates the number of stages in measurements, symbols σ^2 are used for variance. The variance σ_c^2 corresponds observed score and variance σ_i^2 is used for component i in measuring tool.

However, the inequality does not help to compute the value of reliability for compound score because it depends not only on reliability of each component of measuring tool. Also it is necessary to consider the value of correlation between measurements results which are collected on separate components. So the methods for reliability estimation in multistage measurements should reflect value of correlation between results in separate components (low or high) and must have branching character (Table 1).

Table 1. The methods for reliability estimation in multistage measurements

Number of step	Steps and rules for reliability estimation	
1	To define threshold points for each component of measuring tool	
2	To estimate reliability of each component in measuring tool by formulas 1	
3	To estimate correlation between results of measuring tool components	
4	Case of low correlation (not above 0,3)	Case of high correlation (above 0,3)

5	To choose minimum reliability of measurement results using reliability estimations on separate stages of measurements	To calculate average reliability of results on separate stages of measurements
6	To establish value of minimum reliability as the lower limit of reliability for compound score in multistage measurements	To establish size of average reliability as the lower limit of reliability for compound score in multistage measurements
7	To calculate average reliability of results on separate stages of measurements and to accept it as reliability of a compound score in multistage measurements	To calculate the reliability of all measuring tool by methods of correlation

The results of applying these methods to accreditation data is shown in Results and Discussions.

The Methods of Validity Estimation

The validity is characteristic of test to measure that test is employed to measure in accordance with its construction. Therefore, a test is valid if it measures what it purports to measure. But in certain cases it's more correctly to say about test scores validity or data validity than about validity of test (Chelyshkova, 2002; Crocker, Algina, 2010; Klein, 1996). The accreditation measuring tool should be valid on content (content validity), on a measured variable (construct validity) and on ability to predict successes in professional activity (predictive validity). In this paper the methods for increasing content and construct validity is offered.

Validity estimation always receives by correlation results of measurement with external criteria. As such criteria in this paper the expert judgments are chosen. It is not necessary to limit expert judgments only by scorings of content completeness. It is important to take also into consideration the variety of the criteria presented in methods and considered in activity of Methodical center of accreditation.

Main purpose of such expertise is the review writing about quality of items content for revealing of its suitability to inclusion in tools for accreditation. During expertise the principle of independence of the expert judgments, assuming absence of experts' interaction, is observed, and safety of not corrected items is guaranteed against premature disclosure.

Analyzed criteria have included: the requirement of a logic correctness of items content, the requirement of content importance, the degree of correspondence between items content and specification and a number of other criteria. The correction of items content made by their authors by results of expert judgments has allowed to raise validity. The empirical data of validation are resulted in section Results and Discussions.

According to results of our researches, it is possible to assert that carrying out of such expertise should become obligatory in process of tools construction for High Stakes Testing. For the further work on validity increasing of measurements data from accreditation carrying out of some jobs in following directions is supposed:

1. Carrying out of several expertise (2, 3 and more) for qualities analyses of measuring instruments content.
2. Determination of optimum time for tools administration. .

3. Selection items with high differential ability.
4. Increasing of correspondence between content of measuring tool and its specification.
5. Formulation of essential signs of measured variables and their differences from other variables, which are not planned, to inclusion in the given measuring tool.
6. Development of calibrated items banks with robust parameters and using these banks at measuring tools design.

The methods for providing data comparability in accreditation measurements

The tendency to increasing information security during examinations has resulted on 70-80 of the XX century to emergence of methods for automated generation of tests forms by random selection of items (Random Sample) Klein, 1996). In professional test services developing in different countries throughout tens of years, banks of the calibrated were generated. Thanks to it during forms generation "accident" had quite caused character, providing selection of items strictly according to the specification of the test and with necessary estimations of parameter difficulty. Thus, in methods Random Sample, the automated generation of parallel test forms was carried out.

However, this methods Random Sample have got absolutely other interpretation in the structures which were engaged in our country in area of software development for automated generation of test forms. Because of absence item banks with calibrated items and corresponding qualifications staff of test services in educational measurements items selection do not provide parallel test forms construction. For this reason each test form generates the own scale for examinees scoring, and all test scores are presented in different nominal scales, with different zero points and different units of measure. As a result, all scores of examinees are completely non-comparable, breaking the justice principle in High Stakes Testing for accreditation.

For the same reason it is impossible to provide the fair scores for measuring of changing of specialists achievements in System of Continuous Medical Education. Not comparability in scores at separate stages of career does not allow to judge how specialists achievements change and what dynamics of these changes.

Thus, assessment for accreditation and in System of Continuous Medical Education will have more fair character if to solve the problem of scales equating for providing linking and comparability scores. For decision of these problems the methods is offered in this paper.

There are three stages in the base of methods which carrying out has long-term character and demands regular researches of comparability degree of measurement data. These stages include:

- Creation of author's items bank and its development to the level assuming existence stable estimates of parameter difficulty and validity. This development can be carried out on the basis of Classical Test Theory or Modern Theory of Measurement (Item Response Theory – IRT) (Baig, 2012; Chelyshkova, 2002; Hambleton, 2000). Using of IRT is more preferable in connection of its unique possibilities. Thanks to effective mathematical apparatus and the likelihood models connecting observable scores of measurements with latent parameters (ability) of examinees and item difficulty IRT helps to receive steady estimations of these parameters with minimum error of measurement.

- Choice of the scheme for forms linking and algorithms of scales equating based on special methods, which intend for comparability of measurement results on years and on examinees.
- Carrying out of methods approbation.

For today, the first stage is in process of realization in the Methodical center of accreditation. The methods of comparability are offered in this section. In addition, its approbation will be spent next year. The delayed character of methods approbation is defined by necessity of preliminary performance of some jobs. In particular, it is necessary to achieve, that measuring forms of tool:

1. Estimated identical variables (construct).
2. Had identical reliability (taking into account a measurement error).
3. Provided independence of examinee scores from any form of measuring tool.

It is necessary to choose also the scheme of scales equating which are created by various forms (years). The scheme choice essentially influences how the random error or bias of equating influence on scores comparison in different scales. For a choice of the scheme for equating and linking different scales some variants presented by fig. 1, 2, 3 were analyzed.

In Figure 1 the case of equating and linking different scales created by different test forms is presented. This scheme can be interpreted as methods of results comparability when linking of scores on measuring tools administrated for primary and primary specialized accreditations during 5 years should be established. The scheme presents the forms from different years, which are linking by general items as anchor. We will admit that in this scheme the scale is established on variant A. Arrows show, what old form has some general items with a new form from another year. For example, the scale of form J is equated to the scale of form H by means of some items, which are general in forms J and H. At such conditions all forms of the next years should be linked with a unique old variant A by anchors. The symbol "PA" marks primary accreditation, and a symbol of "PSA" is chosen for primary specialized accreditation. At the left, the column contains last two figures of years from 2017 to 2021. Letters A, B ..., J are chosen for designation of forms in measuring tool.

The group of examinees, which is tested in primary accreditation, undoubtedly, differs on level of achievements in professional skills from the group estimated in primary specialized accreditation. For comparison of their results on 2021 it is necessary to pass from the scale of form J to the scale of form I scale, using 9 arrows designating linking. However each such pass from form to form leads to accumulation of standard errors of equating. To minimize these errors, it is necessary to minimize number of interrelations between forms. So another scheme in methods presented by Figure 2 was considered.

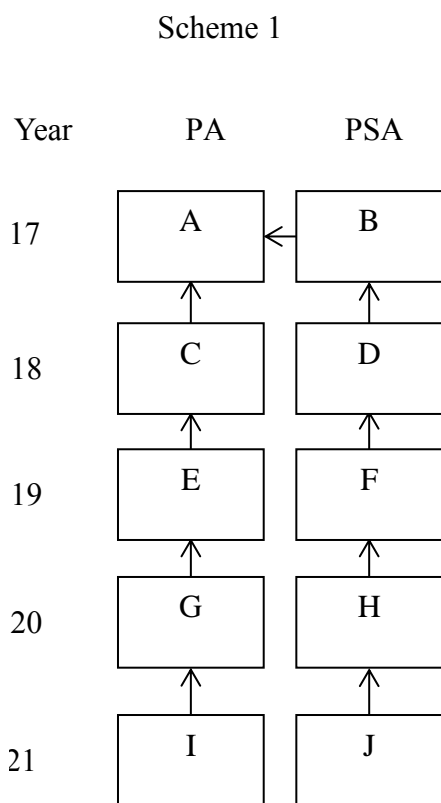


Figure 1. The scheme with one linking

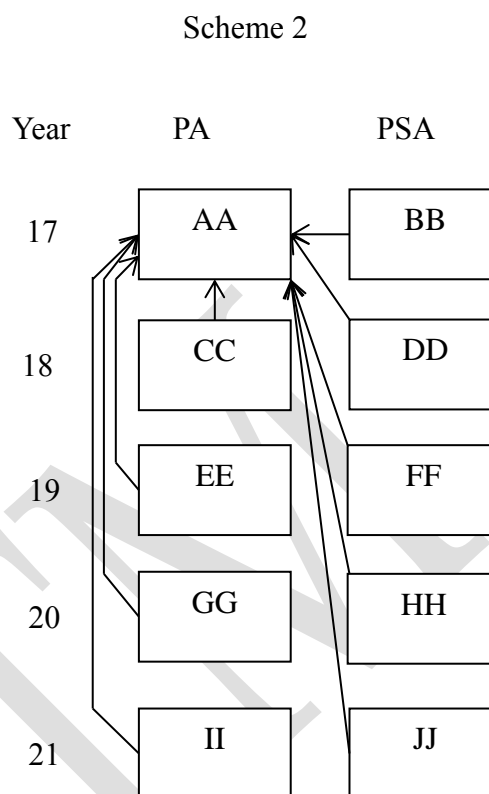


Figure 2. The scheme with multiple linking

However, as showed the analysis, this scheme also has defects, as too frequent linking to the same form will lead to loss of information security. Therefore, in methods the third scheme representing the compromise solution of linking problems is offered in Figure 3.

In third scheme there are no more than two interrelations (arrows) linking the adjacent forms. In addition, it has not form, which can loss information security owing to frequent use. Therefore, this scheme is optimal.

Scheme 3

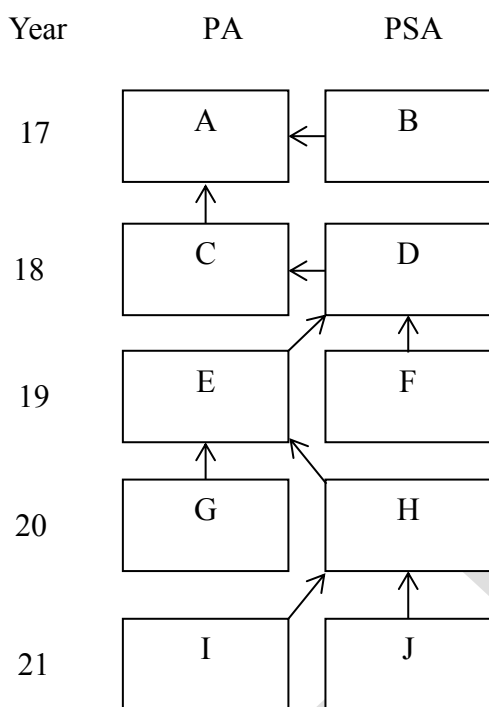


Figure 3. The compromises variant of scheme with linking

The schemes are presented for illustration of methods. But financial or organizational restrictions from practice of accreditation can make separate schemes inapplicable. Science development in medicine leads to changes in content of disciplines therefore such long-term optimal linking for equating as Figure 3 represents is desirable from the point of view in measurement theory, but it not always possible practice.

Results and Discussions

The results of approbation of methods for reliability estimation in multistage measurements

For approbation of methods for reliability estimation in multistage measurements 240 examinees were chosen from population examinees participated in approbation on 2017 in First Moscow State Medical University of I.M. Setchenov.

In connection with model of tools for multistage measurement in accreditation the forms included three stages: first - 60 multiple-choice items with one correct answer, second - 5 practical items for scoring practical skills, third - 7 mini-cases for scoring abilities to make decision in problem situations. The construction of stages is developed in such manner that the bottom part of a measuring tool includes the easiest items correlated with the minimum readiness for professional job, the average part includes items with medium difficulty, and the top part contains the most difficult items. For approbation of methods, 5 parallel forms were used. All scores of examinees were presented in scales for criterion-referenced approach: pass or non-pass. The cut point was defined by the level of 70 %.

For estimation of data reliability for every stage the Cronbach’s alpha formula was chosen (Cronbach, 1951). It does not demand parallel forms or double test administrations. Coefficient alpha is computed by

the formula, which is presented by right part in inequality (2). It allows to estimate an internal consistency of items which are dichotomously scored or scored by scoring rubrics with different weights. Table 2 presents the results of reliability estimations.

Table 2. The results of reliability estimations for all stages

First stage	Second stage	Third stage
$a_1 = 0.72$	$a_2 = 0.68$	$a_3 = 0.63$

For reliability estimates, it is necessary to compute correlation between results received by approbation of measuring tool components, which include three stages. For correlation, estimation the well-known formula of Pearson was used (Chelyshkova, 2002, Crocker & Algina, 2010). Table 3 presents the results of application.

Table 3. The correlations between stages

ρ_{12}	ρ_{23}	ρ_{13}
0.27	0.21	0.23

As Table 3 shows, there is the case of low correlation (not above 0.3). In accordance with methods for this case it is necessary to choose minimum reliability of stages as the lower limit of reliability in multistage measurements and then to calculate average reliability of results on separate stages of measurements and to accept it as reliability of a compound score in multistage measurements. So, the value of lower limit of reliability in multistage measurements is equal 0.63 and the value of reliability in multistage measurements is equal 0.68.

The results of approbation of methods for validity estimation in multistage measurements

Considering an active position of the majority of universities and associations in public health services sphere, in the Methodical center of accreditation the decision on expansion of participants number during independent content expertise of items bank for estimation their validity was accepted. For optimization of estimation process in the Methodical center of accreditation the software for virtual expertise was developed. It helps considerably to increase the number of participants in content expertise by involving teachers from high medical schools of Russia. In total 45 regions took part in virtual expertise among whom the highest rating of participation was at the regions presented by Table 4.

Table 4. Regions with a high rating of participation

Regions	The number of the carried-out expertizes	Rating
Moscow	11415	1
Republic Tatarstan	5546	2
Krasnoyarsk region	5516	3

Khabarovsk territory	4909	4
The Nizhniy Novgorod region	4386	5
Volgograd region	4091	6
Kursk region	4073	7
Omsk region	3394	8
Orenburg region	3352	9
Perm territory	3008	10

The number of items for different disciplines, presented for expertise and Table 5 shows its results.

Table 5. The number of items for different disciplines, presented for expertise and its results

	Presented to experts	Included to the bank accreditation after expertise	Removed from bank	Will be used on 2017 in accreditation
General medicine	8959	4435	344	4091
Pediatrics	8933	4467	233	4234
Dentistry	4479	3787	0	3787
Pharmacy	6579	4051	92	3959
Preventive medicine	4484	3136	24	3112
Medical Biochemistry	2630	1646	1	1645
Medical Biophysics	2545	1669	0	1669
Medical Cybernetics	2035	1110	0	1110
In total	40644	24301	694	23607

For analyzing data, quality in multistage measurement the researcher must select methods for reliability estimation for data from every stage of measurement. As the rule the values of reliability are equal 0.80 – 0.85. Small values of reliability, presented in Table 2, are the consequence a small number of items, which are selected for measurement tool for stages 2 and 3. Low correlation between stages (Table 3) is quite

explainable. These stages are intended for scoring of various professional abilities from professional standards.

In development items bank for accreditation procedure the researcher must use the methods presented by section *The Methods of Validity Estimation*. The methods of validation has successfully used during approbation. Its application has allowed to raise considerably items quality of bank intended for accreditation on 2017. Based on expert's remarks the considerable part of items has been corrected.

Conclusion

The presented approaches allow increasing validity and reliability of decisions in public health services specialists' assessment or in other spheres of assessment during accreditation. The main conclusion, which can be made based on considered methods, consists in the next rule: if we want to realize the principle of justice and high quality data in accreditation, it is necessary to use three methods, suggested by this paper. On the base of these methods, we can compare results of various kinds of accreditations or received in various years with high reliability and validity. Thus, these methods are necessary for development of System of Continuous Medical and Pharmaceutical Education.

For development of these methods, it is necessary to use the comparison of average values by means of dispersive analysis, which shows that dispersions of options differ according to the Bonferroni test, new methods of vertical Anchor Equation and metric scales, constructed by Item Response Theory.

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Orphographic Mistakes In The Internet And Their Influence On The Literacy Of Tatar Students

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Abstract

To date, many linguistic scholars speak of a high level of illiteracy of the population. One of the reasons for this is the influence of the Internet on the formation of spelling intuition, visual identification of errors, in connection therewith Internet users have a feeling of indifference to the literate and correct writing of a particular word [1].

During the research, the following empirical research methods were used such as observation, comparison, experiment; methods of theoretical research: analysis and synthesis. With the help of the descriptive method and statistical analysis, the popular Tatar sites and frequent mistakes made by students in the Tatar social networks were identified.

As the results of the experiment showed, the majority of students in the Tatar classes (90%) in social networks often or slightly less use the Tatar language for communication or get acquainted with information on Tatar-speaking sites. Actually, most of them use their native language for practical purposes: looking for ready-made works, samples of creative works, congratulations on a particular holiday or event, text messages, literary works in the Tatar language.

During the study, we came to the conclusion that a modern native language teacher can draw attention of the students both at a lesson or at after-school time to grammatically correctly designed websites in their native language, thereby instilling a taste for correct and competent speech

Keywords: spelling, punctuation, students, Internet, literacy

Introduction

At the beginning of the XXI century, mankind start to amid intensive informatization. It is undeniable that each person in his/her professional, educational, communicative, and entertaining activities gives a special role, in our days, to the Internet [2]. The popularity of Internet resources increases exceptionally among the growing generation. Every year, children of primary school age, even preschool ones, increasingly start using the possibilities of the virtual world. For schoolchildren, the Internet is not only a convenient tool for cognitive, research activities, but, above all, an attractive virtual space that creates conditions for meeting their various needs [3]. Here they hold personal conversations, receive relevant popular scientific information, play various games, openly express their opinion in relation to public life, various economic and political facts. There is no doubt that in such conditions the study of the influence of the Internet on students (especially of school age) is one of the topical problems studied by psychologists, philologists, economists, specialists in the field of pedagogy and methods of teaching certain disciplines, etc. The point of view of modern philology, the student's speech culture, its spelling and punctuation literacy should be subjected to serious research [4].

Methods

As is known, language is the greatest wealth of mankind. It plays a great role in public life. Through language, people learn how come to know the surrounding reality, i.e. to recognize emotions, objects, events of the material world. Language participates in creating cultural values, works of literature and transferring them to the next generations as the heritage of the nation [5].

Young people begin treating the language of the Tatar sites with the growth of their popularity as a standard of speech. If there are spelling, punctuation, grammatical and stylistic errors present on the pages of these sites, they penetrate into the speech of the younger generation, cause indifference to the literary norms of the language, and this, in the future, may affect the language as a whole.

It should be noted that the Tatar sites appeared much later and less in number than their Russian counterparts. Nevertheless, in recent years the Tatar-speaking Internet (Tatnet) has been gaining momentum and growing, attracting more and more native speakers of this language. In our opinion, this is not only due to the increase in the number of sites operating in the Tatar language, but also because the respectful and careful attitude to the language and its compatriots, the high level of the culture of speech prevail here – all this is an indicator of the cultural level of the nation in general. Thus, the relevance of this topic is the study of the history of the appearance of Tatar-language sites, their lexico-grammatical features and the level of impact on the oral and written speech of schoolchildren.

In our study, we set ourselves the goal of conducting an unusual experiment. First, during a voluntary survey of students of grades 6-11 of various regions of the Republic of Tatarstan (100 people) we revealed the most popular Tatar sites in children of this age. In turn, we studied the websites «Жырлар», «Типик татар», «Матбугат.ру», «Күрше», «Кызык-мызык», «Булмас.ру», «Инша.ру» and others for the literacy level and classified typical errors. Later, the words where mistakes were most often made were included in the lesson activities of students in various forms – the texts of grammatical exercises, vocabulary dictations, didactic games; words were compared with variants written on the Internet. According to the results obtained, spelling errors have less in common with the activity of children on the Internet. It should be noted that students with high or moderate activity in Tatar Internet sites, made similar mistakes only in 12.2%. While children with low activity or those who do not visit these sites at all, showed the error rate equal to 15.1%. Of course, with the increase in the number of subscribers of the above sites, the multisided influence on children will only grow. Therefore, a teacher, keeping up with the times, should introduce in and recommend orthographically and grammatically correct sites with a high level of culture of speech and intellectual content; teach to see these mistakes; conduct serious work to prevent mistakes in speech and encourage literacy.

Internet discourse is a relatively new area for scientific research, which has been insufficiently studied by linguists [6]. The study of the lexical-semantic and stylistic features of Internet texts has only become topical and interesting for the last ten years. During these period, certain features of the language of the World Wide Web have been studied, their distinctive features have been analyzed in comparison with traditional oral and written speech, etc.

There is no doubt that in many spheres of life the status of the international language of communication, including the use of innovative technologies, the study of computer vocabulary, belongs to English. Therefore, it is appropriate and very important to study it as the basis of Internet linguistics [7]. But at the same time, we should note that, first of all, a person must know the functional characteristics of different spheres of his/her native language, and only then foreign speech in its different manifestations.

Results

The XXI century evolves as an age of high technology and innovation in the scientific, economic and other fields. The technical means, which came into use at the end of the last century, are harbingers of the emergence of new cultural forms, virtual space, and the world of the Internet has become an integral part of our reality. Today, the Internet is not only a method of connecting computers to each other, but is also a global communication medium. For each user, it offers the ability to transfer, search for various information. The information posted on the social network by Internet users for a relatively short time ceases to be personal-oriented, but acquires a social, political and other character. According to scientists, the Internet communication is a medium where the functional features of the language units together with the need to convey various information of large volume in a very short time are embodied in.

According to this opinion, the Internet and computer vocabulary intensively affects not only the media (periodical press, television), but also spoken language.

As a new territory for communication, the Internet, regardless the language, requires careful attention when using language capabilities. The development of a new style of communication - Internet communication - prepares the basis with its inherent qualities only [8]. F.O. Smirnov identifies the most important of them: "computer slang, some elements of which turn into common vocabulary; update of the epistolary genre; the possibility of virtual communication through the game; intertextuality" [9].

The Internet in the Tatar language appeared much later than in Russian. In general, the process of active formation of national sectors in the Internet began to be observed in the late 90s of the last century. Under the "national sector", scientists mean "a part of a single information space, formed on the basis of national languages". According to F.O. Smirnov, the following features are inherent in the national sectors that continue to develop in the Internet space:

- 1) active participation of the English language in providing communication with the English-speaking core of the communicative space of the Internet;
- 2) the desire of network users to build communication through the opportunities of their native language [9].

In such cases, the predominance of the English language is common to the initial stage of the formation of the national sector. In the course of communication, a society of users is formed in the native language, and this, in turn, accelerates the integration of the electronic communication of interlocutors in their native language. It is interesting that at this stage the national sector differs little from the English virtual communication environment. Thus, at the initial stages of acquaintance with the possibilities of Internet communication, English becomes not only an assistant language, but plays the role of a peculiar basis in the formation of electronic communication in other languages.

By the end of 2000, there was large increase observed in the Tatar-speaking Internet. This is due to the growing number of Tatnet sites. In 2000-2003, the dating site for Tatars "Yuldash" (2000) starts its work; the first Tatar Internet shop opens (2001); the Internet radio "Dulkyn" starts broadcasting in the Tatar language (2001); the online newspaper Intertat.ru (2002) begins its activity. According to the website "Tatarskii Klub", at the beginning of the century about 70 websites operating in the Tatar language were registered in the Internet space.

At the initial stage of Tatnet activity, the leading role in the popularization of Tatar sites belongs to the Tatars living far from Tatarstan. They are those living in Moscow, Mordovia, Finland, the USA, Turkey. Already in the first five years of the XXI century, there was a growing trend in the share of Tatar websites in the Republic of Tatarstan. It should also be noted that in the framework of the implementation of the "Law on the Languages of the Peoples of the Republic of Tatarstan" in 1998, G. Ibrahimov Institute for Language, Literature and History in Kazan city conducted a scientific and practical conference "On the state of languages and prospects for their development of the languages of the Republic of Tatarstan". Along with such proposals of the conference participants as bringing to administrative responsibility for violating the Law on the Languages of the Peoples of the Republic of Tatarstan, amending and supplementing the State Program on the preservation, study and development of RT languages, developing the Tatar national educational system, creating a new channel broadcasting only in the Tatar language, conducting state affairs in two languages and other urgent problems, the need was expressed for the introduction of the Tatar language into the computer system. As a result of these and other measures, today all the genres of written speech in the Tatar language are used on the Internet: most periodicals have established their information sites; there are Internet versions of dictionaries and other reference materials; Tatar advertising texts and, to some extent, texts of Tatar fiction can be found in this electronic space; individual correspondence is also embodied in the Internet environment. This

electronic communication, formed on the basis of a reference to the reality of Tatarstan, reflects the world view of the Tatar, the system of values of the country, serves as an indicator of the full life of the native language among the Tatar people.

It should be mentioned that there are electronic news sites established today. For example, you can read electronic versions of newspapers and magazines like “Казан утлары”, “Ватаным Татарстан”, “Чаян”, “Татарстан яшьләре”, “Сөембикә” and others [5]. These sites usually contain interesting articles on current topics that have been published on paper, and most importantly, it gives an opportunity for Internet users to leave a comment or discuss a topic.

Discussion

Writing is a graphic form of language and a very important and necessary communication tool. Even if the content of the letter is correctly structured and very interesting, but illiterate in terms of spelling and punctuation, it cannot be positively evaluated [10]. Reading the text with mistakes is very difficult: it is not entirely clear and the author's idea may lead to a change in the semantics of the word. A letter with mistakes indicates the illiteracy of its author, reduces its level of significance, and can lead to a negative attitude in general.

As soon as a person begins to write, his/her mind triggers a continuous process of choosing the spelling of a word: correct, according to the orthogram, or incorrect. Scientists say that the formulation of the spelling purpose and tasks, the correct spelling of the word can be called “spelling activity” and emphasize its relationship with the laws of metalanguage and intuition [11].

There are several reasons for making spelling mistakes:

- 1) The speaker's inability to ignore the characteristics of the local dialect and spelling of words according to the phonetic principle, i.e. spell it like it sounds. Such mistakes can be eliminated by studying the rules of pronunciation and writing dialectisms in the literary form of language. There are few such mistakes in the Tatar Internet space, however, we will dwell on some of them (orthography and punctuation preserved):

She likes coffee, vanilla and England... And I like кайнар цэй, өцпоцмак һәм туган якларымны! [12]

Бэй, каисьяклардабылацмээксүлэнэлэр[12].

- Казанга укырга бармакелим только куркам. Мишэрлэне андаярат миллардилэр [13].

These fragments of the text contain phonetic and grammatical features of the Mishar dialect of the Tatar language. Including the use of the monophthong -y of the substitutive diphthong -өй (сөйлэнэлэр – сүлэнэлэр), [ц] instead of [ч] (чэй – цэй, өчпочмак – өцпоцмак), the formation of the verbs of the desired inclination with the -ма кели form (барырга телим – бармакели).

- 2) There is a great differentiation between spoken and written speech. It must be said that this is observed not only in Tatar, but also in other languages. It is known that in 1920-1930 the script changed twice in the Tatar language. In 1926 - the Arab script with its thousand-year history changed to Latin, and in 1938-1939 the Latin script was replaced by the Cyrillic alphabet. The last transition was hasty and offhand. In this connection, only six specific letters (ә, ү, ө, ж, н, һ) were added to the Russian alphabet, several rules for spelling Tatar words were invented and included in the orthography. Thus, other sounds were left without letters ([к], [ҕ], [w], [ö], [a°], [ɛ], [ě], [ы]). For their designation Russian letters similar in sounding are used. As a result, a lot of words appear, differing in their sound from writing. For example, кадерле [қәдёрле], сәгать [сәгәт], etc. Such kind of spelling errors are most often found in the Tatar space of the Internet. For example:

Кызлар-егетләр пожалуйста табышыгыз эле шигырберенче укытучымдигэн татар чатапсагызрэхимитен минем личкага жиберэгез эле))) [12].

- 3) All the features of any language phenomenon or fact (whatever language we consider) may not be reflected in individual rules or exceptions, because the development of language is an ongoing process. Orthoepy, orthography of the Tatar language are under the linguistic (foreign languages, dialects of its own language, non-standard speech) and extralinguistic (social changes, the psychology of a speaker or a writer, stylistic goals, etc.) influences [14]. Ignoring the foregoing leads to variations in the writing of the same words in the pages of books, newspapers and magazines. As a result, orthographic variants appear added to the dictionaries. And the orthograms recorded in dictionaries are treated as the standard of the literary language.

Knowing the spelling rules by heart cannot save from mistakes. According to scientists, spelling intuition plays an important role in literacy. They, for example, note that before learning the rules for a certain orthogram, the children write it correctly, and after studying - make mistakes [15]. It is especially important for students to have a high-level spelling intuition. Sources of such intuition can be visual memorization, gestures, etc., but the most important thing is that the linguistic intuition is closely connected with the student's speech practice, therefore it is very important when learning a language to rely more on practical tasks than on theory, regularly acquainting with the rich, distinct, well-sounded samples of spoken and written speech. It is difficult to argue with the fact that spelling skills are formed as a result of multiple visual perception of the standard spelling of a word. Therefore, if numerous mistakes are allowed on Tatar websites, they can become a standard for children who visit these sites frequently [7].

Summary

The study of the native (in this case Tatar) language occupies in the education system a special place and plays a leading role in the formation of spirituality and morality of students. On the one hand, the canons of the native language are passed on to children from an early age, namely from their birth they hear an active speech in their native language, fix their knowledge of the language on the basis of an impressive speech; on the other hand - the most complex subjects for studying at school are also language disciplines. Today, a great deal is being written about modern technologies, the worldwide Internet network, including their positive impact on the learning process, but, from the point of view of influence on their native language, the negative aspects of these resources are also revealed. In the course of our research, we came to the following results:

1. In modern society, innovative technologies, including computer networks, are not only the best means of storing and processing information, but also are worth of attention as a means of providing new forms of communication. That is why in recent years there has been growing interest in studying the Internet vocabulary, computer discourse in the linguistic terms. Nevertheless, being a young field of research, there are still many unexplored aspects. One of them is the study of spelling norms on Tatar-speaking sites.
2. The language of communication in the Internet space is formed as a systemic language. In the conceptual terms, it is close to speaking, but it is carried out through a letter, so there is no observance of spelling norms in the Internet space. Among them we have identified spelling deviations in writing words and affixes, compound words, uppercase and capital letters:
 - most mistakes are related to the first group: among them are the wrong spelling of borrowed words from Arabic, Persian (*хазер* - *прав. хәзер, хәм/хэм* - *прав. һәм, шәхәр/шәхэр* - *прав. шәһәр*), Russian and European languages (*грим* - *прав. гримм, продюсер* - *прав. продюссер, алой* - *прав. алое*, etc.).

- there are also frequent mistakes in writing the amplifying, interrogative particles written together/separately or with a hyphen (*өр яңа – прав. өр-яңа, укыдың мы – прав. укыдыңмы, эзгенә – прав. эзгенә*).
 - there were errors found in writing proper nouns, consisting of several components (*Уртаимәнавылы*).
3. As the results of the experiment showed, the majority of students in the Tatar classes (90%) in social networks often or slightly less use the Tatar language for communication or get acquainted with information on Tatar-speaking sites. Actually, most of them use their native language for practical purposes: looking for ready-made works, samples of creative works, congratulations on a particular holiday or event, text messages, literary works in the Tatar language.
 4. Unfortunately, today Tatar children refer primarily to Runet websites, and to the websites in the Tatar language only when need to find information to prepare homework in the Tatar language. Only sometimes students use their native language for communication among themselves, making numerous spelling, lexical and stylistic errors. This is most often due to the lack of a Tatar font or the purpose for creating versification, vernacular or jargon.
 5. During the study, we came to the conclusion that a modern native language teacher can draw attention of the students both at a lesson or at after-school time to grammatically correctly designed websites in their native language, thereby instilling a taste for correct and competent speech.

Conclusion

Summarizing the above, we can say, despite the fact that the Internet have been existing in the Tatar language for about two decades, the Tatar-speaking Internet discourse remains in the spotlight. At the same time, the problem of language on these sites is quite serious. In the Tatar Internet discourse one can find texts and comments that do not contradict the canons of the Tatar language: without lexical, grammatical, stylistic errors; without unreasonable borrowing; unspoiled texts without crude and obscene vocabulary. Unfortunately, it should also be noted that there are users indifferent to spelling mistakes, system administrators, site editors. The truth is that there are a lot of complicated and controversial moments in the Tatar language in spelling, but inaction in this area threatens to destroy the spelling intuition of small users of these sites.

Undoubtedly, our research requires further study. It is necessary to conduct an experiment involving more students for the objectivity of the results. Nevertheless, the study of spelling mistakes of students in the Tatnet in correlative terms is the first step in this direction. It can be assumed that with the growth of the use and development of the Tatar language in the Internet space, new research will be required in this area.

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Actual Problems Of Teaching Russian Language For Migrant Children

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Abstract

The number of migrants in the Russian Federation, as well as in other countries, grows every year. The authors highlight in this paper the actual problems arising in the process of linguistic and cultural adaptation of children from migrant families. The relevance of the problem lies in the fact that teachers are insufficiently competent to work with migrant children. Objective of this paper is to highlight the problems and suggest the most optimal ways to solve them. The leading methods of research used are analysis, observation, questioning, and generalization. Based on the results of the study, the authors came to the conclusion that teachers should learn more about the psycho-physiological, ethnocultural, linguistic features of migrants, differently build the process of learning the Russian language, think over the extra-curricular work, individual work and work with the parents of children. Our observations in the schools of Kazan and assistance in using the approaches we have identified such as the person-oriented, communicative, activity-oriented, text-oriented, competence, and cultural studies allowed providing the teachers of the Russian language with the necessary methodological help they need, because they cannot always solve new problems arising in the work with the migrants from the post-Soviet countries. We believe that this study makes a definite contribution to the field of linguodidactics and can be interesting for everyone engaged in the education of migrant children.

Keywords: education, linguodidactics, the Russian language, migrant children, individual and differential approach.

Introduction

It is growing more urgent in the system of the global and Russian school education to talk about teaching the Russian language in a multiethnic and multicultural environment (see: Antonova [1], Bystrova [2], Kryukova, Zakharova [3]; Linck, Kroll [4]; Healey, Campbell [5]; Shakirova, Sabatkov [6], and others). In scientific and methodological literature there are such terms as "polyethnic environment", "multinational school", "multicultural class", "foreign language audience", "foreign culture space", "Russian as a non-native language", "training of foreign phones", etc. (Zakirianov [7], Maslova [8], Nurullina [9,10], Moskovkin [11], Saiakhova [12], Kharisov [13], and others). Considering the interrelation between language and culture in teaching the Russian language to migrant children has predetermined studies devoted to the theoretical aspects of this issue (Andramonov, Usmanov [14], Vereshchagin [15], Murzin, Safonov [16], Nagumanov [17], Rakhimov [18], Galimullin [19], Aliakin [20], Matveev, Fatkhutdinov [21] and others).

Following L.V. Moskovkin, we consider the use of the term "Russian as a non-native language" to be the most acceptable, having already been established and understood as the teaching the Russian language for Russian citizens who are non-native speakers of Russian [11, p. 241].

In practice, teachers of the Russian language experience difficulties in teaching students, if they are children of migrants. In connection with migration processes, Russian schools admit children from

countries of the near abroad (from Uzbekistan, Azerbaijan, Uzbekistan, Turkmenistan, Kyrgyzstan, etc.), who have small knowledge of Russian speech.

In this paper, the authors set the objective to analyze the scientific and pedagogical and methodological literature in terms of identifying the specifics of teaching a polyethnic and multicultural audience the Russian language, which should be known and taken into account by the teacher of the Russian language, and also consider the most effective approaches to teaching the Russian language as a non-native. The issues of interrelation between language and culture, improving the teaching of languages and literatures in a foreign-language audience, remain relevant in linguistic and methodological studies (see: Sabatkov [22], Nurova, Kharisov [23], Denmukhametova [24], Kultura [25], Aliakin [26], Nagumanova [27] and others).

Materials And Methods

To achieve the set objective, we used the methods of investigation, analysis, observation, description, comparison, and generalization. The research involved the work of scientists on the theory and practice of teaching Russian language, linguoculturology and linguodidactics, the methodology of teaching Russian to migrant children, textbooks and teaching aids in the Russian language, linguocultural dictionaries. In this paper, we used the results of our observations at schools of the city of Kazan (for example, Lyceum No.5, School No.80, etc.), where the children of migrants studying at grades 5-7.

Results

Depending on the audience, the Russian language is taught to, it is traditionally customary to distinguish between the teaching of the Russian language as a native language ([1], etc.), the teaching of the Russian language as a non-native (or second native, teaching of the Russian language at a national school) ([2, 6, 7, 12], etc.), and the methodology of teaching Russian as a foreign language ([11] [15], etc.). Some researchers, taking into account the specifics of working with a polyethnic audience, speak of the methodology of teaching the Russian language in a polyethnic environment ([22], etc.). All these methods have points of contact and at the same time differ from each other. We believe that future teachers of the Russian language should be familiarized with the specifics of all methods during their training. As the basic principles of teaching Russian as a non-native, it is recommended to take into account the following principles:

- 1) compulsory communicative orientation of training;
- 2) the unity of the acquisition of knowledge and the formation of their practical use (the interrelation of linguistic and speech competencies);
- 3) taking into account the peculiarities of the native language of students;
- 4) cultural orientation of education (upbringing of intercultural communication);
- 5) dialogue of cultures;
- 6) differentiated education.

At the present stage of the development of the methodology of teaching the Russian language in a polyethnic environment, there are several certain approaches the teacher of the Russian language should be rely on while teaching Russian to students from the countries of the near abroad:

- 1) a person-oriented approach assumes the recognition of the trainee as the subject of the educational process, the development of the personality with individual characteristics;
- 2) a communicative-activity approach, which undermines the speech orientation of the learning process, the maximum approach to the conditions of natural communication. The main means of creating communication opportunities in accordance with modern trends is the widespread use of communicative exercises that create and support students' need for communication, consistently form and improve the communication skills necessary in specific communication situations.
- 3) a text-oriented approach, where the text becomes not only a subject of study, but also a unit of speech teaching. Learning a language on a textual basis is the recognition of the text as the most important unit in teaching the Russian language as non-native. On the basis of the text, knowledge of grammatical categories and linguistic phenomena is realized, and a system of linguistic concepts is formed. The text serves as the basis for the formation of linguistic, communicative, and culturological competencies.

4) a competence approach, which involves the formation of linguistic, communicative and linguocultural competencies. The formation of communicative competence is the ultimate goal of teaching the Russian language as non-native. Communicative competence is one of the most important characteristics of a language personality. It is acquired as a result of natural speech activity and special training. As is known, communicative competence includes mastering all kinds of speech activity, the basics of oral and written speech culture, basic knowledge and skills of using the language in various spheres and communication situations. Mastering the Russian language provides the ability to communicate in a specific speech situation. The main goal of the competence approach in teaching the Russian language is to form a fully developed personality of the schoolchildren, their linguistic thinking, linguistic intuition and abilities, mastering the culture of speech communication culture and behavior. School course of the Russian language in accordance with the applicable standard of education provides the necessary activities for the active command of the Russian language communication on it in all areas: household, socio-cultural, official business, as well as the formation of the language faculty and introduction to the culture of the people of the target language.

5) a culture studies approach. The modern period of development of the methods of teaching Russian as a foreign language is characterized by a special interest to the dialogue of languages and cultures in the content of education, where language is studied not only as a means of communication, knowledge of the world, but also as a means of familiarizing oneself with national cultures, spiritual values of the contacting peoples ([25], etc.). Dialogue of languages and cultures is reflected in modern textbooks and teaching aids in the Russian language, implemented in the study of different sections of the course of the Russian language. So, there is an introduction through the language to national and cultural values, to the achievements of world science and culture. This is evidenced by numerous studies conducted on the material of both related and unrelated languages. The language expresses the inner spirit of the people, reflects the fate of the people, customs and traditions of the ethnos, contains a rich experience of popular thinking. As you know, the assimilation of the Russian language assumes the assimilation of the linguistic picture of the world, the linguistic consciousness of the speakers of this language. The national peculiarity of the linguistic picture of the world is manifested in the ways of nominating the given language, because the word appears as a sign and image of extralinguistic realities. The national-cultural component in words is presented in different ways. Each language has a sufficient number of words that do not have an exact translation into other languages. It is a question of the equivalent vocabulary, revealed by comparing different cultures. The non-equivalent vocabulary basically refers to the specific phenomena of a given national culture. In the case of borrowing these words are called exoticisms: they rather symbolize the foreign culture than reveal or interpret it: the realities of Russian culture: *maslenitsa, gusli, balalaika, chastushka, pirog, karavai, kalach, etc.*; the realities of Turkish culture: *kumys, tiubeteika, kamzol, Kurban Bairam (Eid al-Adha), sabantui, kazan, etc.* A background vocabulary has its cultural identity – words that match the lexical meaning, but differ in the lexical background, having additional stylistic and semantic nuances in the Russian and Turkic languages and cultures: *a house, a book, school, etc.* “A house in Russian culture is the moral basis of the life of the Russian man, the beginning of the life path. Here, generations of people come and go, traditions and morals are established and developed, and young people are brought up. This concept is associated with such things as peace, labor, love, life, happiness” [12, p. 160]. The national coloring of connotative vocabulary is manifested in additional, usually emotionally expressive information rather than in the subject-logical part of their semantic meaning: thus, the Motherland in Russian culture is symbolized by birch, in the Chuvashian culture - oak, in other cultures – cedar, sakura, palm-tree, cypress etc.

Conclusions

One paper cannot cover all the urgent problems of teaching Russian to students from migrant families. The authors in this paper have touched upon the questions answered by modern linguodidactics. To date, the concept of teaching the Russian language in the aspect of the dialogue of cultures is developed and implemented in educational and methodological complexes in the Russian language, both native and non-native. The idea of the interconnected study of Russian and native languages and cultures is fundamental to the modern concept of teaching the Russian language indicated in the standard of

education as the formation of cultural studies competence of students. Our observations in schools of the city of Kazan and assistance in using the identified approaches: person-oriented, communicative-activity, text-oriented, competency, and culture studies approach allowed providing teachers of the Russian language with necessary methodological assistance they need due to inability to always solve the new problems arising in the work with the students from the post-Soviet countries.

Discussion

The results of our study showed that the issues of training teachers to work with migrant children remain relevant. Linguodidacticians discuss issues related to the methods and technologies of training the migrants, as well as to the content of learning, types of cultural material that could be further used in the classroom to help students better understand the migrant languages and cultural traditions of the Russian people. The hypothesis of this study is confirmed by the fact that we have tried to look at different approaches to teaching the migrant students Russian language, but the most effective is a culture studies approach in terms of the implementation of the dialogue of cultures – through the native culture the Russian culture is assimilated. Students are convinced that the study of the Russian language can be interesting if you find there points of contact with your native culture. We see the prospect of further research in creating a scientifically substantiating minimum cultural studies for migrant students, including the realities of Russian and native culture, which the teachers of Russian could put in their practice.

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Reforming the system of higher education in Russia in the context of the Bologna Process

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Annotation

In recent years, there have been many conflicting views on the need and nature of Russia's participation in the Bologna process, primarily in connection with the growing dynamism of the process itself and cooperation between the European Union and Russia. However, despite the skepticism stated by many Russian scientists, the introduction of the basic principles of the Bologna Declaration in the Russian higher education system was completed in 2012.

The article considers the problems of technical education within the framework of transition to the Bologna system of Bachelor and Master's degrees, as well as the introduction of the European credit transfer and credit accumulation system and the evaluation system for the activities of students and educational institutions.

In this regard, it seems appropriate to consider the conditions and possible consequences of the participation of both leading European countries and Russia in this movement.

Key words: Education, Bachelor's and Master's programs, Bologna process, higher education system, innovation, mobility, project, transformation, cooperation.

Introduction

The representatives of the higher school, both in Europe and in Russia, view the Bologna process as a reform program that cannot be ignored, but which should be discussed in advance, so that the universities are not overwhelmed by a wave of all possible interpretations of what higher education institutions should be like [1, p. 18]. Today the main goal of the higher school in Russia is to interpret the tasks of the Bologna Process in the context of each higher educational institution.

The implementation of the provisions of the Bologna Declaration will make the education received by the Russian student acceptable for the European employers, as well as for the foreign managers in Russia; will increase the opportunities for students to study the mobility programs abroad; the students will be able to adjust the choice of the profession and the choice of the university when moving from level to level - from Bachelor's program to Master's program or from Master's program to doctoral studies.

The rapprochement and improvement of two systems of higher vocational education - European and Russian - will allow the students accumulating credit units and use them for obtaining a second higher education, and will also open new opportunities for in-depth study of foreign languages both in their home institution and in the countries where these languages are spoken.

It should be noted that the modernization of the higher education system takes place in the context of the transformation of all spheres of public life in Russia and is complicated by the significant mismatch between the Russian model and the Bologna model in terms of duration of study, qualification structure, directions and content of vocational training, and the organization of the educational process [2, p. 123].

At present, the Russian education system has passed to the quality management system and a system of credit units and European diploma applications was introduced in some universities as an experiment. It should be taken into account that the transition to the system of academic credits led to changes in educational legislation, in the structure of state educational standards, curricula, programs and academic disciplines.

Materials and methods

It should be noted that at present the development of a new generation of federal state educational standards (FSES) for the higher vocational education continues on the basis of the basic principles of the Bologna process based on the competence approach; the education quality system is being improved, in connection with which it has been introduced the new indicators of state accreditation, increasing requirements for the conditions for the implementation of programs of the higher vocational education and the transition of universities from one type to another, which allow bringing the quality of Russian higher vocational education in line with the pan-European understanding of the modern quality of higher education [3, p. 124].

For example, the state standard of the first generation was adopted in 1996, the standard of the second generation appeared in 2000, and the standard of the third generation was applied from 2010 in the field of jurisprudence. At present, it has been released the updated standard of the third generation, the so-called FSES 3+, which will be effective from September 1, 2017.

The Russia's accession to the Bologna Declaration marked the beginning of transition to the tertiary system of higher education, including the training of lawyers. Currently there are 3 federal standards for the higher vocational education with the qualification of "Master", "Bachelor", "highly qualified personnel" in the field of jurisprudence. These standards contain a description of the training direction, the characteristics of professional activities of the graduates, the requirements for the results of mastering the relevant programs, their structure and conditions of implementation, as well as assessment of the quality of their development.

Many authors rightly point out that the quality of legal education received has been complicated after separation of the system of training of lawyers into the level system.

First, the place of Bachelor's lawyers is not clearly identified in a professional environment. Formally, such graduates have higher legal education, which allows them carrying out the relevant professional activities, which means that they have the right to hold certain positions. At the same time, the representatives of employers (law enforcement agencies, courts, advocates, notaries, prosecutors, etc.) make it clear that the Bachelor's level is not enough for admission to this job. However, there are no legal obstacles to entering such a job, but the employer is not interested in such an employee, since he believes that this level of higher education does not provide sufficient qualification. In this situation, it is obvious that in most cases the graduates with Bachelor's degree will enter the Master's program. In this sense, the objectives of the Master's program functioning will not be achieved as a second level of education.

Secondly, the entry into the Master's program in the jurisprudence training direction is possible without presence of a basic legal education. However, the Master's degree standard does not provide sufficient professional competence for a practicing lawyer.

Moreover, the new generation of standards provides the further expansion of the freedom of higher education institutions. FSES defines only half (50%) of the Bachelor's degree curriculum as a basic (compulsory) set of subjects (modules) (for the Master's program the so-called "variable part" is more than 70%) [4, p. 56].

The content of the second (variable, or profile) half of the educational program becomes the prerogative of the higher educational institution. In the future, the student will choose the subjects himself, following the new program. But on the other hand, there is a possibility that they will choose simple subjects. The groups for more complex subjects will not be completed. Further, the students do not have full information, they may not know what is required in the labor market. And even more so, the students, especially at the 1st and 2nd course, cannot predict what will be in demand in a few years.

One of the most difficult tasks in the Bologna process is the introduction of the ECTS - the European credit transfer system [5]. This tool provides transparency, comparability of the volume of material studied and, accordingly, the possibility of academic recognition of the qualifications and competencies. The credits reflect the amount of work required to complete each course in relation to the total amount of work required to complete a full academic year program, including lectures, seminars, hands-on classes, independent work, exams and tests. The universities participating in the system prepare updated information packages with a full description of the courses.

The introduction of a credit system also highlights the problem of interdisciplinarity of a significant part of educational programs. In this case we are talking about the general educational universality of the programs, and not about the professional interdisciplinary education, which involves not a broad education in general, but the formation of new specialties at the intersection of various sciences [6, p. 20].

Results and discussions

The introduction of a credit system in domestic universities highlights the problem of interdisciplinarity of a significant part of educational programs. In this case we are talking about the general educational universality of programs, and not about professional interdisciplinary education, which involves not a broad education in general, but the formation of new specialties at the intersection of different sciences.

In the European higher education system, two-thirds of the credits are compulsory disciplines, the other disciplines the student forms independently. At the second level, at least 15 credit units should be gained on the subjects of the communicative profile [7, p. 84].

Thus, there are several differences between the current European "credit unit" and the domestic system of "academic hours" [8, p. 42]. The use of credit system in the higher educational institution assumes changing the linear (consecutive) system of training, which is practiced in all universities, asynchronous or nonlinear, which is one of the visible prospects for the development of Russian education.

Gradually, the Russian began to move universities from the credit system to a modular structure of the content of educational program. This is logical from the point of view of the planned results of its development - the acquired knowledge, skills, abilities, taking into account the volume of material studied, its level and significance, as well as the normative course of development. The credit system should not explicitly take into account the labor inputs, other resource-oriented characteristics of the educational process [9]. With this approach, the educational program can consist of several semester modules, and the number of credits in the educational program is the sum of credits of the individual modules [10].

Conclusions

At the present time the integration process of the national higher school into the European system of higher education has come to the end in our country. The prerequisites for the development of integration processes in the system of domestic higher education were the following: formation of the Russian market of educational services; demographic situation; inconsistency of the Russian education system with the modern requirements.

The main reasons for the signing of the Bologna Agreement by Russia include: recognition of the domestic education in accordance with the European requirements, implementation of the Russian education on the international market.

It should be noted that a number of the main positions of the Bologna Process have not previously been used in the system of national higher education as a whole.

We consider it necessary to highlight the following problems of modular education in the education system: the complexity of preparing modules and preparing for the conduct of classes at the university; the need to restructure the traditional educational activities; the provision of students with the appropriate methodological literature; implementation of the principles of competence approach in the educational activity of the universities.

The expediency of the competence approach as a conceptual basis for the modernization of higher education can be argued from two perspectives. The first one is connected with the modern legislative base of the higher vocational education, which considers professionalism in the context of the "professional competence" category. The second position reflects the status of the competence approach as an innovative strategy for the development of the entire education system in Russia in accordance with the world trends.

The educational system as an independent multi-level and multifunctional system, on the one hand, should flexibly and dynamically adapt to the socio-ideological and production-technological changes in the society; and on the other hand, using the accumulated experience, it should be prognostic, looking to the future, as the graduates of educational institutions (including professional ones) will live and work in the new conditions different from the conditions in which they study. Obviously, the entry of the Russian higher school into the integration processes will be very difficult. In many respects this is determined by the existing problems of the Russian higher school, the organizational mechanisms of which are much inferior to the European education model.

Thus, in order to preserve and develop the best traditions of vocational education and to improve its quality, it is very important to implement an approach, which is focused not only on the creation of a concept and a specific algorithm for the introduction of the main provisions of the Bologna Declaration, but the formation of such a system for the future officer training not only in accordance with the requirements of the time, but also to preserve all the valuable that has been accumulated in the previous history.

Summary

Nevertheless, today almost all countries, after experiencing a period of doubt, resolutely switched to a multilevel preparation harmonized with the European requirements. At the same time, some countries, taking care of national traditions and identity of their educational systems, convert the traditional five-year programs (in engineering, natural sciences, medicine, etc.) into mono-training programs, resulting in the awarding of a Master's degree corresponding to all-European requirements. Others (for example, Finland) recognized the inadequacy of a three-year Bachelor's cycle to prepare a graduate for the labor market and made a decision on the Master's degree as the main one, which all university students should receive when possible) at the state level. The first cycle is saved. The Bachelor's degree given to the student after three years of study gives him the opportunity to change the trajectory of training, specialization, profile; to continue studying at another university, including abroad; to suspend training [11].

Thus, the Bologna process should be viewed as the process of creating a single European educational space in the context of the general political and economic conditions for the formation of the unified Europe.

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The Semantic Space Of The Word 'Mongol' In The Modern Russian Discourse

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Abstract

The article presents the results of the four-stage study in the semantic structure of the Russian ethnonym 'mongol' borrowed from Mongolian *mongul*, *mongol*. The first stage of the semantic analysis of the word aimed at revealing senses and connotations fixed in dictionaries of the Russian language resulted in findings no connotations registered. On the second stage of the analysis we defined the syntactic patterns of the collocations with the word *Mongol* in Russian. The content analysis of the collocations with 'mongol' in the Russian discourse – the third stage of the analysis – demonstrated nominations of a peaceful nature of Mongolians mainly occupied with cattle-breeding, goods exchange and singing. In the Russian discourse of the 20th – 21st centuries *mongol* is often used as an ethnonym substituting a name of a person. Negatively connotated contexts depicting a poor household and aggressiveness are few. The fourth stage of the research conducted on Google texts and focused on the perceptions of 'mongol' in the 20th – 21st century Russian discourse revealed typical semantic contexts of the word containing descriptions of anthropological parameters (black-haired, narrow-eyed etc.) and lexical patterns (a herdsman, a shepherd etc.). The research results give a deep insight into the understanding of the nature of the ethnic identity of the ethnonym 'mongol' in the Russian discourse.

Key words: anthropology, ethnonym, mongol, ethnic identity, semantic space, loanword, borrowing, National Corpus, connotations, semantic analysis.

Introduction

Historical Background: The Effects of the Mongol Empire on Russia

There are two opposing views on the influence of the Mongols over Russia. The dominant, the one learned from school History books is that the Mongols led first by Genghis Khan and then by his descendents conquered Russia in the 13th century: they ruined cities, tortured people, and cruelly ruled the country for over 300 years. The spectrum of the effects of the invasion include Russian political, religious and social domains. The Mongols did not only loot Russian cities, but slaughtered people and took many as prisoners and slaves. The capital of Kievan Rus, Kiev, was destroyed because of the invasion, Russia became isolated from Europe economically and culturally. Among the mostly often mentioned effects are also eradication of the popular assembly (*veche*) and power centralization resulting in "halting the spread of traditional democracy and self-government" [1]. A.N. Bohanov also argues that the Mongols destroyed Muscovy's economy [2]. The Mongols brought the death penalty which was unknown to the law codes of Kievan Rus [3]. The Mongols are the cause of Russia's economic and political 'backwardness' [4]. An additional proof of the brutality and cruelty accompanying the described historic period is that the Russian language borrowed from Mongolian a number of words denoting referents connected with violence: *kandaly* and *kaidaly* (chains), *nagaika* (a whip) and *kabala* (a form of slavery) [3].

The opposite view, much propagated by Lev Gumilev argues that there was no "Tatar –Mongolian yoke" of Rus' and the Mongols and Russians concluded a defensive alliance against the Teutonic knights and Lithuanians [5]. D. Ostrowski writes that between the 13th and 15th centuries the Mongols were positively portrayed in Russian chronicles and provides justification of the facts that the Muscovite dual administrative system and the methods of warfare were borrowed from the Mongols [6]. The Mongols

introduced the first paper money, the national postal system, and the first Russian census. Advocates of both views admit that the influence of Mongolian invasion on Russia was really enormous.

A new page of Russian-Mongolian history started in 1913 when Russia became the first country in the world to support the "autonomy" of Mongolia: Mongolia was recognized as an independent state in the joint Russian-Chinese declaration, and the diplomatic relations between two countries were established in 1921 [7]. The USSR and Mongolia cooperated in the political, military, economic and cultural fields and the countries supported to each other during World War II. Soviet-Mongolian troops have successfully participated in the battles on Khalkhin Gol and in Manchurian operation in 1945, in the border conflict in Baytak Bogdo in 1947-1948. The Soviet Union provided assistance to Mongolia to strengthen and modernize its armed forces and there were military forces on its territory [8].

Status of the Problem

The research objective was the question of whether Russian discourse demonstrates any signs of hatred of Russians towards Mongolians. We aimed at either providing proofs or arguments against the opinion that Russians still "hate all the people of the yellow race and have a feeling of disgust towards all those with slant eyes and yellow skin" [9].

Methods

While performing the research the authors applied the following methods:

1. The descriptive method includes observation and classification of the investigated material [10].
2. The syntactic analysis and taxonomy of the models with the word Mongol [11, 12].
3. The content analysis aimed at the study of contexts allowing to determine additional associations, connotations, and set the function of the word (or collocation) in the text.

The object of the content analysis on the third stage were Russian National Corpus texts with the word 'Mongol', on the fourth stage we also used modern Russian Google texts. In both cases we applied the content analysis as 'a replicable and valid method for making specific inferences from text to other states or properties of its source' [13].

Результаты (Results)

*A lexicographic analysis of the word **mongol***

On the first stage of the investigation we conducted a lexicographic analysis of the word **mongol**. The entry of the word 'Mongoly' (pl. Mongols) in the Explanatory Dictionary of the Russian language registers no connotative semantic components: **mongoly**, *pl.* (*sing. mongol*, masc.; **mongolka**, fem.). **1.** Historic name of all peoples speaking Mongolian languages. **2.** Nation, the main population of Mongolian Peoples' Republic, as well as individuals of this nations.

Russian dictionaries fix no pejorative attitude towards Mongolians. A number of terms containing adjective 'Mongolian' are registered in terminological dictionaries and function in two academic discourses: anthropological (**mongolskaya skladka palpebronasal/mongolian fold**; **mongolskiyi pyatna mongolian spots**; **mongolskiyi yaziki** Mongolian languages; **Khalkha-mongolskiy yazik** Khalkha-Mongolian; **Tataro-mongolskiy yazik** Mongolian and Turkish/ Tartar language; **Tataro-mongolskoye igo** the Tartar Yoke) and biological (**mongolskiy krasnoper** Mongolian redfin; **mongolskiy kharius** Mongolian grayling; **Mongolskaya zhaba** Buzforaddei; **Mongolskaya peschanka** Mongolian gerbil; **mongolskiy dzeren** Mongolian gazelle; **mongolskiy snezhniy vyurok/zemlyanoy vorobey** David's snow

finch; *mongolskiy zuyek* *Mongolian dotterel*; *mongolskiy homyachok* *Mongolian hamster*; *pustinnitsa mongolskaya* *Sphingonotus mongolicus*; *khruchik mongolskiy dnevnoy* *Brahmina agnella*; *tsvetoed mongolskiy* *Anomala mongolica*; *mongolskayaya churka* *Mongolian racerunner*; *mongolskaya saksaulnaya soika* *Henderson's ground jay*; *mongolskiy pustinniy vyurok* *Mongolian trumpeter bullfinch*; *mongolskiy stepnoy zhavoronok* *Mongolian lark*.

There are no proverbs in the Russian language with the word 'mongol'.

The second stage of the study - the content analysis of all senses registered in the Explanatory Dictionary [14] of the studied word are conducted in Russian National Corpus [15]. The second stage of the study involved a corpus-based semantic analysis of 'mongol' in Russian National Corpus; it was aimed at bringing out typical connotations and revealing stereotypical image(s) of 'mongol' (a Mongolian) created throughout the long history of its use in various discourses.

The Russian National Corpus registers a wide range of written and oral texts of various genres and forms of texts. The corpus consists of a numerous sub-corpora: main, oral, poetic, newspaper, parallel (English - Russian) [15].

Table 1 'Mongol' in the Russian National Corpus (RNC)

<i>Sub-corpus</i>	<i>main</i>	<i>oral</i>	<i>poetic</i>	<i>newspaper</i>	<i>Parallel</i>	<i>Total</i>
Total number of papers	85 996	3 525	65 608	332 720	1 506	489355
Total number of sentences	19362 746	1 623 625	956 449	12 920 590	4142 533	39005943
Total number of words	229 968 798	10 754 403	9 671 137	173 518 798	54 028 815	477941987
<i>Papers with Mongol in</i>	113	3	18	101	1	236
<i># of entries of Mongol</i>	346	4	23	138	1	512

236 documents with 512 entries in RNC and 85,700,000 Russian documents with 'mongol' in Google certify that the referent is much written about. The range of texts in which the word is used include historical and modern, academic and fiction, prose and poetry. E.g. The authorities reflected on where to distribute the newly recruited Baibakyan, given that his father was a **Mongolian**, and his mother was half Jewish, half-Ukrainian. Alexander Vladimirovich suddenly thought he would not be surprised if a **Mongol** with a camel passed by [15].

Renamings with 'mongol' make about 3% of all the registered in RNC texts: the word is used as a nickname of a Russia, a ship, a person, a name of a pet, a band, an award and a rainstorm. E.g. Russia changed and hated itself for it. That has changed. Marx asked if Russia was "An Immobile Mongol". On September 20, Litke managed to release from the ice and brought four ships of the People's Commissariat expedition - "Red Guerrilla", "Uritsky", "Mikoyan" and "Mongol" - to the Bay of Providence. 20 sentyabrya «Litke» smog osvobodit' izol'doviprivesti v buhtu Provideniyachetyreparohodaehkspedicii Narkomvoda - «Krasnyj partizan», «Urickij», «Mikoyan» i «Mongol» [15].

Mongol is often used as an ethnonym substitute of a name: My guys - Kanaev, Ganjurov and Mongol - have not returned from work on the lake. At the same time, my co-passenger was a Mongol. Mongol had long advised Popov to place Hoshan in a certain place and begin excavation. The latter, a Mongolian, a nice little fellow, as a guide and an animal guide [14].

The Russian National Corpus collocations include the fourmain syntactic models:

Adj+Mongol/Mongolian (areal steppe Mongolian from the Mongolian People's Republic, perfect Mongolian, dirty Mongol *gryazniymongol*, Mongol- the "old" boy *mongol - "stariy" patsan*), short, black, narrow-eyed: a real Mongolian, a typical Mongolian (2¹) *nevysokiy, cherniy, uzkoglaziy: nastoyachiymongol, tipichniymongol*(2), the cross-eyed Mongol and the thievish Scythian / Sheltered on her bodies *Kosoymongol y vorovatiyski fklad'' gromozdilinayetelegi*);

Mongol+(not) V/ Part I, II(The Mongolian ran, lumbering on his crooked legs. *Mongol, perevalivayas' nakrivikhnogakh, pobezhal*. The Mongol begs relatives to send him meat. *Mongol umol'yaetrodstvennikovprislal' myasa*; a Mongolian resembling a Japanese *mongol, napominayutchiyapontsa*, A Mongol dressed in a smart yellow silk tartlet, *mongol, odetiy v naryadniyshelkoviytarlyk*), the Mongol not inclined to any other activity other than cattle breeding and hunting, *ne sklonniyni k kakoydrugoydeyatelnostikromeskotovodstva y okhotymongol*;

Mongol+N (Mongol, the owner of the yurt, *mongol - khozyainyurti*, Mongolian seller-buyer *Mongol prodavets-pokupatel*, My Mongolian, the owner of a herd of sheep, *moymongol - vladeletsstada Baranov*;

Mongol+prep+N (a Mongol in red clothes, *Mongol v krasnojodezhde*, A Mongol by origin, *mongolpoproiskhozhdeniyu*);

The content analyses of the Russian discourse

On the third stage we pursued the content analyses of the Russian discourse which demonstrated contradicting positive and negative nominations of a Mongolian:

a peaceful nature of a Mongolian mainly occupied in cattle-breeding or as a guide: There passed a Mongol with a camel *proshel mongol s verbludom*, the Mongol was riding a camel *priyekhalmongol, verkhomnaverbl'ude*; a Mongol, a good fellow, in the role of a guide or a camel driver *mongol, slaoniy maliy, v roliprovodnika y pogonchikazhivotnikh*; there comes a Mongol with a song *Yedet s pesney mongol*;

the combative nature of Mongolians: Without pity, the Mongols routed great holy princes and raced without fatigue *Rubilmongol bez zhalosti/Knyazevsyyatikh, velikhih, Y mchalsya bez ustalosti/Na kobylitsakhdikikh*; the Mongol and the Huns sweep away the monuments of the ancient civilization from the face of the earth; *A mongol y gun smetayut s litsazemlipamyatnikovekovoytsivilizatsiy*;

an optimistic nature of Mongolians: Boundless gray steppes, mournful winds, wild, but **cheerful Mongols**, their bizarre language, modest way of life, herds of cattle, chases on horses - everything is shown visually richly and reliably.

Mongolians living in poverty, usually in nomads tents: poverty of everyday utensils is especially striking in solitary yurts of the Kukunor *Mongols v odinokiykh yurtakh kukunorski khmongolosobennoporazhayetbednost' obikhodnoyutvari*; Every third Mongolian lives on income less than 10 dollars a month *Kazsdiytrtiymongolzhivetnadokhodymeneye 10 dollarov v mesyats*;

¹The number in brackets registers the number of adjectives with the word Mongol.

rich Mongolians: Wrapped in furs here reigns the Mongol...*Zavernutiy v mekhazdes' tsarstvoyetmongol.*

References to the History of the Golden Horde in RNC are numerous: After the defeat from Mongolians, the city was in tatters. The Mongolians occupied the territory from the Volga to Novgorod. The steppe was in smoke and dust, / the Mongols went with fire...

In Table 2 we present the statistics of the connotations of the word Mongol and its collocations in RNC.

Table 2 Connotations of the noun Mongol and its collocations in the Russian National Corpus

Total of entries of Mongol in RNC	512	100%
Negative occurrences	187	≈35,5%
Positive connotation	116	≈22,6%
Unmarked connotation	209	≈40,8%

Collocations with the word Mongol

On the fourth stage of the analysis we ranked the frequency in Google of all the collocations with the word Mongol registered in RNC: dark (18,200,000) cherniy, Great (9,810,000) velikiy, small (592,000) malenkiy, dikiy (510,000) wild, young (448,000) molodoy, dirty (336,000) gryazniy, ugly (310,000) strashniy, old (277,000) stariy, typical (247,000) tipichniy, unhappy (236,000) neschastnyi, clever (243,000) umniy, local (237,000) mestniy, real (234,000) nastoyachiy, kind (187,000) dobriy, thick (155,000) tolsty, honest (140,000) chestnyi, decent (77700) prilichniy, perfect (74,500) sovershenni, well advanced in years (57,100) prestareliy, nice (49,800) simmpatichniy, short (35,200) nevysokiy, intellectual (32,300) intelligenti, narrow-eyed (28,500) uzkoglaziy, baptized (21,800) krecheniy, indigenous (11,300) tuzemniy, with dark hair (9,630) chernovolosiy, beardless (6,670) bezborodiy, with high cheekbones (6,590) skulastiy, wrinkled (4,910) morchinami, without a moustache (3,750) bezusy, kneeling (2,440) kolenopreklonenniy, Kerul (198) kerulenskiy, Karashar (449) karasharskiy.

Thus, the word Mongol in Russian monolingual discourse is of an image-bearing character associating Mongols with referents of the corresponding ethnic culture: tents, raids, weapons, noises, horses, nomadism.

Discussion

The article is based on the principles of explanation, expansionism, functionalism and anthropocentrism as the main principles of modern linguistics paradigm. The method of the research presented in the article can be applied in further comparative study of semantic evolution of borrowings. The typical ways of expressing connotation in borrowed words and their connection with the history and ethnos development is the area that represents the research gap in linguistics. Therefore this research can contribute to further comparative semantic studies in Linguistics and Comparative Studies. The target audience are linguists pursuing research in semantics, students majoring in Linguistics and Cultural studies and teachers of Russian.

Summary

A typical modern image of a 'mongol' (a Mongolian) in Russian culture is a man of a certain ethnic origin whose ancestors significantly influenced the county's history, culture and the language. The context of the word is built by the collocations with the following words: dark, Great, small, wild, young, dirty,

ugly, old, typical, unhappy, clever, local, real, kind, a camel, jurta, a horse, nomadic etc. The tendency to use the word 'Mongol' in a number of re-nominations testifies not only to the word's gaining a higher frequency in the Russian (primarily mass media) discourse but its semantics being attractive.

Conclusions

The impact of the Mongolian takeover is greatly noticeable in Russian culture and language. The modern paradigm of History offers opposing views on the effects of the Mongolian invasion in Rus ranging from absolutely negative to positive. The invasion was accompanied with borrowing words denoting brutalization of life and repression which are self-explanatory.

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The Semantics Of -Ra- Prefix In Kinyarwanda

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Abstract

The urgency of the problem under investigation is caused by the growing interest of the scholars in the study and description of the languages of Africa, in particular, the Bantu languages and the need to analyze various phenomena, including grammatical phenomena. The article is aimed at describing and analyzing the use of the ra- prefix of the verb in the Kinyarwanda language, the main meaning of which is the expression of the duration of the action. The leading methods of this study are the methods of linguistic description and the experimental method of field linguistics. Within the framework of this study, we analyze the use of the prefix -ra-, its use in the past, present and immediate future, and also note some cases of deviation from the meaning of duration usually attributed to this prefix, which is subjected to a separate analysis. From the results of the syntagmatic analysis based on the questionnaire of Dahl with the involvement of the existing research on object indexation in Kinyarwanda, it has been concluded that the reference object is marked as one of the meanings expressed by the prefix -ra-. The materials of this article can be useful for linguists, typologists, Africanists dealing with verb issues, the Bantu languages.

Keywords: Linguistics, Bantu, Kinyarwanda, verb, grammar, order grammar, aspect, time, mood.

Introduction

The Kinyarwanda language (sometimes Rwanda) belongs to the Bantu group of the bantoid branch of the Benue-Congolese family of the Niger-Congolese macrofamily. According to the internal classification of languages of Bantu of Summer Institute of Linguistics, based on the classification of M. Gasri [1], Kinyarwanda has code J61. The Kinyarwanda language is widespread in Rwanda, as well as in the adjacent regions of DR ДР Congo, Uganda, Tanzania, Burundi. The total number of speakers is more than 12 million people [2].

The Kinyarwanda language is a phonemic language. It is polytonic. Two tones are distinguished: low and high. By the type of expression of grammatical meanings, the language is synthetic, by the type of morphological structure - agglutinative with elements of inflectivity. From the point of view of the coding of verb actants, the Kinyarwanda language is accusative (nominative). The basic word order is SVO. In Kinyarwanda there are 18 concord nominal classes, expressed by prefixes and having a paradigm of concord for nouns, adjectives, pronouns, as well as the verb, and the prefixes are not only formative, but they also perform a semantic function.

The word form of the verb in Kinyarwanda, represented through the prism of the grammar of orders [3,4], discovers 15 orders for prefixes and 4 orders for suffixes.

Table 1. The grammar of orders of the verb in Kinyarwanda.

Oder	Affixes	Meanings	Examples
-15	ni-	Subjunctive and real condition	Ni-n-som-a «Если я читаю»/ “If I read”
-14	-nti-	Negative in the main clause	Nti-u-som-a «Ты не читаешь»/ “You

			are not reading”
-13	-ka-	Successive taxis	Ва- ka -za-ririm-b-a «...потомонибудутчитать» / “...then they will be reading”
-XII	-n-, -u-, -ru-, -ri-...	Subject	N-som-a «Ячитаю» / “I read”
-11	-o-	Optative	U- o -ka-byar-a «Пустьутебядудетидети» / “May you have children”
-10	-ka-	Optative	Nti-u- ka -som-e «Нечитай» / „Don’t read”
-9	-ta-, -i-	Negationin subordinate clause, negation in imperative	U- ta -som-a «...тынечитаешь» / “...youare not reading”, ba- i -ririm-b-a «Пустьони не поют» / “Let them not singing”
-VIII	-a-, -á-, -za-, Ø	Tense	N- za -som-a «Ябудучитать» / “I will read”
-7	-ra-	Duration, immediate future, marking of reference object	N- ra -som-a «Ясегоднячитаю» / “I am reading today”
-6	-ka-	Optative	ka -som-e «Почитай» / “Read”
-5	-ki-	Simultaneous taxis, perdurative (in combination with -a-)	N- ki -som-a «Читая, я...» / “Reading, I ...”
-4	-a-	Perdurative	N-ra- ki -a-som-a «Явсёещёчитаю» / „i am still reading”
-3	-na-	The meaning «атакже»/ “and also”	N-ra-som-a- ka ndin-ra- na -andik-a «Ячитаю, атакжепищу» / “I read and also write”
-2	-n-, -mu-, -ki-, -ri-...	Object	N-ra- ku -bon-a «Ятебявижу» / “I see you”
-1	-i-	Reflexivity	N-ra- i -bon-a

			«Явижусебя» / “I see myself”
0	–	Verb stem	soma «читать» / “read”
+1	-esh-, -ek-, -w-...	Voice, derivation	N-som-esh-a «Язаставляючитать» / “I am making read”
+2	-ag-	imperfect	N-a-som-ag-a «Ячитал» / “I read”
+III	-a-, -e-, -ye-, -tse-, -je-, -she-...	Optative, perfect, imperfect	N-a-som-ye «Япрочитал» / “I have read”
+4	-ho-, -mo-, -yo	Locativity	Kw-i-subir-a-ho «Передумать» / „change one’s mind”

This study focuses on analyzing the meanings expressed by means of the prefix *-ra-*, which occupies order -7.

The peculiarities of using the prefix *-ra-* were mentioned in the description of the Kinyarwanda language grammar by various authors [5,6,7,8]. In most works, this mark was mentioned in the inventory of the morphemes of the verb in Kinyarwanda, and also in the context of some expressed meanings. The work “The semantics of tense in Kinyarwanda” [6] covered the features of expressing time in the Kinyarwanda language, in connection with which a partial analysis of using the studied affix was made. Nevertheless, the focus of the researchers was not directed to the immediate use of this prefix, which explains the discovery of ambiguity in the description of the meanings expressed by means of indicator *-ra-*.

Methods

When carrying out this study, we relied on the theory and methodology of linguistic description, using the methods of structural and descriptive linguistics.

An important basis of this study was the methods of field linguistics, in particular, experimental. The collection and analysis of the data obtained was carried out with the active participation of the informants – the native speakers.

Results

1. Common Features of Using Prefix *-ra-*.

The prefix *-ra-* in Kinyarwanda, along with the affixes of positions -VIII (the time markers), +2 (the marker of imperfect) and +3 (the markers of perfection, imperfect, optative) is used to express various aspect-modal-temporal meanings that are realized for various combinations of these affixes.

Concerning the phonetic realization, in the case of the preceding prefix of the subject marker of the first person singular *n-*, the progressive assimilation takes place, at which the phoneme <r> is transformed into <d> - *n-da-som-a* «ячитаю» / “I am reading”.

One of the peculiarities of using this prefix is the restriction of its use with the marker *-za-*, expressing time after the day of the moment of speech. Thus, its combinations with the markers *-a-* (expressing the meanings of the past tense on the day of the moment of speaking and earlier the day of the moment of speaking with low and high tone, respectively), and a zero marker localizing the action within a period

coinciding with the moment of speaking or the next after the moment of speaking coinciding with the day of the moment of speaking are possible.

Let us pass directly to the consideration of the meanings expressed by the prefix *-ra-*.

2. The Use of the Prefix *-ra-* in the Past Tense.

E.Z. Dubnova [5] writes that within the past tense there is a contrasting of duration with non-duration expressed by the presence / absence of this prefix. When combining the affixes *-a-*, *-ra-* and *-ye-* (the marker of the perfect), the meaning of the past progressive perfect tense is expressed. This form can describe the following:

a) the action that lasted for a long time:

ejo u-ru-burarw-a-ra-gu-ye?

вчера/ yesterday 11CL.AUG-11L-град 11CL.SBJ-PST-TAM-идти-PRF

«вчера шёл град?» / “was there hailstorm yesterday?”;

b) the process that was durational and resulted in something:

w-a-ra-n-shimish-ije

2SG.SBJ-PST-TAM-1SG.OBJ-нравиться / like-PRF

«ты мне понравился»; / “I liked you”

c) the action that took place constantly:

n-a-ra-bi-ku-bwi-ye, nta-bwo y-emer-a na ri-mwe a-ma-kosa y-e

1SG.SBJ-PST-TAM-8CL.OBJ-2SG.OBJ-говорить-PRF NEG-PRON 3SG.SBJ-признавать-FNV и 5CL-один 6CL.AUG-6CL-ошибка 3SG-PRON

«я тебе это говорил (всегда), он никогда не признаёт своих ошибок»; / „I told you this (always), he never acknowledges his mistakes”;

3. The Use of the Prefix *-ra-* in the Present Tense.

In the present tense, the verb form including the *-ra-* marker is used to express two meanings:

1) The meaning of “momentary action” is an indicative of the action being taken place now, at the moment, for example:

U-Ø-ra-shak-a gu-fat-a i-yihe gazetii? I-yi cyangwa i-riya?

2SG.SBJ-PRS-TAM-хотеть-FNV INF-взять-FNV 9CL-какой 9CL-DEM или 9CL-DEM

«Какую газету ты хочешь взять? Ту или эту?»; / “Which of the newspapers do you want to take? That or this?”;

2) the meaning of proximity of doing the action, a certain moment in the future, for example:

ni-(n)-Ø-mar-a gu-som-a i-ki gi-tabo n-da-ki-gu-h-a

COND-1SG.SBJ-PRS-кончать-FNV INF-читать-FNV 7CL-DEM 7CL-книга 1SG.SBJ-TAM-7CL.OBJ-2SG.SBJ-дать-FNV

«как только закончу читать эту книгу, я её тебе дам»./ “as soon as I finish reading this book, I’ll give it to you”.

4. The Other Cases of Using the Prefix -ra-

In addition to the above-mentioned meanings, the -ra- marker, together with the -ki- and -a (positions -5 and -4), can express a perdurative meaning, for example:

ba-ra-ki-a-som-a (baracyasoma) «они все ещё читают» / „they are still reading”

A syntagmatic analysis was also carried out on the basis of the questionnaire by Östen Dahl [9], which resulted in the identification of some constructions that bring the unambiguous use of the prefix -ra- existing in the literature as a marker of duration into question. There exist such constructions:

1) a-Ø-ra-ny-andik-ir-a i-barwa

3SG.SBJ-PRS-TAM-1SG.OBJ-писать / write -APPL-FNV 5CL-письмо / letter

«он (сегодня) будет писать мне письмо»./ “he is writing to me a letter (today)”

2) a-ma-zi a-Ø-ra-kon-je

6CL.AUG-6CL-вода / water 6CL.SBJ-PRS-TAM-холодный / cold -PRF

“The water is cold (in a situation when the pond is visible to both participants in the speech act)”,

3) n-a-ra-mu-bon-ye ha-shi-ze i-my-aka

1SG.SBJ-PST-TAM-3SG.OBJ-видеть-PRF 16CL.SBJ-закончиться-PRF 4CL.AUG-4CL

«я встречал его несколько лет назад (единожды)» “I met him several years ago (once)”,

4) i-ki gi-tabo y-a-ra-gi-som-ye

7CL-DEM 7CL-книга 3CL.SBJ-PST-TAM-7CL.OBJ-читать-PRF

«он прочитал книгу (всю)» / “he has read this book (till the end)”,

5) y-a-ra-pfu-ye

3SG.SBJ-PST-TAM-умереть-PRF

«он умер (в ответ на вопрос, жив ли король)» / “he has died (in answer to the question, whether the king alive is)”,

6) ba-(a)-ra-mw-ish-e

2CL.SBJ-PST-TAM-3SG.OBJ-убить-PRF

«они его убили» / “they have killed him”,

7) a-Ø-ra-naniw-e

3SG.SBJ-PRS-TAM-устать / get tired-PRF

«он устал» / “he got tired”,

8) a-Ø-ra-tekerez-a ko a-ma-zi a-kon-je

3SG.SBJ-PRS-TAM-думать-FNV что 6CL.SBJ-6CL-вода / water 6CL.SBJ-холодная / cold-PRF

«ондумает (вданныймомент), чтоводахолодная» / “heisthinking (at the moment) thewateriscold”,

9) y-a-ra-zi ko a-ma-zi a-ra-b-a a-kon-je

3SG.SBJ-PST-TAM-знатьчто/ know that 6CL.SBJ-6CL-вода/ water 6CL.SBJ-TAM-быть / be -FNV
6CL.SBJ-холодный / cold -PRF

«онзнал (вчера), чтоводабудетхолодной (сегодня)» “heknew (yesterday), thatthewaterwould be cold (today)”,

10) a-Ø-ra-shyidikany-a ko a-ma-zi y-a-b-a a-kon-je

3SG.SBJ-PRS-TAM-сомневаться / be doubt -FNV что 6CL.SBJ-6CL-вода 6CL.SBJ-PST-быть-FNV
6CL.SBJ-холодный / cold -PRF

«он сомневается (прямо сейчас), что вода холодная». “He is being in some doubts (right now) that the water is cold”.

Examples 5 and 7, the verbs “die” and “gettired” can be regarded as state verbs if you understand that “he died and is in a dead state” and “he got tired and in that state”. However, example 6, which is correlated with example 5, cannot be considered as a state. Examples 3 and 4 show the reference of the situation to the period preceding the moment of speaking, with, probably, being before the day of the speech situation. Example 3 cannot be treated as a durative state, since the meeting occurred once. Example 4 can be defined as a state that lasted for a long time. Kimenyi [7] defines the -ra-marker as an index of the remote past, which is confirmed by examples 3 and 4. However, in the relational construct, -ra- will not be used, and the remote past will be marked only with the help of tone. Example 1 satisfies the meaning of proximity of the action to the moment of speaking. The verbs in examples 1, 4 and 6 have an object infringed into the verbal wordform. According to the informant, the inclusion of the object into the verbal wordform in the present tense is possible only in the presence of the -ra- marker (it is worth mentioning that this rule is valid only for non-elliptical phrases). In A.Y. Zheltova’s article “Object Indexation in the Bantu Languages (Swahili and Kinyarwanda)” [10], it is noted that “the absence of indexation indicates the absence of a specific reference object”, thus, the reference object is indexed in the verb. Proceeding from the foregoing, it can be assumed that one of the variants of the meanings of -ra is the marking of the reference object. The absence of -ra- with the presence of thereferentce object can be explained by the inability of using it for other reasons, for example, because of its incompatibility with other affixes, since in addition to this meaning, the -ra- marker also has the meanings of duration, immediate future.

Summary

Within the framework of this article, the peculiarities of using the prefix -ra- of the verb in the Kinyarwanda language are analyzed. In the process of the study, the meaning of duration determined by the majority of researchers was confirmed, and the cases of deviation from the expression of this meaning were also revealed. The analysis carried out revealed an additional meaning, which was defined as the marking of a reference object. The results of this study can be applied in the teaching of the Kinyarwanda language, as well as in further studies of the verb in the Bantu languages and in the Kinyarwanda language in particular.

Conclusion

The -ra- marker in the Kinyarwanda language, taking position -7, is used in the past, present and nearest (on the day of the moment of speaking) future tense. Its main meaning is the expression of the duration of the action. Depending on the combinations with the affixes in different positions, the meaning of duration is specified: tense and aspect are determined. Besides, there are found the contexts in which the meaning

expressed by the prefix -ra- does not satisfy the declared expression of duration. As a result of the conducted syntagmatic analysis with the involvement of the results of research works by other authors, in particular, A.Y. Zheltova[10], we have made a conclusion about marking the reference object as one of the meanings realized by the prefix being studied.

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What Lies Beneath Headscarves: Women Images In Khaled Hosseini's *A Thousand Splendid Suns*

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Annotation

At the end of the twentieth century, there was a coup in Afghanistan. In this regard, a peaceful country, which previously was known for the intersection of many cultures and religions, began to be considered by the West in a different way. From the 1980s to the early 2000s, the country was ruled by the Taliban, whose goal was to build an Islamic state in Afghanistan under Sharia law. From this period, Afghanistan is viewed by the world as a country of violence, aggression and a threat. Special attention is paid to the situation of women in Afghanistan, their discrimination and their role in society. An Afghan woman is seen as a victim of war, a victim of radical Islam, whose rights are strictly limited to the patriarchal society. The second novel *A Thousand Splendid Suns*, which was published in 2007 by Afghan-American author Khaled Hosseini, was devoted to the problems of Afghan women. The content of the novel corresponds to the notion of the life of Afghan women in Western media. Moreover, Khaled Hosseini made a great contribution to the Oriental Discourse with this novel. The novel reveals the significance of many traditions and customs of Afghans.

Key words: Afghan women, Patriarchy, Afghan-American literature, Burqa

Introduction

Modern Afghanistan, in whose territory civil wars do not cease, suffers from turmoil and strife, repeating the picture of centuries. But at the beginning of the twenty-first century, the situation in the country became so severe that more and more Afghans moved to other countries to save their lives and not participate in the war. The early records of the first Afghans resettled in the United States are unclear or nonexistent. It is known that a group of 200 Pushtuns came to the United States in 1920 [1]. The Afghan-American literature did not develop so rapidly. After the tragic events of 9/11, in which many accuse the political regime of Afghanistan and the vividly expressed radical Islam, there was a cultural flowering among the Afghan-American community. The novel, as a literary genre, emerged in Afghanistan in the early twentieth century. It was a genre imported from the West and introduced through the translation of European works into a culture that already had rich literary traditions, particularly in storytelling [2]. It is noteworthy that almost all the novels in the twenty-first century about Afghanistan and the Afghans were written and published outside of Afghanistan. *A Thousand Splendid Suns* is noteworthy because it tells about the fate of Afghan women, which is a rarity for modern novels about Afghanistan. And the success of Khaled Hosseini, whose first novel became a bestseller, forced to look at the situation of Afghanistan and the Afghans from a different point of view. Patriarchal society has always prevailed in this country. The situation of women has always been difficult, but their status was further undermined during the Soviet occupation and subsequent regimes [3]. Not only the news media discuss the civil war in Afghanistan and the situation of civilians in the country. Literature has become another source of information about the life of the Afghan people, especially for those, who have certain stereotypes. Therefore, because of a misconception about the Afghan people, Khaled Hosseini began writing about his homeland, thereby contributing to the multicultural literature of the United States.

As an Afghan Hosseini is deeply connected to his religion, and it is reflected in his novels on different levels – the plots that deal with the history of his country and its people, the images, and the mentality. The latter is especially important, as it defines Hosseini's perspective on the life of Afghans both in their homeland, and in the US. History and religion always go together in his novels, and this factor, as we think, contributes greatly to the popularity of his novels in the Western world. In addition to the captivating plots and intriguing compositions, bright images and the author's great skill of storytelling, his stories are exotic due to the realities of the country that seems mysterious to the readers. Hosseini deals with history, but this history is continuing, it is going now, before our eyes. Thus, we can speak about a special type of “the strategy of historical narrative” [4].

The novel *A Thousand Splendid Suns* tells about the events of the second half of the twentieth century, when the position of women became particularly difficult. But the narrative of this novel is based not only on the stories of eyewitnesses and information from the media. Khaled Hosseini spent two weeks in Kabul before the publication of his first novel *The Kite Runner* [5].

Materials and methods

The main feature of Khaled Hosseini's prose is the combination of Afghanistan's history and culture against the backdrop of the events in the novel. This helps the reader understand the foundations of society, and also look at Afghanistan as a country with a rich cultural past. Therefore, in a situation where the readers' understanding of the Afghan culture and the role of women in the society largely depends on the image of Afghanistan by the media, the novel is the source through which readers can look at the situation from within. Thus, it becomes obvious, that the author addresses to the readers from the Western world, he actually discovers Afghanistan for them breaking the stereotypes formed by Mass Media and disclosing national history and culture. As the position of women in Islam is one of the most widely occurring stereotypes, *A Thousand Splendid Suns* raises a special interest both for the readers and for the literary scholars.

This novel acts as evidence of Afghan culture and as a means for the interpretation of the world of the Afghan woman. The main plot line is the life story of two women from different families, with different upbringing and position in society. A secondary, but no less important, the plot line is about three decades of anti-Soviet jihad, civil war, and Taliban tyranny.

Mariam's mother Nana called her daughter harami. She grew up in a poor family and from childhood, she heard only one truth: Like a compass needle that points north, a man's accusing finger always finds a woman. Always [6]. Mariam was forcibly given in marriage to a man, for whom the wife was as a thing. Besides, Mariam had no right to protest, because from childhood she was told that she was harami – she was an illegitimate daughter of a prosperous Herat businessman. On the example of Mariam's life, readers see that society is constrained by prejudices and a woman does not have the right to make a decision independently: her father, brother, husband or society decides for her. The life story of Laila is very different from the story of Mariam, but it is also permeated with drama. She grew up in a teacher's family. And her mother mourned for her sons, who went to war and became Shaheeds. In his spare time, Laila's father Babi taught her at home. He believed, that a woman should get a good education. In this novel, Babi is one of the few men with progressive views. Through his stories, the reader learns about the rich historical past of Afghanistan. He tells his daughter about Bamiyan valley: “Bamiyan had once been a thriving Buddhist center until it had fallen under Islamic Arab rule in the ninth century. The sandstone cliffs were home to Buddhist monks who carved caves in them to use as living quarters and as the sanctuary for weary traveling pilgrims. The monks, Babi said, painted beautiful frescoes along the walls and roofs of their caves [7]. Such cultural references are characteristic of Hosseini's novels.

The history of these two women and in general of all women in the novel is very sad, even tragic, and this leads us to another feature of Hosseini's prose. This method helps critics and readers unearth the force of stories and dramatic elements that operate like stories. Much of the narrative is dedicated to the

hometown of Hosseini Kabul. Hosseini further gives an account of the Taliban's emergence, of their background as young Pashtun men whose families had fled to Pakistan during the war against the Soviets, and of their incentive to be a Talib. He tells how they destroy the country, shut down universities, burn pictures and books, kick down television screens; they deprive women of their basic rights to work, education, forbid going outside without a male relative, oblige them to wear a burqa. The situation in Kabul provides readers with a broader view of the circumstances of women in the context of political instability in Afghanistan. Hosseini focuses on the convincing contribution of the country's political fluctuations to the forcible suppression of women. The provision of reliable political reality in Afghanistan serves as a convincing function of the novel. To describe these events, the author uses a special style, so that the reader does not perceive the text as a fiction. In addition to external political circumstances, the author describes the life of a woman in husband's house on the example of Mariam story. The violence and the horror prevalent in Kabul are understood to be analogous to the brutal, male dominance overshadowing the house. The fear enters Mariam's life from the moment of her marriage when Rashid asks her "You're shaking. Maybe I scare you. Do I scare you? Are you frightened of me?" and "she quickly shook her head in what she recognized as her first lie in their marriage" [8]. Description of the patriarchal way of society and full power over the woman, the sadistic air dominating the house, allows readers to understand, that violence is embedded in the routine of everyday lives of Afghan women. The description of external and internal circumstances affecting women's lives provide a wide range of understanding of their sufferings. In *A Thousand Splendid Suns* we see two types of characters: heroes and villains. Describing the suppression of Leila and Mariam, the author emphasizes their endurance and ability to love, Hosseini represents Mariam and Laila as heroes. Likewise, describing the characters who generate domination and threaten the heroes with violence permits the author to develop the images of villains. As such, within the novel, Rashid, war, and the patriarchal society represent the villains. It is important, however, to note that the heroes' acceptance and resistance as two alternative coping responses to the domination are inspired by love and compassion. Their love for children and their compassion for one another endow them with enough strength and resilience to endure the adversity. Thus, the sanctioning agent, the source that justifies the rhetorical drama, was diagnosed as love and compassion. Their decision to accept or resist violence is for the most part contingent on their care and concern for others.

Another important storyline in the novel is the vision of Islam from different points of view. Should religion be considered evil on a par with the patriarchal society? If we consider Islam as the Taliban or Rashid shows it, in this case, religion is just another tool for oppressing women. But Hosseini represents Islam from the point of view of Mariam. Mariam sincerely believes in God, she does namaz not because it should be done, but because she believes in the salvation of her soul. Radical Islam and the Taliban's desire to forcibly strengthen it in society means only that it is a mechanism for governing society. Hosseini wants to destroy the myth that Islam is a religion of terrorism, showing how the Taliban distorts the teachings of Islam, because Islam existed on the territory of Afghanistan even before the arrival of the Taliban, and peacefully coexisted with other religions, such as Buddhism. The author introduces into the novel excerpts from poems and ghazels of Sufi writers, whose teaching was not built on the rejection of art. Such inclusions and allusions make readers understand the cultural heritage of Islam, and shows how far the radical Islam stands from this culture.

Results and discussion

Thus, having analyzed Hosseini's methods for describing the situation in Afghanistan, it was established that all the methods used by the author were submitted in order to expose the image of Afghanistan not only as a country posing a potential threat. But the main aspiration of the author was to show how political circumstances and the internal patriarchal system affect the situation of Afghan women. The author reflects this problem on the plot level, consisting of a realistic description of events, a historical context and the introduction of elements of culture, such as excerpts from verses and gazelles. And such elements as the description of traditions and customs using the vocabulary of the Persian language,

constitute a multi-cultural picture of the novel. As a result, a realistic description of events and cultural elements are mixed in a single story. But the main difference of this novel from other novels about Afghanistan of the twenty-first century, is the description of the fate of a woman in the predominant society of men. Ultimately, through the novel *A Thousand Splendid Suns*, Hosseini offers readers to look at the lives of Afghan women, not in the context of mass media, but in the real context of Afghanistan

Conclusion

Explores the history and culture of Afghanistan from prehistoric times through its current events, covering the political, cultural, and economic changes the country has undergone over the years. By the late 20th century, the world agreed on a simple standard to judge whether a territorial unit was a country: full membership in the United Nations. Afghanistan easily passes that bar; it is almost a charter member, having joined in 1946, a scant year after the world body was formed. By that standard, it has remained independent ever since, despite periods of foreign control. A more difficult question is whether the lands enclosed by Afghanistan's borders now constitute, or can soon develop into, a viable, unified state. In some ways, the country just does not make sense. Afghanistan is not unified in any ethnic or linguistic sense, like Italy or Japan is. Many of its dozens of ethnic groups have long histories of conflict and enmity with one another. Many, in fact, had more in common up to the recent past with their fellow ethnics across international borders than with their fellow Afghans across the country – or across the street in the major cities [9].

All the aspects of the novel show the hybrid identity of the author, who considers himself an American and, at the same time, the repository of ancient Afghan culture and Islam civilization. Thus, his works can be regarded as typical for multicultural literature. We may conclude that the novel *A Thousand Splendid Suns* of the Afghan American writer Hosseini should be viewed in multicultural literature. But this novel became a breakthrough for Afghan ethnic writing, for which the woman as the main character is not typical. The book also discusses the problems that arose during the reign of the Taliban. The Taliban are yet another manifestation of the growth of radical Islam worldwide [10].

The fact that Hosseini chose women as the main characters is an important aspect for little-studied and only developing Afghan American literature.

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Development of ideas about the comical among children (based on personal experience and cultural texts)

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Abstract

Humor is a complex phenomenon involving many psychological functions: cognitive processes, emotions, communication, which manifest themselves in various social and cultural contexts. The purpose of this study was to identify the ideas of comic among pre-school and junior school children using the content analysis method. The study involved 78 children at the age of 5 - 7 years (40 girls and 38 boys) and 174 elementary school students (92 boys and 82 girls).

At the first stage of the study, the descriptions of funny stories were compiled by children from personal experience. During the next stage, schoolchildren were asked to recall funny episodes from the works of fiction and television animated series. A qualitative analysis of the data made it possible to identify the actions involved in the creation of the comic context by children. As expected, the use of logical inconsistencies younger schoolchildren increases, the use of figurative inconsistencies decreases. In the descriptions from personal experience, the number of stories containing black humor, the violations of a physiological type, and falls increases among schoolchildren. In the stories compiled on the basis of artistic works and animated films (cultural products), the number of funny stories associated with the violations of the rules of school life and the relations with adults increase (more often with teachers); speech games.

Keywords: humor, funny stories, preschoolers, schoolchildren, cultural texts, personal experience, content analysis, qualitative approach.

Introduction

The cognitive aspects of humor are studied most intensively in psychology. An essential component of humor is the discrepancy, which is regarded as a deviation from ordinary expectations. These expectations are based on cognitive schemes - mental representations stored in memory. Children tend to laugh at objects or events that do not correspond to their existing schemes [1,2]. During the stage of specific operations, children are able to manipulate by schemes in their minds, imagining the consequences of various actions with objects, without the need to perform them on a behavioral level. Thinking operations become reversible. Children also become less self-centered at this stage, and they have the ability to realize that other people may have a different point of view than their own. According to Piaget all these cognitive abilities allow to understand more complex types of humor, which are based on a more complex game with reality [3]. Studying the relationship between cognitive development and the understanding of humor, Schulz found that the resolution of the discrepancy becomes important for humor understanding among the schoolchildren from the grades 1 - 3 [4,5].

Children get the greatest pleasure from humor, which represents an optimal level of complexity for their cognitive structures. Too complex or too easy humor for understanding does not bring joy to a child, according to Park [6], Prentice [7] and Yalisove [8].

The studies by Creusere [9], de Groot [10] showed that until about the age of six, children have no ability to understand an implied meaning of ironic statements. Studying the development of children's understanding concerning the meaning and the pragmatic functions of irony and sarcasm, scholars begin to spread the study of humor development cognitive aspects beyond "canned jokes", drawings and riddles in conversational forms of humor, which often occur in everyday interactions with other people. These types of humor are more dependent on the social context and require the understanding of different linguistic and social factors.

At the age of 7 years, according to McGhee [11], children begin to understand "multiple meanings", to realize the ambiguity inherent in language at various levels, including phonology, morphology, semantics and syntax [4,5]. According to Whitt [12], Yalisove [8], Bergen [13] children are able to enjoy the play of words and double meanings, which are an important component of many jokes and riddles. In addition to the understanding of puns and other jokes based on double meanings and wordplay, children at this age are able to understand other types of abstract humor based on logical inconsistencies and requiring deductive thinking. There was no effect on the use of humor during the development of concepts among schoolchildren in Ozdogru studies [14]. The influence of humor on the solution of creative tasks by children in primary school was studied by Boyle [15]. Vergen studied the preferences of gifted children, a sense of humor and the understanding of riddles [13].

The features of the anecdote story, the creation of a funny story and the oral skills of children with hearing impairment were studied in Nwokah study [16]. Children with hearing impairment used shorter and less complex statements in anecdotes. They tried to stick to the content of anecdotes.

The experimental study of humor styles among younger schoolchildren was conducted by James [17]. The questionnaire was developed to identify humor styles (HSQ-Y) among the children at the age of 8-11 years. It was revealed that primary school boys mostly use aggressive humor, and girls often use affiliative humor [18]. Fox studies [19] revealed that affiliative and self-destructive humor were associated with all four measures of psychosocial adaptation. Aggressive humor was associated with low anxiety and high self-esteem of social competence among boys, and with low self-esteem and high depression among girls.

Materials and Methods

Participants

78 children at the age of 5 - 7 years took part in the study. There were 40 girls and 38 boys. 174 schoolchildren of the primary school at the educational institutions of Kazan (92 boys and 82 girls) agreed to participate in the study. There were 36 children at the age of 9 - 11 years. Parents' consent to work with children was obtained.

Procedure

Funny stories from the personal experience of preschoolers

Children were asked to compose and tell a funny story. 105 of children's stories were compiled and processed.

Funny stories from the personal experience of school children. The schoolchildren were asked to imagine a funny story by themselves and write it down. The adult said, "Imagine a funny story". 170 funny stories of children were analyzed.

Works. In the second part of the study we were interested by the works and films children single out as funny and the specific situations they find amusing.

The stories of schoolchildren from works. In the third part of the study, schoolchildren were asked to remember and record a funny case from a work of art or a cartoon. Schoolchildren gave 112 funny descriptions in total.

Results

Table 1.

Frequency of various actions use at preschool and school age

Acts	Preschool age	Junior school age (in %)	
	Personal experience (in %)	Personal experience	Cultural texts
Transformation	30	14	19
An imaginary discrepancy (an action not characteristic of an object)	24	10	10 14 (hero's behavior)
Fall	16	15	9
Interaction	10 (gaming)	12 (social)	9 (social)
Physiological violations	7	10	2
Direct actions	3		
Violation of norm, rule	4	12	15
Logical discrepancies		8	8
Black humor	5	11	-
Speech games	1	8	14

Table 2 presents works and films, the plots of which are mentioned by schoolchildren most often.

Table 2.

The frequency of works of art and animation films selection by younger students

Groups	Number of choices	In %
<i>Deniskin's stories</i> (V. Dragunsky)	15	17
A child and Carlson (cartoon)	7	8
Sponge Bob Square Pants (animated series)	5	6
I'll show you (cartoon series)	by 4	22

Zootopia (cartoon)		
Harry Potter and the Prisoner of Azkaban (film)		
<i>The Living Hat</i> (N. Nosov)		
<i>Barankin, be a man.</i> (V. Medvedev)		
<i>The Little Prince</i> (Antoine de Saint-Exupéry)	by 3	20
Smeshariki (animated series)		
Pepa, the little pig (animated series)		
<i>The Adventures of Neznaika and His Friends</i> (N. Nosov)		
<i>The Adventures of Baron Munchausen</i> (E. Raspe)		
Eralash (Children's humorous newsreel)		
Mikhail Zadornov	by 2	27
<i>Alice in Wonderland</i> (L. Carroll)		
<i>Warrior-cats</i> (Message) (H. Erin)		
<i>The Adventures of Buratino</i> (A. Tolstoy)		
<i>Wizard of the Emerald City</i> (A. Volkov)		
<i>The Adventures of Tom Sawyer</i> (M. Twain)		
<i>Three fat men</i> (Y. Olesha)		
<i>Nicky's diary</i> (R. Rassel)		
<i>The story "Elephant"</i> (A. Kuprin)		
Masha and the Bear (animated series)		
<i>Dreamers</i> (N. Nosov)		
<i>In the country of unlearned lessons</i> (L. Geraskina)		

Discussion

Violation of norm, rule.

The position of a child in society, the position of a schoolchild, socially supervised educational activities contribute to the fact that younger schoolchildren "meet with the rules", are aware of the requirement to subordinate their behavior to school rules and regulations. This explains the increase in the number of funny stories in the cultural product of society - fiction. In Bayanova's study [20] they identified the rules regulating the behavior of a child. Dowling [21] described the situations of discipline violation, the relations with teachers and hygiene (mostly physiological violations). In our study the rules of school discipline and order, the relations with teachers and parents and hygiene are violated.

Transformation act is often found in the funny stories of preschool children (30% of all descriptions), decreasing by younger age (14-19%). Preschool children were amused by the fact that an object they described or an action performed by this object turned into its opposite in the course of a narrative. As a

rule, transformations occurred within the framework of one category - "animal" [22]. Junior schoolchildren describe the transformations of children and animals into inanimate objects; people in animals; Dialectical transformations (a friend is turned into an enemy, a rescuer is turned into a victim). Transformations are used within the abstract categories (birth-death, old age-youth).

In the stories from the personal experience of junior schoolchildren, the number of descriptions (10%) where imaginative discrepancies are used is reduced: "Nemo drowned"; "The fish drowned". The discrepancy between an imaginary image and a real idea seemed ridiculous and funny for preschool children in 24% of the compiled stories [23]. The decrease of stories among junior schoolchildren assigned to this group may be explained by the fact that the cognitive schemes became more complicated among children [1], imaginative discrepancies do not seem ridiculous and funny to children.

Junior schoolchildren during the imagination of their own funny stories, based on fiction begin to use logical inconsistencies. The results of McGhee [24,25] and Shultz [26] studies also showed that during the pre-operational stage children had difficulties to understand the meaning of various jokes and drawings containing abstract discrepancies, whereas children who reached the stage of specific operations understood them better.

At the younger school age, children begin to enjoy different kinds of speech games: incorrectly pronounced words, speech figures. An especially high indicator is in the stories based on fiction. Similar results were obtained in the studies performed by Whitt [12] and Yalisove [8].

Children's black humor concerns potentially painful, worrying or guilty themes: death, violence, destruction and punishment. Using a playful humorous fantasy, a child is able to turn a threatening situation into something funny and pleasant, according to Herzog [27,28], Oppliger [29]. According to Dmitriev A.V. [30], this kind of humor brings a child to the world of adults. However, black humor is found only in own stories of preschool children and junior schoolchildren. This kind of humor is not singled out by schoolchildren when ridiculous episodes from fiction or animated films are described, as these topics are prohibited.

Interaction situations. Psychologists who study humor also note that laughter and humor among children develop in the context of a game, according to Barnett [31, 32], Bergen [13, 33, 34] and McGhee [11]. A study of humor among the children of kindergarten age [24] showed that the most powerful predictor of child sensitivity to verbal and behavioral stimulation of humor and laughter was the frequency with which they engaged in joint play. Humor has a pronounced communicative function: laughter causes communication, helps to establish a contact, to soften a situation and inspire interlocutors [30].

The act of falling is often found in ridiculous children's stories, decreasing from 16% at the preschool age to 15% in the stories from the personal experience of younger schoolchildren and down to 9% in children's stories based on fiction.

Physiological violations. According to Latyshev [35], physiological laughter is not a product of civilization, but exists as a kind of natural reality inherent in humans from birth. McGee's studies [11] note that small children experiencing feelings and sufferings in the process of accustoming to neatness, the activities and cases associated with a toilet become the sources of emotional tension, a lot of laughter is caused by the scatological humor concerning defecation, urination and gas emission [36,37, 38].

Conclusions

1. During preschool - primary school age the number of funny stories, based on the effect of transformation, is reduced.

2. The number of stories containing imaginative discrepancies during younger school age is reduced.
3. The number of stories containing black humor from preschool to younger school age (in the stories from personal experience) is increased.
4. During the preschool - junior school age the number of funny stories related to the violations of hygiene, discipline and order in an educational institution increases; the number of stories related to the relationships with adults (often with teachers) is also increased.

Summary

In the conducted research of representations among the children of preschool and school age certain laws of comic development were revealed.

First of all, the number of funny stories, based on the effect of transformation decreases with age but the range of categories within which the transformation is carried out, abstract categories appear and the number of logical inconsistencies increases. At school age children often enjoy by different speech riddles, speech mistakes are perceived as amusing ones. The repertoire of social interactions in the free descriptions of preschool children and schoolchildren changes: from playing activity to broad social relations, the role of rules and norms in a child's life increases. The results of the study allow us to state that the development of the comic element occurs in accordance with the laws of age development among children, humor is an important element of culture and allows the development of a diagnostic tool to study humor among children.

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Educational Methods By N. Katanov In His Professorship At Kazan University (1894 - 1922) And Ecclesiastical Academy (1911 - 1917)

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Abstract

The article is devoted to the pedagogical system and educational methods developed and applied by Nikolai Fedorovich Katanov (1862-1922). Khakas by origin, he was a supporter of Russian Empire foreigner russification, which was combined with a profound comprehensive analysis of all aspects of the material and the spiritual life of Turkic peoples. Since 1894, his entire scientific and private life was associated with Kazan, but until 1919 he was unable to obtain a professorship at the university. The desire for self-realization and spiritual crisis overcoming led him to seek a place at the Kazan Theological Academy, of which he was a professor since 1915. N.Katanov lectured numerous courses on Tatar and Turkic languages, the history of Turkic literatures and the history of Turkic peoples from secular and missionary points of view at the university and the theological academy. His pedagogical method was based, first of all, on the principle of accessibility and took into account the native language and the culture of the students. It is concluded that N.F. Katanov's pedagogical activity needs a special study, especially in the context of his political and religious views.

Keywords: History, Pedagogics, Cultural Studies, Oriental studies; Kazan University, Kazan Ecclesiastical academy, Nikolai Katanov.

Introduction and Discussions

Nikolai Fyodorovich Katanov (1862 - 1922) was an outstanding and universal expert in Turkic history, whose creative and personal destiny is closely related with the peoples of the Volga region, Eastern Siberia and Central Asia, including Kazakhstan and Xinjiang. The theme of his doctoral dissertation was the study of Tuvan language grammar and the proof of its Turkic origin, which was disputed by many studies, including the ones by V.V. Radlov (Vasily Vasilievich Radlov, born Friedrich Wilhelm Radloff, 1837 - 1918) and N.M. Yadrintsev (Nikolai Mikhailovich Yadrintsev, 1842 - 1894). N. Katanov's scientific heritage first of all attracted the attention of folklorists and linguists (Chadwick & Zhirmunsky, 2010), Khakass-Russian dictionaries of 1953 and 2006 were based on the Katanov's card catalogue. The folklore materials recorded by Katanov were repeatedly published in Russian and in German translation (Loewenthal, 1957). Against this background, N.F. Katanov's scientific biography was least successful. The first small biographical book by Professor S. Ivanov was published on the 100th anniversary of the scholar in 1962 and was reprinted in 1973 (Ivanov, 1973). In 1993 I. Kokova's biography was issued (Kokova, 1993). In 2005, in Kazan, by the efforts of R.M. Valeev (Ramil Mirgasimovich Valeev) and V.N. Tuguzhekova (Valentina Nikolaevna Tuguzhekova) they held an international seminar "N.F. Katanov's heritage: History and Culture of the Turkic Peoples of Eurasia", according to which the most complete scientific biography "N.F. Katanov and humanities at the turn of the century: Essays on the history of Russian Turkic studies" was published (Valeev, 2009). Her materials were widely during the publication

of N. Katanov's Tuva tour diary in 1889 (Rykov, 2011). In general, it should be recognized that there are several little-known aspects of his activities with a good study of N.F. Katanov's historical, political and linguistic views. One of them is his special pedagogical activity in Kazan, as a professor of the university, and then the spiritual academy. The only attempt to these problems highlighting was the publication by K. Sultanbaeva (Sultanbaeva, 2005), (Sultanbaeva, 2007). The authors of this work hope to determine some ways for further study of this issue.

Methodological framework

The study uses biographical and historical genetic methods.

Results

Nikolai Fedorovich Katanov was born near Abakan in the family of Khakas cattlemen, who had a traditional way of life. There was the base of the gold mining company near the wintering place. Thus, the young Nikolai was able to get the education of one-year school, and could also take books in the merchant's office. Experiencing the need for education, he went to Krasnoyarsk on a boat alone, and graduated from the gymnasium in this city. His development as a scholar started there. Katanov's first scientific publication was issued in 1884. Further, he decided to become the scholar specializing in the language and culture of the Turkic peoples. However, the situation developed in such a way that the teaching of Oriental languages in Kazan was stopped, and the largest European turkologist V.V. Radlov moved to Petersburg in the same year (Ivanov, 1973).

Entering the Faculty of Oriental Languages of the St. Petersburg University in 1884, N. Katanov graduated from it with honors in 1888, and was appointed as the head of the scientific expedition to study the Turkic peoples of Eastern Siberia and Turkestan. After his return in December 1892, he discovered that he had no opportunity to get a job in Petersburg. Due to V. Radlov, Katanov obtained the place at the Kazan University, where he worked for the next 28 years of his life (Valeev, 2009).

N.F. Katanov's fate is unusual one in the context of tsarist Russia, his biography can be viewed from the point of view of a person's career "from the people", and even "a foreigner" (A foreigner - non-Russian, which is a member of the national minority in tsarist Russia), who managed to become one of the outstanding orientologists of Russia (Geraci, 2001). In this regard, his culture as the researcher is notable, in particular, he is not interested in art and fiction at all, and practically he read only historical sources in all languages known to him (Valeev, 2009). His scientific thinking was characterized by a high degree of synthetics, which allowed for a comprehensive study of linguistic, ethnographic, archaeological, folkloric material extracted from "first hand", a detailed processing of any word, phrase, oral or written text, etc., an elaborate classification of information and the materials of everyday life, a careful identification of a place and the relations between individual historical facts (K. Sultanbaeva, 2005).

With the colossal amount of educational, organizational and social work Nikolai Fyodorovich found time for proper scientific research. He published 145 scientific works (without taking into account reviews) in 1898 - 1908. In 1896 and in 1899 he conducted expeditions to the Minusinsk taiga, in May-August of 1897 he conducted field research in the environment of Teptyars and Kryashens of the Kazan province, and in May-August 1898 he made the trip to Ufa province to study Bashkirs, Mishar Tatars and again Teptyars and Kryashens. In 1900, the scholar visited Belgium and France. In the summer of 1909, Katanov made the last expedition to Siberia, visiting his native places (Ivanov, 1973).

K.I. Sultanbaeva singled out three periods in N.F. Katanov's pedagogical activity (Sultanbaeva, 2007).

1894 - 1907. This is the period of search for one's own path in pedagogical activity, coupled with a long-term processing of travel materials to Eastern Siberia and Turkestan. In scientific terms, it culminated by the defense of the master's thesis in 1903 and the award of a doctor degree in comparative linguistics (1907).

1908-1917. This is the period of Katanov's interest decrease in his scientific studies because they were demanded poorly in Kazan. The same period was characterized by his unsuccessful attempt to occupy the chair at the Kazan University and the complicated process of approval at the Kazan Theological Academy.

1917 - 1922. The development of the Soviet power played a positive role in N.F. Katanov's scientific and pedagogical biography. He returned to his usual creative activity, which lasted until his death from transient tuberculosis in March of 1922. N.F. Katanov died at the age of 59 years.

N.F. Katanov's pedagogical activity started in 1894 as an extraordinary professor at the Kazan University. In other words, he did not have a department and a solid salary, and his salary depended on the number of students enrolled in the course. During the season of 1894 - 1895 he lectured the course of Turkish-Tatar language, including grammar and teaching the reading of light texts. He taught the ethnography of the Turkic peoples and the history of states founded by the Turks and the history of Turkic literature simultaneously. Further, he taught Kazakh and Kyrgyz languages, conducted a special course on the inscriptions on coins and the tombstones of the Golden Horde, the Bulgarian and Kazan khanates. According to the recollections of his students, listeners, he lectured inspirationally, using simple language, without unnecessary introductory and final "chords". Apparently, he did not need spectacular techniques to attract the attention of the audience, since he mainly relied on experts. Being largely an autodidact, who mastered the effective ways of rational intellectual work, he showed the methods of a subject content mastering using accessible examples. The basis of his linguistic method in science and in teaching was the comparative method adopted during V.V. Radlov's seminars at St. Petersburg (Valeev, 2009).

It should be borne in mind that the structure of the training sessions and the load of a university teacher in Russia was very different from the modern one until 1917. A university professor had no more than 4 hours of weekly teaching, which allowed N.F. Katanov to be engaged actively in scientific research and in educational work at the scientific societies of the Kazan University, the Society of Sobriety, the Orthodox Brotherhood by St. Gury, and so on. (Valeev, 2009).

K. Sultanbaeva singled out the following N.F. Katanov's didactic principles as a teacher (Sultanbaeva, 2007):

- The reliance on the native language of a listener (N. Katanov presented 25 Turkisms, borrowed in the everyday vocabulary to Russian students who started to study the Tatar language);
- The development of a student's language instinct;
 - The principle of learning using the examples from everyday life;
 - The integration of material from related fields of knowledge (the use of museum exhibits).

N.F. Katanov's thinking was distinguished by a high degree of integration. He did not consider any phenomenon of language, life, science and culture outside the cultural context. This is evidenced by the materials of his personal library, partially preserved in the National Archives of the Republic of Tatarstan. They left here 74 books on pedagogy, written by Russian and Tatar authors. They presented the books for reading to children, letters, geography, etc. Arithmetic textbooks were singled out separately - 13 units of various authors. They also presented the materials of scientific conferences devoted to the problems of spelling and the alphabet of the Tatar language development. Katanov's pedagogical activity was primarily connected with the issues of foreign education. It should be noted that he never sought to address the problems of linguistics and language teaching in isolation from the general culture and history, as well as the ethnic traditions of the people (Kokova, 1993).

After 1908 N. Katanov began to lose interest in scientific research gradually, believing them useless and unnecessary. In 1913, he tried to obtain a permanent professorship at the university, the department of Turkish-Tatar and Finno-Ugric linguistics, but failed. Being deeply religious, N. Katanov tried to solve the crisis in the church. Since 1906, he was a member of the Church Historical and Archaeological Society. In May 1911, he tried to participate in the contest of the Kazan Theological Academy to fill the vacant department of ethnography and history. This department was specially designed for the study of Turkic languages and missionary activity among Tatars, Chuvashes, Mari, Kazakhs, and other peoples. Having received the majority of votes, he was not approved by the Synod, and received the post only in late November, but in the rank of associate professor, not as a professor. He was denied the post of professor in 1913. He became the professor of the Theological Academy only in 1915. According to the existing system of Table of Ranks, this meant the awarding of a valid civil State Councilor rank (Ivanov, 1973).

Thus, N.F. Katanov's productivity fell sharply: in 1909-1916 he published only 11 printed works, mainly the notes on the Tatar language. In 1914 he sold his unique library to Turkish Prime Minister Hilmi-Pasha, the library included 7,325 volumes in 22 languages, including unique Turkish manuscripts of the 13th century (Rykin, 2011).

At the Theological Academy Katanov was able to realize his aspirations for the enlightening of non-Russian peoples and tribes of Russian Empire. He learned missionary ideas at the gymnasium, and believed that a missionary who wants to succeed is obliged to learn the language, the religion, the customs and traditions of non-Russians (Werth, 2002). He immediately took up the post of editor-in-chief of "Foreign Review" magazine - the printed organ of the Missionary Department at the Kazan Theological Academy, which had been published since the end of 1912. In 1913, he published the textbook of the Tatar language for the first year students of the missionary department and the larger dictionary for the second year students at his own expense. The reader included the biblical texts on the subjects of the Old Testament. Katanov taught Tatarian dialectology for third-year students using biblical texts in the edition of the London Missionary Society (Sultanbaeva, 2007). In addition to the courses on linguistics N. Katanov taught the courses on the history of Christianity in the Volga region during the Golden Horde period and "The history of nestorianism in Central Asia and Mongolia during the V-XI centuries" (Ivanov, 1973). This work was interrupted by the revolutionary events of 1917.

The events of the February and October revolutions of 1917 almost passed Katanov, but expanded the range of his professional duties immensely. In October of 1917, the North-Eastern Archeological and Ethnographic Institute was opened in Kazan, built on a democratic basis with an elected rector and student participation in management. The teachers were from the university, the classes were held in the evening. Nikolai Fedorovich was elected as the dean of the archaeological department, lectured there on the history of the Golden Horde, the source study of the Volga region, eastern numismatics and eastern chronology. Besides, he taught at the Higher Institute of Public Education, the Chuvash pedagogical courses and even at the Higher Eastern Music School, where he lectured "the song-writing of the Turkish-Tatar peoples". In February of 1919, he received the title of Kazan University professor by the results of the All-Russian competition, approved in 1921 by the People's Commissariat for Education (Narkompros). In its turn, this led to the lecture load increase up to 47 hours per week, which was dictated by the need to support his family during the period of devastation (Ivanov, 1973) (Rykin, 2011).

S. Ivanov noted that after 1918 "Katanov regained his taste for scientific research". During three revolutionary years (1918 - 1921) in the conditions of devastation and civil war Nikolai Fedorovich published as many materials as in the previous eight years. Among them was the "Eastern Chronology" (240 pages) based on the lecture course at the Archaeological Institute (Ivanov, 1973).

Conclusion

The pedagogical system by N.F. Katanov can not be considered in isolation from his personality and the surrounding social-cultural conditions. Being a pronounced practitioner, he disliked complex theoretical

reasoning, and when he transferred his knowledge to university students and future missionaries, he took, first of all, the principle of accessibility as the basis and took into account the native language and culture of students. The same practical orientation was manifested in the methodological equipment of the courses he taught, the development of dictionaries and textbooks, and also the work on eastern chronology. This aspect of N.F. Katanov's activity needs a special study, especially in the context of his political and religious views, which are extremely contradictory described in modern studies. Pedagogical heritage by N.F. Katanov is as original as his works on Turkic linguistics and folklore. Being based on a personal factor, he can contribute to the understanding of his self-study and the mission in relation to the development of non-Russian peoples of Russia in a considerable degree.

Recommendations

The material of the article is interesting to specialists who are engaged in Eurasian research, the history of the East and the foreign policy of the Russian Empire, historiography and history of Oriental.

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Integrated Lessons Of The Intermediate Chinese: International Experience

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Abstract: The urgency of the problem under study is conditioned by the need to find the most productive model of Chinese language teaching in the framework of new educational standards. The purpose of the article is to study the form and the content of a comprehensive Chinese language lesson for an average level in the framework of new provisions and standards proposed by the Chinese Committee for the Distribution of Chinese Language Abroad. The leading approach to the study of this problem is a systematic approach that helps to study the phenomenon of a comprehensive lesson from all aspects. The main result of the study is the study of a comprehensive lesson criterion for the average level of the Chinese language knowledge as a foreign one, as well as its internal content and the differences from other forms of employment. The presented work can be useful for teachers and the teachers of foreign languages, as well as for everyone who is interested in the study Chinese teaching international experience.

Keywords: education, Chinese language, Integrated lesson, Gosstandart, teaching Chinese, communicative competences.

Introduction

The processes of globalization and internationalization, the mutual integration of countries, taking place in the modern world, initiate the significant changes in all spheres of society. There is the transition from the consumption economy to the knowledge economy, a knowledge-based society, a "learning" society. In this context there is the need to reform the education system as a whole as one of the most important components of public life, as well as to search for new effective models, forms and methods of teaching that take into account the world pedagogical experience [1]. The studies of development trends for the pedagogical systems of foreign countries, the innovative models of foreign language teaching become more relevant, they have considerable theoretical and practical potential. Chinese language integrated into the educational system of Russian Federation successfully, but transformations in the methods and technologies of its teaching are necessary for its further development at all stages of education in XXIst century.

"Comprehensive Chinese language lesson" is the main subject at the middle level (中级) of teaching Chinese as a foreign language [2]. It is more complete than the study of the language at the primary level (初级), but in the process of this course teaching a number of issues have arisen requiring a careful study. At present, when Chinese language enters the international arena actively, the committee of Chinese language distribution abroad - Hanban (国家汉办) publishes a whole series of new educational standards, including the Regulations on "Teaching Chinese Abroad" [3]. Besides, with the transition to a new Gosstandart, Russian universities are forced to transform their teaching and methodological complexes and curricula. In connection with the emergence of new requirements for the educational process, including the teaching of Chinese as a foreign language, it became necessary to study international experience and international recommendations on the teaching of "Integrated Chinese Language" discipline [4, 5].

Methodological Framework

The main approach in the study of this topic is the system-structural approach. It provided the opportunity to consider the system of Chinese teaching methods comprehensively at the average level of a foreign language knowledge, and to choose the optimal methodical methods for comprehensive teaching aid application in Chinese language classes for students. The system-structural approach also allowed to unite data from different aspects of teaching in the framework of a unified teaching methodology: hieroglyphics, listening, grammar, reading, etc.

The application of a general scientific logical method made it possible to construct the created methodology in its continuity and consistency with internal logical connections between certain elements.

Results and Discussions

The history of the course development "Comprehensive Chinese Language for the Middle Level" and new standards of international education

Teaching of Chinese as a foreign language in the framework of the "integrated course" is a historically established tradition. Scientists believe that at the initial level it is better not to use the method of class "division" into aspects, but to study a subject in a complex way, to use one textbook, two teachers for one group of students. One is focused on conversational practice, the other one is focused on the repetition and exercises. Li Peiyuan (李培元) [6] described the teaching of Chinese language in 1950-60-ies as follows: "to study the phonetic, grammatical and lexical aspects in a comprehensive manner from the beginning", "to apply complex trainings regardless of preparation level". Liu Bisong (吕必松) [7] summarized: "The intensive course is the foundation for Chinese language teaching, it is really a comprehensive lesson". Since the 70-ies of the XXth century they began to teach listening, reading and writing separately as an experiment. In the early 80-ies Lu Jianji (鲁健骥) [8] stated that all subjects should be taught in a comprehensive manner as before, without paying special attention to listening. He believed that the understanding of a teacher's speech and written material was of primary importance for students. Thus, the following experimental textbook was created: "Textbook on the Chinese language. Beginner level" (初级汉语课本).

The teaching of Chinese for the intermediate level appeared in the 1950-ies, and was marked by the publication of the reader on Chinese language "汉语读本", but a large-scale teaching began in the late 1970-ies, the textbook was published entitled "The manual on Chinese language. Advanced level. "中级汉语教程". Since then the active teaching of Chinese language started for the intermediate level. The well-known Chinese educator Shi Guangheng (施光亨) [3] proposed to create the norms of Chinese language teaching for the intermediate level. Another Chinese teacher, Chen Xiandun (陈贤纯) [3] proposed his own methodology and plan, which involves the mastering of Chinese language communication skills in two years, which involves the studying of 2,000 characters. Thus, the author prepared the relevant teaching materials for the two-year course.

There are few specialized studies of teaching Chinese for the intermediate level. Chen Zhuo (陈灼) studied the features of complex studies, goals, teaching methods, teaching materials and so on. Li Yimin (李忆民) studied the set of exercises and communicative exercises used during the lessons. Chen Tianshun (陈田顺) conducted the study of test tasks for this discipline, their content and form. Chen Zhuo (陈灼) studied the quality of teaching, the content of curriculum and teaching methods [2].

It should be emphasized that until now, all the studies of the Chinese language teaching for the intermediate level are based on the program "General provisions on the level of Chinese language and grammar knowledge" - "汉语水平等级标准标准与语法等级等级". Chen Zhuo (陈灼) says that the "General Provisions on the Level of Chinese Language and Grammar Knowledge" provides all

information about the teaching of Chinese as a foreign language in a systematized form, the teaching plan is clearly structured and is important for the standardization of the educational process" [2].

In July 2005, the first international conference on the Chinese language was organized. President Hu Jintao said that "Chinese language comes to the world stage very fast" and proposed new ideas for the transition to a new level - the promotion of Chinese language around the world. Then it was decided to establish the "International Council for the Management of Chinese Language Abroad" (Hanban) and a number of measures to promote the international development of Chinese language. For example: the creation of Confucius Institutes, the establishment of an international master's degree within the specialty "Chinese language", the strengthening of teaching material development and popularization for the study of Chinese language. A number of completely new teaching aids in Chinese language was published, as well as the requirements, standards and regulations for teaching Chinese as a foreign language ("国际汉语能力标准", "国际汉语教学通用课程大纲") [9], the materials for the preparation to the international test passing to show the level of Chinese language knowledge (HSK, HSKK), many opportunities were presented for Chinese language learning outside of China. All the abovementioned standards of teaching and tests were developed by Hanban, and the experts of this committee organized the working groups on teaching Chinese as a foreign language in all foreign languages, as well as linguistics, psychology and other narrow disciplines inextricably linked with the Chinese language. With the specialists in this field, relying on scientific research of recent years, Hanban achieved great success and won great scientific authority. From the point of view of the educational standard, the division of the discipline into the aspects of grammar and vocabulary should have a clear framework, they must correspond to the developed curriculum, necessary training materials and screening tests should be prepared. In this context, the teaching of Chinese language for the intermediate level should be based on a unified plan.

The definition of the "average level" (中级) and the standards for the "average level" determination.

"The International Standard of Chinese (国际汉语能力标准)" is divided into 5 levels, the new version of the HSK exam has 6 levels, each level corresponds to a specific vocabulary:

New HSK	Vocabulary	« 国际汉语能力标准 »
(六级)	5000 and more	五级
(五级)	2500	五级
(四级)	1200	四级
(三级)	600	三级
(二级)	300	二级
(一级)	150	一级

Each HSK level corresponds to a certain period of Chinese language study:

HSK1 (一级) corresponds to 2-3 hours of Chinese per week for one semester

HSK2 (二级) corresponds to 2-3 hours of Chinese per week for one year

HSK3 (三级) corresponds to 2-3 hours of Chinese per week for three semesters

HSK4 (四级) corresponds to 2-3 hours of Chinese per week for two years

HSK5 (五级) corresponds to 2-3 hours of Chinese per week for a period of more than two years

The international test for the level of Chinese language HSK knowledge is mainly intended for teaching Chinese outside of China, so the abovementioned data are consistent with the study of Chinese abroad. In China, the study of Chinese as a foreign language occurs in a different volume. In practice, students have 20 hours of Chinese per week, so usually a student can pass HSK3 (三级), HSK4 after three semesters of HSK4 (四级) and HSK5 after two years (五级).

Thus, we can confirm that the average level of Chinese language proficiency corresponds to the 4th degree of Chinese language international standard "国际汉语能力标准" and HSK4 (四级), the higher level corresponds to the 5th degree of Chinese language international standard "国际汉语能力标准", HSK5 (五级) and above.

Features of a comprehensive Chinese language course organization for the intermediate level

The feature of the integrated course is that the study of all language aspects (reading, writing, listening) occurs in conjunction with various elements of a lesson (text, vocabulary, grammar, etc.), as well as with the relevant cultural inserts. All this contributes to the development of student communication skills and a rapid transition to a higher level of language proficiency.

The main property of the integrated course for the intermediate level is that it is integrated. In the process of learning, oral speech and writing are not isolated from each other, but, on the contrary, are interrelated and consistent. Such aspects as writing and reading for the average level differ from other levels, for example: "reading" focuses on the skill of rapid reading and other exercises; the lessons of "listening" develop the skills of "listening", speech recognition by various methods (e.g. the tasks with assumptions, associations, checking a desired option, memory training and summarizing). In the end, the resulting competences help to develop the skills of reading and writing comprehensively.

A comprehensive lesson also has a practical character. In the process of vocabulary, grammar and culture study they receive not only new theoretical knowledge. Students learn key combinations and speech patterns, they practice in their application, and after classes can use them in real life for communication. The teaching of vocabulary, grammar, culture and pronunciation at the intermediate level differs from the disciplines taught at a high level, such as the theory of language (语言理论) and language knowledge (语言知识).

These subjects are focused on the systematization of the internal laws of language, on the study of the very knowledge about language. At the intermediate level students tell texts from textbooks, write down new words, study cultural aspects carefully and all this happens for the direct implementation of knowledge in real life.

The initial, middle and high levels have some similarities, but there are also differences. At the initial level, a special attention is paid to pronunciation, grammar and reading of short texts during classes. The middle level implies a detailed study of texts, the analysis of grammar and vocabulary in complex. The intermediate level shifts gradually from "initial" to "high", from "limited" level to "free" language proficiency. The "limited" level implies the use of a cliché, the "free" level corresponds to the free presentation of thoughts in Chinese. The goal of a comprehensive lesson for the intermediate level is to hold the student as calmly and confidently as possible from the "limited" to the "free" level, the building a so-called bridge from the "realm of necessity" into the "realm of freedom" [3].

Purposes of learning

The abovementioned standards, plans and programs have much in common, since they were all made up by Hanban. And on their basis we can clearly say that for the first semester of the intermediate level (中级

) it is necessary to know 1200 hieroglyphs (including the first three levels of HSK), the knowledge of 6 basic elements of syntax (adverbs of time, the use of particle "过", the addition of time, the addition of movement, the structure "是 的", the structure with a common sentence member, often used complex sentences), 10 main sections about culture. At the end of the second semester you need to know the following: 2500 hieroglyphs (corresponding to the 4th level of HSK), the study of 6 elements of syntax (the addition of a result, the addition of an opportunity, the addition of a degree, the sentences with "把", the ways of passive voice expression, various complex sentences), 11 main sections about culture.

The integrated Chinese language course makes 8 hours a week usually, which is 2/5 of all classes (usually 20 hours per week). Taking into account the nature of this course and the features of the basic course, the abovementioned language and cultural knowledge should be reflected not only in the integrated Chinese language lesson, but also in other special training courses since an integrated approach to Chinese language learning and the drawing up of a curriculum lays a solid foundation for communication skills learning and development.

Learning the principles of a comprehensive Chinese language course for the intermediate level

Discussing the content of the comprehensive Chinese language lesson in the context of international education, it should be added that the teaching of this discipline should correspond to practical, communicative, personality-oriented competencies. Also several important principles should be specified:

First of all, to increase "conscious" teaching, to reduce teaching blindly - it is necessary to follow the documents and the standards published by Khanban, as well as the State Standard of own country. Following them, teaching becomes sufficiently clear and consistent, the learning objectives become more clear, which makes the standards for teaching, so there is no disorientation and blind teaching.

Secondly, conversational topics and their functions. Topics are the subject of communication, the content of which is determined on the basis of the student needs and interests. Each topic can be reproduced at different stages of training, and then expanded and supplemented. You can choose the eternal themes about the environment, people, everyday life, hobbies and habits, and you can choose the actual news of interest for everyone at this time, from the discussion of international and internal issues to accidents that occurred during a lesson. The purpose of the communicative function is determined by the specific communicative needs and set tasks. For example, the topic "Communication": this is acquaintance, and the expression of gratitude, apologies, requests, recommendations, advice, criticism, comments and so on. When Chinese is taught as a second language, the topics play a very important role. On the basis of a written text, you can consider a variety of learning tasks, study the features of expressions, the necessary grammar and vocabulary.

You can choose the following topics for the first semester of the intermediate level: shopping, job search, sports competitions, aircraft delay, visa, HSK exam, film watching, eating, household, position of China, receiving of guests, payment of bills, communication, internet, environmental protection, upbringing, craft, feelings, electronics, leisure, etc.

The following topics are suitable for the second semester: natural disaster, Spring Festival, Olympic Games, work in a village, independent travel, student employment, family affection, pets, advertising, clothing, wedding, mail, health and food, international relations, etc.

Thirdly, the teaching of culture and language. General provisions on the teaching of Chinese as a foreign language "国际汉语教学通用课程大纲" classify the knowledge about culture in this way: at level 4 it is necessary to be able to communicate on the themes of theater, holidays, customs, traditional dances and music, painting, sports and mass communications. The topics of the 5th level: climate, history, modern China, cultural enlightenment, tourism, habits, food, natural riches. Educational tasks are defined for

each cultural theme. During the training within an integrated lesson one must arrange cultural terms correctly, and student task is to study these cultural points through oral topics, grammatical examples, the reading of texts and the work with vocabulary. Cultural points are directly related to the oral topics of 4th and 5th level.

Fourth, the implementation of practical tasks. Teaching of language and culture is carried out on the basis of specific tasks. This is one of the most effective ways of teaching language. General provisions on the teaching of Chinese as a foreign language are the example of activity combination ways during the lessons with goals and objectives, the ways of the most common statements and vocabulary application. For example, the topics of "buying" and "price" include the ability to explain their wishes, the ability to ask the right product and its price, to offer own price, to discuss payment and other vocabulary related to shopping. The task includes the following: to see the labels with a price, to conduct a dialogue about a price, to make purchases, to act within the lesson situation, to perform the role of a buyer. During a lesson, a teacher should help the students to recreate the reality of a situation as much as possible in order to achieve the main goal - the training of communicative competence.

Fifth, the orderly memorization of vocabulary, grammar and hieroglyphs, the combination of cultural elements in oral topics. "General Provisions on the level of Chinese language knowledge and grammar" and "Regulations on teaching Chinese as a foreign language" play a significant role in the teaching of vocabulary, grammar and characters. The "General Provisions on the level of Chinese language and grammar knowledge" have the list of "1500 most-used phrases" and "800 frequently used characters". Hanban offers the word lists for each level of Chinese language knowledge (常用汉语语法项目分级表, 新汉语水平考试大纲, 汉语国际教育用音节汉字词汇等级). State Committee for language and writing published the list of "modern Chinese common words" (现代汉语常用词表), it represents the basis for the teaching of commonly used words [10]. During the teaching of a comprehensive Chinese language course for different levels, it is necessary to select the appropriate vocabulary, grammar and hieroglyphs, use key phrases for 4th and 5th level and to avoid very complex words. You can also use pinyin in addition, explaining new words. The ability to combine vocabulary, grammar, hieroglyphics and knowledge of culture in teaching rationally contributes to the growth of language skills and communicative competence.

Training materials and test tasks for a comprehensive Chinese language lesson within the intermediate level

The intermediate and initial levels have a common methodological basis, both include: the repetition in a classroom, working out of new words (from their meaning to their use), exercises with text (1. First listen, then say: a teacher reads excerpts, explains key points, writes out on a board, then discusses with the content and questions with students. 2. Imitation and use: answers to text questions, retelling, the use of words or phrases in speech, essays and other forms of thought expression to improve language skill 3. Reading of the entire text), key points (students understand the rules of an expression use, do exercises with the options, complete sentences, correct errors, etc.), summarizing and homework [11].

The difference of the average level is the emphasis on language syntagmas. In order to express a complete thought, people use two, three or more sentences. Therefore, teaching can not be limited only to words. Contextual phrases and sentences should be selected. It is necessary to train as much as possible for vocabulary and grammar development dynamics [1].

During the first semester, the following tasks are proposed to check the passed material: order a sentence (arrange the parts of a sentence in order), for example:

1. 可是今天起晚了
- 2.

平时我骑自行车上下班

3.
Answer: (2)(1)(3)

所以就打车未公司

During the second semester, students can be asked to describe a picture using 80 characters, write an essay, or a short essay.

The teaching materials of a comprehensive lesson for the intermediate level are a kind of "bridge" to move from the initial level to a high level. The distinguishing feature is the relevance of the provided materials and the comprehensive preparation of students. Ideal comprehensive classes should be based on the principles described above, but due to the lack of classroom time, teaching materials are significantly different. A complex lesson of Chinese language for the intermediate level plays an important role in teaching Chinese as a foreign language. This is reflected in the language materials, that is, in the transition from existing to new ones. As for the initial level, the proposed teaching materials are also not ideal. The publications for the initial level with original texts have new words difficult for student adaptation, that complicate memorization and their use in everyday life. Existing materials require major changes, the most obvious downside is the lack of the methodology for educational material compilation: the cultural aspects are scattered arbitrarily, and the exercises are presented only in one form. At the moment, an active work is being carried out on the creation of new generation textbooks which take into account all the shortcomings of past educational and methodological materials.

The final test for an average level of Chinese is a test of "performance." It differs from a simple test of knowledge of the language and is an integrated test of language skills in writing.

The content of the exam should be based on the materials passed during the semester, this should form the basis for the test. Questions should be more extensive, the exam is made up of standard test questions and simple questions with no answer options. Questions can not fully test the skills of a student thought expression, writing and speech, namely they are the most important ones. A standardized form of test questions is presented in the new textbook to prepare for the international test on Chinese language knowledge HSK, compiled according to the methodology of teaching Chinese as a foreign language. They fully meet the requirements and psychological standards of students. Daily homework should be directly related to the new program of the international examination concerning Chinese language knowledge, which will help a student to adapt to the exam and increase interest in learning. The degree of complexity and the evaluation system of the test should mainly stimulate, increase progress and contribute to the learning goal at the same time.

Conclusion

Thus, an intermediate level of Chinese language requires a comprehensive lesson as the most optimal model of education, which includes the teaching of all language aspects: vocabulary, hieroglyphics, reading, grammar, writing, listening, etc. The teaching and methodological material of such lessons should also help achieve the basic purpose of such lessons and the acquisition of confident communication skills. To do this, all tasks of a lesson should be carefully prepared taking into account the passed and new material, all aspects of training should be interrelated and based on each other. Besides, it is necessary to take into account the specifics of the general curriculum, that is, the part of the specialized Chinese language courses should also work together as the main integrated lesson of Chinese language. One can achieve a really high result to master Chinese language and acquire communicative competences only through joint efforts.

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Features of subject training for future mathematics teachers

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Abstract

The urgency of the problem stated in the article is conditioned by the fact that a graduate in the trend of 44.03.01 "Pedagogical education" should be fully prepared for the implementation of his professional activity in the implementation of the federal state educational standard of the basic general education in accordance with the structure and the content of the labor actions specified in the professional standard of a teacher. The purpose of the article is to present the experience of the Elabuga Institute at the Kazan (Volga) Federal University for the development of the basic professional educational program of higher education aimed at the development of the professional labor actions among students. The leading approach to the study of this problem is the analysis of existing basic professional educational programs for the preparation of pedagogical education bachelors, which allow us to conclude that it is necessary to introduce additional competencies aimed at the development of labor actions within the module "Subject education. Mathematics". The developed training program is presented by the module "Subject preparation", the main purpose of which is to provide students with the basics of mathematical theories necessary for the pedagogical activity implementation of a mathematics teacher in accordance with the requirements of the federal state educational standard of basic general education.

Key words: teacher's professional standard, labor actions, competences, federal state educational standard, training of pedagogical education bachelors.

Introduction

In modern Russia, vocational education is the preparation of bachelors who can effectively work in dynamically developing social-economic conditions. A bachelor must find and use new scientific data, organize research, use all modern sources of information independently, quickly and economically, and also see, understand, theoretically substantiate and practically solve professional problems, that is, have certain intellectual and professional competencies.

However, all reforms in education are impossible without the main problem solution - the training of a new type of a teacher. A modern school needs a universal teacher capable to develop a comprehensive picture of the world at the level of the basic education, to provide integrated knowledge, focusing on a pupil as a unique personality that one needs not so much to teach according to a model, a standard, stereotypes as to "accompany" him in intellectual and personal development [Gavrikova A.L., Pevznera M.N., 2001].

In June 2016, Russia launched the second project on the modernization of pedagogical education aimed at the development of the main professional educational program (MPEP), combining the requirements of three basic documents: the professional standard of a teacher (PST) [Professional Standard, 2013], the federal state educational standard of higher education in the field of training 44.03.01 "Pedagogical Education" (FSES HE 3++) [Federal Standard, 2015] and the federal state educational standard of general education (FSES GE) [Federal Standard, 2010]. It should be noted that the professional standards of educators are described in the following works: [Mayer et al., 2005; Thomas & Kearney, 2008; Nyshanova et al., 2014].

Within the framework of this project, the teachers of the Elabuga Institute of the Kazan (Volga region) Federal University (EI KFU) started to develop new (modernized) basic professional educational

programs within the trend of 44.03.01 Pedagogical education in two profiles "A teacher of basic general education. Mathematics" and "A teacher of basic general education. History".

This project is a logical continuation of the first project for the modernization of teacher education in Russia. The description and the results of approbation for the first project are presented in the works of EI KFU teachers [Anisimova, 2015; Gilmullin & Pupysheva, 2016]. They point out to the fact that in the process of pedagogical program modernization, the transition from a traditional disciplinary to a modular principle of their development must be carried out. This principle is also continued at the second modernization project. The developed by OPOP consists of 13 interrelated modules:

- 1) General cultural basis of higher education
- 2) Introduction to professional activities
- 3) Normative bases of professional activity
- 4) Culture of communications
- 5) Methodology, methods and organization of professional activities
- 6) Education, upbringing and development of students
- 7) Scientific basis of psychological and pedagogical activity
- 8) Design, management and implementation of educational processes in the main school
- 9) Developmental psychology of students
- 10) Basics of a healthy and a safe lifestyle
- 11) Theoretical bases of research activity / The design of educational programs
- 12) Subject preparation
- 13) Methodical training

The authors of the article, along with other teachers of the Department of Mathematics and Applied Informatics of the EI KFU, participated in the development and approbation of the programs for the last two modules. They conducted a literature review on the problems of mathematics teacher training, the analysis of the three PSP standards of FSEI HE 3 ++, FSES GE. The performed analysis revealed the need to introduce additional competencies (AC), which a teacher of mathematics should have, and which are based on the work of "Subject education. Mathematics" module from PSP.

The aim of the study is to present the results on the development of additional competencies and the program of the module "Subject preparation".

Methods

During the research, the following research methods were used: the analysis of scientific literature on psychological, pedagogical, philosophical, mathematical, methodological and special aspects related to the field of research; the analysis of documents and literature sources (resolutions, concepts, programs); conversation, pedagogical observations, the questioning of students, pedagogical experiment with subsequent mathematical processing of results.

The experimental work of the study was carried out on the basis of the Elabuga Institute at the Kazan Federal University. The main goal of the pedagogical experiment was to test the assumptions of the hypothesis:

- developed by the DC, fully aimed at the development of a graduate readiness to carry out his professional activities in accordance with PSP;
- the proposed program of the module "Subject preparation" is aimed at the effective development of the developed DC.

Let us consider the stages of the study.

At the first stage, the present state of the problem under study was analyzed in pedagogical theory and practice; the questioning of the students from different courses was conducted to study their readiness to carry out the work from the special module of a teacher professional standard "Subject education. Mathematics".

In order to study the readiness of students for the implementation of the declared labor actions, the interview was performed among the students of the 1st, the 3rd and the 5th year of EI KFU according to the profiles "Mathematics and Physics", "Mathematics and Informatics" in the trend of training 44.03.05 "Pedagogical Education". In the questionnaire, the student had to assess the level of his readiness (weak, medium, strong and high) to carry out labor activities according to 1-10 scale. The obtained results showed that in most cases students note a strong, and in some cases even a high level of readiness, which indicates that they do not fully understand the meaning of the questions put in the questionnaire [Anisimova, Osedach, 2016]. It's no secret that many teachers did not become acquainted with the PSP, and many teachers who claim that they studied the standard, do not understand well what information is contained in it [Margolis A.A. et al., 2016]. All of the mentioned above leads to the need to develop a new OPOP for the preparation of future mathematics teachers, which would take into account the requirements from PSP.

At the second stage additional competencies and the program of the module "Subject preparation" were developed. A passport was drawn up for each DC and the planned learning outcomes were determined.

At the final stage, the systematization, comprehension and generalization of research results were carried out; theoretical conclusions were refined; the processing and the registration of the obtained study results were carried out.

Results

The module "Subject training" is one of the thirteen developed modules of the main vocational education program of higher education in the trend of 44.03.01 "Pedagogical education", the profile "A teacher of basic general education. Mathematics" is referred to the variable part of OPOP and is implemented during 1-4 courses from the 2nd to the 7th semester. The purpose of the module is to master the basics of mathematical theories necessary for the pedagogical activity of a mathematics teacher in accordance with the requirements of the federal state educational standard of basic general education.

The program of the module includes eleven interrelated sections, the mastering of which is carried out by students partly in parallel, partly sequentially. The teaching of the module begins in the second semester starting from the section "Algebraic foundations of mathematics school course", which students master during the second and the third semesters. During the development of the section, some attention is paid to the creation of cultural and historical background of algebra study. This requirement is determined by FSES GE.

The development of the section "Theoretical and functional basics of the school course in mathematics" begins in parallel with such sections as "Geometric foundations of the school course in mathematics", "Practical works on elementary mathematics", and "Theoretical informatics". The parallel study of all main sections of the module creates a theoretical basis for the execution of the course work on mathematics in the fifth semester and the performance of training practice.

The section of the module "Geometric Foundations of the school mathematics course" is mastered during the 5th semester and is aimed at the development of geometric culture necessary for a future teacher for the profound mastering of the theoretical foundations within the school course of mathematics.

The sections "Theoretical Informatics" and "Applied Informatics" were included in the developed module, as the subject area "Mathematics and Informatics" is considered in the FSES GE. The work of the authors from EI KFU [Ganeeva & Pavlova, 2015] is devoted to the issues of informatics application during the teaching of mathematics.

The mastering of the module is expanded in the sixth semester by the study of the section "Stochastic line of mathematics school course", whose task is to ensure the continuity between school and university stochastic courses.

The optional courses for students: "Selected issues of elementary mathematics / The methods of equation solution" and the training practice "The solution of Olympic problems" are also mastered in the seventh semester and are aimed at the development of the ability to develop mathematical culture among students, including special educational needs during a lesson and after-hour activities.

Discussion

The study of student questioning results and the comparative analysis of educational standards allowed us to conclude that the competencies of FSES HE 3 ++ do not fully correspond to labor actions from PSP, so it became necessary to introduce additional competencies that are directly aimed at the development of the labor actions within the module "Mathematics". Table 1 presents DC, as well as labor actions (LA), necessary skills (NS) and necessary knowledge (NK) from PSP, on the basis of which the competences were developed.

Table 1. Additional competencies

Competence code	Formulation of additional competence	Labor actions, necessary skills and knowledge from PSP
DC-1	Capable to develop the awareness of mathematical truth and mathematical proof absoluteness with the understanding of the meaning and the possibility of different ways selection for a set task solution.	DC: To develop the belief among students in the absoluteness of mathematical truth and mathematical proof, to prevent the formation of superficial imitation of action model leading to success without a clear understanding of a meaning; to encourage the selection of various ways in the solution of a set task
DC-2	Capable to form the ability to assess their own level of mastering mathematics, including the use of mathematical methods adequately among the students.	DC: To develop the ability to test mathematical proof, to give a refuting example.

DC-3	Capable to form the mathematical culture of students, including those with special educational needs, using the mathematical language in classroom and after-hour activities.	DC: To develop the ability of mathematical proof testing, to give a refuting example.
DC-4	Capable to develop the ability to apply the mathematical apparatus and computer tools among students during the search for information, analysis and educational and practical problem solution.	NK: To conduct the analysis of educational and life situations together with students in which you can apply the mathematical apparatus and the mathematical tools (for example, dynamic tables), the same for the idealized (objective) situations described by a text.
DC-5	Capable to create and use the models of mathematical objects and processes together with students using computer tools.	NK: To master the basic mathematical computer tools: Visualization of data, dependencies, relationships, processes, geometric objects; Calculations - numerical and symbolic; Data processing (statistics); Experimental laboratories (probability, computer science)

From October 2016 to April 2017, when the stage of OPOP approbation took place within the trend of 44.03.01 "Pedagogical Education", the profile of "Basic General Education teacher. Mathematics", including the module "Subject preparation", during which it was proved that the proposed DC contribute to the development of a graduate's readiness to carry out their professional activities in accordance with PSP, and the program of the module "Subject preparation" is aimed at these additional competence mastering.

Conclusions

In order to verify the reliability of the hypothesis, the control measures were carried out in the experimental and control groups. The control group consisted of students from the group 322 and 422 (26 students), and the experimental group 522 (24 students). The students were asked to solve the control work consisting of 10 tasks aimed at the development of labor actions within the module "Subject education. Mathematics".

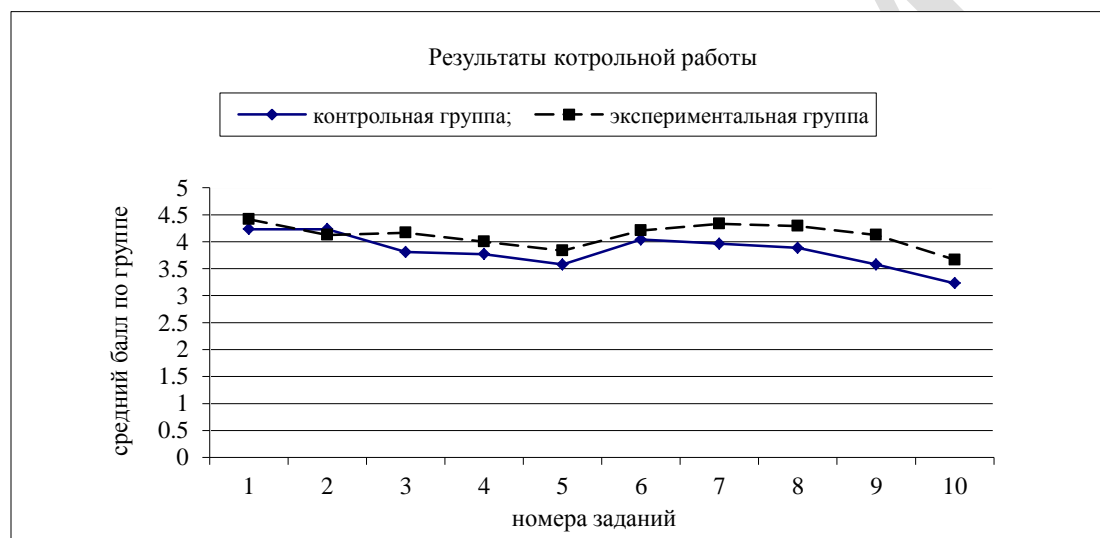
As a null hypothesis, let's accept the proposition that there are no differences between the groups. The results of the performed control work are presented in the form of table 2 and the graph shown on Figure 1.

Table 2. The results of the test work

Control work results

Task numbers	1	2	3	4	5	6	7	8	9	10	Av. value
Experimental group	4,42	4,13	4,17	4	3,83	4,21	4,33	4,29	4,13	3,67	41,16667
Control group	4,23	4,23	3,81	3,77	3,58	4,04	3,96	3,88	3,58	3,23	38,30769
Difference of averages	0,19	-0,11	0,36	0,23	0,26	0,17	0,37	0,41	0,55	0,44	2,858974

Fig. 1. Control work performance results



результаты контрольной работы - test results / контрольная группа - control group / экспериментальная группа - Experimental group / средний балл по группе - average score for a group / номера заданий - task numbers

The solution of each problem was evaluated on a five-point scale. The total maximum amount makes 50 points. Based on the results of the control work in the experimental group, the sample mean was $\bar{X}_9 = \bar{X}_1 = 41,17$; The value of the sample variance is $S_X^2 = 9,36$, and in the test group $\bar{X}_K = \bar{X}_2 = 38,31$, $S_X^2 = 9,5$, respectively.

The analysis of the data shows that in this case the mean values in the experimental group are higher than the corresponding values in the control group. Let us consider the hypothesis of the randomness concerning the discrepancy of the average \bar{X}_K and \bar{X}_9 , that is, let's show that the deviations in the means are significant ones. Let's apply Student's criterion for statistical testing of this hypothesis [Mayer, 1997]. First, based on the comparison of individual values with the corresponding means, let's calculate the estimate of the dispersion shift absence in the "general population". For this, the sum of all individual deviation values from the corresponding means will be divided by the total number of degrees of freedom. Then let's calculate the Student's t-test and the number of freedom degrees v .

$$\sigma_*^2 = 9,43; t = 3,29; v = 24 + 26 - 2 = 48.$$

We obtain the following: $t_{наб} = 3,29$, а $t_{маб} = 3,27$, we see that $t_{наб} > t_{маб}$.

Hence, the null hypothesis is rejected. On this basis, it can be concluded that, with the probability of 0.998, the results of the control work are conditioned by the difference in the training systems. Thus, the results of experimental work confirm the validity of our hypothesis.

Summary

However, the conducted phase showed that a number of module sections need to be finalized, namely, regarding the minimum list of necessary logistical support; the requirements for the use of e-learning technologies, including open online courses; the requirements for educational and methodological support of the educational process, including the ratio of classroom and extracurricular activities, the volumes of employer involvement and the conditions of program implementation using online learning.

Conflicts of interests

The authors confirm that the above data does not contain a conflict of interests.

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Vowel system of Turkic languages: specification of teaching on condition of multicultural education

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Abstract. The article deals with the vocalism system of Turkic languages by the example of modern Tatar literary language in conditions of multicultural education. Common features and specific features are established as the result of the comparative analysis for the system of contacting language (Tatar and Russian) vowels. The existing constitutive and differential signs of the Tatar language vowels are described, the violation of which leads to the distortion of an utterance content. It is established that even in the written monuments of the ancient Manchurian, Mongolian and Turkic languages, the complete coincidence, harmony and symmetry of the vowels are shown according to their belonging to a series, the presence of hard and soft variants of an affix, and the opposition of the labialized and non-labialized vowels. A completely different sequence of the vowel system is presented for study: a vowel that is the closest one by articulatory-acoustic characteristics - [y]; the vowels and phonetic phenomena characteristic of contacting languages, but with their own pronouncing features in each of them: [a], [ɤ], [o], [ə], [u], the reduction of vowels; vowels and phonetic phenomena of the Tatar language: [ə], [ə], [y], synharmonism (labial and palatal harmonies) and the accommodation of vowels. The most effective forms of tasks are described for the organization of orthoepic activity of pupils on the mastering of vowels in the abovementioned sequence: the description of objects drawn on the proposed paintings; the reproduction of syllables, words, phrases, sentences and small texts, saturated with the studied phonemes as much as possible; the drawing up of dialogues; the reading of tongue twisters, riddles, proverbs; the performance of small written works in the form of dictations, expositions involving the studied phoneme; an oral (a written) retelling of proposed small adapted texts, etc. It is determined that effective forms of work are the following ones: the creation of a system of exercises and assignments to them, taking into account the transposition and actualization of new acquired knowledge on a new linguistic material, followed by adjustment and transfer to Tatar; the work on mastering the pronunciation of vowels and phonetic phenomena, characteristic for contacting languages, but having their own pronouncing features in each of them; the creation of new skills for the reproduction of vowel and phonetic phenomena of the studied (Tatar) language: [ə], [ə], [y], synharmonism, accommodation of vowels. It is concluded that the formation and the improvement of skills and the skills of pronunciation of vowels should become an indispensable element and an effective means of skill mastering associated with various types of speech activity in Tatar language [Husnutdinov D.H. et. al., 2016].

Introduction

By the beginning of the XXIst century certain success has been achieved in Tatar language teaching as a native language and as a non-native language in the Republic of Tatarstan: theoretical and methodological basics, a legal framework, various TP, an electronic system [Husnutdinov D.H. and Sagdieva R.K., 2017], Internet training. Of course, a rich linguistic legacy of the past is also used along with this.

Modern linguistic didactics emphasizes the fundamental importance of the phonetic stage when a non-native language is mastered. When the Tatar language is taught, a great deal is devoted to the study of the vocalism system. In accordance with this law, the vowels of the Bashkir, Tatar, Kazakh and other Turkic languages are divided into two opposing series - the front and the rear one.

In modern Tatar literary language, vocalism is characterized by three parameters:

- The vowels of the front [ə], [ø], [ɯ], [ɤ] and the rear [a], [o], [y], [ɤ̄] row are allocated horizontally by a tongue position;
- According to the vertical position of the language there are the vowels of the upper [ɤ], [y], [ɯ], [ɤ̄], the mean [ø], [ə], [ə̄], [o], [ō], [ɤ] and the lower [ə], [a] rise;
- by the position of lips - labialized [ɤ], [ø], [y], [o], [ō] and non-labialized [ɯ], [ə̄], [ə], [ə], [ɤ], [ɤ̄].

Thus, the determining factor in the classification of vowels is the position of a tongue and the participation of lips in their formation, and in contacting (in Tatar and Russian) languages they also differ by these indicators. During the teaching of Russian-speaking people Tatar language, this similarity has an important role; following the tradition and taking into account a special role of vowels in syllabic development and the basic law of synharmonicity during Tatar language mastering as a non-native one, a great place should be given above all to the working out of vowel pronunciation. To achieve this goal, "we must strive to establish a relationship between the sound system of the Tatar language and the system of other languages, primarily Russian and West European one, then others, taking into account both articulatory and acoustic features (focusing the attention to the features of speech melody), which will benefit not the Tatars who study the Tatar language, and Tatars, who study other languages" [Bogoroditsky V.A., 1955].

Methods

The system of vowels is rather a complex mechanism that is obligatory for mastering the Tatar language orthoepic system as a non-native language in the process of assimilation. Therefore, we used the following research methods in our work: theoretical (the analysis of psychological-pedagogical, linguistic-methodological literature from the point of view of the problem under study); social-pedagogical (linguistic methodical analysis of existing programs and textbooks, the study and the synthesis of advanced pedagogical experience in order to identify and eliminate the most typical cases of vowel error pronunciation);

Results

It is known that the vowels of the Turkic languages have such constitutive (permanent) features as series, rise, labialization and longitude. Relative constitutive signs are those whose presence or absence of which is noted in two phonemes at least (otherwise they have the same set of characteristics); non-relative are those whose presence or absence is noted in one phoneme with a certain set of characteristics. Constitutive correlative characteristics or differential: two for vowels [a], [ə], three for the vowels [y], [ɤ], [ɯ], [ɤ̄], [ø], [ɤ̄] and four for the vowels [e], [ə̄], [o], [ō].

When you study the pronunciation peculiarities of the Tatar language, it is necessary to pay attention to these differential signs, the violation of which leads not to the distinction between phonemes and the distortion of an utterance meaning. For example, the violation of a tongue rise during pronunciation leads to the mixture of vowels [ə] and [ə̄], therefore, the word [əni] (мама) is pronounced as [эни], [эти] (daddy) as [эти]. At the same time I.V. Barannikov notes that in order "to teach students the sound system of the language being studied" it will be right to take from them what is pedagogically rational in terms of a non-native language teaching. Since the mastering the pronunciation norm of the second language is associated with the perception and the reproduction of its sounds, it becomes necessary to study the physiological and acoustic features of the phonemes of the languages being compared" [Barannikov I.V., 1969].

Distinctive features, characteristic for the vocalism of contacting languages:

- modern Tatar literary language has twice as many vowels as in modern Russian: 12 and 6;
- The division of vowels according to the degree of language elevation along the vertical into the upper vowels [и], [ы], [y], middle [э], [o] and lower [a] rise; on the participation of lips in development - the labialized [y], [o] and non-labialized [и], [э], [a], [ы] are common for Tatar and Russian languages.

It is significant that the written monuments of the ancient Manchu, Mongolian and Turkic languages demonstrate the complete coincidence, harmony and symmetry of vowels. "But the most complete development and stability in this regard was obtained only in Turkic languages," said G.P. Melnikov and he notes the following features of the symmetry of vowels, characteristic of the Türkic (and hence Tatar, Bashkir, Kazakh, etc.) languages:

1. The vowels of the back row are phonetically opposed to the vowels of the anterior one (except [и]) ([a-ə], [y-γ], [o-θ], [ы-э]).
2. In this купфкв, any semantic-independent affix has two synharmonic variants: hard and soft one.
3. Each labialized vowel is phonologically opposed to only one non-labialized vowel ([γ-и], [y-ы], [θ-э], [o-ы]) [Melnikov G.P., 1970].

Thus, in contacting languages, vowels are characterized by the rise of a tongue (there are all three types of a rise) and the participation of lips (labialized and non-abiliated). According to a row the vowels in Tatar, as well as in other Turkic languages, are divided into two types - front and back, whereas Russian has the vowels of all three rows.

Summing up everything mentioned above, in order to characterize the phonetic phenomena of the languages under consideration, the vocalism system of the contacting languages is represented in the following sequence:

- a vowel that is the closest to the articulatory-acoustic characteristic - [y];
- vowels and phonetic phenomena, characteristic of contacting languages, but having their own pronouncing features in each of them: [a], [ы], [o], [э], [и], the reduction of vowels;
- vowels and phonetic phenomena of the Tatar language: [э], [θ], [γ], synharmonism (labial and palatal harmonies), accommodation of vowels [Shakirova L.Z., 1999].

Therefore, we propose to conduct work on the organization of the orthoepic activity of pupils concerning the mastering of vowels in the sequence suggested above. To do this, you need to use a variety of task types, among which the most acceptable are the following ones:

- Name and describe the objects painted on the proposed paintings (drawings);
- Reproduce the syllables, words, phrases, sentences and small texts that are maximally saturated with the studied phonemes;
- Learn the finished ones and create new dialogues with the studied phonemes and phonetic phenomena;
- Read tongue twisters on the studied phoneme;
- Read and pronounce riddles AND proverbs to the studied phoneme;
- Write small written works in the form of dictations and expositions involving the studied phoneme;
- Retell verbally (in writing) the proposed small adapted texts on the phoneme under study, etc. [Harisova Ch.M., 2015].

Practice shows that the orthoepic knowledge of pupils in their native language provides an invaluable assistance in teaching the Tatar language as a non-native one [Abdrakhmanova A.A. et.al, 2016]. Usually a great success is achieved by those students who have systemic knowledge of Russian language. If at the initial stage the students acquired a certain volume of pronunciation activity concerning the studied (Tatar) language, then in the subsequent classes the age characteristics of the children allow us to systematize the phonetic notions and to assimilate certain theoretical information on the orthography of the non-native language. Therefore, we consider the implementation of the principle of consciousness to be the most effective one in the teaching of pronunciation activity among Russian-speaking students. It is this principle, in combination with others, for example, with the principle of the age characteristics of trainee consideration, makes it possible to use various techniques effectively to master the orthoepia of the Tatar language vowels as a non-native language.

Recently, the acoustic classification of phonetic systems of different languages (acoustic and articulatory aspects - two aspects of the phonetic system of language) has been developed intensively [Fattahova R.F. et.al, 2016]. For a comparative analysis of the languages with heterogeneous systems for the purpose of pronunciation teaching using the studied language, we consider it is necessary to take into account the close interrelation between the phonological and phonetic aspects of the sound system. The comparative characteristics of sound systems contributes to the identification of sounds common and specific in pronunciation of different-system languages, the highlighting of the most difficult and accessible phonetic positions. The main task of phonetic and phonological system of the Tatar and Russian language comparison is to present this material for methodological purposes to the extent that is necessary for the development of methodological recommendations to teach pronunciation in Tatar language in connection with the study of vocabulary, word formation, morphology and syntax. However, the formation and the improvement of skills concerning the pronunciation of vowels is not a goal, but it must become an indispensable element and an effective means to mastering the skills associated with various types of speech activity in Tatar language. At that, the initial stage of laying the foundations of listening, speaking, reading and writing is of a special importance [Rakhimova D.I. and Yusupova Z.F., 2016], therefore it is unacceptable to leave without a due and a serious consideration the development of hearing-listening skills of students, since their automation occurs at this stage of education. The task of the following classes is to consolidate and develop further acquired skills and in new conditions, taking into account the studied vocabulary, word formation and grammar.

Conclusions

We believe that the main prerequisite for the successful formation and development of pronunciation skills in the conditions of Russian-Tatar bilingualism is the consideration of mutual influence at the orthoepic level of the skills concerning native (Russian) and studied (Tatar) languages, i.e. the transposition and interference. The successful formation and development of orthoepic skills in the study of Tatar language vocalism by Russian-speaking students suggests the following:

- the creation of an effective system of exercises and assignments to them, taking into account the transposition and actualization of the acquired new knowledge on a new language material, for example, with a vowel, which is the closest one according to the articulatory-acoustic characteristic [y]. At the same time, the pronunciation skills of students in their native (Russian) language need to be adjusted and transferred to the Tatar language;
- the correction of the available skills and bringing them to automaticity, taking into account the interference of the native language of the trainees: the work on mastering the pronunciation of vowels and phonetic phenomena characteristic of contacting languages, but having their own pronouncing features in each of them: [a], [ы], [o], [ə], [и], the reduction of vowels;
- the creation of new skills on the reproduction of vowels and phonetic phenomena of the studied (Tatar) language: [ə], [ə], [γ], synharmonism (labial and palatal harmonies), the accommodation of vowels.

Summary

The effectiveness of Tatar pronunciation teaching at educational organizations with the training in Russian is higher among those teachers who work according to the flexibility of the mind, speed or lethargy, efficiency, pace of progress and the nature of the attitude towards the study of their wards [Shakirova G.F., 2014]. Naturally, in these conditions, the development and the perfection of pronunciation skills depends on the ability of a teacher to use not only certain methods and techniques, but also innovative technologies for the teaching of pronunciation, taking into account the characteristics of a character, abilities, memory development of students, and thus to get to each of them in the process of mastering the Tatar language [Nurova L.A. and Kharisov F.F., 2015].

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MOJLTM

«War» Concept Representation In Military Phraseology (Case Study Of Russian And French Languages)

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Abstract

Concepts carry an important cultural information and find their actual expression in the form of signs in various areas of life, including language. The concept of "war" is present in many linguistic cultures, representing a basic concept of culture and social-political life, since war as a continuation of politics by other (violent) means. War emerged at the beginning of human civilization development and continues to exist in our time. As the part of this concept analysis, it seems relevant to study the figurative foundations of the phraseological units in the military sphere of Russian and French as the components of linguistic picture among two nations of the world.

This research is carried out within the framework of conceptual and semantic-cognitive analysis of the concept, which allows to reveal its basic figurative features. The material was the phraseological units of the military sphere, selected by the method of continuous sampling from monolingual and bilingual modern phraseological, explanatory and etymological dictionaries of Russian and French languages.

The predominantly anthropocentric character of the phraseological units in the military sphere of Russian and French languages and their various emotional assessments were revealed during the analysis of empirical material.

The study showed that the phraseological units of Russian and French military sphere reflect the same fragments of the linguistic picture of the world concerning the studied linguistic cultures, but in most cases they turn to different images when the semantics coincide. Different figurative foundations of the military sphere phraseological units of the two languages testify to the ethnic-specific character of the way of thinking concerning the representatives of the studied linguistic cultures.

Key words: linguistic culturology, concept, phraseology, figurative basis, linguistic picture of the world

Introduction

The concept is the fundamental element of the world picture, aimed at a comprehensive study of language, consciousness and culture. From the point of view of various approaches (logical-conceptual, psychological, semantic, culturological), concepts are considered as the ways of reality representation in the mental world of a man [1]. The volume-pragmatic variants of a concept representation are different: concepts can be represented by a word, a word-combination; a sentence, a whole text [2]. Some researchers note that despite an ambiguous interpretation of this term and the existence of a number of approaches to its understanding, "it is impossible to ignore the culturological factor, as well as the fact that one can get access to the contents of the concepts, mainly, via the language" [3]. It should also be noted that there is a mutual relationship between language and culture, because language is the reflection of culture, and influences the development of people mentality [4].

The concept of "war" is universal for many linguistic cultures, because war as a social and political phenomenon is one of the most common phenomena in the life of society (over the past 5,000 years there was more than 15,000 wars in the world) and is a basic culture concept. Along with such concepts as

"peace", "love" or "welfare", this concept is fundamental for the development of the world outlook and the spiritual values of studied linguistic culture representatives [5, 6].

In order to describe the concept, many researchers use the conceptual analysis method. Conceptual analysis is aimed at the determination of motivating, conceptual and figurative features that form the structure of the concept using lexical-graphic sources [7]. This article is devoted to the revealing of the concept of war figurative features by the analysis of the associative representations underlying the phraseology of Russian and French languages related to the military sphere. Phraseology is the means of this concept representation in Russian and French language pictures of the world, and many scholars understand phraseology as "a realization of cultural knowledge cognitive" memory" of the world" [8, p. 59].

Materials And Methods

The material of the study was represented by phraseological units in Russian and French, reflecting the concept of "war" in the phraseology of the military sphere. The concept methodology study was used for the analysis of phraseological units, based on the principles of semantic-cognitive analysis.

In order to achieve the objectivity of the study, we compiled a corpus of phraseological units for both languages (200 PU) by the method of continuous sampling from the French-Russian phraseological dictionary edited by Ya.I. Retsker, the phraseological dictionary of the modern Russian language and Dictionnaire de l'Académie française.

Results

The phraseology of the military sphere includes the phraseological units (PU) associated with military-political events and the development of military art in Russian and French. Thus, the performed thematic analysis of phraseological units in French and Russian languages revealed a fairly large group of PU, both relating to the military sphere, and also characterizing the characteristics of people and their actions in relation to war. It should be noted that the image of a person in terms of his character and personality characteristics is described by a larger number of PU in Russian than in French. Let us cite Russian and French phraseological units that nominate the qualities and properties of a person's personality as an example:

- 1) courage: no coward / brave comme son épée (fearless);
- 2) cowardice: coward / soldat de fer blanc (a cowardly soldier);
- 3) vigor: there is still powder in the flasks / être d'attaque, se sentir d'attaque (feel cheerful, be in good shape, "be at one's best", ready for an action);
- 4) insidiousness: act on two fronts, on the quiet, put a mine / attaque en dessous (a treacherous blow).

However, the following psychological characteristics of a person are reflected only in Russian phraseological units. These are: 1) emotions and feelings of a person: to meet with hostility, to start from a half-turn; 2) intellectual and mental processes: not the sharpest knife in the drawer, take aim.

French phraseological units more often characterize a person's physical condition, for example: avoir son affaire (to be mortally wounded, beaten up); avoir du plomb dans l'aile (to be shot, to get into a difficult situation).

In general, the phraseological units of Russian language relating to the military sphere and reflecting the qualities and mental characteristics of a person represent 35% of the total number of studied phraseological units, whereas French phraseological units belonging to the same sphere are less numerous - 21%.

A large number of phraseological units related to the military sphere, both in Russian and in French, reflect the interaction of a man and society (44% in Russian and 55% in French). This category includes phraseological units that describe:

- 1) a status, a position of a man: cannon fodder, old guard - vieille garde, on the other side of the barricade - être de l'autre côté de la barricade / grand homme de guerre (a war hero), soldat de la milice (an eternal private);
- 2) a man's actions and his characteristics: arm yourself to the teeth, fire on yourself, put to torch and sword, shoot a cannon on sparrows / mourir pour le drapeau (give your life for your homeland), mettre le feu aux poudres (to start a conflict), brandir les armes (brandish one's arms).

Among the French phraseological units related to the military sphere, one can distinguish one more subgroup of PU, describing the social status of a person, namely, an occupation. These are: filleul de guerre (a supported serviceman); nageur de combat (a combat swimmer); les casques bleus (soldiers of the UN armed forces).

Another, less numerous category includes the phraseological units of military sphere in two languages, which are universal, international expressions. For example: it smells of gunpowder / Ça sent la poudre; to be under the sword of Damocles / Épée de Damoclès; to fight with windmills / combattre les moulins à vent.

Considering the phraseological units of Russian and French language military sphere from the point of view of the images underlying them, it should be noted that the phraseological units under study show both the complete coincidence of a figurative framework and its complete difference. A full or a partial correspondence of an image both in terms of semantics, and in terms of the components that make it, is observed in a small number of phraseological units, including phraseological units-internationalisms. These are phraseological units that denote such concepts and actions as:

- 1) aggression: go out to the warpath / être sur le sentier de la guerre;
- 2) self-sacrifice: to stand to death / mourir debout;
- 3) peacefulness: to bury the hatchet of the war / enterrer la hache de guerre;
- 4) courage: a knight without fear and reproach / le chevalier sans peur et sans reproche;
- 5) cohesion: to close ranks / serrer les rangs;
- 6) start the fight (take first steps): get baptism of fire / recevoir le baptême du feu;
- 7) surrender (cessation of hostilities): lay down arms / déposer les armes.

Some interlingual pairs of phraseological units have small differences in the structural and semantic plan, but they are based on the same image. For example, in a general image for the pair to stand to death / mourir debout is the image of death, although syntactically it is realized by different ways in two phraseological units. The pair of phraseological units to receive baptism of fire / recevoir le baptême du feu, has some lexical difference (the French phraseology is translated literally as "to receive the baptism of fire"), but an incomplete conformity of an expression aspect and the semantics aspect does not affect the similarity of the idea about this fragment of reality in two linguistic cultures.

The analysis of the figurative foundations of the military sphere phraseological units in Russian and French showed that often the same concept, action or characteristic can have different linguistic reflection in Russian and French. For example, such a quality as bravery has a different interpretation in two languages. In Russian language the figurative basis of phraseology is to act with an open / a raised visor

is the detail of protective weapons. In French, the basis of the equivalent phraseology *combattre enseignes déployées* (lit., to fight with unfolded banners) is represented by the image of a banner. The same image lies, for example, in the basis of the French phraseological unit *mourir pour le drapeau*, the equivalent of which in the Russian language is the expression of shedding blood for homeland. Therefore, the concept of patriotism is also interpreted differently in two languages.

The choice of this or that figurative basis for phraseology depends directly on the historical realities of the studied linguistic cultures. This factor causes the presence of the phraseological units in the military sphere of two languages associated with the image of a knight. In medieval Western Europe knighthood was a separate military and landowning estate, and the knights participated not only in military operations, but also in knight tournaments, the homeland of which is considered to be France. In the studied languages, phraseological units that have a given figurative basis are mainly international. For example, the expression "a sorrow image knight" ("*le chevalier de la triste figure*") came to many languages from Spanish literature. The phraseological unit "a knight without fear and reproach" is the tracing of the French expression "*le chevalier sans peur et sans reproche*", which goes back to the title which the French king Francis I granted to the famous French knight Pierre de Terrail Bayard. Nevertheless, this figurative framework turns out to be productive in Russian language when the expression of "the knight for an hour" comes from N.A. Nekrasov's poem "The Knight for an Hour" (1863).

An image of a serviceman is more characteristic for the French phraseological units of the military sphere, whereas it was not recorded in the phraseological units of Russian language. This, first of all, the phraseological units that characterize the quality and professional and social status of a person: *soldat de fer blanc* (a cowardly soldier); *soldat de la milicen* (an eternal serviceman); *soldat de fortune* (the officer who was promoted from the rank of a soldier, a mercenary).

Also, an image of a soldier is a central one for the phraseological units that characterize human actions, for example: *jouer au petit soldat* (get involved in a desperate business, to brave oneself); *renvoyer un soldat dans ses foyers* (to demobilize).

A very common figurative basis for Russian phraseological units is the image of gunpowder as something explosive and flammable, which is often used to describe critical or dangerous situations: for example, to sit on a powder keg or this smells of gunpowder. Such associative representations underlie also French phraseological units, for example, *mettre le feu aux poudres* (to start a conflict) or *ça sent la poudre* (it smells of gunpowder), which indicates the commonality of association mechanisms among Russians and French. Nevertheless, the image of gunpowder has developed in Russian language in a number of other phraseological units, primarily in those that characterize a person and his actions and mean such qualities as energy, indecision (lack of will, energy) and intellectual abilities. These are such expressions as "there is still powder in the flasks", "gunpowder is not enough", "gunpowder will not be invented", to waste gunpowder.

The specifics of the national thinking of French can be traced to the example of the French phraseological units of the military sphere, which also signify the vigor and readiness of man to fight, but they have an entirely different aspect of expression. These are such phraseological units as *être d'attaque*, *se sentir d'attaque* (to be cheerful, in a shape, ready for action) and *être en rang de bataille* (to be on alert). The military operations (*attaque* (attack)) and the order of a combat formation (*rang* (a line)) make the basis here. These figurative foundations are widely represented in French phraseological units: *attaque en dessous* (a treacherous blow); *tomber dans une embuscade* (to be ambushed); *serrer les rangs* (to close, to rally, to close ranks); *passer à l'offensive* (to attack).

Some parallel in the associative mechanisms of Russian and French peoples can be revealed by the analysis of French phraseological units of the military sphere with the component *feu* (fire or in this case 'shooting with firearms'). The image of fire in these phraseological units also serves to describe a

dangerous or a critical situation: recevoir le baptême du feu (to get baptism of fire); mettre le feu aux poudres (to start a conflict); aller au feu (go into battle, go under fire); mettre à feu et à sang (to destroy to the ground, to give fire and sword); être à feu et à sang (to be covered by war).

This image also underlies the phraseological units characterizing human actions, for example: faire feu de deux bords (to use all means); faire long feu (to delay smth., to fail, to hold out for a long time, to serve long).

Discussion

The result of the phraseological material thematic analysis revealed that the phraseological units under study in both languages have an anthropocentric character. Russian phraseological units of the military sphere, unlike the French ones, can evoke emotions and feelings and often have negative meanings. Thus, in connection with the emotional modality of the PU under study, the concept of "war" carries an appraisal component, which is confirmed by the results of other authors [9]. The researchers of the concept "military", for example, note that this concept includes a different emotional evaluation [10].

French phraseological units of the military sphere are more neutral in the assessment aspect, more often they express the concrete state of a person (a physical condition, his profession) and social interaction of people in specific situations. Nevertheless, the presented classification shows that the majority of the phraseological units of Russian and French that relate to the military sphere reflect the same fragments of the linguistic picture of the world of the linguistic cultures under study.

It should be noted that in general, the images underlying the phraseology of the military sphere are similar for Russian and French languages - these are the images related to the military affairs: types of weapons, military operations, military units and the procedures for their construction. However, the same fragment of reality, represented by this or that figurative framework, can be differently reflected in the studied languages, and the choice of an image often depends on specific historical realities.

Summary

The analysis of the abovementioned empirical material shows that the majority of the phraseological units of the military sphere in Russian and French have similar images as their basis - these are the images related to the military affairs. However, the choice of this or that figurative basis is conditioned by different character of the associations that arise in the Russian and French linguistic consciousness.

In general, the phraseological units of the military sphere in Russian and French have anthropocentric character. Russian phraseological units, unlike French ones, can evoke emotions and feelings, have negative meanings, whereas French phraseological units are more neutral in the assessment aspect.

The analysis of the phraseological unit figurative basis in the military sphere of Russian and French languages revealed their national-linguistic and cultural specifics, as well as the general and particular in the reflection of the concept of "war" within the linguistic picture of the world of Russian and French linguistic cultures.

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The «Way» Concept In The Author's Picture Of The World (By Example Of The Story "A Warn Path" By Eudora Welty)

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Abstract

Current paper is devoted to the study of the "way" concept as the element of artistic creativity of American writer Eudora Welty using her short story "A warn path" as the example. The concept of "way" is a universal of world culture. Journeys and movements have always played a significant role in the life of any people.

The aim of the work is to identify the associative-symbolic and value components of the "way" concept in a work mentioned above.

The main method of research is the conceptual analysis, namely the system of concepts and lexical-semantic fields, which help to reveal the ideological meaning of an artistic text.

The core of the conceptual layer of the "way" on a basis of the studied work is composed by lexeme-representatives as way, path, road. The peripheral part of this layer is made up of several of the following lexico-semantic fields: physical condition of the road, subject of the road, accompanying objects, direction, route.

To discover the content of the concepts value layer, we studied the associative-semantic field of the "way" concept as the basis of the story, which consists of the following interrelated associations: life, love, loyalty, ordeal, means.

Analysis of the associative-semantic field of the concept shows that in the center of this field is "love" association which is the driving force, the motive of the path done.

The performed analysis showed that the content of the "way" concept is multilayered and includes conceptual traits (nuclear, topical - "length", "danger", "difficulty", "obstacles", "road subject", etc.), as well as value attributes ("life", "ordeal", "means", etc.), while developing and complicating the linguistic content. And in the works of Eudora Welty we find a transformation of the language meanings of the concept "way", which is associated with such concepts as "love" and "devotion."

Key words: concept, structure of the concept, the author's picture of the world, lexical-semantic field, associative semantic field.

Introduction

Many papers concern the studies of linguocultural and lexical-semantic fields, mental structures and concepts (Zamaletdinov, Zamaletdinova, Nurmukhametova, 2014). Current paper is devoted to the study of the "way" concept as the element of artistic creativity of American writer Eudora Welty using as the example her short story "A warn path". According to S.A. Askoldov (1997), artistic concepts gravitate towards the image, but the image in this particular case is only a hint, a key to disclosing the part of the whole. The study of the language representation of the artistic concept promotes a deeper understanding of the spiritual world's richness of story's characters, and an awareness of the ideological meaning of the artistic text, which determines the relevance of this work.

"A warn path" story tells about an old African-American woman named Phoenix Jackson who makes her way through the forest to the city. On her way she encounters many obstacles - a ditch, barbed wire, a thorn bush, a hunter, hounds, etc. By overcoming many difficulties, she goes after a medicine for her grandson who accidentally swallowed lye a few years ago. Her love for him is so strong and deep that, despite her old age, every Christmas eve she sets out on a difficult journey. In its essence, "A warn path" is a story about eternal love and devotion, which leads us to the goal.

Method

The main method of research is the conceptual analysis, namely the system of concepts and lexical-semantic fields, which help to reveal the ideological meaning of an artistic text. The paper reviews conceptual and figurative- value layer of the concept "way" and studies its lexical-semantic and associative semantic fields.

Scientific novelty consists in the first representation of "way" concept in Eudora Welty works, which has not been the subject of a special study so far.

The object of the study is the concept of "way" in author's picture of the world based on the story "A warn path" by Eudora Welty. The subject of the study is lexical units that represent the concept of "way" in the story being studied.

The aim of the work is to identify the associative-symbolic and value components of the "way" concept in a work mentioned above.

Results

Due to the fact that the artistic concept appears as a unit of the writer's consciousness, his representation in literary text is unique. In order to reveal the peculiarities of the verbalization of the artistic concept "way" in examined story, we distinguish, as it proposed by I. A. Tarasova (2003), the following layers actualized in the concept: conceptual-objective, figurative-symbolic and value-oriented.

In the process of reconstruction of the conceptual layer of the "way" it was revealed that the main meaning of the lexeme "way", which is directly related to the author's idea, coincides with the dictionary definition. In the story, we see a real road, a path that leads to the forest, then up the hill, then into the field, etc., that is, the representation of the basic, direct values of the lexeme "way", confirmed by lexicographic data: the way and the road.

Thus, the core of the conceptual layer of the "way" on a basis of the studied work is composed by lexeme-representatives as *way*, *path*, *road*. The peripheral part of this layer is made up of several of the following lexico-semantic fields (hereinafter - LSF): physical condition of the road, subject of the road, accompanying objects, direction, route.

LSF "Physical condition of the road" includes such attributes as: a) "physical heterogeneity": 1. *In the furrow she made her way along.* 2. *She passed through the old cotton and went into a field of dead corn.* 3. *The track crossed a swampy part.* 4. *The path ran up a hill.* 5. *Over she went in the ditch.* It can be seen from the examples that the physical property of the road illustrated in the work is not homogeneous. B) "obstacle", "difficulty": 1. *She went into a field of dead corn. It shook and was taller than her head.* 2. *But before she got to the bottom of the hill a bush caught her dress.* 3. *Through the maze now,' she said, for there was no path.* C) "danger": *At the foot of this hill was a place where a log was laid across the creek.* 5. *So she left that tree, and had to go through a barbed-wire fence.* D) "winter road": *With this she kept tapping the frozen earth in front of her.*

LSF "Subject of the road" represents the "pedestrian" attribute, characterizing it by the micro-attribute "old": *Far out in the country there was an old Negro woman coming along a path through the pinewoods.* B)

"weak", "enfeebled": 1. *She was meditating.* 2. *She carried a thin, small cane made from an umbrella.* 3. *Seem like there is chains about my feet, time I get this far,' she said.* C) "forgetful", "absent-minded": *There I sat and forgot why I made my long trip.* But, in contrast to her infirmity and weakness, the old lady was strikingly strong with her spirit and she still had a certain sense of humor, therefore, attribute of a pedestrian should be added to the attributes of a) "steadfast", "strong in spirit": *"Old Phoenix said: "Out of my way, all you foxes, owls, beetles, jack rabbits, coons and wild animals! ... Keep out from under these feet, little bob-whites ... Keep the big wild hogs out of my path. Don't let none of those come running my direction. I got a long way";* B) "decisive", "fearless": *"Doesn't the gun scare you?" - he said, still pointing it. "No, sir", - she said, holding utterly still. "I bound to go on my way, mister", - said Phoenix.*

LSF "Accompanying objects" includes such attributes of the "way" concept as "desolation", "dullness", "loneliness", despite the presence of vegetation: *She followed the track, swaying through the quiet bare fields, through the little strings of trees silver in their dead leaves, past cabins silver from weather, with the doors and windows boarded shut, all like old women under a spell sitting there.* However, with all the despondency described, in a certain place of the road there was a wonderful spring flowing through the hollow log of the ambros tree, which quenched the thirst of passers-by for many years, its presence allows us to distinguish the attribute "the availability of drinking water": *In a ravine she went where a spring was silently flowing through a hollow log.*

LSF "Direction, route" includes such attributes of the "way" concept as "purposefulness", since the old woman had a clear goal - the neighboring city: *"On your way home?» - "No sir, I am going to town».* We also clarified an attribute of "notoriety of the route": *Old Phoenix would have been lost if she had not distrusted her eyesight and depended on her feet to know where to take her.*

To discover the content of the concepts value layer, we studied the associative-semantic field of the "way" concept as the basis of the story, which consists of the following interrelated associations:

"Life" association. In the work, the path walked by the old woman every year is the personification of her life, as her life is as harsh and lonely as this way, and her grandson is her only meaning. The way is a universally recognized symbol of life in the linguocultures of all peoples, and in this story this symbol acquires a mythical meaning as well. Phoenix (the name of the old lady) personifies a mythical bird that burns and rises self-born from the ashes every three thousand years. The way of life of this bird is similar to the way of life of our protagonist, for whom a trip into the city is a "burning" to some extent: *"Here I be, - she said. There was a fixed and ceremonial stiffness over her body."*

"Love", "loyalty" association. In fact, overcoming such a long and dangerous path is impossible for the old person. At first sight, Phoenix is incapable of a long trip, she sees poorly, walks slowly, leaning on a cane, but each time she believes that she will reach the city, since her path is the way of her heart, that is the way of her love: *"Oh, that's just old Aunt Phoenix?", - she said. "She doesn't come for herself - she has a little grandson. She makes these trips just as regular as clockwork".* Her deepest love for her grandson manifests itself even at the moment when she, being hungry, goes to buy her grandson a windmill for the alms given to her: *"This is what come to me to do", - she said. "I am going to the store and buy my child a little windmill they sell, made out of paper. He is going to find it hard to believe there such a thing in the world. I'll march myself back where he waiting, holding it straight up in this hand".*

"Ordeal" association. The path described in the work of Eudora Welty is indeed a test even for those who are young and strong: passage through a log, through a stream, climbing to the top of a hill, crossing under a barbed wire, etc. But the author endued this old woman with will power and a sense of humor that do not let her spirit sink: *"Dance, old scarecrow", - she said, - "while I dancing with you". She kicked her foot over the furrow, and with mouth drawn down shook her head once or twice in a little strutting way.*

"Means" association. The path gone by the old Phoenix is the only way to save her grandson, so she does not think about the difficulties and decisively takes the road: *"Every little while his throat begin to close up*

again, and he not able to swallow. He not get his breath. He not able to help himself. So the time come around, and I go on another trip for the soothing-medicine".

Discussion

The concept of "way" is a universal of world culture. Journeys and movements have always played a significant role in the life of any people and they have been a subject of a lot of research papers of Shaiakhmetova and Shayakhmetova (2016). The process of settlement and development of territories is not completed at the present time. Our whole life, our growth and development, any of our movements is the way. The question is how we go this route. Philosopher M. Yu. Timofeev (2000) describes the road as the most archetypal image, which is widely represented in the culture of different peoples. Sometimes it evolves into a worldview principle, as, for example, the Dao in Ancient China. Spengler identifies the road as the principle of organizing the universe in ancient Egypt. World mythology and folklore are full of "road" stories. For example, the travels of the heroes of Homer, J. Defoe, J. Swift, J. Verne, J. Tolkien.

It should be noted that Eudora Welty herself is closely familiar with the concept of "way", since she worked as a photojournalist in the "New York Times" newspaper for many years and traveled all the states of America, thus accumulating huge creativity baggage. Eudora Welty is a classic of American literature of the twentieth century, which she had a chance to experience from beginning to end - from 1909 to 2001. Being the finest prose writer, she became the idol of the young literary America of her time, its cultural symbol.

The associative-semantic field of the "way" concept as the basis of her story consists of the following interrelated associations: life, love, loyalty, ordeal, means. Analysis of the associative-semantic field of the concept shows that in the center of this field is "love" association which is the driving force, the motive of the path done.

Beauty and spirituality of human relations were her main focus both in life and in imagination, and therefore they are praised in her works. It attracted and still attracts everyone to her creations, as the categories of relationships above never lose their relevance.

Conclusion

Analysis of the associative-semantic field of the concept shows that in the center of this field is "love" association which is the driving force, the motive of the path done. The way in the name of love is a way that many loving hearts do, so in this work the lexical item "way" is a kind of word-image and a symbol of love. According to Bashirova I. B. (1971), "Word-image is a micro-image, a stylema, a unit of that great organic system, that is a work of fiction. The word-image is a small cell, the smallest element that unites the language form and the content of the poetic representation". The author subtly draws the way of the heart and soul of Phoenix Jackson.

The performed analysis of all sememes, representing the artistic concept of "way" as the basis of the story "A warn path" by Eudora Welty showed that the studied concept in the artistic picture of the writer's world is a very complex and multidimensional cognitive formation and it has a high psychological significance.

The "way" concept is a linguocultural concept, since it represents a significant unit of the dictionary and it has a rich lexical background and importance for linguistic and cultural community. The content of the "way" concept is multilayered and includes conceptual traits (nuclear, topical - "length", "danger", "difficulty", "obstacles", "road subject", etc.), as well as value attributes ("life", "ordeal", "means", etc.), while developing and complicating the linguistic content. And in the works of Eudora Welty we find a transformation of the language meanings of the concept "way", which is associated with such concepts as "love" and "devotion."

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Media Linguistics

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Abstract

Relevance of the research is in the fact that media linguistics is relatively new area of science that needs further researches. The purpose of article is to study the formation of media linguistics and its main object. Leading approach to this article is to review researches concerning the main topic of our work. Results of the study show the development of the term "media linguistics" in our country, points out main categories of media texts. The article may be useful for specialists and students studying language of the media.

Keywords: Linguistics, translation, language, media linguistics, media texts, category, study.

Introduction

Studies of the functioning of language in the field of mass communication appear in the second half of the twentieth century abroad, and later in Russia. Mass media texts are considered by a variety of linguistic schools and movements: from the point of view of sociolinguistics, functional stylistics, discourse theory, content analysis etc. At the beginning of the twenty-first century a new field in the study of media - media linguistics is formed. It offers a systematic approach to the study of language media.

Among the Russian authors who dealt with problems of language functioning in the sphere of mass communication are S.I. Bernstein (1977), B.V. Krivenko (1993), A.N. Vasileva (1982), D.N. Shmelev (1998), Y.V. Rozhdestvensky (1997), I.P. Lysakova (1989), V.G. Kostomarov (2005), I.I. Zassoursky (2000), Y. Solganik (2003), E.B. Voronina, (2011) etc. Foreign experts such as A. Bell (1991), T. van Dijk (1998), M. Montgomery (1996), R. Fowler (1991), N. Faircloth (1995) studied the functional stylistic peculiarities of the language of the media, typology of media texts and linguamedia technology.

Methodological Framework

The term "media linguistics" in the Russian science appeared in 2000, when T.G. Dobrosklonskaya (2005) formulated the theory and methods of this discipline in her doctoral thesis. Thus, the year 2000 is officially considered as the date of birth of media linguistics in our country.

The phrase "media linguistics" combine two basic components. It is a "media" (the media) and linguistics (the science that studies languages). Consequently, media linguistics is the science that studies the functioning of language of media.

English variant of the term media linguistics appeared earlier in the works of British scientists, studying the language of mass media. One of them is John Corner (1998), the author of the article "The Scope of Media Linguistics" (1998). In his work Corner defines media linguistics as an independent scientific discipline the object of which is the study of the language of mass media. John Corner distinguishes its interdisciplinary character: "Media linguistics brought together a wide range of research relevant to this dynamic area, as a language of mass information. Today there are a lot of literature on the language of the media, and often these studies are of interdisciplinary character. Various genres of media speech are analyzed, for example, news discourse, documentaries and advertising. There is a growing

understanding that the language of the media has not remained constant in each individual media outlet, but interacts with other semiotic systems, including visual". (Dobrosklonskaya, 2008).

However, the concept of media linguistics has not received special distribution in the English-speaking science and currently foreign scientists use the term media studies.

One of the founders of media studies is Marshall McLuhan. He has written many works concerning various aspects of media: from oral history and print culture to the role of electronic media in the educational process. He examined the emergence of communication in primitive society and predicted the emergence of a new electronic network communities which is able to unite the world into one "global village", in which there will be the widest and the "one-moment" exchange of information. McLuhan considered media in the broadest sense of the word. His works played a significant role in the development of communication theory as a science (Arkhangelskaya, 2010)

T.G. Dobrosklonskaya (2008) points out that the formation and development of media linguistics as an independent field in modern linguistics is due to a number of factors such as information technology and sociocultural spheres of public life. Among the most important factors for the appearance of media linguistics are the following:

- the rapid growth of information and communication technologies, expressed in the creation of a global network of media communications;
- the formation and development of a common information space as a new virtual environment for text communication;
- formation and scientific understanding of the concept of "language of media", the definition of its functional-stylistic features and the internal structure;
- the recognition of the necessity of applying the integrated approach to the study of media speech based on the joint efforts of representatives of different humanitarian disciplines;
- review of studies of the mass media language as part of Medialogy, an independent new discipline, the subject of which is a comprehensive analysis of the historical development, current state and peculiarities of functioning of the whole complex of mass communications (Dobrosklonskaya, 2008).

Results

Main category of media linguistics is media text. Kuzmina (2011) defines the media text as a dynamic complex unit, which helps to carry out verbal communication in the sphere of mass communications.

Leading features of media texts can be considered as:

- the media prominence - the embodiment of the text with the help of certain media, determination of format and technical capabilities of the channel. Media text is strictly determined by communication channel. Each media is characterized by a specific set of media features that have a significant impact on text properties. So, print media involve graphic design and illustrations, accompanying verbal text. The radio component includes audio - voice features and sound.);
- mass character - as in the creation and consumption of media products. The specific of mass communication is that it is socio-oriented communication, which is undergoing change of the figure of the author (subject) and the recipient;
- integrative or polycode text - merging into a single communicative whole different semiotic codes. The concept of "code" that came into linguistics from information theory, is usually treated as a cipher, a lot of characters, "packing" the information according to certain rules, presumably known to the addressee and

the sender of the message. There are countless codes that are defined in accordance with different criteria, and with the codes associated with a communication channel (verbal, visual etc), can be isolated ideological, rhetorical, cultural codes, genre and stylistic, poetic and prosaic, etc.;

- the openness of the text - according to several researchers, the media text does not necessarily have semantic completeness, representing a structure that is open to numerous interpretations: the media text is a set of infinite sentences of hypertext, where everything is a reference to each other and constant quoting.

A significant component of media linguistics' theory is comprised by a set of parameters specially designed for a thorough and coherent description of all possible types of media texts. So the central concept of a media text is supported by a stable system of parameters, which allow to describe and classify all texts functioning in mass media in terms of their production, distribution, verbal and media characteristics. This system includes the following parameters (Dobrosklonskaya, 2014).

- 1) Authorship (the text could be produced either by an individual or a collective).
- 2) Type of production (oral - written).
- 3) Type of presentation (oral - written).
- 4) Media channel used for transmitting: the print and the electronic media, Internet.
- 5) Functional type or text genre: news, comment and analysis, features, advertising.
- 6) Topical affiliation (politics, business, culture, education, sport, and other universal media topics, forming the content structure of everyday information flow).

Examining the first parameter we can state that authorship describes any text media from the point of view of its authorship which can be individual or collective that is it depends on whether it was created by an individual or a group. The category of authorship is of particular importance: the use of by-lines identifies the journalist who produced the text and often become a trademark of style and quality of this or that publication. Collective authorship is mostly related to news texts and materials prepared by information and news agencies working around the world, such as BBC, ITAR-TASS etc.

The second and third parameters "Type of production" and "Type of presentation" are based on the same dichotomy: oral text versus written text. Indeed, in the field of mass communication oral speech acquires a number of written specific features and peculiarities. Many texts that are created as oral reach the consumer as written and texts which are originally written are realized then orally. The use of parameters "type of production" and "type of representation" allows to take into account this subtle correlation of oral and written factors, and draw a distinct line between originally oral texts meant for publishing and initially written texts meant for oral presentation. Thus, an interview published in the print media can be described as oral text by production and written by representation, while the speech of the newsreader the other way round can be written by production and oral by presentation.

Next parameter is very important for typological description of media texts. It is the media channel. In other words, it is the means of mass media, under which the text was created and functions. Each media channel - the press, radio, television and the Internet, is characterized by a certain set of media qualities, determined by the technology used and the nature of this or that media itself. These media qualities play important role in shaping concrete media texts, which by definition, are based on integral unity of verbal and media components. And the perception of media texts depends to a great extent on how the verbal and the media parts are integrated. Thus, in newspapers and magazines a verbal text is often supported by graphic design and illustrations, which could add to it special meaning and expressiveness. Texts on the radio extensively use voice qualities and qualifications, such as timbre, intonation, pace, different

accents and the whole range of sound effects and music. Television gives a greater extension to a verbal content, adding visual dimension with bright colours, moving image and video footage. Technical characteristics of the Internet has made it possible to enjoy multimedia texts, combining media qualities of all traditional means of mass communication: world wide web provides access to online versions of practically all the print and the electronic media, and also offers unlimited opportunities for downloading required content.

Functional type or text genre is as the following important parameter for typological descriptions of media texts. Systematization of genres of media speech is always seemed rather complicated. This is determined by the following two factors: content of the genre concept itself and the increasingly dynamic language usage in the given sphere. Among the great variety of existing approaches to the possibilities of functional and genre descriptions of media texts classification there is classification developed by media linguistics theory. This classification distinguishes the following four basic types of media texts:

- news
- comment and analysis
- features
- advertising.

The universal character of this classification is due to the following. First it is based on functional-stylistic differentiation of language, based on the study of language styles and speech by academician V.V. Vinogradov. It can reflect the real combinatorial functions of message and exposure to a particular type of media texts. In other words, the advantages of this classification proceed from the fact that it allows to adequately reflect the actual combination of two language functions - the function of information and the function of impact.

Another important parameter of typological descriptions of media texts is a substantial feature of the text, which allows us to select its theme dominant or belonging to one of the stable regular illuminated by the media - media topic. Analysis of the content aspect of information flow demonstrates a stable thematic structures around media or media content is organized. It can be said that the media organize dynamically changing picture of the world through sustainable system of media topics which include politics, business, sports, culture, weather, news, international and regional life, etc.

Discussion

The term media text appeared at the end of the 20th century in the English scientific literature. Then it has become widely used in recent studies devoted to mass communications. Foreign experts (such as A. Bell (1991), T. van Dijk (1998), M. Montgomery (1996), R. Fowler (2001), N. Faircloth (1995) studied peculiarities of the language of the media and the typology of media texts. However, as often happens in the history of science, new, Western, terminology combined with the domestic tradition of studying journalistic style, psychology of mass communication, the text generation is emphasized and the language of the media, presented the names of I.S. Bernstein (1977), B.V Krivenko (1993), A.N. Vasilyeva(1982), D.N. Shmelev (1998), V.G. Kostomarov (2005), Yu.V. Rozhdestvensky (1997), Y.N. Zassoursky (2000), Y. Solganik (2003), I.P. Lysakova (1989) etc.

T.G. Dobrosklonskaya (2008) proposed to combine all the researches in the special discipline "media linguistics", which provides a systematic scientific approach to the study of language of media and selects media text as the main category of analysis. So nowadays the theory of media text becomes an independent science in the area theory text.

Conclusion

Appeared in 90-ies of XX century in the English scientific literature, the term "media" has spread rapidly in international academic circles and in national media discourses. The rapid consolidation of the concept of media in the scientific consciousness was driven by the increasing interest of researchers to study the problems of media speech, features of functioning of language in the field of mass communication.

In modern conditions of information society formation, the study of units of the media stream is very important. The main code unit here is a media text which allow to combine such diverse and multi-level concepts, like a newspaper article, radio broadcast, television news, Internet advertising and other forms of mass media production.

Media linguistics continues to develop and becomes an independent scientific direction the purpose of which is the study of language functioning in mass communication.

Recommendations

The article may be useful for specialists, postgraduates and students studying language of the media.

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The Law Enforcement of Environment by using Traditional Magical Religious Method

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Abstract

A challenge of the conservation of the environment has become one of the biggest problems faced by human. Environmental problem is beyond across national boundaries and risking human existence on earth. Humans are just one element in the chain of life on earth, which causes dependence on planet Earth as life support system. Environment damage has become a critical issue for human life, because in this case, humans become as perpetrators and also victims. The environmental problems also require global mindset but to solve the environment problem can using traditional action. Related to the law enforcement environmental especially in Indonesia, law enforcement of the environmental can using Administrative Law, Civil Law and Criminal Law. Even though the law enforcement of environment by using administrative law, civil law and criminal law, it still environmental cases occur in Indonesia, it is possible because the related interest in the environment issues. There for, it is required to get an alternative law method to solve environmental issues. Indonesia as a country which consist of many tribes have a rich culture, the culture also affect the daily legal culture of society known as Traditional law. Traditional law has special approach, including traditional magical religious method. For example in *Ikan Larangan* case. There are many fishes in Guci tribe village, Koto tribe village, until Mbatang Anai river. There is one Guci tribe resident taking fish without permission from chief of Guci tribe. After that, he is sick for two weeks and he didn't recover. Mamak Guci tribe know these signs so that he investigate the cause. The investigation showed that two weeks earlier, the resident has taken fish from Guci river without permission first. Thats problem has discussed with Chief of Guci tribe and resolved at Guci mosque. In the presence of acknowledgment and apology is accepted, then mamak guci give some fines to Guci mosque staf. A few days later the resident recover from his illness. After this incident is known that fish in Guci river referred as *Ikan Larangan*. Finally, *Ikan Larangan* Case can keep environmental stability and also preservation of the environmental ecosystem. With this *Ikan Larangan* Case, people affraid to damage the river and then the river will be maintained environment. That is one of relation traditional law to protect environment. So it can be said that traditional law can be used to optimize environment law enforcement. The rules related to the environment has also arranged in the traditional law, for example the rule how to manage the soil, plants and forest products also livestock and fisheries.

Keywords : environment; law enforcement; traditional law; magical religious.

1.Introduction

Environmental problems are increasingly largely and seriously. Such as natural disasters, floods, landslides, forest fires, and much more. Environmental issues are not only just local but also regional trans-national and global. Impact of the environment is not only relevant in terms of one or two issues, but includes a multi-dimensional issues. If one of the aspects is affected by environmental problems, various other aspects will be affected interrelated.

At the beginning the environmental problem is a problem that is natural events that occur naturally. This natural process occurs without significant consequences for the environment itself and be able to return to normal naturally. However, current environmental problems can no longer be said to be a problem that is purely natural because humans provide significant factor in variables for environmental events happening today. Humans with various dimensions of this earth especially with factor mobility growth,

a mind with all development aspects of their culture, and so is the factor of the period or era that changed the character and outlook of human, is the factor that more appropriately associated with environmental issues.

Therefore the environmental issues today such as pollution of natural resource damage, shrinkage of forest reserves, the extinction of various species biodiversity, erosion, flooding and even the types of diseases that develop the latter is believed to be symptoms of negative as the dominant source of the human factor itself.

Environmental issues must be addressed include all aspects, both aspects of civil law, administrative, criminal or aspects of the humanities. So in this case the role of religion and customs including one very strategic in approach to the prevention and countermeasures against environmental problems Therefore, the authors are interested in offering idea of environmental law enforcement through traditional law approach which has elements of traditional religious magic.

2.Problems

Based on the foregoing description, the issues that should be discussed are:

1. What is a religious traditional magical as the nature of traditional law ?
2. How the application of traditional religious magical methods in the environment law enforcement ?

3.Discussion

3.1. Traditional Religious Magical as the Nature of Traditional Law.

The Indonesian legal system is recognized as written and unwritten laws (Dahlan Thaib et al, 2006). Recognition of the existence of not written law explicitly in the general explanations Indonesian Constitution which states: "The law of a country is only part of the law of that country. Constitution is the basic written law, beside that apply basic unwritten law, which is maintained within the organization practice although unwritten which called traditional law."

Traditional law as the unwritten law is one part of national law. Transitional Provisions of Article II of the Indonesian Constitution, which among other things they still put traditional law as the law of indigenous peoples. Pancasila and the Indonesian Constitution have provided the foundation for the lifting of traditional law as a national law.

Position the unwritten law in relation to the law (written law), Indonesian National Law system precede written law of the written law. If there is a conflict issue where the written law does not regulate the unwritten law regulate. Traditional law as unwritten law does not require the procedure / legal remedy such as a written law, but can apply in the sense of carried out by the community by volunteering. Traditional law is said to be the living law as traditional law prevailing in the community, implemented and adhered to by the people without having to go through the procedure of the bureaucrat.

Traditional law is religious magical means that traditional law is basically related to the issue of magic and spiritualism. Religious magical properties defined as a mindset that is based on religiosity, ie people's beliefs about the existence of something that is sacred. There was also argued that the magical properties of these religious means also as a public trust that knows no separation between the real world and the world of the occult, where both must be balanced. In this case the community must seek to prevent disharmony which means that people should always foster harmony, a balance between the real world and the unseen world. Unbalancing in the relationship between the two worlds will cause an unbalance in the universe. (Suriyaman Mustari Pide, 2015)

Traditional law is generally religious (religious magical) means the behavior of law or rules of law relating primarily to trust in the unseen and based on the teachings of the divine or mighty one. According to the beliefs of Indonesia that all objects have a soul, objects that have the power to move, and that move is the almighty God. Therefore, if people having a desire, then he has to beg the God that waged and avoid disaster.

People believe that every act, any shape will always get a reward or a punishment from God, according to the level of his been done, this belief in progressing, crystallized in the life of modern society and the law and justice institutions in Indonesia.

The elements of religious magic are as follows:

1. The belief in deities, spirits and ghosts that occupy the entire universe, and specifically for symptoms of natural plants, animals, human body and other objects.
2. The belief in the magical power that permeates the entire universe and specifically contained in extraordinary events, herbs outstanding, objects and sounds that are considered extraordinary.
3. The notion that the magical power that was used as a passive Magische Kracht in various acts occult to achieve human will to resist the dangers of the occult.
4. The notion that the excess power of natural causes witness in a state of crisis, causing a wide variety of supernatural dangers that can be avoided or avoided with various restrictions.

So it can be concluded that traditional laws are generally traditional religious magical means acts that should not be done and where the actions that disturb the equilibrium of society hereditary and linked to religious. If the prohibition is violated then not only the family, the community would be disturbed balance and also such actions will have the curse of the unseen. Events or deeds customs violations, according to the minds is irrational, not intellectual and not liberal, but rather a cosmic put the human race was intertwined with nature can not be separated from the threat of almighty God. Volcanic eruptions, river floods, diseases more rampant are as characteristic of the existence of God.

3.2. Implementation of Traditional Religious Magic in Environmental Law Enforcement.

The purpose of the enforcement of environmental law is the arrangement of the values of the protection of ecosystems and environmental functions. To achieve the arrangement, not only use law approach but also through economic, education, technical assistance and public pressure. Broadly speaking structuring approaches can be made through four approaches.

1. The command and control approach
2. The economic approach
3. The behavior approach
4. The utilization of public pressure approach

The deterrence approach is called command approach and control or law enforcement approach. This approach is mostly used in environment law enforcement policies. Deterrence may be as punishment or sanctions. It can be specific or niche in the form prevents the offender does not commit the same offense. It can also be of a general nature in the form of prevention so that the general public does not commit the same offense. This deterrence approach can be effective when there is a minimum of three of the following conditions:

1. The ability to detect violations

2. Fast response and certainly
3. The sanctions are adequate.

The enforcement of environmental laws is the last link in the cycle environmental policy planning of the order as follows:

1. Legislation
2. Determination of the standard
3. Granting permission
4. Application
5. Law enforcement

The environmental law enforcement in Indonesia include the enforcement of civil, criminal or administrative.

1. The Civil Law enforcement.

Associated with the availability of a juridical instrument by civil law for a person to use that to uphold the norms of environmental law, usually in the form of reimbursement of compensation.

2. The Criminal Law enforcement

It is done as the implementation of legal norms of the environment through criminal justice decision. This decision was preceded by an investigator investigation and prosecution by the public prosecutor.

3. The Administrative Law enforcement

Finally even though law enforcement had been done through a third approach to civil law, criminal law or administrative law, turns the cases of damage caused by environmental factors is still a lot going on, including:

1. Pollution of rivers by harmful chemicals and industry
2. Disaster forest and peat fires that cause smoke
3. The transformation of forest and agricultural land
4. Pollution waters
5. The case of overfishing and illegal fishing in waters of the archipelago.
6. Household waste

Legal awareness and legal compliance are two variables that have a correlation. Law awareness is abstract conceptions in man about harmony between the tranquility of order desired or appropriate. Basically law is as concretization of the values system, in particular the legal values of a society. The values system are as core of the cultural system of a society, especially the spiritual aspect of the system culture of the people.

Therefore it can be said that the actual legal awareness is central to the cultural system of a society, so that no one argues that the system culture is a normative system. Legal awareness system that's caused a variety of norms, therefore the core of the legal keasadaran is a strong desire to continue to live on a

regular basis. Legal compliance issues within traditional law, analytically indistinguishable at least three categories of compliance, if seen from the factor causes. The three categories as follows:

1. Adherence to the traditional law which are caused by leaders of community leaders ordered it.
2. Compliance with traditional law which are caused by social environment wills.
3. Compliance with traditional law which are caused by people regard it as something comparable or fair.

This paper discusses of *Ikan Larangan* case.

There are many fishes in Guci tribe village, Koto tribe village, until Mbatang Anai river. There was one of Guci tribe resident taking fish without permission from chief of Guci tribe. After that, he was sick for two weeks and he didn't recover. Mamak Guci tribe know these signs so that he investigate the cause. The investigation showed that two weeks before, the resident took fish from Guci river without permission. That's problem was discussed with Chief of Guci tribe and resolved at Guci mosque. In the presence of acknowledgment and apology is accepted, then mamak guci give some fines to Guci mosque staf. A few days later the resident recover from his illness. After this incident is known that fish in Guci river referred as *Ikan Larangan* (Ade Saptomo, 2010).

Finnally, *Ikan Larangan* case able to maintain the stability of the environment, and also the preservation of the ecosystem environment if viewed in terms of enforcement of environmental law. Indirectly, with *Ikan Larangan* case people would be afraid to do damage to the river. There for, environment of river will be maintained.

The purpose of the application of traditional magical-religious is reaction and a correction of an event to be restored to its original state, restoring the balance of disturbed people. The events or acts that disrupt the balance of society generally were carried out by customs officers.

4. Conclusion

From the above it can be concluded as follows:

1. The nature of Traditional Religious Magic is a trait of traditional law means that the act should not be done and which acts to disrupt the balance of society was hereditary and linked to religious.
2. Implementation of traditional religious magical in environmental enforcement as the pattern of a new approach in enforcing the criminal law, because it is the power of traditional sanctions more directly felt by the perpetrators so that aimed to pose a deterrent effect to the perpetrators of environmental destruction. Based on the above discussion, it can be concluded that traditional religious magic can be used in the optimization of environmental law enforcement.

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Challenges Experienced by Interns: Tourism and Hospitality Northern Cyprus Case

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Abstract

Tourism could play a vital role at generating a connection among different sectors in economy thus in that sense could be a major contributor for sustainable economic growth and development. No doubt that provision of effective internship program for Tourism and Hospitality students is one of the prerequisites of improving tourism sector.

It is believed that Northern Cyprus as a developing, touristic nation, could achieve upward economic growth mainly through tourism sector. Therefore, universities in TRNC have established Tourism and Hospitality Departments to inject qualified workforce to the sector in order to deliver better services to the customers.

Primary objective of the current study is to explore the main challenges experienced by interns during their internship thus provide valuable insights about formulating effective internship programs.

Study revealed that participants have complained about career opportunities that the sector is offering, having no desire to work in the tourism sector after graduation, period of internship, and having difficulties due to mismatch of internship in terms of knowledge and skills learnt in the tourism department and lastly not having same opportunities with the permanent staff in the workplaces

Keywords: Tourism sector, economic growth, North Cyprus, challenges, interns.

Introduction

Cooper and Hall (2008) expressed that tourism industry is seemed to be attached with leisure and fun however the field of tourism is more serious indeed since it acts as a bridge which joints different cultures to each other.

Throughout history the term of tourism has been variously described by geographers to study how tourism flows effects land use and physical environment, anthropologists to study aspects of travel habits, customs, traditions and lifestyles for both hosts and guests and lastly economists to study the impact of tourism on economic development. Methieson and Wall (1982) defined tourism as movement of people away from their normal places in terms of occupancy and work for a limited period of time to engage with numerous activities and facilities which were generated to satisfy their needs.

No doubt that tourism could be expressed as huge and quickly growing industry in a world thus becoming one of the main sectors for developing nations. Furthermore, it could be indicated that tourism is one of the major engines to enhance sustainable economic growth and development (Dubarry, 2004; Adamau, 2009; Katircioğlu, 2009; Mustafa and Sothrisseram, 2014). Moreover, studies also revealed that tourism industry constitutes %11.5 of the world's GDP and %12.5 of the worlds' workforce (Halter and Randle, 2012) and also promotes 284 million jobs across the globe (WTTC, 2014).

Although tourism sector has some similar characteristics with service sector it could be indicated that backstage facilities to promote service offerings, dependency on external environmental factors in terms of invention of new technology, climate, political factors are one of the unique characteristics of the sector (Reisinger et al., 2001). Furthermore, Milne and Ateljevic (2001) also indicated that technological advancements, improvements on life standards and lastly globalization have led to an increase of touristic activities.

Moreover, it could be argued that customers are more informed about the nature of quality thus quality of service provided and customer satisfaction are fundamental issues particularly for tourism sector. According to Öncüer (2006) quality of service, customer satisfaction, customer loyalty is highly related with the performance, attitudes and more importantly qualifications of the staff member. It could be stressed that qualified staff members play a key role on the success of the businesses which are operating in tourism sector. Therefore, businesses need to focus more on staffing qualified staff members in order to stay competitive and becoming more profitable (Emir et al.2010).

Furthermore, Li et al (2014) indicated that talented and qualified staff members in tourism sector are one the key factors which would shape the development of the tourism sector. It could be stressed that talented and qualified staff members could be achieved through implementing effective tourism education programs but more importantly building internships

Taylor (1988) defined the term of internship as a well- organized career related plan which aimed to inject work experience to the students before their graduation. Internships could be formulated either part-time or full time and may be paid or unpaid and may last a year or more (Stirling et al, 2014)

Needless to mention that internship may provide numerous benefits to employers, education providers and lastly students (Walo, 2001). Benefits of internship for employers might be suggested as having a chance to reach various candidates with strong enthusiasm to work for the industry who can also provide innovative ideas to the business (Miller, et al, 1989; Petrillose and Montgomer, 1998; Walo, 2001). Moreover, benefits of internship for education providers may be argued as building a long-term business relationship among industry and institution to generate employment opportunities for the graduates (Bell and Schmidt, 1996; Walo, 2001) and lastly internships could generate chances to undergraduate students particularly the ones who are facing with some difficulties to apply accumulated knowledge to real life situations and create better understanding about the dynamics of the sector. Moreover, internships could be helpful to shape and develop skills which are necessary for the profession. To create better understanding, internship would enable students to develop their management skills, communication skills, interpersonal relationship, and lastly planning and decision making skills (Mc Mullin,1998; Tas, 1988; Walo, 2001).

Besides of benefits there are numerous complaints about internships. Complaints could be reported as lack of supervision during internship due to lack of qualified staff member (Tackett et al, 2001; Gault et al, 2000), concerns about limited time (Mihail, 2006) ,being treated as cheap labor by the employers (Rothman, 2007; Cannon and Arnold, 2008).

Moreover, Kaşlı and İlban (2013) argued that interns from tourism school might face some problems during their internship program which may then influence undergraduate students' motivation to work in the tourism sector for the coming years. In other words, ineffective internship programs may also lower satisfaction of interns (D'abete et al, 2009)

Therefore, internships should be carefully structured and controlled to provide benefits to undergraduate students, institution of students and lastly employer (Bukaliya, 2012). Maertz et al (2014) implied that interns programs may be more effective when interns are allowed to ask questions related with job and career, provision an opportunity to identify firm and gaining a knowledge about the organizational culture of the company, lastly having a feedback regarding a work related performance and ongoing process.

As previously mentioned tourism could be a major source of economic development for the developing economies. Northern Cyprus as a developing nation could benefit from the tourism industry to stimulate its economic development. Thus, creation of talented workforce to serve high quality services to achieve

higher customer satisfaction levels would be the first step which necessitates well- defined, effective internship programs for the undergraduate students that are studying in tourism and hospitality schools.

The main aim of this study to determine the challenges faced by interns during their internship and providing some suggestions for the decision-makers to re-shape internship programs. Moreover, conducting study would be very interesting due to scare of researches in case of TRNC.

1. Literature Review

No doubt that, expectations of the customers could be satisfied by clean rooms to stay, delicious foods and knowledgeable staff members. To be more precise, satisfying needs of customers necessitates qualified staff members and good tourism education is a prerequisite for raising knowledgeable, well informed, qualified staff members. It is argued that the success of tourism businesses is associated with people- the way they recruited, how they are directed, the way that they are trained, academic background, and support in which they had during their education (Failte Ireland, 2005). It is believed that effective tourism education would be helpful to stimulate productivity in the businesses thus would also boost profitability to gain competitive edge in the market (Aymankuy and Aymankuy, 2002).

Researches regarding on internship have been conducted by many researchers (Hurst et al., 2012; Tse, 2010; Rok,2010; Horng et al., 2009; Johnson and Rickey, 2009). It could be expressed that internships have been a vital dimension of tourism education (Abdullah et al, 2015). During internship, interns are expected to build effective communication with their coordinator, obeying regulations of the businesses such as wearing uniforms and being punctual and showing a full participation to internship (Doğan et., 1997).

Moreover, Airey and Tribe (2005) indicated that there is a scarcity of studies to examine how an internship facilitates one's career and employment opportunities. Furthermore, Gault et al. (2010) conducted a study to analyze the impacts of internships about obtaining a full time job. Study revealed that graduates with internship experience are more likely to be gathering full-time job opportunities than the graduates with no internship experience. Moreover, Johnson and Ridley (2009) expressed some benefits of internship as an accelerated professional development, rapid promotions, high wages On the other hand, some scholars have also noticed that graduates with internship experience are also more likely about rejecting to work in the same field (Chen et., 2011; Richardson, 2008; Feldman and Weitz; 1990).

Despite of benefits it could be stated that there are various problems which were experienced by interns. Numerous studies have been conducted to determine the challenges experienced by interns during their internship. Studies revealed that interns may face difficulties to build relationships with colleague (Çetin, 1985; Saruhan, 1986; McMahon and Quinn, 1995), viewed as a cheap labor (Yüksel et al, 2002), financial problems (Çakır, 1998; Gökdeniz et al., (2002), complaints regarding the effectiveness of internship program (Kaşlı and İlban, 2013, lack of monitoring (Türkseven, 2012), problems related with foreign language (Çetin, 1995; Saruhan, 1986), complaints about duration of internship (Özkan, 1992; Türkseven, 2012), completing with boring tasks (Schoffstall, 2013; Busby et al, 2010), stress and decrease in attendance and study time (Joganatham and Buchanan, 2004; Kozak et al, 2005), dealing with unpleasant customers (Schoffstall, 2013), burn out syndrome (Pavesic and Brymer, 1990), difficulties of finding a placement for themselves (Ball et al.,2006), Long working hours (Chrisou, 1999; Barron, 1999), difficulties at adaptation (Leslie and Richardson, 2000), the nature of interaction and real work experience could mismatch with class discussions (Joganatham and Buchanan,2004), lack of coordination and integration between education institutions and businesses where internship occurs (Olalı, 1982), lack of commitment between education institutions and businesses (Türkseven, 2012)

3. Methodology

3.1 Research Instrument

For the current study, questionnaire has been employed as a research instrument. Moreover, questionnaire which is used for the current study was adapted a research model which is appointed by Pehlivan (2007), Sarı (2007), Güzel (2006), Kırılı (2006) and Taşkın (2006).

It could be indicated that questionnaire for current study is consisted from three main parts which could be stated as 1, 2, 3 respectively. Part 1 is attempting to obtain responses regarding the challenges faced by interns during their internship. Moreover, in Part 2 questions were appointed to obtain responses about the possible ways to find solutions and suggestions about the problems faced during internship program. Finally, in Part 3, questions were designed in a way to gather responses about the demographic profile for the respondents.

It could be stated that in part 1 and 2 five point Likert scale was used for the current study in forms of "Definitely No", "No", "Neutral", "Yes", "Definitely Yes" and "Strongly Disagree", "Disagree", "Neutral", "Agree", and lastly "Strongly Agree" respectively.

3.2 Sampling Method

It could be stated that "convenience sampling method" has been implemented for the current study since respondents constituted a graduating tourism students (with internship experience) who are studying at Near East University, Eastern Mediterranean University, European University of Lefke and Girne American University, As an overall 484 participants were took a part for the current study.

3.3 Procedure

In order to administer the questionnaire to the participants during their regular class periods at Faculty of Tourism and Hospitality, a legal written permission was obtained from Institution. Later, for the administration of the instrument, course teachers were visited in their offices and available dates were appointed and the purpose of the study was explained to the lecturers. Before the administration of the instrument, students were clearly informed about the purpose of the study .To prevent incomplete responses, researchers have preferred to take a part and kindly explained any question which might seem confusing to the respondents. The administration of the instrument took about 30 minutes.

4. Findings and Discussion

Table 1. Frequency distribution of gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	151	31.2	31.2	31.2
	Male	333	68.8	68.8	100.0
	Total	484	100.0	100.0	

As it seen from the table above of those 484 respondents %31.2 were female and %68.8 were male.

Table 2. Frequency distribution of age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	19-24	405	83.7	83.7	83.7
	25-29	69	14.3	14.3	97.9
	30+	10	2.1	2.1	100.0
	Total	484	100.0	100.0	

As exhibited by Table 2, of those 484 respondents %83.7 were 19-24 years old, %14.3 were 25-29, whereas 2.1% was above 30 years old.

Table 3. Frequency distribution of sector of Internship

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Accommodation	192	39.7	39.7	39.7
	F&B	93	19.2	19.2	58.9
	Travel Agent	99	20.5	20.5	79.3
	Other	100	20.7	20.7	100.0
	Total	484	100.0	100.0	

Table 3, stated that of those 484 respondents' %39.7 and %20.5 were preferred to take a part as an intern on accommodation and travel agency respectively.

Table 4. Frequency distribution of Method of finding the place of internship

	Frequency	Percent	Valid Percent	Cumulative Percent
School	118	24.4	24.4	24.4
Family	79	16.3	16.3	40.7
Myself	215	44.4	44.4	85.1
Valid Career Days	30	6.2	6.2	91.3
Internet	17	3.5	3.5	94.8
Other	25	5.2	5.2	100.0
Total	484	100.0	100.0	

As it seen from the table 4 of those 484 respondents, 44.4% have found the organization for their internship by themselves while %24.4 stated that school has helped them to find organization for their internship. It could be also expressed that communicating organization for internship through internet %3.5 was the less popular method.

Table 5. Most frequently faced challenges by interns

Statement	N	Minimum	Maximum	Mean	Std. Deviation
career planning can be build on	484	1	5	3.88	.946
After graduation would you consider working in the tourism industry.	484	1	5	3.82	1.113
Do you think that the period of internship was enough	484	1	5	3.76	.924

Did the internship match appropriately with the knowledge and skills learnt in the tourism department 484 1 5 3.63 .923

same opportunities in the workplace as the permanent staff 484 1 5 3.59 .990

With the light of the result it could be stated that interns believed that sector should present more career related opportunities, not considering to work in the tourism sector after graduation, period of internship, mismatch of knowledge and skills learnt in the tourism department and inability of having the same opportunities in the workplace as the permanent staff are the main challenges faced by the interns.

Table 6. Less frequently faced challenges by interns

	N	Minimum	Maximum	Mean	Std. Deviation
verbal abuse at the work place	484	1	5	2.56	1.205
too many interns	484	1	5	2.67	1.061
problems with the company employees	484	1	5	2.74	1.058
discrimination among interns	484	1	5	2.75	1.149
busy schedule at work have a negative impact on your desires to work in the sector	484	1	5	2.81	1.156

Table 6, illustrates the least frequently faced challenges by interns. To be more precise, having verbal abuse in the workplace, too many interns in the workplace, having problems with the permanent employees, facing with the discrimination among interns and losing desire to work in the sector due to busy schedule might be stressed as a less frequently faced challenges by interns.

Table 7. Most frequent suggestions by interns

	N	Minimum	Maximum	Mean	Std. Deviation
The current %30 of the minimum wage received by interns should be raised to %50.	484	2	5	4.48	.706
Sufficient information should be given to the students by the tourism department before they start to internship	484	1	5	4.37	.672

The hotels- agencies should provide employment opportunities to successful interns	484	1	5	4.23	.889
Permanent employees should be informed that interns attend to hotels- agencies to get the best possible training	484	1	5	4.23	.772
The permanent employees of hotels- agencies should receive training on how to treat interns	484	1	5	4.11	.867

Interns expect to have 50% of the minimum wage during their internship, wish to get more information from their department before starting internship. Moreover, interns believe that successful performances should be dedicated with employment opportunities. Furthermore, interns also suggested that permanent employees should be informed that interns would attend to hotels-agencies to get the best possible training and permanent employees should have training about how to treat interns.

Conclusion

Cyprus as an island could be classified as a major tourist destination which is located in the Mediterranean. Tourism sector is one of the primary locomotives of the Cyprus economy for decades and it is less influenced commercial sector from global crisis.

As previously expressed, the primary objective of the current study is to explore the main challenges experienced by interns during their internship thus provide valuable insights about formulating effective internship programs.

Findings of the study revealed that interns believed that sector should present more career related opportunities. Beside of this, results also indicated that respondents also stated that they are undecided to work in the tourism sector after graduation. Moreover, respondents are also experiencing with problems regarding the period of internship and having difficulties due to mismatch of internship in terms of knowledge and skills learnt in the tourism department. Furthermore, respondents also stated that they do not have the same opportunities with the permanent staff in the workplaces. Study also stressed that, having verbal abuse in the workplace, too many interns in the workplace, having problems with the permanent employees, facing with the discrimination among interns and losing desire to work in the sector due to busy schedule might be stressed are the less frequently faced challenges by interns.

Moreover, participants recommended to revise the payment policy during their internship i.e having 50% of the minimum wage, provision of more information from their department before starting internship, dedication of interns’ successful performances with employment opportunities, informing permanent employees that interns would attend internship to get more effective training and lastly permanent employees should have training about how to treat interns

For the further related studies, scholars recommends to conduct a similar study in South part of the Cyprus to compare and create better understanding about the differences and similarities in terms of experienced challenges faced by interns with Tourism and Hospitality backgrounds.

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Multiple Intelligences Profiles and Vocabulary learning strategy' use and perceived usefulness among EFL university

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Abstract

The study aims to investigate the relationship between EFL learners' multiple intelligences profiles and their vocabulary learning strategy use and perceived usefulness. This quantitative study was conducted among 213 students at Vinh University in Vietnam. 61 second year students and 152 third year students in English major constituted the sample. A vocabulary learning strategy questionnaire, McKenzie's (1999) MI inventory were used to collect the data. The findings showed that different Intelligences correlated with different types of vocabulary strategy use frequency and perception. Moreover, a comparison of VLS use frequency to perceived usefulness among MI students showed that a significant difference was found between two variables. Many implications were taken into account for learning and teaching English vocabulary at university level.

Keywords: multiple intelligences, vocabualry learning, vocabulary learning strategy, use frequency, perceived usefulness

1. Introduction

No one can deny the importance of vocabulary in learning languages. According to a survey recently made by Lê Thị Tuyết Hạnh (2013), most of EFL learners in Vietnam cannot reach the minimum or the threshold level where a "core vocabulary" of 2000 high frequency words needed to serve in most situations. However, vocabulary learning has not been specified as a training program in the Vietnamese tertiary training framework. Vocabulary teaching is usually integrated into other skills, especially in reading, for a limited time. Moreover, learner autonomy seems to be a concept used in the Western context, many EFL students entering a university may have already formed some personal habits of being heavily dependent. Attracted by Multiple intelligences (hereafter MI) theory in 2011, I did some related researches and found that many researchers have indicated a positive correlation between MI strategies and vocabulary learning (Armstrong, 2009; Razmjoo et al, 2009; Javanmard, 2012; Farahani & Kalkhoran, 2014; Grammarawi, 2014). The findings of those qualitative and quantitative researches have showed that MI theory has a positive influence on vocabulary acquisition. However, different learners from different cultures may possess different results. Moreover, none of the previous studies investigate the relationship between Multiple Intelligences and vocabulary learning strategy (hereafte VLS) perceived usefulness, specifically to EFL university learners in Vietnam. That is why this research tried to investigate the relationship between VLS use and perceived usefulness and students' MI profiles. The results might enrich the current literature and contribute to vocabulary acquisition in English language teaching.

2. Literature review

2.1 Multiple Intelligences Theory

Initiated in 1983 by Howard Gardner, MI theory brings new wind to education systems in the world. According to Gardner (1983,1999), there are at least eight types of intelligences existing in each person to a lesser or greater degree. These intellectual competences are: (1) linguistic: capacity to use words effectively, orally or in writing; (2) logical-mathematical: capacity to use numbers effectively and to reason well; (3) visual-spatial: ability of using mental imagery for discerning orientation in space; (4)

bodily-kinesthetic: capacity of using physical body movements to express emotion and ideas; (5) musical: capacity to perceive, transform, and express musical forms; (6) interpersonal: ability to perceive and make distinction in the moods, intentions, motivations and feelings of other people; (7) intrapersonal: self-knowledge and ability to act adaptively on the basis of that knowledge; (8) naturalist: expertise in the recognition and classification of the numerous species - the flora and the fauna - of an individual environment. Gardner explains about the possible intelligence: "existential intelligence", which he suggests as the ninth one (Gardner, 1999).

2.2. Vocabulary learning strategy

Although the definitions of VLS have won general acceptance, the current study still want to adopt the definition in Schmitt (1997), which was adapted from Rubin (1987, p. 29), in which learning is "the process by which information is obtained, stored, retrieved, and used". Schmitt also clarified the word 'used' in the definition was mainly defined as "vocabulary practice rather than interactional communication" and "information" in this case means "word".

Scholars have many different ways to classify vocabulary learning strategies (Thompson, 1987; Lawson & Hogben, 1996; Nation, 2001). However, the current study is inspired from Schmitt (1997)'s taxonomy because of its advantages as mentioned by Catalan (2003): this can be standardized for assessment goals and can be utilized to gather the answer from students easily. Schmitt divided vocabulary strategies into six categories: (1) Determination (hereafter DET) strategies, which are used "when faced with discovering a new word's meaning without recourse to another person's expertise" (Schmitt, 1997, p. 205); (2) Social strategies used to discover the meaning (hereafter SOC#1) Social strategies are strategies used to seek correction, ask for clarification, work with peers, and develop cultural understanding (Oxford, 1990); (3) Social strategies used when words once encountered (hereafter SOC#2): According to Schmitt (1997), once learners have been introduced to a new word, it is worthwhile to make some effort to remember it using Consolidation Strategies, which can come from Social, Memory, Cognitive, or Metacognitive strategy group; (4) Memory (hereafter MEM) strategies involve creating mental linkages and storing new information into memory storage to be retrieved later; (5) Cognitive (hereafter COG) are strategies used to practise and repeat new words; deduce reasoning, translate, analyze, take notes, highlight and summarize (Oxford, 1990); (6) Metacognitive (hereafter MET) strategies are conscious process used by students to control and evaluate their own learning, hence they are general strategies, concerned with more efficient learning.

2.3. MI and VLS research

Since its birth, MI theory has been applied in different educational fields, including English language teaching. One of the emerging research areas was to investigate the relationship between MI and vocabulary learning strategies. A number of related studies was carried among Iranian students (Razmjoo, Sahragard, and Sadri 2009; Abakari & Hosseini, 2008; Ahour & Abdi, 2015; Sistani and Hashemian 2016). The findings from those works showed that different MI types correlate with different VLS groups. However, far too little attention has been paid precisely to the relationship between different MI profiles and different VLS group use and perceived usefulness. This is the first attempts to investigate such relationship between two variables.

3. Methods

3.1. Research questions

- what is the relationship between students' MI profiles and VLS use
- What is the relationship between students' MI profiles and VLS perceived usefulness?

- Is there any difference between student’s VLS use frequency and perceived usefulness?

3.2. Participants

The study involved 213 students majoring in English at Vinh University in Vietnam. They have been studying English for at least three years at high schools for approximately four hours a week. The participants have been following an English program that consists of reading, speaking, writing, listening and grammar. This program occupies roughly 10 hours a week. Their ages vary from 19 to 21 years old. These 213 students are divided equally into 6 classes with three different teachers according to the university requirement.

3.3 Research instruments

- MI inventory

McKenzie’s (1999) MI inventory was used in this study. This inventory has been used and proved its validity through in many studies (Chan, 2006; Currie, 2003; Razmjoo et al, 2009, Ghamrwi, 2014). The survey requires potential test-takers to tick those out of a total of 90 statements with which they agree. The statements are grouped into nine sections (ten statements for each intelligence). Having ticked all relevant statements, the test taker is asked to add up the number of ticks for each section and to multiply the results of each section by ten. Participants need about 30 minutes to finish this test.

- VLS questionnaire

The VLS questionnaire was adapted from Schmitt’s (1997) VLS questionnaire. There are two parts to the VLS questionnaire. The first part elicits information about learners’ cultural and linguistic background, and the second part, containing 58 items, targets their selection of vocabulary learning strategies. They are to record their responses on the same five-point Likert scale (from never =1, rarely =2, sometimes = 3. Usually = 4 to always = 5). In addition, to record students’ perception about VLS usefulness, another Likert scale was added to the questionnaire (from not useful = 1, slightly useful =2, moderately useful = 3, useful = 4 and very useful = 5). Moreover, an open-ended question is added at the end of the questionnaire for students to include more VLS they were actually used.

4. Findings

4.1. Relationship between students’ MI profiles and VLS use

To answer the first question, Pearson correlation coefficient was calculated to see whether there was any statistical significant correlation between MI types and VLS categories.

Table 1. Correlation between students’ MI profiles and VLS use frequency

	Nat	Musical	Math	Exist	Inter	Kines	Verbal	Intra	Spatial
DET	.036	.292**	-.028	-.014	-.005	.026	.084	.021	.172*
SOC#1	-.053	-.013	-.160	.003	.059	-.226**	-.097	-.180*	-.100
SOC#2	-.053	.074	-.213**	-.041	.098	-.095	.047	-.286**	-.073
MEM	-.133	.189*	-.147	.053	.037	-.038	.089	-.120	.056

COG	-.210**	.053	-.246**	-.231**	.128	-.060	-.059	-.209*	.008
MET	-.137	-.034	.021	.058	-.012	-.139	-.037	-.049	.013

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

As illustrated in Table 1, there was a positive correlation between Musical Intelligence and Determination category, suggesting that students who reported a high level of musical intelligence were likely to use DET strategy group more frequently. Meanwhile, a negative relationship between Cognitive group and four other types of intelligence: Naturalist, Logical, existentialist and Intrapersonal ones. This suggests that students who were dominant in these intelligences tend to use less frequently COG strategies to learning English vocabulary. Moreover, a negative correlation was also found between Intrapersonal intelligence group and SOC#2 strategies. No significant correlation was found between Interpersonal and Verbal intelligences and any type of VLS.

4.2. Relationship between students' MI profiles and VLS perceived usefulness

Pearson correlation was also used to find out the relationship between EFL university students' MI profiles and their perceived usefulness. The processing procedure was the same as the previous section. The results were shown in Table 2. The data from Table 2 indicates that Musical Intelligence, Logical-mathematical Intelligence, Intrapersonal Intelligence and Spatial Intelligence groups correlate positively with DET strategy group, suggesting that Naturalist and Spatial students were likely to perceive strategies in DET type more useful than other types in their learning English vocabulary. Besides, a positive correlation was found between SOC#2 strategies and Intrapersonal Intelligence. Musical Intelligence also correlates with MEM group. Besides, a positive correlation was found between SOC#2 strategies and Intrapersonal Intelligence. Musical Intelligence also correlates with MEM group. Meanwhile, Both Naturalist group and Interpersonal group have a small relationship with COG strategies, a negative relationship with the former and a positive one with the latter. Existentialist group correlates with MET type.

Table 4.9. Correlation between students' MI profiles and VLS usefulness perception

	Nat	Music	Math	Exist	Inter	Kines	Verbal	Intra	Spatial
DET	-.026	.241**	.193*	.065	.122	.122	.075	.221**	.167*
SOC#1	.062	.083	-.050	.082	.075	.018	-.143	.089	-.018
SOC#2	-.033	.079	.146	.110	.054	.054	.015	.290**	.103
MEM	-.037	.257**	-.068	.155	.103	.113	.072	.142	.125
COG	-.177*	.140	-.100	-.106	.185*	.059	-.060	-.032	.081
MET	.130	.156	-.049	.276**	.004	-.089	.026	.091	-.059

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Besides, a positive correlation was found between SOC#2 strategies and Intrapersonal Intelligence. Musical Intelligence also correlates with MEM group. Meanwhile, Both Naturalist group and Interpersonal group have a small relationship with COG strategies, a negative relationship with the former and a positive one with the latter. Existentialist group correlates with MET type.

4.3 Difference between students' VLS use and perceived usefulness

In order to see if there is any significant difference between MI students' VLS use and their perceived usefulness, the data was put in SPSS software. The mean and standard deviation were first calculated to see if there is a difference between these two variables. Independent T test was then performed to check the significance. The results are shown in Figure 1.

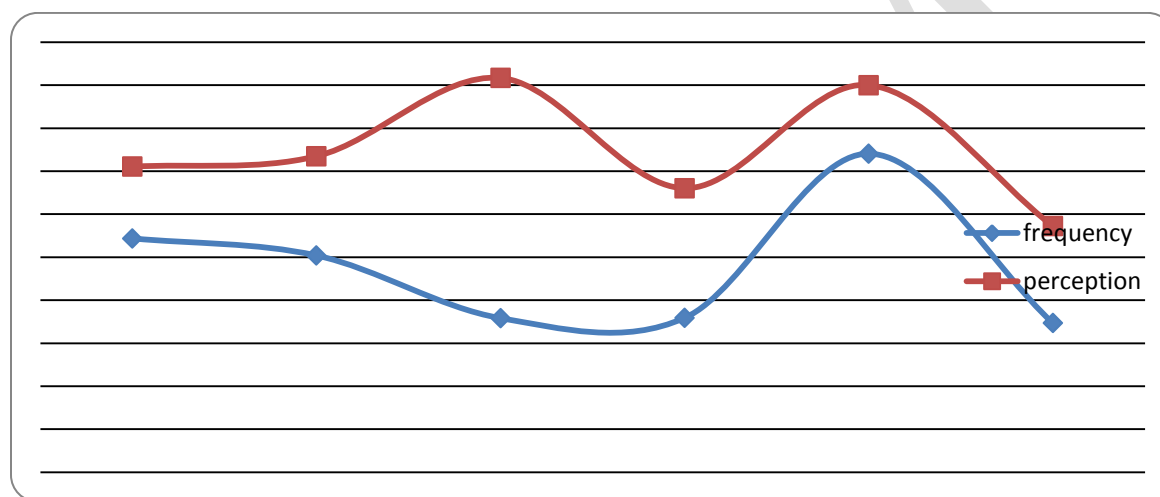


Figure 1. The difference of VLS frequency and perceived usefulness

Figure 1 illustrates the divergency between the VLS use frequency and perceived usefulness among MI students. Cognitive strategies were most frequently used and perceived as one of two most useful among students. However, it goes with surprise that even SOC#2 strategies were least used, they received a higher rate of helpful votes.

To determine whether the difference is significant or not, a T-Test equality of means were performed. The statistics show that the means of VLS use frequency of all categories are lower than the means of VLS usefulness perception. It is suggested that even though EFL students did not use many strategies to learn new words, they still appreciated their usefulness. The Independent T-test results (see appendix A) reveal that there is a significant difference between students' VLS use and perceived usefulness. All the significant values are smaller than $p = 0.05$ (the value is considered significant when $p > \text{or} = 0.05$)

5. Discussion

The results from Pearson produce moment correlation showed that there was a relatively weak but significant relationship between the participants' MI profiles and VLS groups, which is congruent with the findings in Razmjoo et al, 2009; Ahmadian & Hosseini, 2012; Hashemian & Adibour, 2012; Moheb & Bagheri, 2013; Shangarffam & Zand, 2012; Hashemian & Sistani, 2016). This finding was also expected and hypothesized to be observed because as Ahmadian & Hosseini (2012) mentioned in their study, there are many equivalences between MI and language aspects, such as communication skills in

Interpersonal Intelligences, metacongintion in Intrapersonal Intelligence and general cognitive abilities in Logical-mathematical one. Moreover, both variables belong to a general problem solving ability, that is why a positive correlation between two were supposed to be found.

The study found that Intrapersonal Intelligence had negative correlation with three types of VLS: SOC#1, SOC#2 and COG. It is suggested that the higher score on Intrapersonal Intelligence, the less frequently social strategies and cognitive strategies were used. This finding can be explained to the extent that Social strategies were described by Oxford (1990) as techniques used to facilitate interaction, especially by asking questions, developing cultural understanding and cooperating with others in the learning process. Meanwhile, people who are strong at Intrapersonal Intelligence tend to do "well when left alone to play or study" (Armstrong, 2009, p.38). The negative correlation between Intrapersonal types and Cognitive group suggests that the lower score on this intelligence is, the more frequently Cognitive strategies are used. This is not consistent with Hashemian & Sistani's (2016) finding, in which two variables witnessed a positive significant relationship. Despite the lack of these group use in students' learning vocabulary, a low positive significance of helpfulness perception was found between Intrapersonal type and both DET and SOC#2 group. The contradiction between the use and perception of SOC#2 can be explained by the limited number of native speakers at Vinh city as well as students' independence in discovering new words' meaning.

In addition, Cognitive Strategies correlated negatively with three other types of intelligence: Naturalist, Logical and Existentialist. This VLS category was identified as methods students use to connect new information with existing schema, to analyze and categorize it (Oxford, 1990). The data from qualitative findings also confirmed this result to the extent that of nine strategies in this group, only three (written repetition, verbal repetition and word list) were reported to be made profit in learning vocabulary. This result is not in line with Hashemian & Adibour's (2012) finding in which Naturalist intelligence was reported not to have any relationship with any type of VLS.

Musical Intelligence was supposed to have some relationship with certain type of VLS because there are some aspects of language relating to phonological type in memory and cognitive group, such as "study the sound of the word, say the word aloud when studying them" or verbal repetition. These are believed to wake up the sensitivity of the sound and rhythm as Musical Intelligence possesses. However, the highest correlation was found in DET strategies and a weak significance in Memory strategies. This finding is not in the same vein as Akbari & Hosseini's (2008) and Hashemian & Sistani's (2016) finding, reporting the lack of correlation between two factors, but it is congruent with Ahour & Abdi's (2015) finding. Similarly, the correlation was found between Musical group and these two VLS types, suggesting that musical students used strategies which they believed useful for them.

The finding also showed that there was relatively low but significant negative correlation between SOC#1 strategies and Kinesthetic ability but no significant correlation was found between these two variables. This suggests that the higher score on Kinesthetic Intelligence, the less frequently SOC#1 could be used. The follow up interviews also showed that most of the time, students would rather look up dictionary to find the word meaning than ask for help from teacher or friends. They declared for interests in games but there were not many during the lesson because of time limit and class control. This result is not consistent with those in Ahour & Abdi (2015), where Kinesthctic intelligence did not correlate with any VLS types.

However, in this study, while Interpersonal Intelligence and Verbal-linguistic Intelligence did not show any relationship with any VLS category use, a weak but significant correlation was emerged between Interpersonal type and Cognitive group. This finding is surprising because there were many aspects in the VLS questionnaire relating to these intellectual competences. Interpersonal Intelligence was defined as the ability to work effectively with others, which was supposed to correlate with SOC strategies as well as perceive these strategies useful. Besides, Linguistic Intelligence which relates to written and oral

abilities was assumed to have certain relationship with many strategies in Cognitive group such as verbal, written repetition, word list, etc. The finding is not congruent with Hashemian & Sistani (2016).

Obviously, the similarity was not found between the use and the perception of VLS among MI students. The data showed that students usually employed the strategies they perceived as useful. However, even though students did not use SOC#2 frequently, they still voted for their helpfulness. Such high helpfulness ratings for strategies which fewer students reported using suggest that participants can see the value in strategies which they do not currently use. And the difference in SOC#2 usage and perception can be resulted from the lack of English native speaker environment. This finding is consistent to Schmitt's (1997) finding. The implication from the result is that learners may be willing to try new strategies if they are introduced to and trained to use.

6. Conclusion and pedagogical implication

Pearson correlation coefficient was calculated to see the relationship, if there is, between EFL university students' MI profiles and their VLS group use. There is a low to moderate but significant correlation among students' overall MI scores and different VLS groups. The results go in line with; Marefat (2007); Ahmadian & Hosseini (2012); Hashemian & Adibour (2012); Moheb & Bagheri (2013); Shangarffam & Zand (2012). However, Interpersonal and Linguistic intelligence scores have no relationship with any types of VLS. This finding is not consistent with Sistani & Hashemian (2016) and Razmjoo et al (2009)'s. For VLS use frequency, the highest significant correlation was found between Musical Intelligence and DET strategies and the lowest one between Spatial Intelligence and DET strategies. Surprisingly, Interpersonal and Verbal-linguistic Intelligences had no relationship with any types of VLS. However, Interpersonal Intelligence students still found COG strategies useful for them, meanwhile no VLs types was appreciated as helpful among Verbal-linguistic students. DET strategies were believed beneficial for MI students' vocabulary learning, followed by COG strategies, MET and SOC#2 strategies.

A comparison of VLS use frequency to perceived usefulness among MI students showed that a significant difference was found between two variables. MI students perceived many types of VLS useful for their vocabulary learning even though they did not use them as frequently. The finding is consistent with Schmitt (1997)'s. Especially, SOC#2 strategies were reported as the least popular used but gained the highest score for its helpfulness. The limit of both number of English native speakers and group work activities in their learning environment might have been the causes of this divergence. The pedagogical implication emerging from this result is that students might be willing to learn lexical items with new strategies if these are introduced and trained to use by their teachers.

The findings of the thesis may be beneficial for educators as well as teachers to modify instructions to reach more students in their classes. Moreover, they might help teachers to choose a wide range of materials to meet the needs of learners with different intellectual competences. Oxford (1990) mentioned that one of the conditions make strategy useful is that this strategy fits particular student's learning style preference to one degree or another, some suggestions are provided for the researchers who are interested in this field.. As it was discussed in this study owing to the findings, it will be effective to apply MI theory in designing syllabus and developing educational curriculum whereupon EFL learners can satisfy themselves in language learning and they can learn better and autonomously.

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Appendix A. The significant difference between VLS use and perception

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
DET	Equal variances assumed	.486	.486	-3.095	298	.002	-.16667	.05386
	Equal variances not assumed			-3.095	296.571	.002	-.16667	.05386
SOC#1	Equal variances assumed	1.302	.255	-2.807	298	.005	-.23067	.08217
	Equal variances not assumed			-2.807	295.635	.005	-.23067	.08217
SOC#2	Equal variances assumed	11.377	.001	-6.591	298	.000	-.55833	.08471
	Equal variances not assumed			-6.591	280.163	.000	-.55833	.08471

MEM	Equal variances assumed	.563	.454	-5.361	298	.000	-.30128	.05620
	Equal variances not assumed			-5.361	297.402	.000	-.30128	.05620
COG	Equal variances assumed	.185	.667	-2.445	298	.015	-.15926	.06513
	Equal variances not assumed			-2.445	297.561	.015	-.15926	.06513
MET	Equal variances assumed	.159	.690	-3.580	298	.000	-.22533	.06294
	Equal variances not assumed			-3.580	297.992	.000	-.22533	.06294

Video Games and the Improvement of English Learning: University Students Perspective

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Abstract

People say that video games give bad influence to people, especially young generation. However, with the development of technology all over the world, almost all people - from young to old - are playing games with their gadgets: a notebook, a computer, a tablet or smartphones. It means that playing games are the activities which cannot be separated from the gamers (mostly students). The good effect is video games that use English as the means of communication can help students of non-English natives to learn English. The purpose of this study is to get students perspectives about video games that relate to English learning. The participants are 35 Binus University first semester students majoring in Cyber Security, who love video games very much. The methodology used is descriptive qualitative. The students are asked to write in English their opinion about playing video games that relate to their English learning. The results prove that all of them (100%) declared that they improve their English from playing the video games. Besides the good things, 80% of the students admitted that video games either on-line or off-line give bad impacts, like addiction and wasting time. To avoid the negative influence of video games, the students suggest the gamers manage their time effectively. In addition, parents need to have a control to protect their children from bad effects of online games.

Keywords: Video Games; English learning; Students perspective

Introduction

Motivation is basically important in learning because the result will be unsuccessful without it. As Simatupang (2008:227) suggested that one of the factors that contributed to learning effectively is motivation. Students will do their best if they enthusiast to study and nobody can stop them. Nowadays learning in class is considered boring and students lose their appetite to study further. It is different when they play the games, online or off-line, they intentionally devote their time, effort, even money to play the games. This rightly supported by Prensky (2003:1) who remarked that the attitude of today's children toward their video and computer games is the very opposite of the attitude that most of them have toward school. Subsequently, students reluctantly perform their school assignments or discussion report. They accomplish their work due to the obligation they have during the school procedures. It will be contradictory when they debate about the remarkable video game programs, which they naturally and freely inform the others to play the same.

Games these days have already been parts of human's life, for example the physical games like hide-and-seek or board games like monopoly and chess. With the development of the technology, nowadays video games are more popular because they are more fun and contain a lot of categories can be found in the games. More youth have played the video games; mostly dedicating their time to take parts in the games. As the consequences, every "now and then" they waste their time with their games thus neglect accomplish other valuable activities. Particular youth constantly forget to eat simply for the games. No wonder that majority of parents or school teachers define games as gadgets that will corrupt the brain, damage one's health, or the objects to be blamed when students got undesirable mischievous grades.

For students who tremendously adore playing the games, they cannot perceive the wicked impact on them. They certainly take pleasure in their lives with playing games. What, then, the motivation for students to play the games? Malone (1981) in Kirriemuir and Mcfarlane (2004) stated three main ways in which games were able to motivate players: fantasy, challenge, and curiosity. Those are the reasons why

more students like to play the video games. If this phenomenon is difficult to stop, we should then see the positive effect of playing games. Is it true that games only give negative sides? What are the positive aspects of playing games? Prensky (2003:2) argued kids attract and 'glue' to today's video and computer games because of the learning the games provide. Modern computer and video games provide learning opportunities every second, or fraction thereof. Furthermore, Liu and Chu (2010:630) claimed that the evaluation results of the learning outcomes and learning motivation demonstrated that incorporating ubiquitous games into the English learning process could achieve better learning outcomes and motivation than using non-gaming method. It means that games give beneficial effects to students. I also believe that video games provide good impact in learning English. When I taught *English for Business Presentation* to the first semester students of Bina Nusantara University, I noticed that their English proficiency is fabulous. I just astonished how they improved their English in such a way that they have 'excellent' English. The students' major is Cyber Security – for those are familiar with computer – and all of them fancy to play the video games. This study aims to address the research questions:

1. How can the video games help university students to improve their English?
2. What video games help university students to improve their English?
3. What are the good effects of playing video games?
4. What are the bad impacts of playing video games?
5. What are their suggestions to limit the bad sides?

Method

Research design

This study applied descriptive qualitative method. The participants are 35 first semester students of Binus university in Jakarta, majoring in Cyber Security. Data were taken from the students' writing assignments about how video games help them to improve their English. The data then were analyzed in order that the perception and interpretation sufficiently elaborated.

Result and Discussion

Enhancing English Learning

The results of this study indicated 100 percent of the participants got advantage of learning English from the video games since most games use English as means of communication. Although the games are not purposely designed for learning English, the students admitted their English advancement from the games. They were forced to understand English in order to skillfully play the video games. However, a number of students should consult the dictionary every time they discover unfamiliar words. From the start till the end the games are in English, so students should understand every single word. As a result, their vocabulary increases significantly from time to time. Playing the challenging games and intentionally learning English in a fun way forces students to comprehend English free from anxiety. This is in line with the research of Ranalli (2008) who discussed that [his] mixed-methods study [computer simulation games] found statistically significant improvements in vocabulary knowledge.

How do games help students to improve their English? Some student stated that when playing these kinds of adventure games (Grand Theft Auto V, Counter Strike, The Sims), it is identical to watching a movie, but they are controlling the main character. The character will interact with other characters in the game, and the students have to understand the language in order to pass the mission. With the

technology, using on-line games, students interact with other people from different countries, making friends with them, working together to complete the game, and practicing a lot of English at once.

According to Chen (2005), benefits of using games in language-learning can be summed up in nine points. Games:

- are learner centered
- promote communicative competence
- create a meaningful context for language use
- increase learning motivation
- reduce learning anxiety
- integrate various linguistic skills
- encourage creative and spontaneous use of language
- construct a cooperative learning environment
- foster participatory attitudes of the students

The video games, for students whose native language is not English, will facilitate or even force them to grasp English while having fun since most video games use English: their dialogues, story options, explanation, and tutorials. It requires the players to have decent knowledge of English; otherwise they never win the games because of language barriers. Inside the video games, the developer usually gives a story line like a cut scene, or an Easter eggs that makes the games more exciting and alive. It causes the players live in the character they are playing, but they will not gain the message with English shortage. The games felt just like regular ones which actually have excellent story behind them. This will challenge and motivate the players to learn English.

Table 1. Summarizing video games that help students to learn English

No.	Game Names	Explanation
1.	Counter Strike, Call of Duty First-Person-Shooter (FPS)	These games have a voice chat feature, so a player can speak English directly to other players, provided a microphone attached to their PC.
2.	Smite, an on-line game	Smite has a Voice Command that are written in English. Thus making communication and coordination team must be refined. This improved writing communication.
3.	Assassin's Creed series	These games are inspired from historical event, which means that the students learn the history as well. They improve students' English and a knowledge of other languages like Italy, Spain, and French

	Dota 2, a competitive match between two teams consisting of five players each	Teamwork is one of the most important elements to win the game. The exposure to English communication eventually improves the students' proficiency dramatically.
4.	Skyrim, Role Playing Game (RPG)	The characters' dialog in English are well developed, with various words and terms in English that people rarely hear nowadays. The characters will speak and give orders, quests, and errands. Furthermore, the gamer will be given various choices of responses.
5.	Civilization	Some ways to win the game: a player must conquer all nations, attract tourists to your country, spread the religion to more than 50% of the population
6.	Harvest Moon, Role Playing Game (RPG)	It is a game that has an English story line and dialogues between the player and the characters of the
7.	FIFA 17, a football game	There is a mode called 'Journey' in which the gamer creates a character. He/she will determine the life goal of the character. Everything should use English that eventually the gamer will improve his/her English.
8	L.A. Noire, an action-adventure game	This game helps students learn English because in the features Detective Cole Phelps (one of the characters) interviews a witness or interrogates a suspect. In order to win the game, the students have to listen and understand every single statement the witnesses or suspects said so that they can determine if the witnesses or suspects telling the truth or lie statement.

The benefits of playing video games

A part from learning English, the participants of this study stated that video games give good impacts to learning in general. The first reason is that games can release the stress and simultaneously stimulate the brain to solve problems. They can also increase concentration, focus, memory skills, and teamwork. Furthermore, they are challenging and imaginative. The best of all is that students can learn as they are having fun. The students can also learn to work together in one team to compete other teams (for instance, counter strike) as how to be the winner. Griffiths and Davies 2002 in Mitchell and Savill-Smith, 2004 supported that such games can encourage cooperative and competitive behavior within a strategic context and therefore may have been stronger potential for education than 'traditional' games where the player interacts only with the computer.

The bad impacts of playing games

Some of bad impacts of playing the video games mentioned by the students are: time consuming (addicted), bad impact for eyes or health (playing for too long), bad impact for children's behavior if not suitable to their ages, increasing one's aggressive behavior, confusing between reality and fantasy, getting rotten words, and lazy.

The games can be very addicting on certain times, even to the point of abandoning education itself, skipping classes and ignoring homework just for another hour of gaming. This addiction, nevertheless, can be easily avoided by using one's own conscience, prioritize, and manage one's own schedule. One should manage their time and create a balance between education and entertainment.

Conclusion

In conclusion, playing games can provide additional education in English language. However, game in itself cannot replace the value of education and learning. It is more appropriate to put a harmony in education and games to provide the optimal learning experience. To avoid the addiction in the games, the players should be able to manage their time between learning and playing games. Furthermore, young students should select games that facilitate learning and avoid the addiction. The truly significant issue is that the video game player should have terrific time management. Not all games are negative, but not all games are positive. We should be smart to choose. At last, parents need to control and remind their children so that they prioritize their study first; and playing the video games next.

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Drama As A Method In Teaching The Mother Tongue: The Turkish Language Case²

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Abstract

The purpose of this study is to illustrate the effects of employing drama as a method in teaching the mother tongue. The "survey case study" design was used in the research. The study population consists of 52 pre-service teachers. Document analysis, observation and clinical interview were used as the data gathering tools. The study was conducted in a 14-week program (total of 56 hours) designed by the researchers. The study where descriptive and content analysis in combination with mean averages were used in the analysis revealed the following findings: the drama method is one of the most appropriate and efficient methods for teaching the mother tongue; it has more positive influences compared to the majority of traditional teaching methods; and it is much more effective than traditional teaching methods in yielding communication skills, in particular language skills, as well as cognitive, emotional and psychomotor skills. While drama appears to have advantages such as turning learning into an active, pleasurable and interesting process as well as offering the opportunities of pleasing, smooth self-expression and socialization, it was also found to have some limitations such as time restrictions, non-qualified practitioners, poor ambient conditions, lack of discipline and inadequate tools. In the view of these findings, it is concluded that it should frequently be addressed in training courses towards teachers and pre-service teachers, its use in teaching the mother tongue should be extended, and it should be incorporated into the curriculum by assigning sufficient periods. In teaching the mother tongue, specific drama strategies, particularly including role playing, improvisation, writing in role, role cards and dramatization should extensively be involved.

Keywords: Drama, Mother Tongue, Method, Teaching the Mother Tongue, Turkish Language

Introduction

Language is one of the most important tools of communication that people use to convey their emotions, thoughts and desires. In order to realize this communication, individuals essentially need a mother tongue (Kurudayıoğlu & Çetin, 2015). Vygotsky and Chomsky emphasize the appropriate environment, as a condition precedent to learning, where the child develops a mother tongue (Eagleton, 2011). Vygotsky and Bruner argue that the child learns mother tongue driven by the need to interact socially (Erdener, 2009), and develops linguistic and cognitive skills through activities in cooperation with adults (Lemire, 2005).

Many methods have been developed and implemented for teaching the mother tongue. For example, in 70s, the audiovisual method was developed in an aim to spread French to other countries. On the other hand, the communicative approach intended to address the areas not covered by the audiovisual method was built by incorporating communication into grammar, vocabulary and culture approaches (Puren 2004; Rodríguez Seara, 2004). Further, the event-based constructivist language teaching approach that has emerged from the work of experts such as Piaget, Vygotsky, Bruner, and adopted recently in the

² This study was presented as a paper in the 3rd International Conference on Primary Education

Common European Framework of Reference for Languages (CECR), focusses individual learning and cognitive skills.

In Turkey, the constructivist approach was adopted in 2005, and the strategy of teaching Turkish language was structured based on this approach. The purpose of the program for teaching Turkish language is to develop life-long language skills comprising verbal communication, reading and writing (Parr & Campbell, 2007; Fray & Fisher, 2006; Nahachewsky & Slomp, 2005; United States National Council of Teachers of English & International Reading Association, 1996) as well as cognitive skills such as thinking, comprehending, sorting, classifying, querying, relating, criticizing, estimating, analysing & synthesizing and evaluating (Turkish Ministry of Education, 2015).

All descriptions above are consistent with the goals of drama, one of the most appropriate methods for the constructivist approach. In the constructivist approach, the typical role of the teacher is to design activities suited to the individual, encourage interpersonal communication, promote collaboration, and urge students to clearly express their thoughts and questions (Rowland, 2003, Brooks & Brooks, 1998). Likewise, drama in education also aims both cognitive and affective learning (Wagner, 1990). Drama activities for children help to build proper communication, understand and respect others, discover values and emotions by acting through distinct characters, empathising to comprehend others' points of views (Kurudayıoğlu & Çetin, 2015; Baldwin, 2009; Arieli, 2007), and further teach, if delivered during early childhood, how to think independently and creatively (Cox, 2002). Additionally, with drama activities, the individual gets dressed with decision-making skills and emotional awareness, gains preparedness for real life experiences as a result of intense human interactions, and discovers his desires in his own life (Mc Caslin, 2006; Furman, 1990).

Like cognitive skills, linguistic skills progress gradually in children as well. However, linguistic skills and levels are different at every phase (Rézeau, 2001). During the mother tongue learning process, children fully learn pronunciation by the age of 4, spelling and word formation by the age of 8, and the systematics of building a sentence by the age of 12 at a lifetime level. Therefore, learning mother tongue fully during the elementary period is vital (Ergenç, 1983). Researches show that utilizing drama in education yields brilliant results in learning. However, the vast majority of the studies involve young age groups. In particular, there are few studies in the literature where drama is employed in teaching mother tongue, with a discussion of the results presented. Therefore, it was found that preservice teachers need to attend structured sessions for utilizing drama in teaching mother tongue, and evaluating the results. The purpose of this study is basically to grow form teachers capable of meeting the expectations of the 21st century, identify the influences of using the drama method as a tool for innovative and authentic learning in teaching the mother tongue, and finally present a proposal based on the study findings. To this end, how drama is perceived and implemented by preservice teachers as a method in teaching the main language constitutes the key question of this study.

2. Method

2.1. Research Design

In order to undertake an in-depth description and analysis of a limited system, this study was conducted as part of a case study, a qualitative research method (Creswell, 2013; Merriam, 2013; McMillan & Schumacher, 2010; Maykut & Morehouse, 1994). Accordingly, the purpose of the study was to probe how preservice teachers perceive and implement in real life drama as a method, and the "evaluative case study" design (Merriam, 2013) was employed for data evaluation.

2.2. Study Population

The most appropriate, best known and most common type of sampling for qualitative research is improbable sampling (Merriam, 2013). In this study, criterion sampling, a type of purposeful sampling (Patton, 2002) classified under improbable sampling was used to extensively perceive the main phenomenon addressed. The study population consists of 52 third-grade preservice teachers from the Atatürk University's Department of Primary School Teaching. Of these preservice teachers, 30 are female and 22 are male, with an age range of 21-23. Considering the nature of the study, preservice teachers were carefully enrolled based on their knowledge background and experience, and the study was designed accordingly. Prior to the study, preservice teachers already attended drama classes and workshops for 14 weeks. In addition, as a part of their regular study, they also attended written and spoken Turkish language lectures for 28 weeks, both theoretical and practical, within the curriculum of teaching the mother tongue. Before the study, the researchers introduced the expected progress of the process to the preservice teachers enrolled, and after obtaining their agreement to voluntarily participate in the study, the process was initiated.

The study schedule was planned as 14 weeks (56 hours), covering a separate topic for each week. Set by the Turkish Ministry of Education for programs to teach the mother tongue, these topics were placed into the program so that they could be delivered through an appropriate drama method. Program details are shown in Table 1.

Table 1:14-Week Program to Teach the Mother Tongue

Week	Topic	Learning Domain	Objectives	Drama Method Used*
Week 1	Teaching Phonetics	Listening	-Distinguishes the sounds heard. -Matches the sounds heard with letters.	Soundtracking
Week 2	Teaching Letters	Writing	-Writes letters properly.	Puppetry and Masks
Week 3	Constructing Sentences and Texts	Writing	- Constructs syllables from sounds, words from syllables, and sentences from words. -Writes essays describing his/her emotions, thoughts and dreams.	Writing in Role
Week 4	Storytelling	Listening	-Identifies "story elements" during the listening. -Evaluates the speaker, the speech environment and the speech content.	Dramatization
Week 5	Story Completion	Writing	-Includes humorous materials in essays. - Completes by writing the blank text.	Moment of Truth
Week 6	Punctuation	Writing	-Uses punctuation marks correctly and properly.	Dramatization
Week 7	Public Speaking	Speaking	-Speaks in harmony with his/her role. - Uses body language in the speech.	Paper Location

Week 8	Creating Texts with Visuals	Visual Presentation	- Exhibits his/her ideas, thoughts and impressions through drama.	Private Property - Unfinished Materials
Week 9	Grammar I	Writing	- Forms words by using affixes. - Constructs meaningful and formal sentences.	Dramatization
Week 10	Grammar II	Writing	- Uses functionally appropriate word types in essays. - Use phrases leading to different points of view in essays.	Dramatization
Week 11	Building Dialogue	Speaking	- Verbally expresses his/her emotions, thoughts and dreams. - Considers the audience and current environment when speaking.	Improvisation
Week 12	Poetry Teaching	Listening	- Identifies the theme of a poem. - Focuses on accenting, intonation and pronunciation when listening.	Iceberg
Week 13	Orthographic Rules	Writing	- Observes and applies orthographic rules in essays.	Gossip Circle
Week 14	Pronunciation	Reading	- Pronounces the words correctly. - Sensitive to accents and intonation during oral reading.	Choral Speak

* Turkish Ministry of Education, 2015; Adıgüzel, 2006; Kempe & Holyord, 1994; Somers, 1994; Neelands, 1990; O'Neill & Lambert, 1991

14 topics covered by the program were assigned to groups formed among preservice teachers (groups of 3 or 4 members). Group of the week was determined by drawing, and groups planned activities using the proper method for the specific topic, allowing the involvement of all participants. In these activities, group members may have the role of both a practitioner and a participant.

2.3. Data Gathering Tools

As five basic data gathering methods in qualitative research; observation, interview, document analysis, surveys and audiovisual materials are used (McMillan & Schumacher, 2010). In this study, document analysis, observation and clinical interview were used as the data gathering tools. Specifically the "semi-structured clinical interview form" was used as the primary data gathering tool for this study. While the document analysis method was used for developing observation and interview forms and further for creating a foundation for the study, the observation method was used for checking and confirming the data obtained from the interviews. Data gathering tools are described in detail below.

2.3.1. Document Analysis

In this study, distinguished books, articles and workshops of the world literature on creative-educational drama and teaching of mother tongue were used as the document material serving to strengthen the information obtained from data sources, establish the elements of drama and teaching of the mother tongue, verify the statements provided in interviews (Yin, 2003), and further to develop observation and interview forms.

2.3.2. Observation

In this study, the “non-participant observation” method, where researchers participated as external observers, was employed to identify how and to what extent preservice teachers implement the drama method in teaching mother tongue (Glesne, 2012) and check the data reported in interviews (Patton, 2002). The study was designed and conducted as a semi-structured field study allowing the use of observation tools, a form of natural environment study, and a structured observation form created in line with the formal approach was employed. Observations lasted for 14 weeks throughout all activities (total of 56 hours). Furthermore, practices were recorded on video to review in the analysis any item omitted during the observation. Practices were carried out in an environment equipped appropriately for teaching activities (heat, light, space, sound, material, equipment) and designed appropriately for workshops.

The observation form was created in consultation with a field expert considering the literature, previous studies and observations during the two pilot practices. In the form, items were developed so that four distinct dimensions (cognitive processes and skills, special methods, drama goals and basic language skills) could be probed within the context of interrelated and common goals of drama and language education. The form was created with 40 items initially based on a detailed review of the literature, and then submitted to the consideration of four field experts. Three of the experts noted that the form was appropriate, yet number of items could be reduced. And the other expert noted that some items could be merged. Considering all these suggestions, 6 items were merged by two into 3 items, and 6 items found to be difficult for observation were removed, resulting in a total of 31 items in the form. Then, a further pilot practice was conducted to finalize the form.

The breakdown of items in the observation form is as follows: 6 items for cognitive processes and abilities (one item: “conducting the drama activity by utilizing the verbal communication skill”), 8 items for special methods (one item: “using the method of dramatizing already known or unknown stories/events through actions and verbal statements”), 12 items for drama goals (one item: “gaining language and communication skills by enhancing vocabulary”), and 6 items for basic language skills (one item: “speaking”). The following 4-scale was used in evaluating the items: “0: specified behaviour was not observed”, “1: specified behaviour was observed at fairy level”, “2: specified behaviour was observed at medium level”, and “3: specified behaviour was observed at sufficient level”.

2.3.3. Clinical Interview

In this study, in order to identify the perceptions and opinions of preservice teachers about the use of the drama method in teaching mother tongue, the semi-structured clinical interview form developed by the researchers in consultation with the expert opinion was used as the basic data source. Thus, the purpose was to obtain descriptive data reflecting the emotions and thoughts of individuals based on their own statements (Bogdan & Biklen, 2007; Ginsburg, 1981). The interview form consists of 5 basic questions and 8 sub-questions (the probe), totalling 13 questions. Then, the form was submitted to the consideration of 3 field experts and a doctoral student. In line with discussions with experts, corrections and modifications were effected in the form, and its final version was used to carry out a pilot interview with 3 preservice teachers. Interviews were recorded with a voice recorder and listened to with a teaching assistant having

field expertise to revise unclear parts against the perceptual levels of preservice teachers. Finally, the form was resubmitted to expert opinion and finalized in parallel to the feedbacks.

Interviews were conducted for each topic of the 14-week program with 12 preservice teachers, determined to be both the practitioner and the recipient of the drama method, among the total population of 52 participants enrolled. Interviews were conducted at the end of the 14-week study period, and each lasted for about 30 minutes. Interviews were conducted at locations (researcher's office, library) and times acceptable to preservice teachers. For study ethics, preservice teachers were kept anonymous throughout the study. Subject to the consent of preservice teachers, interviews were recorded with a voice recorder and then transcribed by researchers. Considering the order of the interview and observation, each subject was coded as "PT=Preservice Teacher; PT1, PT2,...,PT12" entered in the specific computer software.

3. Data Analysis

In this study, clinical interview was used as the main method, and data were analysed by content analysis. In the order indicated, the data gathered were coded, categorized (Creswell, 2013; McMillan & Schumacher, 2010) and then visualized. Furthermore, descriptive analysis (Yıldırım & Şimşek, 2011) was utilized to support the data derived from interviews and observations. During the content analysis, callouts were created individually for each code derived from the responses of preservice teachers to questions in the interview file. Then, categories were formed by combining same or similar codes from responses to each question. These categories are: "Drama and Other Methods", "Applicability", "Skills Acquired", "Qualification and Competence", "Process" and "Limitations". The codes and categories were created and compared by researchers and a teaching assistant with field expertise, and few opinion differences between the parties were resolved by negotiation. The codes and categories were visualized in a single chart offering clarity and simplicity. The codes used to form the categories in the chart were sorted by frequency in a descending order from most-expressed to least-expressed based on the statements of preservice teachers. Statements provided by two or fewer subjects were not included in the chart, but only mentioned in the discussion part. Next, findings were issued based on these data. The codes in the categories were transformed into oral statements considering the number and percentage of the preservice teachers providing them. Each category analysis was descriptively supported with direct quotations from interesting or illustrative opinions of preservice teachers by indicating respective teacher codes.

Moreover, in an aim to provide supporting data for the interviews, each of the 52 preservice teachers was evaluated by researchers during the practice through a semi-structured observation form. Further to identify and complete any missing or omitted part, the video-recordings were reviewed by researchers and a teaching assistant with field expertise. In analysing the observation forms, first, the observation score of the behaviour expected from each of the 52 preservice teachers for each item was summed and then averaged. As each form item has four options, a range width of 0-3 was set. Accordingly, the following scale was developed: the 0-0.75 range scored as 0 (behaviour was not observed), the 0.76-1.51 range scored as 1 (behaviour was observed at a fair level), the 1.52-2.27 range scored as 2 (behaviour was observed at a medium level), and the 2.28-3 range scored as 3 (behaviour was observed at a sufficient level).

4. Validity and Reliability of the Study

Data gathering tools were validated through a review of the literature, creating observation and interview forms, review of such forms by 4 different experts, and pilot practices (Merriam, 2013). On the other hand, reliability was achieved again through the review of literature, and consistency between observation and interview forms created. How data was gathered and analysed throughout the study is described in detail.

In order to achieve and enhance validity and reliability in this study, various data gathering tools including observation, interview and document analysis (Merriam, 2013) were preferred. Presentations were recorded on video by researchers for confirmation and comparison of the results. The study lasted for one semester (14 weeks), during which time researchers and subjects were in consistent interaction.

The study was validated by face-to-face interviews, direct and on-site observations, and repeated field work for long-term data gathering and verification. In addition, the data gathered were reported in an unbiased and detailed transfer method, followed by a descriptive analysis with results posted together with direct quotations (Yıldırım & Şimşek, 2011).

On the other hand, the reliability of the study was demonstrated particularly by confirming interview findings through observations, analysis and comparison of observations and interviews by the researcher and field expert according to defined criteria, conducting the interviews at locations and times preferred by the participants, and describing the occurrence of the conceptual framework and the associated analysing process (Yıldırım & Şimşek, 2011).

5. Findings

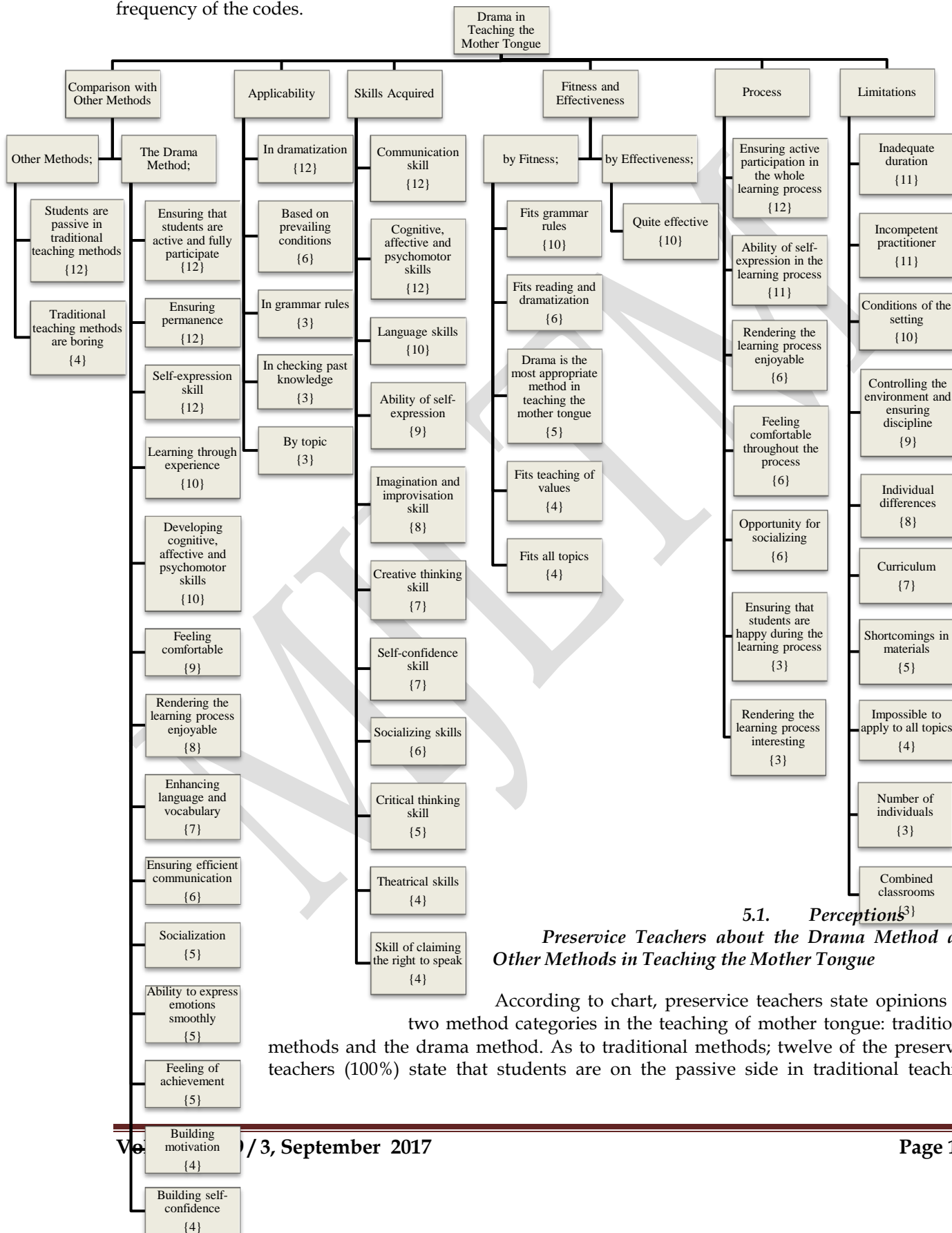
This part of the study presents the analysis results of the interviews conducted with the preservice teachers. Interview forms were analysed by content analysis, with codes and categories established and plotted into graph. Findings derived from the interviews were supported by data obtained by researchers after the observations. Additionally, the analysis was described by direct quotations from the statements of preservice teachers in the interviews. Interview results were analysed based on the following questions, and then each resulting category was evaluated and presented individually:

- *What do preservice teachers think about using the drama method in teaching the mother tongue?*
- *How do preservice teachers perceive conventional methods versus the drama method in teaching the mother tongue?*
- *How do preservice teachers distinguish the drama method from other methods in teaching the mother tongue?*
- *What do preservice teachers think about the skills that may be yielded by employing the drama method in teaching the mother tongue?*
- *What do preservice teachers think about using the drama method in teaching the mother tongue during their future career?*

Based on the answers to these questions, codes found to be interrelated within the context of "Drama in Teaching the Mother Tongue" were combined into 6 categories as follows:

1. *Comparison with Other Methods*
2. *Applicability*
3. *Skills Acquired*
4. *Qualification and Competence*
5. *Process*
6. *Limitations*

Codes and categories resulting from the analysis of interview forms through content analysis are shown in the graph below. The analysis unit on the chart is person, and numbers in brackets indicate the frequency of the codes.



5.1. Perceptions³ of Preservice Teachers about the Drama Method and Other Methods in Teaching the Mother Tongue

According to chart, preservice teachers state opinions for two method categories in the teaching of mother tongue: traditional methods and the drama method. As to traditional methods; twelve of the preservice teachers (100%) state that students are on the passive side in traditional teaching

methods; and four (33%) state that traditional teaching methods are boring.

...Students are bored when they are taught with traditional methods. Only the students who have a better mood at that moment are more active in the class. The remaining big majority is distracted. I believe traditional method fails to appeal to all of the students in the class... . (PT12).

...Traditional methods are rather more teacher-centric. The teacher directly delivers the information to the student and then simply asks questions to get answers. And the students answer. And such a flow makes the students bored. In any case, their attention span is merely 10-15 minutes. After this period, they get distracted. When students are constantly focused on listening, both the lessons have a boring flow, and also students get alienated from the school and class... . (PT3).

...Traditional methods passivate and restrain the students. This leads to a student model where the student is allowed to speak only when allowed... Pardon the crude expression, but a class relying upon traditional methods is similar to a "factory manufacturing uniform products". That means raising individuals who react only when asked and who are incapable of expressing themselves to the outer world... . (PT4).

...Traditional method focusses on delivering the information instantly. On the other hand, in the drama method, the individual access information through real-life experiences... . (PT7).

Preservice teachers believe that, students actively participate in learning thanks to drama (12 preservice teachers (100%)); drama drives persistent learning (12 (100%)); drama fosters the ability of self-expression (100%); drama creates a living space where individuals learn through experiences (10 (83%)); drama is effective in developing cognitive, affective and psychomotor skills (10 (83%)); drama makes the individual feel more comfortable (9 (75%)); drama renders learning more enjoyable (8 (67%)); drama cultivates language and vocabulary (7 (58%)); drama ensures effective communication (6 (50%)); drama streamlines the processes of socialization and the ability to smoothly express the emotions, and redounds the sense of achievement (5 (42%)); drama builds motivation and self-confidence (4 (33%)); drama is an appropriate tool for concretization (2 (17%)); drama appeals to more than one senses (2 (17%)); and drama feeds the habit of reading (2 (17%)).

...Thanks to the drama method, we can involve students and play games together. They have fun, so the class is enjoyable. Hence, students do not get bored and become eagerer for the class. In my opinion, the drama method is more fruitful than the traditional method for the students... . (PT11).

...Drama drives students to actively participate in the class. For example, a student who is uninterested in the class is urged by this method to get involved. Hence, the class becomes more enjoyable and lively for the student... . (PT4).

...I believe drama is the best method to yield the proposed outputs of the class. Because we bring an example of real-life experience into the class. And this culminates in a permanent behavioural change in students... For instance, the stereotypical way of saying "this is it, this is that" during the class is much inferior in influencing the student compared to the peer drama way of saying "now you are here and doing this", "if you were him, what would you do", etc. (PT8).

...Besides, what student sees or does sticks in the mind more than what (s)he hears or writes. Because he dramatizes the phenomena belonging to his/her own life, and dreams them... . (PT6).

The arithmetic average scores attached to the observations of preservice teachers by the researchers reveal the following findings: symbolizing for learning an event and/or object by expressing it through his/her own body movements and interpreting it is at sufficient level (2.67); employing the improvisation method

in dramatizing the flow and progress of a condition or event is at sufficient level (2.5); describing the emotions and life experiences by actions (pantomime) for self-expression is at sufficient level (2.33); arranging for games by using puppets is at fair level (0.83); attempting to learn by senses (touching, seeing, hearing and tasting) is at sufficient level (2.42); self-knowledge is at sufficient level (2.42); and materializing abstract phenomena and life experiences is at sufficient level (2.42).

5.2. Perceptions of Preservice Teachers about the Applicability of the Drama Method in Teaching the Mother Tongue

As to the applicability of the drama method to the topics and settings of teaching the mother tongue, the statements of preservice teachers are as follows: drama method may be used; in dramatizing and playing (12 preservice teachers (100%)), in grammar topics (12 (100%)), in the setting and topic currently covered (9 (75%)), in teaching values (4 (33%)), in checking previous knowledge (3 (25%)), and in identifying with daily life (2 (17%)).

...For example, punctuation marks may appear easy to us now, but for a child at elementary level, the details of the subject may be volatile. And when you make it into drama, it may reside more permanently in the child. It sticks in mind as the child has visualized it in his/her memory... . (PT2).

...I may focus on grammar topics. Because, during the elementary period, grammar topics can be harder to learn. And I believe when difficult topics are taught via playing, learning is more permanent and better. Therefore, I focus on grammar topics... . (PT11).

...In other words, instead of moving up to the board and teaching the spelling and pronunciation of letters, I rather deliver them in a way so that children learn them while having fun... . (PT7).

...In teaching Turkish language program, we have the values education, for example, which is widely spoken on at the moment. For example, when you demonstrate a number of values in front of your students through drama, they both gain empathy - i.e. personally experience the events - and also reflect these experiences to their daily social life... I believe values could be more permanent in the students' minds as they are dramatized... . (PT5).

...The drama method utilized when teaching the Turkish language becomes more permanent in the student's mind when dramatizing after reading the texts or when taught in the form of a game. Because, we can forget what we read after a while, but what we live is entirely assimilated into us... . (PT10).

The arithmetic average scores attached to the observations of preservice teachers by the researchers further reveal the following findings: learning by repeating after the actions of persons and/or objects is at sufficient level (2.67); employing the method of dramatizing previously known or unknown stories/events through actions and verbal expressions is at sufficient level (2.5); ability of reading visually is at sufficient level (2.33); and ability of presenting visually is at medium level (2.25).

5.3. Perceptions of Preservice Teachers About the Skills Gained through the Drama Method in the Teaching of the Mother Tongue

According to the preservice teachers, the following skills are gained by employing the drama method in teaching the mother tongue; communication skills (12 preservice teachers (100%)); cognitive, affective and psychomotor skills (12 (100%)); language skills (10 (83%)); self-expression skills (9 (75%)); imagination and improvisation skills (8 (67%)); skills of thinking creatively (7 (58%)); self-confidence skills (7 (58%)); socialization skills (6 (50%)); skills of thinking critically (5 (42%)); theatrical skills (4 (33%)); skills of claiming the right to speak (4 (33%)); skills of solving problems (2 (17%)); skills of assuming responsibility (2 (17%)); listening skills (2 (17%)); and writing skills (2 (17%)).

...The drama method allows for enhancing our imagination and expressing the emotions and thoughts readily. I believe lack of communication is the most important problem of the present time. Most problems between people are due to lack of communication. When the child learns self-expression through drama, the quality of communication with others rises... (PT2).

...Drama boosts the self-confidence of students. Let me give an example from myself, we were very quiet and passive during the classes before drama. We were not active in the class. When the teacher asked a question, we preferred to not to respond, and stay isolated. We felt as if we would be found odd by others if we reacted. But after we met the drama method, the fingers are now constantly in the air. In other words, we can freely express our views. We can clearly tell ourselves to others. It can be in the form of a game, or a discussion as well. We are able to express ourselves through the drama method. I believe drama upgrades the person... (PT7).

...Thanks to the drama method, the student is active in the class, hence (s)he gains a higher ability of speaking and expressing himself/herself publicly. And (s)he readily captures the other side and brings into listening... (PT9).

The arithmetic average scores attached to the observations of preservice teachers by the researchers further reveal the following findings: learning objects by attaching to them meanings different than the actual, by treating them as another object, or by actually using them is at sufficient level (2.42); promoting creativity and aesthetics is at medium level (2); developing the skill of thinking critically is at medium level (2.17); enhancing the skill of social development and cooperation is at sufficient level (2.33); self-confidence and decision making skill is at sufficient level (2.33); acquiring language and communication skills by enhancing the vocabulary is at sufficient level (2.67); cultivating imagination, emotions and views is at sufficient level (2.5); upgrading the skills of understanding and feeling others is at medium level (2.08); speaking skill is at sufficient level (2.67); listening skill is at sufficient level (2.5); and writing skill is at medium level (2.08).

5.4. Perceptions of Preservice Teachers about the Fitness and Effectiveness of the Drama Method with Teaching the Mother Tongue

As to the fitness of the drama method with teaching the mother tongue, the statements of preservice teachers are as follows: drama is the most appropriate method for teaching the mother tongue (5 (42%)); drama is a method fitting all topics covered by the program for teaching the mother tongue (4 (33%)).

As to the effectiveness of the drama method in teaching the mother tongue, the statements of preservice teachers are as follows: drama is quite effective (10 (83%)); drama is effective (2 (17%)).

...Turkish is our mother tongue and has relevance rather with speaking. I believe drama makes its biggest contribution to effective public speaking... (PT8).

...I may describe how the drama method fits with teaching the Turkish language as follows: we now implement the drama method in our group studies. In the process, we see, for example, one group member acting "Nasrettin Hodja" at one time, one Keloğlan "and one "Karacaoğlan "at another time. Each lesson and each topic has its own specific reading text which actually stages the scenario to us like a real life experience. For example, what we typically do is to just read the texts and proceed. No curiosity arouses on our part into who Karacaoğlan is, what he does, etc. But when we they illustrate Karacaoğlan by dramatization, we tend to acquire a further insight in him. It arouses a curiosity. And going after this urge naturally culminates in a much greater knowledge obtained about Karacaoğlan on the way. But as I said, definitely curiosity is the top priority. And drama ingrains it in us... (PT10).

The arithmetic average scores attached to the observations of preservice teachers by the researchers further reveal the following findings: reinforcing learning via specific activities for imagining and experiencing objects, events and situations is at sufficient level (2.42); and reading skill is at sufficient level (2.58).

5.5. Perceptions of Preservice Teachers about Implementing the Drama Method in Teaching the Mother Tongue

As to implementing the drama method in teaching the mother tongue, the statements of preservice teachers are as follows: students actively participate in the entire learning process (12 (100%)); the level of students' self-expression is high during the learning process (11 (92%)); learning turns into an enjoyable process for students (6 (50%)); students feel comfortable throughout the process (6 (50%)); opportunities for socialization are offered (6 (50%)); students feel happy during the learning process (3 (25%)); students get more interested in learning (3 (25%)); and opportunities for building relationships are offered (2 (17%)).

...Drama offers a nice social interaction. In particular, when children improvise through drama, they also reflect their inner world... So, we can go down into the depths of the students' inner world psychologically, and discover their mood at a given time... (PT1).

...Students do not get bored during the class. When we deliver the class in the form of a play rather than the typical question & answer method, students become more willing and enthusiastic to take part. As students at elementary level are more interested in playing games, teaching through games may be more effective. This ensures that children as well as teachers are more enthusiastic. With drama, the class is more enjoyable and active... (PT3).

...In psychological terms, I really believe that drama induces happiness in students. We are college students right now. Compared to classes relying upon the traditional method, we are more happy, motivated and learn permanently in classes conducted through drama. Reducing this down to children would promise brilliant results... (PT10).

The arithmetic average scores attached to the observations of preservice teachers by the researchers further reveal the following findings: running the drama activity by drawing advantage from the oral communication skill is at sufficient level (2.67); external guidance through oral instructions/guidelines/role modelling is at medium level (2); directly participating in the activity as a group member through participatory leadership is at medium level (1.92); developing moral and sentimental values is at sufficient level (2.33); providing the individual with feedback on behaviours acquired, revised or corrected is at sufficient level (2.33).

5.6. Perceptions of Preservice Teachers about the Limitations of the Drama Method in Teaching the Mother Tongue

As to the limitations of the drama method in teaching the mother tongue, the statements of preservice teachers are as follows: insufficient period (11 (92%)); incompetent practitioner (11 (92%)); poor setting (10 (83%)); controlling the environment, ensuring discipline (9 (75%)); individual differences (8 (67%)); curriculum (7 (58%)); shortcoming of materials (5 (42%)); limited applicability (4 (33%)); number of students (25%); and combined classrooms (3 (25%)).

...Teacher has to master this process. If the process cannot be organized well, it turns into a complicated mess. Because, the next step in drama is not known. It should be controlled well. If you fail to ensure this control properly, students may get distracted and bored... If there are specific guidelines and if you fail to communicate them properly to others, the goal of the class cannot be achieved. Therefore, I believe that it is something that you need to be sensitive for and master... (PT4).

...Especially if classrooms are small and crowded, implementing the drama method may sometimes cause problems. The major consideration in drama is to ensure that all students in the class are entirely active in the process. And in order to incorporate not the part but the whole of the class into the process, the environment should be large enough,

spacious and maintain a sufficient level of oxygen. Because when the students play a game, fresh air may be depleted in the classroom... A narrow space is not sufficient if the whole class is to be involved in the game. When a group sits down while the other is playing a game, this might lead to distractions. There are such area limitations... . (PT2).

...Teacher may have difficulties in keeping the order in the classroom. In addition, teacher may have difficulties in keeping up with the curriculum... . (PT6).

...If classroom management skills of teachers are poor, there may be turmoil in the classroom... . (PT9).

Limitations experienced in activities carried out by preservice teachers throughout the whole process were also noted down by the observing researchers, revealing the most common limitations as follows: activities with crowded groups are less effective; when active students constantly dominate the activities, shy students become more isolated; if the practitioner is not prepared and competent enough, there may be commotion and disorder in the classroom; if the setting is not designed appropriately for activities, movements could be limited, lack of appropriate and sufficient materials; and ineffective use of the time.

6. Conclusion and Discussion

In this part of the study, a conclusion and discussion is presented for each category formed upon the interviews.

6.1. Method

This and many other studies reveal that the drama method yields more positive results compared to the traditional teaching methods, and outperform the traditional methods particularly in developing language skills (Özcan, 2013; Karateke, 2006; Karadağ, 2005; Soner, 2005; Ünsal, 2005; Solmaz, 1997; Çebi, 1996). In addition, there are studies in the literature revealing that the drama method has a noteworthy effect of boosting motivation in the teaching of mother tongue (Aldağ, 2010; Freeman, 2000); supports the psychological development and builds positive affective skills (Veach & Gladding, 2007; Hui & Lau, 2006); and expands the vocabulary (Yılmaz, 2010).

In drama practices, students take an active role and learn through improvisation. Thus, they learn without memorizing (San, 2006). While children involved in drama workshops learn by experience, others learn by watching and listening to them (Kara, 2010; Özbay, 2006). One of the biggest problems of children at the elementary level is the inability to readily express their emotions verbally. Through story dramatization aimed at eliminating such timidity, children could turn to self-confident and self-expressive individuals. When students are asked to read and dramatize a text in language education, the text becomes concrete as well as a more interesting and enjoyable material (Köklü, 2003). With this enjoyable aspect, it is distinguished from other methods leading to boring and distracted students (Kara, 2007; Kavcar, 2002; Yassa, 1999). A further observation is that employing drama in the fields of maths, technical sciences, social sciences and linguistics yield higher academic success and more effective learning (Keshta, 2013; Hendrix, Eick & Shannon, 2012; Altıntaş, 2010; Karacil, 2009; Fleming, Merrell & Tymms, 2004; Kraemer, 2002; Wassermann, 2000).

6.2. Applicability

The results of the study reveal that, in the teaching of the mother tongue, the drama method is most widely applicable when dramatization is conducted and grammatical topics are taught. As supported by other similar studies, tough topics can be taught more effectively with dramatization (Köklü, 2003; Lin, 1999). During dramatization, children make sense of their emotions (McFarlane, 2012; Ward, 1960). Cook (1917), emphasizes that learning by playing rather than memorizing is important. In drama activities,

constant repetition of some movements by the child as a part of his/her role also speeds up and strengthens his/her muscle development (Karakaya, 2007; Cottrel, 1987).

Furthermore, in his study, Garcia (1993) shows that the ability of teachers to employ the drama method in the class is contingent on the support provided by the school, importance attached to drama, and qualification of the teachers. Moreover, Kaalands-Wells (1994) found that teachers trained on drama and playing games in the class believe that drama is an effective method and is more inclined to use each form of the dramatic play.

6.3. Skills

The results of the study basically reveal that communication skills, cognitive, affective and psychomotor skills as well as language skills are the primary skills acquired through the use of the drama method in teaching the mother tongue. These skills are followed, in the given order, by self-expression, imagination and improvisation, creative thinking, self-confidence, socialization, critical thinking, theatrical behaviour, claiming the right to speak, problem solving, assuming responsibility, listening and writing skills. A similar study further explores the opinions of university students on drama and conclude that drama offers myriad of advantages including emphasizing student-centred teaching, offering opportunities for cooperation, promoting individual motivation, developing problem-solving and critical thinking skills, incorporating different teaching areas, accommodating multiple learning styles, and enhancing all areas of literacy and language development (Tate, 2002).

Drama is a powerful communication tool that can change children's emotions, thoughts and behaviours, and encourage active participation. Drama tunes up the perception, facilitates self-expression of the individual, and contributes to intellectual and emotional development (Somers, 1994). In similar studies, it was found that drama enhances thinking and communication skills, and is effective in developing the skills of self-expression, narration and writing (Peker, 2015; Susar Kırmızı, 2015; Aykaç, 2011; Aldağ, 2010; Çakır, 2008; Karapınarlı, 2007; Bayrakçı, 2007; Saraç, 2007; Hatice, 2006; Öztürk, 2006; Çalışkan, 2005; Marschke, 2005; Ünsal, 2005; Şahbaz, 2004; Kempe, 2003; Akoğuz, 2002; Innes, Moss & Smigiell, 2001; Annarella, 2000; Ballou, 2000; Yılmaz, 2000; Uyar, 1995; Pinciotti, 1993; Davies, 1990; Colston, 1985; Spolin, 1963). Moreover, drama promotes the development of skills such as imagination, building empathy, critical thinking, problem solving, decision making and being authentic (Saçlı, 2013; Kettula-Konttas, 2008; Vural, 2006; Wetterstrand, 2002; Bailin, Case, Coombs & Daniels, 1999; Bailin, 1998; Berghammer, 1996; Stewing & Buege, 1994; De La Roche, 1993; Neelands, 1992; Philbin & Myers, 1991; Tarlington & Verriour, 1991; McCaslin, 1990; Fischer, 1989).

There are many studies in the literature suggesting that the drama method is effective in enhancing the linguistic skills, and develops positive attitudes in understanding and remembering what is read-listened to (Yıldırım & Erdoğan, 2016; Kara, 2010; Aytas, 2008; Çakır, 2008; Kaya Güler, 2008; Kazıcı, 2008; Ataman, 2006; Karateke, 2006; Kaya, 2008; Kırmızı, 2008; Yılmaz, 2008; Aktaş Arnas, Cömertpay & Sofu, 2007; Champley, 2005; Keer & Verhaeghe, 2005; Köklü 2003; Stowe, 2001; Çebi, 1996; O'Day, 1996). Furthermore, drama also builds intellectual skills, assessing and decision-making skills, and cultivates learning by questioning complicated subjects (May, 1975; Osborn, 1963); and also enhances the skills of creative thinking, imagination as well as permanent learning, socialization and self-confidence (Altıntaş, 2010; Kara, 2010; Hsu, 2006; Nunez, 2003; Jhonson, 2002). While performing the drama, individuals relax emotionally, and find the opportunity to explore and solve their social problems. Such activities help the individual to develop many skills in their emotional development and control processes (Freeman, Sullivan & Fulton, 2003). In additional studies, drama was found to be an effective method for developing social skills in children (Doğru & Yıldırım, 2015; Şimşek, 2013; Synkova, 2012; Yaya Kocayörük, 2000; Stewing & Buege, 1994).

6.4. Fitness

Cook (1917) argues that the language class is what the drama method fits most. In addition, the results of this study also emphasize that drama is the most appropriate and effective method in teaching the mother tongue. Drama transforms the grammar class from a stereotyped discipline requiring memorization into a more enjoyable and easy area for learning. It was found that drama positively influences the learning levels of students (Kodaz, 2007).

6.5. Process

Based on the results of the study, students actively participate in the whole process and smoothly express themselves where drama is employed. Another result of the study is that drama renders learning process enjoyable and interesting, induces happiness, and offers opportunities for socialization.

Drama in education ensures that the child actively experiences the roles (s)he has been dreaming of, promotes the skills of imagination and creative thinking, and drives students to attend classes with pleasure and associates the class with real life (Kara, 2010; O'Neil & Lambert, 1991; Bolton, 1985; O'Hara, 1984). In classroom activities, children are asked to dramatize the events they see in their surroundings, thereby giving them the opportunity of self-expression, and building self-confidence (Çalışkan & Karadağ, 2008; Maden, 2008). Further, it was found that thanks to drama-aided education, students develop positive attitudes towards the class (Köklü, 2003; Üstündağ, 1997; Coxwell, 1995); classes are more interesting and enjoyable for students (Tutuman, 2011; Innes, Moss & Smigiel, 2001; Freeman, 2000), and emotional intelligence develops in individuals (Berg, 2008; Özdemir, 2003).

6.6. Limitations

The results of the study reveal that most common limitations experienced in the performance of drama are duration and practitioner's incompetence, physical conditions, lack of discipline, individual differences, curriculum, and shortcomings in tools and materials.

In similar studies, most common limitations were found to be physical defects, poor practice, procurement/production of tools and materials, and concerns for preparation for exams (Tutuman, 2011; Gürol, 2002). To perform drama activities, first dedicated and appropriate settings and spaces are needed (Cook, 1917). The area where drama is to be performed should be quiet, reliable, warm, conveniently illuminated, spacious and comfortable, and student groups should not be crowded (Çalışkan & Karadağ, 2008; Selvi, 1999). Planning drama activities properly down to every detail is significant for efficient use of the time and avoiding wasted time (Erdoğan, 2010). For this purpose, the drama practitioner should be competent. The most basic feature that the drama practitioner has to possess is the ability to be a leader. In practice, the drama leader should guide the students perfectly and should be able to shadow out the relation between the subject and the drama activity. It is important that students attending the drama workshop are willing to work together. There must be common linguistic skills among the communicating groups so that communication with others is sound (Neelands, 1998). In addition, the age, developmental characteristics and readiness of students should be taken into consideration for the drama workshops. Hyperactive students may interfere with drama activities, pushing timid students to the margin (Kazıcı, 2008).

The drama method should be implemented in education considering its strengths and limitations. In this respect, it should be considered carefully how to apply drama method to specific subjects. Otherwise, factors appearing to be advantages may immediately turn into disadvantages. It should be kept in mind that elements involved in the drama process (tools, participants, teacher competence) will affect the practice.

7. Recommendations

In the light of results derived from the study, expanding the use of the drama method in teaching mother tongue and assigning sufficient periods in the curriculum is a great requirement for improving the teaching quality. In teaching the mother tongue, the drama methods of role playing, improvisation, writing in role, role cards and dramatization should be involved extensively. When elementary-level textbooks for teaching the mother tongue are prepared, texts that would best allow teachers to draw the advantages of the drama method should be preferred. In-service training courses and related seminars held for form teachers should provide comprehensive and sophisticated trainings on drama. Drama lessons should be taught effectively and efficiently to preservice teachers studying primary school teaching in universities. In addition, it should be encouraged to intensively employ drama as a method in other field courses such as maths, technical sciences and social sciences as well as the teaching of mother tongue. Finally, it is recommended that similar studies be conducted in different languages and cultures so that results derived from this research can be compared and generalized.

8. References

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Consciousness over Death vs. Suicide in Márquez' "Tramontana": An Existential Study

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Abstract

Death in Existentialism is an important problem in one's life based on which an individual is to control life from birth to death. Death is not merely a biological event in one's life but a concept which constantly implies the possibility of its revelation to inform the individual to manage his/her life. Suicide is thus a weakness before the matter of life and a truthful acceptance of death. As such, individuals affirming the contingent nature of death and willing a purposeful life before death, as reflected by Heidegger and Sartre, lie in contrast to individuals fearing death and robbing one's life from any meaning, as presented by Camus. In the light of these issues, Márquez' "Tramontana", from his short-story collection *Strange Pilgrims*, is a story about suicide before the inevitability of death and its existential acceptance before its inherent absurdity. Márquez' characters, including the narrator, an old sailor, and a young man, present us with two contrasting images of existentially authentic figures and absurdist inauthentic ones.

Keywords: death, existentialism, Márquez, suicide, "Tramontana"

1. Introduction

Existentialists put a great emphasis on the importance of death and proposed a philosophical treatment of it. For existentialists, death is "the awareness that one is going to die" rather than a mere physical happening. It is generally agreed among existentialists that being aware of death is essential for human existence and that it is related to "an awareness of freedom" and "to the exercise of authenticity" (Michelman 2008, 112).

Death, or what Heidegger calls "dying", existentially understood, is essentially one's own in the way, for example, one's body is his/her own. In other words, in Heidegger's terms, death is "nonrelational" and "unsurpassable". One's own death is not just a future "contingency" that he/she may reject or postpone indefinitely. Instead, it is part of his/her existence. The death of another person, on the other hand, towards which an individual occupies a detached or "third-person relation", is what Heidegger calls "demise". Demise can be taken as "biographical death" or what happens at the end of life for humans (Carman 2006, 235). The individual is excluded from experiencing his/her own death from a biographical dimension. Just as Merleau-Ponty holds that the individual would need "a second body" with which to grasp his/her body "as an object", so too the individual would need "a second life" from which to evaluate his/her own life from a biographical viewpoint. But we normally fall victim to "an inauthentic understanding of death" by "applying an undifferentiated notion of demise to ourselves as well as to others" and indifferently saying "One dies." Such impersonality obscures the "nonrelationality" that the individual's own death has for him/her. The idea that human existence has "a beginning, a middle, and an end" in fact obscures the gap between a biographer's "third-person" viewpoint and the self-conscious individual's "first-person, existential perspective" (Carman 2006, 235).

Heidegger believes that my "being-unto-death", my "mortal temporality", is my most appropriate possibility as it is the end of the range of my possibilities in life. In this regard, escaping my mortality by disregarding it as "an event that happens to everyone" is in fact an act of inauthenticity. For Heidegger, it is the affirmation of our "being-unto-death" that focuses our dispersed concerns on knowing what it means to exist. On the verge of the necessity of death, where we realize that at some point in time we will

be no more, we somehow understand what it means to be (Cox 2009, 75). "Being-toward-death" incorporates a way to the end of our lives, which Heidegger distinguishes from being *at* an end. "Being-toward-death" is a phenomenon during the course of life. Heidegger holds that, "The 'ending' which we have in view when we speak of death, does not signify Dasein's [mankind's] Being-at-an-end, but a *Being-towards-the-end* of this entity. Death is a way to be, which Dasein takes over as soon as it is" (Heidegger 1962, 289). Heidegger bases his claim on an ancient saying mentioned by Seneca: "As soon as man comes to life, he is at once old enough to die" (Heidegger 1962, 289).

Sartre differs from Heidegger as he considers "my death" alien to "my experience". Although I can watch another person dying and imagine myself in his/her condition, I am not experiencing it. "My death" is what Sartre calls an "unrealizable" situation because it is just beyond my ability to experience it (Cox 2009, 76). For Sartre, death can deprive life from any meaning, since an indifferent death "makes life senseless". Death is not "the completion of life" as far as the individual cannot determine death and, therefore, all his/her projects are susceptible to incompleteness. Accordingly, "death cannot individualize because it is radically impersonal" (Hoy 2006, 286). Moreover, Sartre says that death is "the triumph of the Other over me" (1956, 697). The only way to prevent myself from such triumph and my objectification is, according to Sartre, "to look back at the Other and reduce it to an object" (Hoy 2006, 286). And the point is that death, as the Other which deprives me of my freedom, makes me unable to look back at it and claim my individuality.

Sartre also takes death as an "elastic" limit that can be near or far away depending on the circumstances in life (1956, 556). In taking responsibility for his own death, the individual can therefore take responsibility for his/her own life and the way he/she chooses to live in the face of death. Simone de Beauvoir holds that such attitude towards death is an important feature of the individual who values his/her freedom above cowardly self-preservation. She says that even the individual's "death is not an evil", since he/she is a person "only in so far as he [or she] is mortal"; he/she "must assume it as the natural limit" of his/her life, "as the risk implied by every step" (de Beauvoir 2000, 82). Thus, the only way to help oneself away from such problem is through "the experience of anxiety". In anxiety, one confronts "one's own responsibility for making something of one's own life as an individual" (Guignon 2004, 10). What we are anxious about in anxiety, Heidegger says, is our own "finite existence", our "being-toward-death". It is not to say that one day in future we will die; rather, the existentialists hold that at every moment of our lives we are face-to-face with "the possibility of the impossibility of any existence at all" (Heidegger 1962, 307). Heidegger suggests that facing death can change our lives. Instead of doing as the crowd does, we can become authentic and dare to realize our life story in our own way. It does not mean to escape from our "social existence" and "communal context", but that "one lives with *resoluteness* in taking a stand on the most meaningful possibilities of existence made accessible within one's historical culture" (Guignon 2004, 10). As Heidegger says, "Only by the anticipation of death is every accidental and 'provisional' possibility driven out. . . . Once one has grasped the finitude of one's existence, it snatches one back from the endless multiplicity of possibilities" (Heidegger 1962, 435). "Individualization" thus occurs by consciousness over one's own death as a "non-relational possibility" that cannot be shared with others; in other words, death is something which must be faced alone as an individual (Michelman 2008, 188). "Living authentically" is thus living "in constant expectation of death and its imminent possibility" and looking directly at ourselves during every moment of our lives. Then we have obtained "freedom in the face of death" (Mounier 1948, 39). In brief, all the existentialist debates are not about "how to die" but "how to live" (Hoy 2006, 287).

Gabriel García Márquez was not alien to Existentialism and existential themes. He enriched his stories with Existential issues, besides his magical realism. And *Strange Pilgrims* (1993) is an embodiment of many of the existential themes that we find in that school of thought. It is a collection of twelve stories about the lives of Latin American people living in Europe in a state of semi-exile as they are far from their native land, or travelling there only to end up with problems. As far as the title of the collection goes,

Isabel Rodríguez-Vergara (1998) holds that the image of pilgrimage expresses different linguistic, biographical, and existential connotations. Pilgrimage can be a travel abroad, a sacred visit to a holy place or an earthly trip that may serve as a passage to eternity. The trip abroad coincides with Márquez' own travels throughout Europe for about eighteen years and his open intention, mentioned in his Forward to the collection, of compiling and rewriting the old literary and biographical texts of his earlier years. The sacred pilgrimage includes meditating the act of writing, reflecting on the anxiety of the creative act of writing without knowing what will be produced as the final outcome. Rodríguez-Vergara also considers the fear of death as a recurrent theme in the stories of the collection. Márquez is here strikingly obsessed with Existentialism in *Strange Pilgrims*, as his characters try to make sense of life before its absurdities and hostilities toward them. This fact leads us to a window from which Márquez has deciphered the existential crises from which his characters are suffering in their present situation in the world.

"Tramontana" is the ninth story of the collection and is concerned with death as an existential crisis which individuals are either to cope with or drown in. Accordingly, this story will be analyzed according to the fatal situation which has befallen its characters and their abilities to become *authentic* or their inabilities to get away with *bad faith* in the course of their lives.

2. Discussion

"Tramontana" recounts the story of a Caribbean narrator and his family on their spring vacation in Cadaqués, where they have to shelter from the paranormal Catalan wind known as "Tramontana". The narrator, who is now recounting from memory in a club in Barcelona, remembers the terrible time he and his family had in Cadaqués, where the typhoon happens several times a year. The cause of his memories is a twenty-year-old South American boy who is in the club with some Swedes to help them enjoy their time. They want to take him to Cadaqués for the rest of their vacation, but he has no good memories from there because of the tramontana, "a harsh, tenacious land wind that carries in it the seeds of madness." The narrator goes on to say what happened to him and others, including the young man, on the day when the tramontana befell Cadaqués. On his spring vacation there, the narrator met an old porter, "a former seaman" (Márquez 1993, 135), who had witnessed the tramontana for many times. His infatuation with the tramontana was so great that his years "were not divided into days and months, but into the number of times the tramontana blew" (Márquez 1993, 136). During the narrator's settlement in Cadaqués, the tramontana blew harshly for three days. Although the narrator and his family remained safe, they found the porter dead in his room, having seemingly hanged himself before the wind stopped:

The old porter, the insignias of a distinguished mariner pinned to the lapel of his seaman's jacket, was hanging by his neck from the middle rafter and still swaying in the final gust of the tramontana. (Márquez 1993, 139)

Afterwards, the narrator and his family decided to leave the region, although "tourists were back in the streets, and there was music in the square" and they "caught a glimpse of some friends who had survived and were beginning life again in the brilliant tramontana spring" (Márquez 1993, 139). Now in Barcelona, the narrator meets the young boy who was one of rescued ones from the tramontana. The young boy is afraid of going to Cadaqués with the Swedes, since he thinks that "death would be waiting for him" (Márquez 1993, 134). The narrator holds that nobody but himself can understand the young boy, since he also witnessed the horrible tramontana. However, the Swedes take the boy to Cadaqués by force. The next morning, the narrator is informed that the boy, "terrified by his imminent return to Cadaqués, took advantage of a moment's carelessness on the part of the demented Swedes, and, in an effort to escape an "ineluctable death", threw himself from the speeding van into the abyss" which was on the way to the city (Márquez 1993, 140).

"Tramontana" is a story about death, or in existential terms "being-towards-death" and consciousness over death. The two characters which serve this theme include the young man and the old sailor, who

occupy similar positions concerning their contingent deaths in the face of the tramontana – rejecting and accepting death at the same time. Both of them try to make sense of their lives and deaths in this paradoxical way. The young man believes that he is going to die if he goes to Cadaqués and thus throws himself into an abyss. And the old man feels so dejected before the tramontana that he hangs himself before it is over. As such, these figures try to escape their horrible deaths by the tramontana through suicide. But suicide is not death-awareness. According to Heidegger, death-awareness is necessary for existence, as it is related to freedom from annihilation. In this regard, the individual is faced with two kinds of death-awareness in general: consciousness over one's own death and over the death of others. The individual is not to experience his/her own death from a biographical viewpoint, as if it is another's death. One's "being-unto-death", one's "mortal temporality", signifies the end of the range of one's possibilities in life. Therefore, disregarding one's mortality as something that happens to all is inauthentic. The young man and the old man of Márquez' story have witnessed many people die by the tramontana and are ever since under its *mojo*. The young boy is even shaken with horror whenever he hears the name of Cadaqués where the tramontana occurs. And the old man is so "transfixed" by the tramontana when it occurs that he does not even see anybody around passing him (Márquez 1993, 137). Their existential crisis is that they think their deaths are *relational*, or related to others' deaths, as opposed to the "nonrelational" aspect of one's death in Heidegger's view which emphasizes the uniqueness of one's death. They fear the horrible death by the tramontana, as it has befallen others, as if they already know what such death is. For Heidegger, it is the affirmation of our "being-unto-death" that focuses our attention on knowing the meaning of existence. Recognizing the inevitability of death, that one day we will be no more, we come to understand what it means to be. "Being-toward-death" involves a way toward the end of our lives, which Heidegger separates from being *at* an end. But one's death is possible at any moment under any conditions, and as such, it is not preconditioned by a certain cause. The young man of the story thinks that since not many people can survive the tramontana, he is doomed to die if he goes to Cadaqués. He has made the fear of such death internal; it is always with him. And the old man seems to be extremely in love with the tramontana, regarding its fatal power, that he hangs himself before it as a sacrifice. Being conscious over death, they prefer sacrificing their lives because of it than managing their lives according to it, in a Heideggerian way. In Sartre's view, although an individual can watch another person dying and imagine him/herself in the dying person's shoes, he/she is not experiencing it. "My death", or one's own death, is an "unrealizable" situation beyond personal experience (Cox 2009, 76). Accordingly, the horror that the death of others invokes in me is not justified, since I am not able to grasp the moment of death. According to Camus, "there is no experience of death" in reality; that "nothing has been experienced but what has been lived and made conscious"; that "it is barely possible to speak of the experience of others' deaths" (Márquez 1993, 15). The two men in the story are under such imaginary horror which they cannot overcome. Moreover, Sartre holds that death is "the triumph of the Other over me" (Sartre 1965, 697), against which I should "look back" at it and "reduce it to an object" (Hoy 2006, 286). The point is that death, as the Other depriving me of my freedom, makes me unable to look back at it. However, I can refrain from succumbing to it by living in the face of it, a fact that the two men of the story do not perform. Although, in existential terms, contingency deems that one cannot postpone or reject one's own death and that death is part of one's existence and happens one day, these two men master their deaths by deeming its time themselves. Contingency is an existential fact they cannot accept and thus kill themselves in an absurdist fashion. They may survive the tramontana, even if they fear their death by it, like the narrator who was in Cadaqués during the tramontana and survived the event, stating that "we were convinced that the only rational course of action was to remain in the house until God willed otherwise" (Márquez 1993, 138). That is, living in the face of death. However, in escaping what the young man considers to be "an ineluctable death" due to the tramontana, he throws himself out of the van to the abyss by the side of road (Márquez 1993, 140) – "a bottomless abyss" (Márquez 1993, 134) – committing suicide. He sacrifices the pleasures that he can have with the Swedes in Cadaqués to his fear of death by the tramontana. The irony of his situation lies in the fact that he tries to escape death by the tramontana through suicide, evading death of a kind through death of another. And

likewise, the old sailor kills himself. He has been a skillful sailor and is now a porter in his retirement. He is completely familiar with the tramontana, when it comes and goes, its power, its casualties, etc. However, after the wind blows off, the narrator finds the old man "hanging by his neck from the middle rafter" of his room (Márquez 1993, 139), an event contrary to the old sailor's specific personalities, such as his peace of mind, generosity, services to the tourists, and bravery.

Mastering one's own death is positive if it does not end up with absurdity and suicide. Simone de Beauvoir holds that such attitude towards death is an essential characteristic of the individual who values his/her freedom above cowardly self-preservation. Even the individual's "death is not an evil", since he/she is a person "only in so far as he [or she] is mortal"; death is "the natural limit" of one's life, "the risk implied by every step" (2000, 82). Therefore, coming to terms with the problem of death requires "the experience of anxiety". In anxiety, one faces "one's own responsibility for making something of one's own life as an individual" (Guignon 2004, 10). Elaborating on Heidegger, Camus holds that "the only reality is 'anxiety' in the whole chain of beings. To the man lost in the world and its diversions this anxiety is a brief, fleeting fear. But if that fear becomes conscious of itself, it becomes anguish" (2000, 24). In anxiety/anguish we become conscious of our "finite existence", our "being-toward-death", the "possibility of the impossibility of any existence at all" in every moment of our lives (Heidegger 1962, 307). Heidegger suggests that facing death can change our lives: "Once one has grasped the finitude of one's existence, it snatches one back from the endless multiplicity of possibilities" (1962, 435). That is, in Sartre's words, death is an "elastic" limit which can be near or far away depending on the circumstances in life (1956, 556). In taking responsibility for one's death, one can take responsibility for one's own life and the way one chooses to live in the face of death. Accordingly, the young man of the story has come to recognize the fact that others' death is not just "demise" or "biographical death", terms which indifferently imply the end of life for all human beings. By applying the horror of death that has befallen the victims of the tramontana to himself, the young man tries to make their deaths his own, but in an attempt to move beyond it by survival. He is not indifferent to the catastrophes he has witnessed, and as such, his understanding of death is not inauthentic; he does not merely say "One dies" and keep up with his worldly affairs. However, he tries to enter the experience of others' death by the tramontana in a negative sense; by evading any offers to go to Cadaqués, where the tramontana occurs, he constantly reminds himself of the horrible fate which may happen to him. Such awareness of death is existentially ideal as he tries to survive by evading the fatal tramontana, but his resistance is in the form of suicide. But the old man's concern with death by the tramontana is in fact his acceptance of death before it with no resistance. According to the narrator, "In the last few years his aging had been drastic, and he had not gone back to the street. He spent most of his time in the porter's room, alone in spirit, as he had always lived." A change has developed throughout the old man's behavior in recent years. On the day of the catastrophe in the story, the old man begins to secure the doors and windows of the narrator's suit in anticipation of the wind; he has felt its coming disaster. Meanwhile, he defines the tramontana for the narrator "as if it were a hateful woman, but one without whom his life would lose its meaning." He also alerts the narrator that this tramontana "is one of the old ones" (Márquez 1993, 136), showing his knowledge about the wind and its features. Moreover, his obsession with the tramontana is so great that even his year is "not divided into days and months, but into the number of times the tramontana" blows (Márquez 1993, 136). He is seemingly living in the face of this fatal power, enjoying it. However, paradoxically, he commits suicide.

The young man and the old man's existential death-awareness and living in the face of death do not hold much. The young man, through his suicide, ignores the fact that one's own death is *nonrelational* and a first-hand phenomenon which no one except the individual him/herself can experience. Therefore, he is not authentic in his distorted consciousness over death. Escaping from his unborn death by the tramontana at the end of the story is in fact an escape from the possibilities that a new experience in Cadaqués can give him and the responsibilities he has to bear for survival, an escape which brings about

the very possible death that he was escaping from. And the old man hangs himself, although he is safe in his porter's room during the three-day catastrophe.

These two men's motivations in suicide hold a line between Existentialism and Absurdism, which makes them total failures in existential terms. The story provides us with some information regarding the mental status of these men. The young man had lived in Cadaqués as a singer of Antillean songs in a bar, "until the previous summer, when the tramontana defeated him." He thus managed to escape the city, "resolved never to return, with or without the tramontana, and certain that if he ever went back, death would be waiting for him" (Márquez 1993, 134). The story also highlights the old man's seclusion and reticence in recent years. He seems to be mostly concerned with death-awareness before the tramontana, that "fatal, seductive visitor" to the city (Márquez 1993, 137). When the narrator feels sad "for no reason" just some seconds before the tramontana begins, the old man enters "to secure the doors and windows", but he is "not surprised" at the narrator's "dejection", merely saying, "It's the tramontana" (Márquez 1993, 135). It is thus implied that the old man knows the narrator's feeling and is used to it, he knows what it means when someone in the narrator's situation feels dejected; in fact, the tramontana is coming and causeless sadness is its sign. The old sailor is somehow hypnotized by the wind, as the narrator once sees "him transfixed before a plate of beans and sausage, watching the wind through the window" (Márquez 1993, 137). He does not even see the narrator and his children go out into the street to feel the wind. As the old man has witnessed many deaths but his own survival before the tramontana, he seems to be agonized over the fact that he has survived the tramontana all through these years and that he cannot grasp it wholly; to grasp it wholly means to die with it. In Camus' words, "Living an experience, a particular fate, is accepting it fully" (2000, 53). In committing suicide in the face of the tramontana, the two men thus simultaneously represent existential freedom in mastering their lives and an absurdist worldview in rejecting them. In so far as they lead their lives, they move in the existential path, but their suicide gives us the impression about their absurdist ideology. As such, their suicides highlight the relation between the "death of others" and "my death" in Existentialism, mentioned above, which need further illustration in the light of Camus' view about suicide in *The Myth of Sisyphus*, that suicide is not allowed under any conditions regarding the individual's confrontation with the seemingly absurd world.

Suicide, in Camus' view, is existentially pathetic. Camus begins *The Myth of Sisyphus* claiming that "suicide is the only serious philosophical question" (2000, 1). Suicide for Camus is linked to absurdity, that life has no ultimate aim and justification. Therefore, one may commit suicide not to let such meaninglessness consume his/her life any longer. Camus accordingly asks: "Is there a logic to the point of death?" (2000, 9), and "Is one to die voluntarily or to hope in spite of everything?" (2000, 16) The reason for committing suicide is never recognizable in Camus' view: "What sets off the crisis is almost always unverifiable." However, Camus believes that if it is difficult "to fix the precise instant, the subtle step when the mind opted for death, it is easier to deduce from the act itself the consequences it implies" (2000, 5). Suicide resembles "confessing", "confessing that life is too much for you or that you do not understand it", that life "is not worth the trouble", that living is "making the gestures commanded by existence" only through "habit". Suicide therefore implies that the individual has recognized "the ridiculous character of that habit, the absence of any profound reason for living, the insane character of that daily agitation, and the uselessness of suffering" (2000, 5-6). The absurd is the clash between "this irrational [world] and the wild longing for clarity whose call echoes in the human heart" (2000, 21), "between the human need [for reason] and the unreasonable silence of the world" (2000, 28). This is when the mind "reaches its limits" and "must make a judgment"; this is "where suicide and the reply stand" (2000, 27). Accordingly, Camus distinguishes between two common solutions for such absurdity: the physical act of killing oneself, or physical suicide, and "philosophical suicide" (2000, 28), an intellectual way of escaping the absurdity of life through the illusory truths of religion, metaphysics, or science. None of these kinds of suicide are appropriate responses to the absurd; the physical suicide is yielding to absurdity and confirming the futility of life, while illusory truths sacrifice one's intellectuality in favor of other-worldly principle which may do not exist.

The tramontana stands for the absurdity of the world in this regard. It is "a fatal, seductive visitor" (Márquez 1993, 137), which brings "ineluctable death" (140). Every possibility in life is subject to annihilation before the tramontana, unless God wills otherwise, as the narrator believes. The tramontana sympathizes with neither children nor old people, destroys whatever it can, cuts every life short, makes human lives meaningless by its fatal power, and places mankind before an irrational force against human hopes and purposes in life. No one can think about survival and happiness before the tramontana. And no answer for redemption is ever heard in its turmoil. Suicide seems the easiest way before such catastrophe, to excuse oneself from the burden of meaningless life. And in the case of the young man and the old man of the story, it is physical suicide. However, their suicides are not authentic and do not counteract the absurdity of the tramontana. Against absurdism and suicide of any kind, Camus suggests "revolt" (2000, 25), an attitude to commit oneself passionately and consciously to one's choices and activities. This is what Sisyphus does, as an existential hero who copes with his situation with full consciousness over his futile labors in rolling the rock. That is because he realizes that he is free and the "master of his days." "The struggle itself toward the heights is enough to fill a man's heart," Camus writes. "One must imagine Sisyphus happy" (2000, 123). As a result, "lucid consciousness of the absurd" empowers one to defeat nihilism and consider "one's own action and passion as the source of life's meaning" (Michelman 2008, 309). Suicide is thus rejected as an unacceptable attempt at abolishing absurdity rather than testing one's courage and dignity. The victims of Márquez' story are not courageous enough to stand the absurdity of their condition and thus succumb to it by their suicide. They become the masters of their fate in a wrong way; they succumb to absurdity instead of dominating it. In Camus' words, "Living is keeping the absurd alive" and "the absurd dies only when we turn away from it." Revolt is "a constant confrontation between man and his own obscurity", "that constant presence of man in his own eyes". Revolt "is not aspiration, for it is devoid of hope." This is where it is seen to what a degree an absurd experience is remote from suicide. Revolt does not lead to suicide, because suicide "does not represent the logical outcome of revolt." But suicide is a "consent", "acceptance at its extreme"; suicide merely "settles" and "engulfs" the absurd on its way towards death. However, "to keep alive, the absurd cannot be settled." The absurd "escapes suicide to the extent that it is simultaneously awareness and rejection of death" (2000, 54). Before facing the absurd, mankind lives with purposes and concerns for the future; he "acts as if he were free". Afterwards, "everything is upset." While thinking about the future necessitates "a belief in freedom", at the moment of the absurd the individual realizes that the future "freedom *to be* does not exist." There is only death as sheer reality. "What freedom can exist in the fullest sense without assurance of eternity?" The "absurd man" thus realizes that he has been bound to that assumed freedom so far (2000, 57), that "he was not really free" (2000, 58). This is a case of "individualization", a fact which occurs by consciousness over one's own death as a "non-relational possibility" that cannot be shared with others; in other words, death is something which must be faced alone as an individual (Michelman 2008, 188). Authentic living is thus living "in constant expectation of death and its imminent possibility" and looking directly at ourselves during every moment of our lives. Then we have obtained "freedom in the face of death" (Mounier 1948, 39). The victims in Márquez' story become total failures then. They seemingly try to become the masters of their fates before an absurd phenomenon like the tramontana, but they end up sacrificing their lives for it in an inauthentic act which bears their escape from the burden of life than their ability to stand it. They are concerned with the way to death than the way of life. For Heidegger, affirming our "being-unto-death" directs our attention on the importance of life and existence, while Márquez' story presents us with people who take life at its end and embrace death before its due time, something which the narrator resists by keeping up with life in the face of danger.

3. Conclusion

Existentialism is a philosophy which aims at illuminating the situation of humankind in the universe. It is a guideline for proper living, to recognize the situations which happen to us in life, to get conscious over the fact that we are free beings subjected to our own choices and responsibilities. Existentialism provides

us with solutions for the crises that target at our very existence and our relation to it, hence existential crisis. The world as it can be perceived by humankind is full of choices before numerous situations. And mankind is always free to choose otherwise for a better condition. Any doubt about one's position in the universe or any hesitation regarding what to do in due time before the problems that befall us lead us to a state of absurdity, nihilism, or ontological oscillation. Accordingly, it is always necessary to choose wisely even if there are no choices. Thus freedom, choice, action, and responsibility play the central role in Existentialism away from an inauthentic way of living and absurdity.

"Tramontana" recounts the story of humankind's concern with death as an existential crisis. In the face of the disastrous wind "Tramontana", two characters in particular commit suicide, fearing its fatal power, although they have chances of survival. Their escape from the reality of death and the fear of it through committing suicide, not accepting the fact that death is *nonrelational* and cannot be experienced through the death of others give us a portrait of humankind in ultimate absurdity and inauthenticity. However, it is the narrator who illumines such dark world with his attempts at survival and refraining from similar catastrophes by postponing his contingent death: rather than facing the tramontana and fearing his death before it like the two other men, he just learns to manage how to survive by sheltering and saying goodbye to the tramontana by never going back to Cadaqués. His example presents us with an authentic person who not only fear death, but manages his life according to his chance of survival before death.

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jame o lazzat of Jurjani

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Abstract

This article is based on a jame o lazzat manuscript on the subject of herbs and fun and sensual pleasures spiritual and physical belonging to the 8th century, the Mohammed bin Mahmoud Jurjani be introduced.

This version of the book is the expression of the feeling of pleasure toys intellectual and maintain the quality and integrity of spirit and soul through spiritual and sensual diversions treatment consists of Introduction, four papers and an end.

Introduction to express what purpose it is necessary to know before you start. "Sort of The first article, expressing the pleasures that appearance and reality can be achieved by the faculties of the soul. "Sort of seven chapters," the second article, houses and clothes and food and drinks in Ahvayh that was fun. "Brhft sort of." The third article, in austerity and wakefulness and sleep and comfort and sensual intentions and vomiting that was fun. "Sort of five chapters." Article IV, proving the intellectual pleasures and virtues of expression on the feeling of pleasure and intellectual pleasures. "Brpnj sort of" and finally, through the treatment of deviations in quality and protect the health of soul and spirit. Each arranged on four ...

This research method is analytical and based on library resources.

Keyword: jame o lazzat, Mohammed bin Mahmoud Jurjani, fun-esteem

History Research

jame o lazzat Mohammed ebn Mahmoud Jurjani, No. 797, Nastalyq Rafi ebn e Mohammed Shafi in the year 1689 of an introduction and four articles and an end to "Zeine al-Islam and the Muslim" is made. (Daneshpajoo, 1965 : 419)

These two lines, the only research in the field of Jurjani written and comprehensive book is jame o lazzat. In one of the manuscripts character list.

Introduction:

1. The eighth-century Iran

A period that should be addressed in this article; the devastating Mongol chaos and full of adventure and wild or semi-wild yellow skin to tar and other Central Asia with frequent incursions and Bella No Iran staged his murder and the mass .kshtarhay relentless and incessant, persecution, the minarets of the heads of men, beheading and mutilation, honor violations of defenseless people, stealing and looting, corruption and flaws, opposition to religious hypocrisy and false morality and humanity, and so many actions plate head disasters that occurred in this long period of almost two centuries (Safa, 1989:1)

2-1: social and cultural situation of Iran in the eighth century

Just about the social conditions of the same point the blade to warp signs of rape and violence was considered divine. And people believed that because the power and glory of the Mughal army with the fate have agreed to the divine command, their mantra. And protect them from the scourge that is, they accept their tribal and obedient to the Safe them graduate. (Ibid., 54)

Poets and writers in India and Asia refuge and the migration to the spread of Persian poetry is mystical poetry in this era peaks, Khanqa of spreading epic poem gives way to a mystical Masnavi. Poetry falls in the time of prosperity. The main areas of asceticism and mysticism of Persian poetry is lyrical poetry of Saadi's sonnets. That is also an example of their fans. Due to the spread of tyranny will increasingly Wanderers Gary poems advice, and leave the most commonly used Arabic words entered the Mongolian words are poetry. (Sobhani, 1989: 264)

3-1: Persian prose in this period (technical writing):

But writers like Najmuddin Daye , Saadeddin Mohammed'Awfi and follow the way of the previous period, on both the course. Prose period (technical) is. Saadi Persian prose in this period to manifest genius, his prose prose is exquisite and exceptional. And a certain style that can be called Saadi style."at the end of this era has come to the point of excess is difficult to read. But as simple as writing scientific books have been preserved (ibid., 265)

In technical prose writer to express meaning, does not choose the shortest way to your mobile reader long way forward to along the way, the chance would have it that he is familiar with diverse landscapes and beauty. This analogy is that of Ibn al-Athir, justified the means, and in comparison with prolixity and prolongation of brevity that in his opinion the last two procedures, contrary to the belief initiative is different and this applies as well.

The technical prose, to the contrary Mursal, the word redundancy method, that is, the words and combinations of words and phrases to express concepts and meanings are very few.

Technical characteristics of prose:

1. Bringing the words in unison, sometimes also bound to observe the rules of language is not only the color of your song with symmetry and proportion of the business terms and other compounds, are considered. (Ibid., 59)
2. The interpretation of prose composition in terms of quality and diversity, however, may not reach the base of the poem, in terms of quantity and plurality of words to be used for ornamental purposes. (Ibid., 60)
3. The technical prose, pillars and other components, such as the Quran and prophetic traditions News and examples and sentences and poems, can be used. (Ibid., 60)

4-1: Development of Science in the eighth century

5-1: Medicine and Pharmacology

The multiple courses in medicine and pharmacology literature scholars and practitioners and authors of this period is whatever information gone fundamentals that we've seen in previous centuries as well, their interest in writing books in Persian in this context: Especially in law as Ibn Sina or it emerged and from which can be summarized as "Qureshi law as" Ibn Nafees Qureshi "Altohfatolsadiyah" by Allama Qutb al-Din Shirazi and many more different as noted on the medical books.

2. About the Author

1-2: Jorjan

Moarrab city of Gorgan and the old town of Darolmolk Astarabad geographical books are often mentioned in the history of the region. And therefore have part of its historical and geographical boundaries, because in old books come this way.

Its geographic location between the Complex and Khorasan and Khorasan part of the group it is part of the Complex know and say:

2-2: Mohammed Ebn e Mahmoud Jurjani

According to analysis of the content of this book. (jame o lazzat) Jurjani Shiite and familiar with the Qur'an and the hadiths were infallible.

He also has affinity with poetry and poets. Because in many chapters of the book, according to the lyrics in a few bits mentioned.

Unfortunately, this great scientist in one of its two remaining work on the details of his life not commented. Only Jame o Lazzat to mention the polynomial is sufficient.

"For a long time the poor are unlikely to resort to grace the Lord's servant Mohammed Ebn e Mahmoud Jurjani with the existence of negligence and lack of income had been lukewarm in mind. The book consists of all goods and pleasures of the feeling and intellectual quality and protect the health of their souls and the spiritual and sensual treat distortions that favor its Persian words and usefulness is a more general way, the obstacles for a useless and extremely not track was.

3. Book

As mentioned in the introduction, this edition includes an introduction to express what purpose it is necessary to know it before, "arranged in seven chapters" that the four articles: Article One: the expression of the soul's pleasures to be achieved by the strong inner and outer "arranged in seven chapters" article II: in Ahvayh houses and clothes and food and drinks which was a delight.

The third article in mathematics and wake the sleeping and relaxing and sensual and vomiting symptoms that was fun. "Sort of five chapters"

Article IV: intellectual pleasure and virtue to prove it and mention the feeling of pleasure toys intellectual pleasures. "Sort of five chapters"

And end: maintaining quality and authenticity of the soul through the deviation of each treatment. "Sort the four Bob"

Conclusion:

Iran is one of the most important literary periods. And needs to be treated with the respect and credibility cultural compensate.

The book is complete with respect to the content it contains valuable information that can be used in different fields (philosophy, literature, psychology, medicine, pharmacology and medicinal plants, etc.) useful and effective.

This article introduces the manuscript to the effect of any of the topics covered in creating joys referred to in seasons and different fields ... pays it.

Reference

The Holy Quran .

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Comparing quality of life between patients with Broca aphasia and their normal counterparts

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Abstract

Introduction: Aphasia is a language disorder caused by damage to parts of the brain involved in its processing. The most common form of this disorder is non-fluency in Broca aphasia. Individuals with Broca aphasia are often unaware of their defect, and therefore, are more prone to depression. The purpose of this study was to compare quality of life (QOL) between patients with Broca aphasia and their normal counterparts using the World Health Organization (WHO) questionnaire.

Materials and Methods: In this research, which was a cross-sectional study, we used randomized sampling. Participants were 30 patients with Broca aphasia and 30 healthy individuals (controls) who were matched for age, sex, and education with patient group. Data were obtained from the WHO quality of life questionnaire. Statistical analysis was performed using SPSS 19 software.

Results: Analysis of obtained data indicated statistically significant difference between two groups in overall QOL scores, physical health, mental health, environmental health, and social relations. To not, all scores in the control group were higher than those in aphasia patients.

Conclusion: According to the WHO quality of life questionnaire, patients with Broca aphasia had lower level of QOL, and therefore, attention must be paid to improve QOL in the process of treatment and recovery for aphasia patients

Keywords: Quality of life, Broca aphasi, Physical health, mental health, Environmental health, Social relations.

Introduction:

According to the definition of health by the World Health Organization (WHO)³ in1948, broad dimensions of well-being include complete physical, mental and social activities. In addition, measurement and evaluation of health care interventions are not limited to changes in the frequency and severity of human diseases, but also overall health status of individuals must be fully take into account (1). Quality of life (QOL)⁴ is personal satisfaction in accomplishing daily activities and personal relationships. Good QOL does not imply on the absence of disease, but instead is the sense of well-being in psychological, social, functional and psychosomatic aspects of life (3). Health-related QOL (HRQL) indicates impact of a health state, like aphasia, on a person's ability to live a full life. It incorporates the individual's subjective evaluation of his/ her physical, mental/emotional, family and social functioning.

[†] World Health Organization

[‡] Quality Of Life

Such definitions of QOL and HRQL are clearly established in the literature, but little is known about how speech and language therapists interpret and operationalize QOL in clinical practice (4,5).

Aphasia is an acquired communication disorder caused by brain damage that is characterized by impairment in several modalities including speaking, listening, reading, and writing. This disorder is resulted from a sensory or motor deficit, a general intellectual deficit, confusion, or a psychiatric disorder (6). Aphasia is one of the most common and devastating consequences of stroke that is present in 21-38% of patients with acute stroke (7). Broca aphasia is the most common form of non-fluent anterior aphasia, which is caused by the injury of frontal lobe. Main specifications of Broca aphasia are non-skilled production, limited vocabulary, syntactic aphasia (agrammatism) and relatively healthy conception of hearing and reading. Agrammatic Broca aphasia is characterized by telegraphic speech, in which production of sentences is usually brief, and is formed of noun, verbs and adjectives while lacks letters, prepositions, conjunctions and grammatical flexion (8,9). Patients with Broca aphasia are usually aware of their defect, and therefore, are more prone to depression (6). Furthermore, communication problems in patients with post-stroke aphasia can impair their QOL (7).

An important direction in developing assessment tools for aphasia is to determine the effects of this disorder on the communicative abilities of patients with aphasia and their caregivers (10). Since patient with Broca aphasia are aware of their physical and communication problems, this study aimed to evaluate QOL in patients with Broca aphasia, who experienced major changes in QOL.

Materials

Many questionnaires have been designed to assess QOL, but the one introduced by WHO is more considered due to its unique characteristics. This tool has been designed simultaneously in more than 15 countries and has been translated into different languages. Therefore, the concepts of questions are the same in different cultures (11). In this study, we used the Persian version of the WHOQOL-BREF, which is reliable and valid (1), and assesses QOL in patients with aphasia. This questionnaire measures physical health, mental health, social relationships and environment health with 24 questions in a 4-20 score system. To note, questions 1 and 2 do not belong to any of the areas and evaluate health status and QOL in general form. In the domain of physical health, we considered items such as everyday activities, dependence on aid and medical treatment, fatigue, pain and lack of comfort, capacity to work, sleep and rest. In the area of mental health, we checked issues such as positive and negative emotions, self-image, self-esteem, personal beliefs, thinking, learning and memory. In social relationships, we assessed personal relationships and social activities. Finally, for environmental health we reviewed issues such as financial resources, security and freedom, social and health care, home environment, opportunities to get new skills and physical environment, such as pollution, climate, noise and traffic (12).

Methods

Current research was a cross-sectional study with randomized sampling. Participants were 30 patients with Broca aphasia and 30 healthy individuals (controls) who were matched for age, sex, and education with the patient group. Patients with Broca aphasia were diagnosed in various hospitals in the city of Mashhad by neurologists based on damages in the Broca area (in the frontal lobe) that is visible in brain CT scan or MRI. Patients were selected by inclusion criteria that were age over 30 years, having at least secondary school degree and sufficient understanding skill, based on the assessments which performed by therapists and our exclusion criteria were dissatisfaction of subjects and the risk of any disease at the time of this study.

The WHO-QOL questionnaire was taken in a calm and quiet room in about 30 min, after filling out the consent form. Participants were asked to carefully read the questionnaire and choose the accurate answer,

and patients with physical disability or dyslexia were helped to fill the questionnaire. Collected data were then statistically analyzed by ANOVA test using SPSS 19 software.

Result

Sixteen men and fourteen women were included in both aphasia group and normal participants. Mean of age in aphasia group was 49.60 (SD: 12.90) and in normal groups was 49.17 (SD: 12.66). In addition, school degree of two groups was similar (15 diploma, 9 B.Sc., 4 M.Sc. and 2 PhD) (table 1).

General scores, physical health, environmental health, mental health and social relationships showed normal distribution ($p > 0.05$). Comparing general scores between two groups indicated higher scores in the control participants and this difference was statistically significant ($p < 0.05$). Analysis of data in physical health domain showed higher score in the control group and this difference was also statistically significant ($p < 0.05$). Between the two groups, there was a significant difference in the mental health field ($p < 0.05$) and this score was higher in the control group. Similarly, in the area of social relations, score was higher in the control group and this difference was statistically significant ($p < 0.05$). Finally, analysis of data in the area of environmental health showed higher score in the control group and this difference was statistically significant ($p < 0.05$) (Table 2).

Comparing QOL between men with Broca aphasia and their normal counterparts revealed higher score in normal men, and this difference was statistically significant ($p < 0.05$). In addition, comparing QOL between women in two groups showed higher score in normal women than woman with Broca aphasia, and this difference was statistically significant ($p < 0.05$). Intergroup comparison between men and women with aphasia demonstrated no significant difference ($p > 0.05$), but interestingly, comparing QOL between normal men and women revealed higher score in men although this difference was not statistically significant ($p > 0.05$) (Table 2,3).

Table 1: Descriptive statistical data

Normal group	Maximum data	Minimum data	Standard deviation	Mean
Age	75	30	12.66	49.17
Quality of life	79	46	8.36	61.77
Physical health	20	10	2.69	16.10
Mental health	20	10	2.03	15.40
Social relationships	20	7	3.55	14.63
Environmental health	20	12	1.99	15.63
Aphasia group				
Age	73	30	12.90	49.60
Quality of life	63	23	9.92	45.97
Physical health	17	5	2.97	10.80
Mental health	16	5	2.52	11.33
Social relationships	19	0	4.02	11.57
Environmental health	18	8	2.31	12.27

Table 2: Compare scores between aphasia and normal people

Comparison scores	Between normal and aphasia men's	and	Between normal and aphasia women's	and	Between normal and aphasia
Age	-		-		0.993
Mental health	0.00*		0.00*		0.000*
Physical health	0.00*		0.00*		0.000*
Whole score QOL	0.00*		0.00*		0.000*
Social relationships	0.009*		0.45		0.007*
Environmental health	0.001*		0.00*		0.000*

* Difference is statistically significant (p<0.05)

Table 3: Compare scores by gender in each group

	Normal women		Normal men		Compare score (p)
	SD	mean	SD	mean	
Whole score QOL	7.83	59.89	8.68	64.58	0.52
Physical health	2.78	15.67	2.52	16.75	0.74
Mental health	1.70	15.22	2.49	15.67	0.95
Environmental health	1.85	15.44	2.33	15.92	0.93
Social relationships	3.86	13.56	2.34	16.25	0.22
	Women's with aphasia		Men's with aphasia		
Whole score QOL	12.43	45.36	7.47	46.50	0.98
Physical health	3.41	10.50	2.62	11.06	0.94
Mental health	3.32	11.50	1.64	11.19	0.98
Environmental health	2.19	11.79	2.41	12.69	0.66
Social relationships	5.15	11.57	2.87	11.56	1

Discussion

Results of this study showed a significant difference in QOL between patients with Broca aphasia and their normal counterparts. Research in the field of QOL in stroke patient has not been carried out in Iran yet, but there are reports on QOL in other conditions such as stuttering (13) (14), elderly people (15) physical-motor disabilities (16) and cancer (17).

Regarding physical health, low scores in patients with Broca aphasia in comparison with normal individuals could be due to physical and neurological injuries in these patients that usually cause motor or sensory deficits and paralysis. In the field of mental health, low score in patients with Boca aphasia was observed, which is in line with another study that indicated high prevalence of depression in stroke patients (18). These observations might be due to full awareness of patients about their problem, which negatively affects mental health. In the area of social relations, scores in aphasia group were low and this result was in agreement with study of King et al. (18). It could be concluded that because of defects in speech and subsequent loss of confidence and low motivation, patients with aphasia less likely

participate in social activities or develop relationship with others. Regarding environmental health, our results were similar to King et al. (18) study who reported low scores for job satisfaction and emotional support in stroke patients, due to inadequate participation of these patients in the environment and use of its facilities. Comparison of general score for QOL between aphasia and normal men as well as women showed higher score in normal group, except for social relationship. The need to communicate is more for men since they are heads of the families and play a greater role in the society, but the chance to be present in social places is reduced for women, and this may be the main reason for the observed low score between the two groups. Comparing scores in various fields between normal men and women and also women and men with Broca aphasia were very close to each other. This was in consistence with Mehrdokht et.al (19) report.

Conclusion:

According to obtained results in this study, it could be concluded that the overall QOL for patient with Broca aphasia was lower than normal participants and this is due to negative impact of the disease on various aspects of life. Accordingly, attention must be paid to improve QOL in the process of treatment and recovery for aphasia patients. For sure, weakness of each patient must be determined first, and then appropriate therapeutic strategies must be applied.

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