



Modern Journal of Language Teaching Methods

ISSN: 2251-6204

Modern Journal of Language Teaching Methods

ISSN: 2251-6204

Modern Journal of Language Teaching Methods (MJLTM)

ISSN: 2251 - 6204

www.mjltm.com

info@mjltm.org

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Turkish Language And Literature Education: How Ready Are We For The Classes? Which Strategies Do We Use And At Which Level?

Cem Erdem

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Abstract

Because of its nature, learning as an activity is critically circumscribed by personal variations. Motivation and strategy use play important roles in the effective performance of learning. Self-regulation focuses on the management of learning rather than what learners need most. The Turkish language and literature class comprises one of the most significant fields in which basic social skills are transferred in high schools. The aim of this study is to indicate the levels of motivation and learning strategy use of high school students in Turkish language and literature. It is designed in accordance with the study scan model. A total of 224 students from different schools in Ankara is part of the study. In research, the scale of motivation and learning strategies, comprising 63 articles, was used as a data collection tool. The findings show there is a reduction in the use of motivation and learning strategies of students in Turkish language and literature classes in recent years. In addition to that, it was observed that the strategy use in Turkish language and literature class is 'mediocre' and did not progress in recent years. It is accepted as an important fact that the education of learning strategies is reflected in the Turkish language and literature programme and syllabus.

Keywords: Turkish language and literature education, self-regulation, motivation, use of strategy.

1. Introduction

There are many academic studies of self-regulation, which is accepted as an important determinant of success and academic efficiency. A major part of these researches relates to academic motivation and learning strategies used by students (Al-alwan, 2008; Büyüköztürk, Çakmak, Akgün, KaradenizveDemirel, 2005; VanZile-Tamsen and Livingston, 1999). Self-regulation refers to a multi-complex process that is the combination of some processes and motivational variations (Cleary and Zimmerman, 2004; Zimmerman, 2000).

Self-regulation comprises the learning self-control process, motivation and learning strategies and also uses the mental talents of the learner in order to transform them into an academic success. (Baumfield, 2004; Brophy, 1998; Olaussen and Braten, 1999; Pintrich and Schunk, 1996; Yusri and Nik MohdRahimi, 2011; Zimmerman, 2008). Many studies have shown that academic success is affected positively where motivation and use of learning strategies are high (Bandura, 1986; Garcia and Pintrich, 1996; Hsu, 1997; Lynch, 2006; Pintrich and De Groot, 1990; Pintrich and Smith, 1993; Yusri and Nik MohdRahimi, 2011; Zimmerman and Martinez-Pans, 1990). The term self-regulation is defined and modelled by different theoretic approaches (Al-alwan, 2008; Boekaerts, 1996; Rhee and Pintrich, 2004). According to Schunk and Ertmer (2000), self-regulation is the practise of one's necessary opinions and emotions for learning and motivation to produce and plan systematically. Kauffman, defined self-regulation as "the effort of controlling and managing learner's complex learning activities" (2004). In this way, self-regulation can be stated as the transformation of learners' mental abilities into academic talents by self-management rather than mental talent or academic performance skill (Zimmerman, 2002).

Self-regulation is important regarding the improvement of education as a life-long learning skill (Kitsantas, Winsler and Hui, 2008; Lapan, Kardash and Turner, 2002; Randi, 2009; Zimmerman, 2002). In an academic context, students' use of self-regulation skills is seen as a very important element of their success at school and in their learning (Boekaerts and Cascallar, 2006; Velayutham, Aldridge and Fraser, 2011). Learning based on self-regulation describes the learning processes of students in using various strategies, motivations and behaviours (Hofer, Yu and Pintrich, 1998; Hsu, 1997; Malpass, O'Neil, and

Hocevar, 1999; Olaussen and Braten, 1999; Pintrich and De Groot, 1990; Ray, Garavalia, and Murdock, 2003). In recent years, the focus point of studies has been formed by the concept of self-regulation in the effectiveness of students' self-learning processes (Ainley and Patrick, 2006). Besides that, students are aware of how to acquire the materials they require (or self-regulation skills), how to use them, how to make plans regarding these, and also how to evaluate their performances and review their studies (Zimmerman, 1990). From this perspective, it is clear that self-regulation affects the academic success of students in an educational atmosphere (Volters, 1998). Students' use of cognitive and metacognitive strategies is not enough for success; their regulation of cognitive factors and their level of effort are also important for success in addition to their motivation in using this strategy (Pintrich, 1989). Motivational components contain beliefs such as personal aims, self-efficacy, interests and moral beliefs in addition to the perceptions of students in the classroom environment (Garcia, T. and Pintrich, 1986). In this context, students need to be active participants in a meta-scientific, motivational and behavioral way in their own learning process in order to be defined as self-regulator students (Zimmerman, 1986). In the researches into this subject, it was observed that students who have a lack of success also have a lack of motivational faith (Andrew and Vialle, 1998; Chye, Walker and Smith, 1997; Lopez, 1998; Pajares and Graham, 1999; Pajares and Kranzler, 1995; Pajares, 1996; Schunk, 1991; Zimmerman, Bandura and Martinez-Pons, 1992). It has also been observed that they use learning strategies less often (Chularut and De Backer, 2004; Paterson, 1996; Paulsen and Feldmen, 1998; Vandergrift, 2002; Zimmerman and Risemberg, 1997). In studies of self-regulation researchers have focused on the fact that learners need to put an emphasis on their learning' direction rather than what they need for learning (Zimmerman, 2002). Thanks to self-regulation, learners observe their increasing activities through self-reflection and make their aims in their behaviours. In this way, self-satisfaction and motivation keep advancing with the learning methods for learners (Zimmerman, 2002). Students' motivation levels and their ways of using appropriate learning strategies have major roles in their being successful during their academic life (Garcia and Pintrich, 1996; Pintrich and De Groot, 1990; Pintrich, Smith and McKeachie, 1991; Zimmerman and Martinez-Pans, 1990). Turkish language and literature classes are one of the most significant fields where basic social skills are transferred in Turkish high schools. In the success of these classes, there are the effects of different variants. It has been determined that the deduction of the level of students' motivation and learning strategies is important.

2. Method

In this part, information is provided about the model of research, study group and data collection process.

2.1. Aim

The aim of this study is to indicate the levels of motivation and learning strategy use of high school students in Turkish language and literature.

2.2. Research Method

In the academic year 2013-14, the usage level of motivation and learning strategies about the Turkish language and literature class of students in different types of high schools were designed in this study scan model. In such models, the data required is collected by using various tools of individuals and objects defined in the study field as the target audience (Gökce, 1988; Karasar, 1999). According to Büyüköztürk, Çakmak, Akgün, Karadeniz and Demirel (2008), this method provides the opportunity to understand the fact better by searching the relations and conducting studies of estimations in the field of education, rather than only describing the situations and incidents.

2.3. Study Group

Students who are in Ankara-Golbasi Anatolian High School and Anatolian vocational high school types of schools formed the study group of the research. The study group is formed by 224 of these students.

Table 1: *Distribution of Students in Study Group in accordance with School Type and Gender*

School Type	N	Male	%	Female	%
Anatolian High School	142	58	70,7	83	58,5
Anatolian Vocational High School	82	24	29,3	59	41,5
Total	224	82	37,1	142	62,9

Among the 224 members of the study group, 37.1% are male and 62.9% female in the distribution.

2.4. Data Collection Tool

In this research, the motivation and learning strategy scale (SOBAG- 104K097), as adapted into Turkish by Büyüköztürk, Akgün, Karadeniz, Çakmak and Demirel (2007), was used as the data collection tool. The scale consists of a total of 63 articles as a 7-point evaluation scale. The scale of motivation and learning strategies is placed under the main dimension of 'value'; the internal aim tendency, external aim tendency and task value are placed under the dimension of 'expectation'; the perception of self-regulation about learning and performance and the control belief of learning are placed under the 'affective' dimension, and all comprise test anxiety elements. The part of learning strategies consists of these elements: time and study atmosphere, effort management, peer collaboration and help search, which are placed under the dimension of 'cognitive strategies', repetition, elaboration, regulation and critical thinking strategies, under the dimension of 'meta-cognitive strategies'; planning, monitoring, regulation under 'source management strategies'. In this study, for the reliability of scale results, the Cronbach-Alpha formula was used and the value was measured at .93.

2.5. Collection and Interpretation of Data

The scale, devised as a data collection tool, is made in the nature of a seven-point Likert scale. Students from different schools answered the scale by taking the Turkish language and literature classes into consideration. Students were asked to choose the answer that resembled their feelings and opinions the best. The data obtained was named statistically by independent sampling T-test and only value variance analysis (Anova); the results were tabled. In the operation steps of T-test and Anova, 'Scheffe' evaluation was taken into consideration.

2.6. Restrictions

The study was performed with 224 students in the academic year 2013-2014.

3. Findings and Comments

The study, focused on the motivation and learning strategies for Turkish language and literature classes of high school students in the academic year 2013-2014, is based on two themes. The study's sub-dimensions motivation and learning strategies were handled with variances.

Table 2. *Planar Complications of Average Points*

Percentages	Average Points	Level
1<30	0,0- 2,3	Low
30<1>70	2,4-4,9	Medium
1>70	5.0- 7,0	High

In the levelling and interpretation of average scores, percental evaluation gaps by Büyüköztürk, Akgün, Karadeniz, Çakmak and Demirel (2007) were used. In this respect, scores were named 'low', 'medium' and 'high'.

Table 3. *Defining the Data of the Sub-dimension of the Learning Strategy Scale*

Dimensions	N	The Lowest Points	The Highest Points	\bar{X}	Sd*
Internal Aim Tendency	224	1,00	7,00	4,87	1,17
Mission Value	224	1,00	7,00	5,43	1,35
Learning Control Belief	224	2,50	7,00	6,18	1,04
Self-efficacy	224	1,80	7,00	4,96	1,07
Test Anxiety	224	1,00	7,00	3,28	1,26
Iteration	224	1,00	7,00	4,83	1,28
Elaboration	224	1,00	7,00	4,70	1,21
Regulation	224	1,00	7,00	4,75	1,26
Critical Thinking	224	1,00	7,00	4,64	1,18
Meta-science	224	1,36	7,00	4,89	,97
Time and Study	224	1,60	7,00	5,13	1,16
Effort	224	1,00	7,00	4,80	1,45
Peer Collaboration	224	1,00	7,00	3,91	1,49
Cooperation	224	1,00	7,00	4,96	1,22
Total	224	2,65	6,38	4,76	,77

The 'internal aim tendency', placed under the title of 'value component' in the scale of Motivation and Learning Strategy, is about why a student is included in a mission of learning perception. The average point for this dimension is (\bar{x} :4.87), which is the 'Medium' level. Task value dimension includes the task value and the student's perception about the evaluation of how the task is interesting, important and helpful. The average point for this dimension is (\bar{x} :5.43), which is the 'High' level. High averages about learning control faith show that students' expectations of success are high and they see themselves as being sufficient for wonderful works. The average point for this dimension is (\bar{x} :6.18), which is the 'High' level. It is known that the test anxiety is negative about academic performance in addition to expectations. The average point for this dimension is (\bar{x} :3.28) the 'Medium' level. Self-sufficiency is the evaluation of one's capability of dominance in tasks. This field holds the judgements about one's capability of dominance in completing the tasks. The average point for this dimension is (\bar{x} :4.96) the 'Medium' level. The repetition sub-dimension is a dimension that reflects how frequently the reading passages about class notes and memorization of the key words and terms affecting the study strategies are used. The average point for this dimension is (\bar{x} :4.83), which is the 'Medium' level. The sub-dimension of elaboration shows how frequently the material used in lecture books is used to summarize and rephrase attempts made to be related with the old known or taught material. The average point for this dimension is (\bar{x} :4.70) the 'Medium' level. The sub-dimension of regulation, with the skill of finding the sub-main ideas, states the organization and combination of the things that are required to be taught. The average point for this dimension is (\bar{x} :4.75), being the 'Medium' level. Critical thinking refers to the use of information in a flexible and meaningful way. The average point for this dimension is (\bar{x} :4.64) the 'Medium' level. Meta-cognition is defined as one's own awareness (Zimmerman, 2002). Meta-cognitive strategies state and consider the measurement of the frequency in which the topic is read about and studied. The average point for this dimension is (\bar{x} :4.89): the 'Medium' level. 'Time and Study

Atmosphere', placed under the dimension of source management strategies, refers to the measurement of how well the time and programme are directed, and what the kind of a place that is used for studying is. The average point for this dimension is (\bar{x} :5.13), which is the 'Medium' level. Effort Management is managing one's own resources. People who are successful at effort management protect their determination of their study goals even there is a challenge or a distractive element. The average point for this dimension is (\bar{x} :4.80); this is the 'Medium' level. Peer Collaboration refers to the fact that the peers make each other work and the personal tutor helps make a student's success easier. The average point for this dimension is (\bar{x} :3.91), being the 'Medium' level. Taking Benefits refers to the point that the students are aware of what they do not know and find someone to help them. That is the sufficiency of this dimension. The average point for this dimension is (\bar{x} :4.96) the 'Medium' level.

Table 4: Scores of Students in Study Group by Scale of Motivation and Learning Strategy in accordance with Gender

Motivation and Learning Strategy Dimensions	Sex	N	\bar{x}	S	Sd*	T	P
Value Component	Female	142	5,00	1,24	222	2,134	,034*
Internal Aim Tendency	Male	82	4,65	1,02			
Value Component	Female	142	5,56	1,35	222	1,909	,058
Mission Value	Male	82	5,20	1,34			
Expectation Component	Female	142	6,43	,87	222	4,923	,000*
Learning Control Belief	Male	82	5,75	1,18			
Expectation Component	Female	142	5,06	1,06	222	1,937	,054
The Perception of Self-Efficacy About Learning and Performance	Male	82	4,78	1,06			
Affective Component	Female	142	3,28	1,31	222	,009	,993
Test Anxiety and Scientific Strategies	Male	82	3,28	1,20			
Scientific Strategies	Female	142	5,11	1,13	222	4,374	,000*
Iteration	Male	82	4,36	1,40			
Scientific Strategies	Female	142	4,85	1,19	222	2,466	,014*
Elaboration	Male	82	4,44	1,21			
Scientific Strategies	Female	142	5,01	1,20	222	4,129	,000*
Regulation	Male	82	4,31	1,24			
Scientific Strategies	Female	142	4,74	1,11	222	1,665	,097
Critical Thinking	Male	82	4,47	1,27			
Meta-scientific Strategies	Female	142	5,09	,87	222	4,111	,000*
Meta-science	Male	82	4,55	1,03			
Source Management Strategies	Female	142	5,24	1,13	222	1,840	,067
Time and Study Atmosphere	Male	82	4,95	1,19			
Source Management Strategies	Female	142	5,01	1,45	222	2,775	,006*

Effort Management	Male	82	4,45	1,39			
Source Management Strategies	Female	142	4,07	1,46	222	2,013	,045*
Peer Collaboration	Male	82	3,65	1,53			
Source Management Strategies	Female	142	5,08	1,24	222	2,034	,043*
Help Search	Male	82	4,74	1,16			

In the 'Internal Aim Tendency', placed under the 'Value Component' on the Motivation and Learning Strategy scale, a meaningful difference between male and female students on behalf of girls ($p < .05$; $n^2 = .31$) was noticed. When the averages of girls ($\bar{x} : 5.00$) and boys ($\bar{x} : 4.65$) are observed, it was seen that girls love the lesson subject more than boys, and they are more interested in the field of this lesson than boys. In addition to this, in Internal Aim Tendency, girls are at a 'high' level and boys are at a 'medium' level. There is no significant difference in the sub-dimension of 'Task Value' ($p > .05$). When the average scores are considered, it has been found that both girls and boys got scores at the 'High' level.

In the 'Internal Aim Tendency', placed under the 'Value Component' on the Motivation and Learning Strategy scale, a meaningful difference was noticed between male and female students on behalf of girls ($p < .05$; $n^2 = .14$). Again, there was no significant difference between female and male students for the sub-dimensions of 'Self-Regulation Perception of Learning and Performance' ($p > .05$).

For the 'Self-Regulation Perception of Learning and Performance', it was seen that boys have lower scores ($\bar{X} : 4.78$) than girls ($\bar{x} : 5.06$). In this context, it was observed that girls have more faith than boys do in the fact that studying harder brings more success. There was no significant difference between boys and girls in the sub-dimension of 'Test Anxiety and Cognitive Strategies' placed in the 'Attractive Component' ($p > .05$). However, it was seen that average students do have average scores. It was seen that there was a significant difference between boys and girls, on behalf of girls, in the sub-dimensions of 'Repetition' ($p = 0.00$; $n^2 = .09$), Elaboration ($p = 0.14$ $n^2 = .05$), Regulation ($p = 0.00$; $n^2 = .09$) placed in the dimensions of Cognitive Strategies. Yet, there is no significant difference in the sub-dimension of 'Critical Thinking' ($p > .05$). For this sub-dimension, it is seen that girls are at 'high' and boys are at 'medium' levels. In this connection, it was seen that boys cannot use this strategy at a high level. It has been observed that girls have high and boys have medium levels in respect of the sub-dimension of 'Elaboration'. It was also observed that girls and boys have medium levels in respect of the sub-dimension of Regulation. There is a significant difference between girls and boys, on behalf of girls, for the sub-dimension of Meta-cognitive Strategies ($p < .05$; $n^2 = .1$). According to this dimension, it is observed that girls do have high levels and boys do have medium levels. Yet, there is no significant difference for the sub-dimension of 'Time and Study Atmosphere', placed in the dimension of Source Management Strategies. It has been seen that there is a significant difference between girls and boys, on behalf of girls, for the dimensions of Effort Management, ($p = 0.06$), Peer Collaboration ($p = 0.04$) and helping ($p = 0.04$) ($p < .05$; $n^2 = .05$). For this sub-dimension, it was seen that girls are at the 'high' level and boys are at the 'medium' level. For this sub-dimension, it was seen that girls are at a 'high' level and boys at a 'medium' level. For the sub-dimension of Peer Collaboration, it was seen that both boys and girls are at the 'Medium' level.

In the calculations of the effect size (Eta square), one of the measurements is the multi-regression coefficient, Rsquare. According to Cohen (1988), the results of effect size (n^2): .0196 is low; .1300 medium; and .2600 the high effect value. The Internal Aim Tendency of the eta square values on gender variations are defined as 'Low', as regards Repetition ($n^2 = .09$), Elaboration ($n^2 = .05$), Regulation ($n^2 = .09$), Metacognition ($n^2 = .10$), Effort Management ($n^2 = .05$), Peer Collaboration ($n^2 = .02$) and as 'Medium', as regards the dimension of Learning Control Faith.

Table 5. Scores of Students in Study Group by Scale of Motivation and Learning Strategy in accordance with Gender

Motivation and Learning Strategy	School Type	N	\bar{x}	S	Sd*	T	P
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Dimensions						
Value Component	Anatolian H.S.	176	5,02	1,159	222	
Internal Aim Tendency	Vocational H.S.	105	4,62	1,176	2,47	,014*
Value Component	Anatolian H.S.	141	5,59	1,346	222	
Mission Value	Vocational H.S.	83	5,14	1,337	2,42	,016*
Expectation Component	Anatolian H.S.	141	6,26	1,018	222	
Learning Control Belief	Vocational H.S.	83	6,04	1,086	1,53	,127
Expectation Component:	Anatolian H.S.	141	5,14	1,054	222	
The Perception of Self-Efficacy About Learning and Performance	Vocational H.S.	83	4,64	1,028	3,47	,001*
Affective Component	Anatolian H.S.	141	3,24	1,268	222	
Test Anxiety and Scientific Strategies	Vocational H.S.	83	3,34	1,276	-,54	,584
Scientific Strategies	Anatolian H.S.	141	4,93	1,293	222	
Iteration	Vocational H.S.	83	4,66	1,268	1,52	,129
Scientific Strategies	Anatolian H.S.	141	4,84	1,209	222	
Elaboration	Vocational H.S.	83	4,46	1,200	2,28	,023*
Scientific Strategies	Anatolian H.S.	141	4,94	1,203	222	
Regulation	Vocational H.S.	83	4,43	1,303	2,93	,004*
Scientific Strategies	Anatolian H.S.	141	4,78	1,218	222	
Critical Thinking	Vocational H.S.	83	4,41	1,085	2,26	,024*
Meta-scientific Strategies	Anatolian H.S.	141	4,98	,990	222	
Meta-science	Vocational H.S.	83	4,74	,921	1,81	,070

Source Management Strategies	Anatolian H.S.	141	5,28	1,165	222		
Time and Study Atmosphere	Vocational H.S.	83	4,89	1,123		2,44	,015*
Source Management Strategies	Anatolian H.S.	141	4,95	1,382	222		
Effort Management	Vocational H.S.	83	4,56	1,558		1,96	,051
Source Management Strategies	Anatolian H.S.	141	4,05	1,555	222		
Peer Collaboration	Vocational H.S.	83	3,68	1,379		1,78	,076
Source Management Strategies	Anatolian H.S.	141	4,91	1,304	222		
Help Search	Vocational H.S.	83	5,04	1,077		-,77	,438

In all the dimensions of the motivation and learning strategy scale, except for the “help search”, it was determined that Anatolian high school students have higher averages than the students in Anatolian vocational high school. Between the school types a significant difference ($p < .05$) in favor of Anatolian high schools was determined in the “Task Value” and “Internal Aim Tendency” sub-dimensions placed under “Value Component”; in “Self-regulation perception relating to Learning and Performance” sub-dimension within the dimension of Expectation component; in the “Elaboration”, “Regulation” and “Critical Thinking” sub-dimensions placed under the dimension of Cognitive Strategies; in the “Time and Study Atmosphere” sub-dimension placed under the strategies of Source Management. While there is no significant difference in the sub-dimensions of learning control faith, test anxiety, cognitive strategies, repetition, meta-cognition, effort management, peer collaboration and help search ($p > .05$), when the averages are taken into consideration, it was seen that the students of Anatolian high schools have higher scores than the students of Anatolian vocational high school. A ‘Low’ power of effect is designated with regard to the Internal aim tendency of the values of ‘eta square’ with respect to the variation of school type ($\eta^2 = .02$), Task value ($\eta^2 = .03$), Self-efficacy perception of learning and performance ($\eta^2 = .05$), Elaboration ($\eta^2 = .03$), Regulation ($\eta^2 = .05$), Critical Thinking ($\eta^2 = .03$), and Time and Study Atmosphere ($\eta^2 = .01$).

Table 6. *Motivations and Learning Strategy Levels about Class Levels of the Students in the Study Group*

Motivation and Learning Strategy Dimensions	Source of Variance	Sum of Squares	sd*	Average of Squares	F	p	Significant difference
Value Component	Intergroup	24,65	3	8,21	6,332	,00*	
Internal Aim Tendency	Intragroup	285,47	220	1,29			9-12
	Total	310,12	223				10-12
Value Component	Intergroup	54,13	3	18,04	11,123	,00*	

Mission Value	Intragroup	356,91	220	1,62			9-11
	Total	411,05	223				9-12
Expectation Component	Intergroup	4,99	3	1,66	1,528	,208	
Learning Control Belief	Intragroup	239,63	220	1,08			-
	Total	244,62	223				
Expectation Component:	Intergroup	2,22	3	,74	,643	,588	
The Perception of Self-Efficacy About Learning and Performance	Intragroup	253,17	220	1,15			-
	Total	255,39	223				
Affective Component	Intergroup	4,38	3	1,46	,906	,439	
Test Anxiety and Scientific Strategies	Intragroup	354,91	220	1,61			-
	Total	359,30	223				
Scientific Strategies	Intergroup	2,20	3	,73	,440	,724	
Iteration	Intragroup	367,88	220	1,67			-
	Total	370,08	223				
Scientific Strategies	Intergroup	6,97	3	2,32	1,583	,194	
Elaboration	Intragroup	323,36	220	1,47			-
	Total	330,34	223				
Scientific Strategies	Intergroup	5,43	3	1,81	1,139	,334	
Regulation	Intragroup	350,05	220	1,59			-
	Total	355,49	223				
Scientific Strategies	Intergroup	3,10	3	1,03	,738	,530	
Critical Thinking	Intragroup	308,39	220	1,40			-
	Total	311,49	223				
Meta-scientific Strategies	Intergroup	7,05	3	2,35	2,547	,057	
Meta-scientific	Intragroup	203,11	220	,92			-
	Total	210,16	223				
Source Management Strategies		21,45	3	7,15	5,618	,001	9-11

Time and Study Atmosphere	Intergroup					
	Intragroup	280,13	220	1,27		9-12
	Total	301,59	223			
Source Management Strategies						
	Intergroup	5,78	3	1,92	,904	,440
Effort Management	Intragroup	468,96	220	2,13		-
	Total	474,74	223			
Source Management Strategies						
	Intergroup	4,47	3	1,49	,660	,577
Peer Collaboration	Intragroup	497,24	220	2,26		-
	Total	501,72	223			
Source Management Strategies						
	Intergroup	9,81	3	3,27	2,219	,087
Help Search	Intragroup	324,51	220	1,47		-
	Total	334,33	223			

There are significant differences in the sub-dimensions of 'Time and study atmosphere', 'Task value' and 'Internal aim tendency', placed in the scale of motivation and learning strategy ($p < .05$). According to that, it is stated that in the 'Internal aim tendency', ninth graders have higher scores than 12th graders and 10th graders have higher scores than 12th graders. Again, for the 'Time and Study atmosphere' dimension placed under the dimension of Source strategies, it is seen that the average scores of 11th and 12th graders are getting significantly different on behalf of ninth graders. It is observed that the significant differences get different in the point of the sub-dimension of specifically 'Value component'. According to this, it is observed that there is a significant decrease in students' care and tendency for their aims and the value of their classes. This situation shows that students lose their faith in the necessity of 'language and literature' class in ongoing years. Again, for the 'Time and Study atmosphere' dimension placed under the dimension of Source strategies, it is seen that the average scores of 11th and 12th graders are getting different significantly on behalf of ninth graders. According to that, it is seen that the ninth graders control the time, learning programme and study atmosphere for their 'Turkish language and literature' classes.

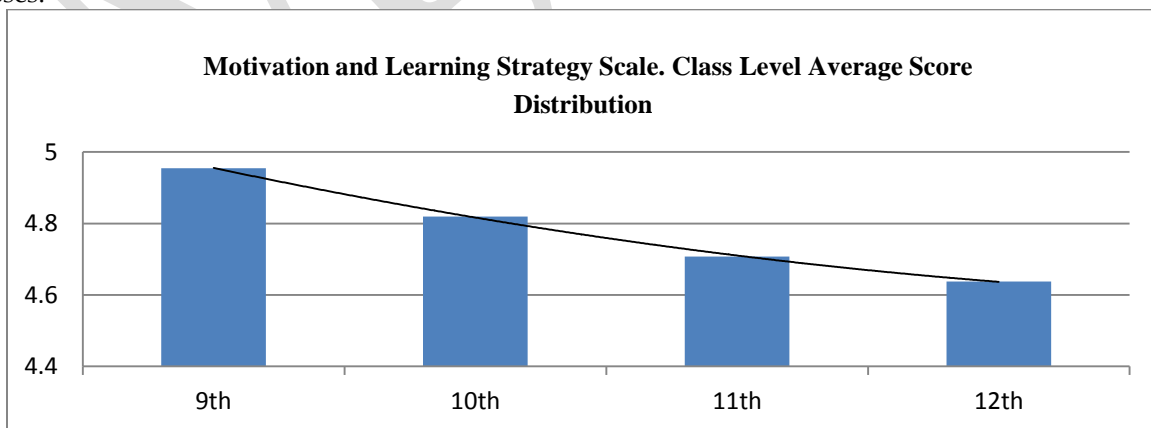


Figure 1. Motivation and Learning Strategy Scale Class Level Average Score Distribution

The average scores obtained by the motivation and learning strategy scale show that students show declines in the level for Turkish language and literature classes through their high school education. Pursuant to this, the scores students got in the ninth grade gradually fall over the years. This finding shows that students have a systematic loss in the levels of motivation of classes, trust in being successful, different study skills used in lessons and the use of learning strategies for their 'Turkish language and literature' course.

4. Discussion

When the dimensions in the motivation and learning strategies are examined, the significant differences in the dimension of task value grab one's attention. It is stated that the task value does not exert a direct effect on the performance but creates a quite positive relationship in the use of cognitive strategies (Pintrich and De Groot, 1990). The relationship between the task value and cognitive strategies is examined in the same way in this study. It is seen that, repetition, elaboration, regulation and critical thinking dimensions which refer to the cognitive strategies are at the "Medium" level as is in the task value dimension. Yet, the significant difference we especially see in cognitive strategies is remarkable. Similar findings were determined in the studies of KılıçÇakmak, *et al.* (2008) too. In this context, it is supported that the learning strategies change the perception of academic success in teaching activities (Çiftçi 1998; Daley, 1998; Lynch, 2006; Talu, 1997; Ward and Rosetta, 2001).

Self-regulation states the adaptation process of students into their own learning in respect of their meta-cognition, motivation and behaviours (Altun, 2005; Arrends, 1979; Çiltas, 2011; Hofer, Yu and Pintrich, 1998; Ilgaz, 2011; Kauffman, 2004; Pintrich, 2000; Risemberg and Zimmerman, 1992; Winnie and Hadwin, 1998; Winnie, 2001; Zimmerman, 1989). Meta-cognitive strategies review the accuracy of behaviours in the process of problem-solving and help students fix it (Hofer, Yu and Pintrich, 1998; Pintrich, 1999; Pintrich, Smith, Garcia and McKeachie, 1991). Kılıç and Tanrıseven (2012) stated that there is a significant relationship between the preference of the question types that measure the high-level cognitive process and the level of adaptation of the meta-cognitive learning strategy. Also, Birenbaum and Gutvitz (1995) and Cohen (1995) found similar findings in studies at the high school level. It was found that the students are at the 'Medium' level in Turkish language and literature classes in terms of meta-cognitive dimension. It is seen that students are at a 'Medium' level in the source management dimension. Also, students' collaboration in learning activities plays a major role in their motivation and their use of learning strategies. This situation is ensampled in similar studies (Azevedo, Ragan, Cromley and Pritchett, 2002; Pintrich, 2000; Pintrich and Karabenick, 2003; Şahhüseyinoğlu and Akkoyunlu, 2010; Wolters; Zimmerman, 1990).

Many studies done show that there is a strong relationship especially between the affective learning outcome of the students, and their own perceptions and opinions regarding the class atmosphere (Fraser and Fisher, 1982, Fraser *et al.*, 1987; Fraser and Fisher, 1983; Talton and Simpson, 1987; Telli and Çakıroğlu, 2002). Findings show that students have a 'Medium' level of perception about the Turkish language and literature class in terms of the 'attractive' dimension.

When the studies of motivation and learning strategies were examined, it was seen that girls score higher points than boys (Akkaya, 2012; Erdem, 2013; Kadiroğlu, *ao.*, 2011; Şen, 2012; Yağlı 2014; Yüksel, 2013). Besides, those studies in which boys are more successful than girls leapt to the eye (Duman, 2008; Güven, 2004; Higgins, 2000; İflazogluSaban and Tümkaya, 2008; Kolody, 1997; Medo, 2000; Özer, 1993; Şahin and Çakar, 2013; Sheorey, 1999). In this study, it was found that girls have higher scores than boys.

While researches show that there is a correlation between the vocational tendencies and cognitive strategies, theories concerning measurement of applicability of the cognitive strategies are not found sufficient in order to determine this relationship (Bodden, 1970; Bodden, & Klein, 1972; Bodden, & James, 1976; Haase, Reed, Winer, & Bodden, 1979; Cesari, Winer, Zychlinski, & Laird, 1982; Neville, Neimeyer, Probert, & Fukuyama, 1986). In all the dimensions of motivation and learning strategy scale, except the 'help search', it was seen that Anatolian high school students have higher averages than the students in Anatolian vocational high schools. Erdem (2013) and Yağlı (2014) noted that students in vocational high schools have higher scores than students in Anatolian high schools in terms of motivation.

In the sub-dimensions of 'Time and study atmosphere', 'Task value' and 'Internal aim tendency' about the class variance, it was found that ninth graders have significantly higher average scores than the other class levels. Again, for other dimensions, lower motivations, by the higher class levels, and learning strategy levels draw attention. It was observed that the significant differences arise on the point of the sub-dimension of specifically 'value component'. According to this, it was observed that there is a significant decrease in students' care and tendency for their aims and the value of their classes. This situation shows that students lose their faith in the necessity of 'language and literature' class in ongoing years. Similar findings are also inspected by Alcı and Altun, (2007); Çakmak ,ao., (2008); Erdem, (2013); Karalar (2006); Sağırılı, ao., (2010) and Yağlı (2014).

5. Results and Suggestions

When the average scores of Turkish language and literature classes are examined, it is observed that there is a decrease in the direction of the aims of students and their care for their classes in continuing years. This situation shows that students lose their faith in the necessity of the 'language and literature' class in ongoing years.

Again, for the 'Time and Study atmosphere' dimension, placed under the dimension of Source strategies, it was seen that the average scores of 11th and 12th graders are significantly different compared to ninth graders. Accordingly, it was seen that the ninth graders control the time, learning programme and study atmosphere for their 'Turkish language and literature' classes.

It was seen that there is a decrease in levels in terms of preparedness with the progressing high school education of students for Turkish language and literature classes. It was found that there is a level of decrease with students' progressing class levels, in motivation in classes, trust in being successful, managing the test anxiety, different study skills used in classes, and the use level of learning strategies.

For the Turkish language and literature classes, the dimensions of 'task value, learning control and time and study atmosphere', placed in the scale of motivation and learning strategies, are at a 'High' level; study group students, placed in 'Internal aim tendency, test anxiety, self-efficacy, repetition, elaboration, regulation, critical thinking, meta-cognition, effort management, peer collaboration and helping' dimensions, are seen at 'Medium' levels.

About the gender variance, 'internal aim tendency', learning control faith, in the sub-dimension of 'repetition, elaboration, regulation, meta-cognitive strategies, effort management, peer collaboration and helping', placed under the cognitive strategies dimension, there is no significant difference between boys and girls, with respect to girls ($p < .05$).

Except for the "help search" dimension, in all the dimensions regarding the school variable, it was determined that Anatolian high school students have higher averages than the students in Anatolian vocational high school. Between the school types a significant difference ($p < .05$) in favor of Anatolian high schools was determined in the "Task Value" and "Internal Aim Tendency" sub-dimensions; in "Self-regulation perception relating to Learning and Performance" sub-dimension within the dimension of Expectation component; in the "Elaboration", "Regulation" and "Critical Thinking" sub-dimensions placed under the dimension of Cognitive Strategies; in the "Time and Study Atmosphere" sub-dimension placed under the strategies of Source Management.

In relation to the class level variable, significant differences ($p < .05$) were found among the classes in sub-dimensions of "Internal aimtendency", "Task value" and "Time and study atmosphere". According to that, it was seen that average scores of 9th graders significantly differed when compared to 12th graders in the "Internal aim tendency", and average scores of 10th graders significantly differed when compared to 12th graders in the sub-dimensions of "Task Value" and "Time and Study Atmosphere" ($p < .05$).

The average scores obtained by the motivation and learning strategy scale show that students have level declines for Turkish language and literature classes through their high school education. According to this, there is a decrease in the average scores of students in ninth grade. This finding shows that students have a systematic loss in the levels of motivation of classes, trust in being successful, different study skills used in lessons, and the use of learning strategies for their 'Turkish language and literature' course.

No significant difference in average scores in the annual use of learning strategies in terms of Turkish language and literature classes was detected. In this context, it was seen that the content of Turkish language and literature classes has not created any differentiation in the perception of strategy use levels, which have an important place in teaching activities.

5.1. Suggestions

It is accepted as important that the educations of learning strategies are reflected in the Turkish language and literature programme and syllabus. In particular, the decrease in average scores in the peer collaboration and critical thinking skill dimension attracts attention. In the Turkish language and literature teaching, which is based on the social skills, studies as learning in collaboration and performing the old information in new circumstances, problem-solving, decision-making, and critical evaluation strategies should be placed.

Findings reveal that the students cannot learn the strategies that aim to inculcate the skills of gaining an important place in social life during the high school in Turkish language and literature classes. In this context, the practice of teaching the appropriate strategies in fields of skills in lessons is suggested.

Qualitative studies can be performed to detect the reasons for decreases in motivation caused by the increase in academic years for students.

The effects of strategy teaching in Turkish language and literature classes can be monitored with the help of experimental designs.

6. References

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Development Of Communicative Creativity In Masters Of Technical University: Methodological Aspect

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Abstract

Abstract. Modernisation of the higher education worldwide requires the research of the pressing problem of professional training of students and, first of all, of their communicative creativity, to which due regard is given neither in theory nor in practice of professional education. The paper contains the description of the ways of solution of this problem – development and realisation of the integral methodological system of communicative creativity development in students – masters, based on application of the complex of scientific approaches: systemic, personality-oriented, socio-cultural, communicative-ethnographic ones, and those, realised on the basis of a number of principles of communicative creativity development: cross-cultural orientation; the dialogue of cultures; creative speech-thinking activity; co-creation. These theoretical-methodological provisions have underlain the development and realisation of the methodological system, of communicative creativity development, including a number of methods of development of this quality in students: a dialogue, a game, a project method, the method of six thinking hats, the method of mind maps and others. The methodological system of communicative creativity development in master at foreign language lessons contains a number of techniques, realised during development of structural components of communicative creativity. Approbation of the developed methodological system was implemented in the mode of the training experiment at the business foreign language lessons with involvement of the students group, consisting of 75 people, constituting the control and experimental groups. Analysis of the obtained data allowed making a conclusion on the effectiveness of the methodological system, developed by the authors of the paper, prospects of its further perfection and application in practice of higher schools activity. The materials of the paper are of practical value for arrangement of the process of professional training in the framework of development of communicative creativity of students.

Key words: communicative creativity; methodological system; development methods, development techniques.

Introduction

Modern dynamics of higher education development indicates a rapid growth of demands of the alumni as a medium of panhuman culture, possessing not only professional knowledge in subject fields, professionally meaningful qualities, but also being competent in relationships with other people. This problem is of particular acuteness for future masters, being a paragon of sociability, gregariousness, open-mindedness, readiness for various variants of communication with people of different age, the level of education, social status. Modern production requires from them maximum flexibility, dynamism, originality, creativity [8].

In this connection, the problem of development of communicative creativity of future masters becomes urgent, and the necessity of its solution is observable in normative documents, regulating modern higher education.

The results of scientific studies of scientists, engaged in this problem, as well as the data, obtained by the authors in the course of the exploratory search, confirm the provision that the process of communicative

creativity development in university students remains to be insufficiently studied and effective within the framework of traditional education [2,4,5,17].

Materials and methods. To improve the efficiency of the process of communicative creativity development, the research, implying the development of the integral methodological system, its approbation, and verifying in the course of experimental teaching the business foreign language to students-masters of the technical university, was conducted by the authors.

The method of comparison of the results of students' training according to the experimental and traditional methodology was used. In two experimental groups, 39 students-masters studied; in two control ones – 36 students.

When developing the methodological system, the authors of the paper proceeded from the number of theoretical provisions. In particular, from the concept, developed by O.V. Leshner, A.V. Kazikin, according to which communicative creativity implies an ability of the human being, manifesting itself in generation of original, nonstandard ways of solution of communicative tasks, aimed at achieving communicative purposes and preservation of subjective wellbeing in intersubjective relationships with the partner [14].

Proceeding from the presented definition of the concept, the authors have identified the components of communicative creativity, such as:

- a motivational component, including personality orientation towards displaying communicative creativity in the process of cross-cultural communication; readiness for fruitful interaction with representatives of alien cultures, for overcoming cross-cultural barriers and cross-cultural shock; stable cognitive interest in learning of everything new in the field of cross-cultural interaction; the attitude towards cross-cultural value orientations (mutual acceptance, mutual understanding, mutual complementarity, tolerance, empathy, personality autonomy); activity and initiative in the course of intercultural communication; the need in self-realisation, self-development and professional perfection.
- an emotional component – presented by emotional intellect, emotional creativity, emotional culture, determining the adequate understanding of the communication partner; an ability to control one's emotions; not to show aggression when facing alien culture and to mobilise one's energy in unexpected situations, overcoming culture shock;
- a cognitive component, in which the authors included linguocreative reasoning, characterised by associativity, by an ability to originally combine words and phrases, to produce and to shape one's own thoughts, by metaphoricalness; knowledge of communicative, linguistic, linguocultural, socio-cultural, psychological aspects of cross-cultural communication and an experience of cross-cultural communication of the personality;
- a technological component, responsible for coherence and consistency of utterances and including the following technologies: communicative (an ability to apply optimal communicative strategies and tactics adequately to tasks and situations of cross-cultural communication; an ability to ask questions, listen, to react adequately, to adjust under conditions of changes in the course of interaction with representatives of alien culture); forecasting the situations (an ability to anticipate conflicts); problems solution; a reflexive technology (an ability to use techniques for self-assessment, effectiveness) and competences: linguistic, social, socio-linguistic, communicative, strategic, socio-cultural, compensative.

The structure and the essence of communicative creativeness allow determining its basic functions:

- motivational, implying stimulating students to manifestation of communicative creative abilities in the course of intercultural interaction;
- information-cognitive, aimed at acquisition and enrichment of students with the information about their own and alien culture, at elimination of negative stereotypes and prejudices, at accumulation of experience;
- adaptive, implying their rapid entrance to new environment, aimed at acquisition of new communicative experience and at an ability to change their behaviour flexibly according to the situation, taking into account cultural and individual psychological peculiarities of the partner;

- etiquette, aimed at observance by students of social and cultural norms and standards of behaviour in the course of cross-cultural interaction;
- procedural, implying an ability of trainees to constructively and adequately act in different situations of cross-cultural communication, using effective communication strategies and techniques;
- developing, aimed at formation in students of a creative cross-cultural type of personality, which is open and ready for perception of Another as an equal partner in communication, able to come into contact, controlling it for the purpose of effective mutual understanding, oriented towards cross-cultural perfection.

For the development of communicative creativity in students, the authors developed an integral methodological system, consisting of private methodologies, implying the unity of purposes, principles, contents, mechanisms, methods and means of a specific way or type of training, within which every component of communicative creativity of university masters would develop.

The authors determined the following as the main scientific approaches to the development of communicative creativity:

- at the methodological level – a systemic approach, allowing consideration of several interconnected and mutually conditional systems (a system of components and corresponding functions of communicative creativity, a system of principles, methods, techniques, forms, and means of training);
- at a theoretical level:
 - a personality-oriented approach, according to which a unique and original personality of the student is a centre of the teaching and educational process;
 - a subjectival-activity approach, representing a complex of structures and mechanisms, aimed at formation of active and creative personality of the future specialist – as a self-organising subject, able to apply linguistic knowledge in his/her professional and social activity, which provides both adaptation to rapidly changing reality and an opportunity of influencing it;
- at a practical level:
 - a socio-cultural approach, providing cultural studies orientation of foreign language teaching, introduction of the student-nonphilologist into the culture of the country of the target language, a better awareness of the culture of their own country, an ability to present it by language means, active involvement of trainees in the dialogue of cultures, which leads to formation of the personality “mentality”;
 - a communicative-ethnographic approach, which is based not only on acquisition of knowledge in the field of the language and culture and their realisation in communicative activity, but also in using them in nonstandard communicative situations, allowing activating cognitive and creative activities of students in communication;
 - a multicultural approach, which is oriented towards study and mastery of traditions of European and world cultures and civilisations, towards awareness by trainees of their cultural belonging and building a dialogue (polylogue) with representatives of other cultures from the position of international criteria, cross-cultural values, integration, cooperation and tolerance [3, 5];
 - A competence approach, aimed at mastery of basic competences by the students: linguistic, communicative, cross-cultural;
 - a problem-technological approach, implying acquisition by the students of the algorithms (repertoire) of behaviour in different communicative situations, the knowledge of which allows forming readiness and an ability for cross-cultural communication in the students, avoiding situations of misunderstanding and conflicts.

In the methodology, developed by the authors, the basic principles of development of communicative creativity in students-masters of the technical university at foreign language classes are:

- a principle of cross-cultural orientation, anticipating such building of the foreign language acquisition process, by which its central figure is a student as a potential partner of real cross-cultural communication. This principle provides realisation of the task of acquisition by the students of linguistic

experience in other language and introduction with its help into other culture, traditions, customs of the country of the target language, the knowledge of which provides normativity of verbal interaction in communicative situations;

- a principle of the dialogue of cultures, implying analysis by the students of alien-culture phenomena and the phenomena in their own culture; development of their critical thinking, broadening of the limits of the "worldview", changing of the attitude towards cross-cultural differences, an ability to avoid conflicts, to go beyond the scope of stereotypes, to make decisions and to achieve consensus under conditions of differences of opinions [17];
- a principle of creative speech-intellectual activity, implying constant involvement of students into a creative communicative process, the content basis of which is problematic character, selection of problem situations, taking into account age-related and psychological peculiarities, enabling activation of thinking activity of students and the need in their discussion;
- a principle of co-creation, creative self-development and self-realisation, allowing the students to approve in communication with the teacher such optimal form of interaction as a dialogue, the essence of which consists in mutual enrichment and personality development of its participants. This process represents subject-subjective interaction of a teacher and a student as partners. The student becomes a coauthor of learning activity, which is creatively organised by the teacher. Co-creation entitles trainees to have their own trajectory of development.

The research, conducted by the authors, indicates that all enumerated principles are interconnected and they develop communicative creativity of students in the aggregate.

Selecting teaching methods of communicative creativity development in students-masters of the non-linguistic higher school at foreign language lessons, being guided by the tendencies of modern professional education, the authors oriented themselves towards such characteristics as problematic character, communicative orientation, creative activity and independence of students.

In the course of practical work with the students of the university in the subject "Business foreign language", the authors defined the following methods: a dialogue, a role play, a project method, the method of "six thinking hats", the method of mind maps.

A dialogue is a specific form of communication, which allows creating common information, spiritual space, when, on the basis of equal-right activity of students, new knowledge, interrelations, feelings appear [11].

Characteristic peculiarities of the dialogue include: problematic character, subjectively experienced situation of the search of meaning, relationships of the community and mutual understanding between the participants of the dialogue, manifestation of tolerance towards other, incompleteness of the result, stimulating thinking activity.

Owing to this method, students acquire and develop a dialogue experience, necessary for development of communicative creativeness in them during foreign language communication.

The authors have established that the dialogue method develops the communicative foreign language competence in students, stimulates their initiative and fruitful idea exchange in the course of communication, develops linguocreative thinking, induces to the search of different ways of thought expression, increases perceptiveness and tolerance, forms awareness of problems and contradictions, allows revealing available information and to process it creatively, etc.

The authors define the role play, providing optimal activation of communicative activity of students and stimulating development of their spontaneous speech, independence, freedom of language creativity and personal accountability for the effectiveness of learning, as the next method, developing communicative creativeness in the context of cross-cultural communication at the lessons.

Role playing forms the basis of purposeful activation of students activity, which with time should proceed to activation, displaying itself in the creative activity of students, in selection of individual speech behaviour, initiative and revelation of their own interests and needs, as well as in the desire to experiment.

The project method, implying the use of a wide range of problematic, research, search creative techniques, oriented towards real practical result, is urgent as well when developing communicative creativity in students-masters, as the results of the conducted research showed.

The variety of kinds and forms of preparation and realisation of projects makes the foreign language lessons fascinating, creates a positive motivation in students to learn cross-cultural communication and foreign language, enables the development of foreign-language communicative competence, formation of their research and creative activity, development of independence of students in learning cognitive activity.

The next method is the method of six thinking hats, developed by E. de Bono, which was chosen by the authors as it allows teaching students to use models of thinking as a tool of effective creative activity in the course of communication; to overcome phenomena of inadequacy, excessive emotionality; to perceive the problem in the variety of approaches, to be flexible and tolerant in communication [1].

According to this method, thinking is divided into six types, or modes, to each of which a metaphorical colourful "hat" corresponds, which enables the use of each mode much more effectively, since the whole process of thinking becomes more focused and stable.

A red hat – emotions, intuition, feelings, prejudices.

A black hat – scepticism, critical mood, doubt in the rightness and correctness, caution, assessment.

A yellow hat – optimism, belief in success, search of advantages.

A green hat – creativity, spontaneity, search of alternative solutions, generation of new approaches, creative risk.

A white hat – facts, information, questions.

A blue hat – systemic thinking, organisation of a creative process, making up the programme of problem deliberation, verifying and analysis of results, prospect planning, taking into account the obtained results. Putting on the hat of thinking (fastening the badge with the hat image), the student assumes the role this hat indicates. When replacing one hat with another, an instantaneous switching of thinking takes place. Such method is characterised by visualisation, simplicity of mastery and application, effective use of the thinking process when solving problems, as well as conflict-free discussions, which allows developing communicative flexibility, tolerance, emotional culture and other qualities, included by the authors into the structure of communicative creativity.

The next method, emphasized by the authors, is the method of "mind maps", which include Mind-Map and Cluster-Method. This method is an operating, thinking, creative tool since "mind maps" are suitable for collecting, constructing and ordering thoughts, as well as planning, developing associative thinking, problem solution, statement of questions, etc.

Mind-Map ("memory map"), developed by T. Buzan, is a simple technology of writing down thoughts, ideas, conversations [12]. Taking notes occurs rapidly, associatively, in the form of "chaos" on a piece of paper. The name of the topic is directly in the centre of the paper and at any moment is in the visual centre.

In the beginning, a word, an idea, a thought, a topic, being a key one, appear. Then a stream of ideas, which is worth noting down on the paper, goes. Mind-Map emphasises individual abilities of students, creates a space for manifestation of their creative abilities.

Cluster-Method, developed by Gabriela L. Rico, is aimed at stimulation of the students' speech, activation of their imagination [16]. It contrasts free associations with systematicalness, image – with concept, originality – with convention and, thus, introduces a variety into routine work, making learning more individualized.

A technology of mapping is the following: a word, a topic or a concept is written in the upper third of a piece of paper and is outlined. Words, associations are spontaneously entering the students' heads, recorded around the main word, outlined and connected with the main word. Every new word forms by itself a new nucleus that induces further associations. Thus, associative chains are created. Interconnected concepts are connected by lines. This way, a net-shaped sketch of spontaneous ideas occurs.

The advantages of using the method of “mind maps” are such as: a clearly defined main idea; easiness of recognition and establishment of evident correlations of many concepts, elements; development of associative thinking.

A detailed description of techniques of development of communicative creativity, combined with a corresponding component, the effective realisation of which they provide, is given below.

A motivational component was successfully realised by means of the following techniques:

- the technique “Postersession”, an effective technique of work in small groups, represents a demonstration of the material in the form of the posters, developed by a group of students or individually. Students demonstrate an originally designed material on topical themes, which is then discussed by the group. This technique sparks an interest in independent research and creative work, develops the ability of presentation of research work results, complex structuring of the material and the ability of team work [15];
- the technique “Patterns” is used for demonstration of culture as a concealed from one’s own consciousness phenomenon. Students with closed eyes performed the tasks of the teacher: to fold a standard piece of paper twice, to tear off the upper right angle, to fold the resulted piece of paper again and to tear off the upper right angle (to do it several times). Then students opened their eyes, unfolded the piece of paper and compared the patterns. As a result, they obtained different patterns and it was necessary to answer the question: why were so different results obtained using identical material, when performing identical orders? Then there was a discussion of unconscious concepts, according to which a person acts unconsciously in reality [3];
- the technique “von A bis Z” is aimed at determination of students’ relations to reality, to the development of communicative creativity, to the study of culture, cross-cultural communication and a foreign language as a tool of communication. For each letter of the alphabet, the students selected an association, a concept or a phenomenon, determining this quality in the cross-cultural context [13];
- the technique “Impulsreferat” implies a short actual message on the topic, which serves as an impulse for further work [15];
- the technique “Fotoassotiation” stimulates creative activity of students. Examining unusual photos, the students tried to imagine and to describe the situation, give their own comments, to determine what is depicted in the photo, etc. [15].
- the technique “Target” represents a two-phase evolutionary methodology. First, the participants write their opinion on some problem on the sticky pieces of papers (for example, qualities of a creative multicultural personality), and place them on the board, where the target is depicted. Each sector has its headline, and in its centre, there is an ideal. After this, the group discusses and assesses the results of the work. This technique allows revealing interests, value criteria of the group, determining the viewpoint of students on the problem and adjusting the further work, taking into account the viewpoints of the group [15];
- the technique “Pro-Kontra-Argumentation” represents consideration of the problem themes from the positions of “pros” and “cons” argumentation for the purpose of proving the necessity of acquisition of knowledge in cross-cultural communication and development of creative communicative abilities. Such technique enables development of abilities to analyse the situation, to objectively assess merits and demerits, to reasonably defend one’s own viewpoint, to give precise answers to put questions [15];
- the technique “Personality-Show” enables self-realisation of students, as well as establishing a creative climate at the lesson. Getting the feeling of famous people parts (singers, actors, politicians, etc.), who were guessed by the group, the students displayed their stage talent [13];
- the technique “Selbstpräsentation” stimulates the wish in students to come into contact with representatives of alien cultures, forms the ability to present oneself competently, attractively, develops confidence in oneself. This technique was used at the foreign language lessons in the following forms:
- in the oral form, presented by the prepared monologue of students about their biography when applying for a job. At that, there was a video recording, for the purpose of subsequent analysis of the presentation

of the student (gestures, mimics, intonation, correctness of monologue building, etc.) and of adjusting the behaviour during the presentation and correcting the mistakes made;

- in the written form in the form of letters (official and unofficial) to other countries for concluding a contract, creation of curriculum vita for applying for a job in an international company, preparation of a visa application form for travelling to Germany.

The described technique, with the use of indicated forms, motivated the students to generate communicative-practical skills, to perfect their language abilities, stimulated the display of the interest in alien culture learning.

To motivate the development of communicative creativity in students and the study of peculiarities of cross-cultural communication, perfection of language skills, the authors used the Internet resources, allowing application of the knowledge, acquired at the foreign language lesson, in practice. The students searched for friends from other countries on dating websites and in social networks "Kontakt", "Odnoklassniki", "Moi Mir", conducted the correspondence, sent congratulation cards.

The group of techniques of realisation of the emotional component is presented in the methodology of development of communicative creativity of students-masters in the following way:

- the technique "Mini-drama" enables effective development of empathy, emotional intellect, emotional culture and creativity. In contrast to a role play when dramatizing, the participants not just imitate their role at a linguistic level, using clichés that are adequate for the situation, but also experience the situation emotionally, get used to the role of their character, striving to imitate his/her behaviour, taking into account his/her cultural values and reactions to the situation. This technique develops the ability to feel, to look at the situation through the eyes of other person, as well as approximates the participants of dramatization to the object of study through their emotional involvement;
- the technique "Faulty videotape recorder". Participants are sitting in the circle. The following task is given – to convey the emotional state, using only non-verbal means. The state is conveyed by one participant to another in a circle. All the rest are sitting with their eyes closed. When each member of the group has received and conveyed the state, the first conveying partner compares the message that he/she has received with that he/she has conveyed. Then students discuss what non-verbal communication is, how to decipher and understand others by their posture, gestures, face expression. This technique develops emotional sensitivity, the ability to immerse in and understand the state of other person, as well as the ability to use non-verbal means of communication effectively;
- The technique "Cultural glasses" allows seeing the events and participants of cross-cultural communication from the viewpoint of their culture and seeing the world from the positions of representatives of other culture. The technique is aimed at the support of psychological processes of adaptation and immersion into the world of other language and culture, at awareness and formation of adequate treatment of alien cultures, at development of the readiness to change, to empathise, to respond to the events of other culture.

Besides the used and described above techniques of communicative creativity development, the authors fixed the rise in the level of communicative creativity development when using the following techniques:

- the technique "Reduction of verbal aggression" implies development of the abilities to control emotional reactions by means of transforming the content of statements through the replacement of lexical-grammatical means, present in it, with neutral ones and is aimed at self-regulation of one's own emotions;
- the technique "Interjections". Students read the poem by Rudolf Otto Wiemer, in which different interjections are presented that express different emotions. By means of this technique, the intonation was perfected and the emotional sensitivity of students was developed;
- the technique "Mood" allows determining the mood of a person in a photo by his/her face expression. This technique develops empathic abilities in students, emotional creativity, and emotional culture and sensitiveness.

Realisation of the emotional component in the structure of communicative creativity of students was implemented with the use of communicative games, including different psychotechnics, enabling

development of attention, imagination, emotional and conception memory, promptness and adequacy of reaction, and are aimed at not only elimination of psychological barriers in communication with a native speaker, but also formation of skills of sizing up the situation and adequate perception of an interlocutor personality; psychological tests; problem situations modelling; creation of situations of free choice; patterning, that is, modelling verbal and non-verbal behaviour of alien culture in different situations of communication.

An important role in the structure of communicative creativity of masters belongs to a cognitive component, the development of which was realised by means of the following techniques:

- the technique "Cultural capsules" represents a mini-lecture about one aspect of difference between native and alien cultures. A comparative analysis was first implemented by the teacher, and after home preparation – by the students;
- the technique "Presentation" – a presentation with the prepared report or message on the given topic, implying visual support with the help of multimedia equipment;
- the technique "Analysis of cross-cultural communication". The students were offered a text, an interview or dialogue, in which the situation of misunderstanding between the representatives of different cultures was described. Their task was to define what was said or done incorrectly and to present the correct model of behaviour.

The application of the following techniques enabled the solution of this task:

- the technique "Etymology of expression" represented excursus to the history of the word, explaining the origin of this or that expression, phraseological unit, proverb, idiom and other background knowledge (for instance, unofficial names of towns);
- the technique "Mirror of culture". The students were offered to guess the proverb by the image, and then to pick up the Russian equivalent to the proverbs, sayings and idioms, explaining why in different language it sounds namely this way;
- the technique "Sandwich". The main idea of the technique consists in separation of activity phases of students when preparing the reports. A preparatory phase implies concentration of the attention on the content of the message; a receptive phase is in the form of a report, a final phase – processing of the studied material, discussion of the suggested hypothesis. This principle develops the ability to formulate the questions on the content, to suggest hypotheses, to verify them [15];
- the technique "Pyramid" implied building up pyramids from words on a specific topic (for instance, stereotypes). This technique is aimed at systematisation of knowledge and development of associative thinking;
- the technique "Lotto" is aimed at development of erudition and maintenance of the interest in the study of other cultures. It was necessary to match the names of the depicted objects, relating to such topics as national clothes, cuisine, holidays, etc., to the proposed cards;
- the technique "Dialogue page" implied the use of some types of software products with application of information technologies for the purpose of awareness by the students of multiculturalism of the world: some sections of ready-made multimedia courses of foreign language training, ready-made software programmes, the Global Network of the Internet.

For successful realisation of a cognitive component in the structure of communicative creativity, the authors of this paper used the following tasks:

- cognitive-communicative tasks and exercises: information-interpreting ones, aimed at identification and interpretation, commenting different verbal and nonverbal means on the basis of improvement of cognitive strategies;
- cognitive-culturological tasks and exercises, aimed at: performance of different thinking operations (analysis, synthesis, comparison, generalisation, associations); at determination of lexical units, grammatical phenomena, replies and questions, reflecting national-cultural specifics, realia of the country of the target language/codes of verbal behaviour and etc., their relevance/irrelevance in this cultural-language environment; at acquisition and development of cognitive strategies; cognitive (determination

of specific features, identification of facts; comparison, establishment of correlations; generalisation, systematisation; interpretation; critical appraisal; the use of reference and guess) and metacognitive (anticipation, prediction of the utterance content, addressee's reaction; planning; skilful use of general and selective attention).

The next group of techniques is aimed at development of a technological component of communicative creativity:

- the technique "Mixed metaphor" develops in students metaphorical verbalisation, which allows lowering emotional tension by means of humour metaphors. The group is divided into pairs and demonstrates attack – response:
Why are you delaying the process of signing? – I feel like a butterfly that is being pierced with a needle, one having allocated the spot for it on the plate.
Metaphor admits many interpretations and, consequently, is not a thrust opinion; it allows using humour, which softens an unpleasant atmosphere of situation; this is creativity, in which one's own unfavourable emotions are transformed into an important imaginative signal [7];
- the technique "Question - answer" is aimed at development of socio-cultural skills and cultural-language intuition, abilities of adequately react in different communicative situations;
- the technique "Famous lines" is aimed at formation of the ability to paraphrase the utterances. The students are given paraphrased words from songs or poems, which they have to name. Then they try to perform the same task on their own [6].
- the technique "Ok and Hum-m-m" allows selecting paralinguistic and nonverbal techniques of reduction of emotional tension. To different questions and proposals, the participants respond in case of polite refusal – Hum-m-m; in case of polite disagreement – O-o-oh; in case of rejection of a proposal – Ur-r-r; and in order to soften the refusal to accept one's proposal – OK [6];
- the technique "Who is that person?" is aimed at training of closed questions. A well-known person is proposed, whom the group should try to guess, asking closed questions.
- the technique "6 techniques". For the discussion of the report or message, it is necessary to get the answers to specific questions: What? When? Who? How? Where? Why? [15];
 - the technique "Good manners" was aimed at perfection of behavioral subsystems (greeting, introduction, farewell, telephone conversation, and etc.). The students were offered the situations, in which they should behave adequately to the norms of behaviour of the country in question. For elimination of language difficulties, the students are offered the following:
- the technique "Critical situation" is aimed at activation of verbal-thinking activity of the student, development of the abilities to effectively solve tasks, creative imagination, spontaneity, original thinking, verbal flexibility [10]. The students were offered unexpected replies and situations, to which they had to react promptly and at that, not to forget that the basic principles of cross-cultural communication are tolerance and cooperation;
- the technique "Known stranger" develops intuition, attention of students to details, empathy.
The students are offered a photograph of a person or people, by the appearance of whom the students should describe him/her or their character, habits, hobbies, and etc.;
- the technique "Walt Disney", founder Robert Dilts (founder of neurolinguistic programming) established that only joint activity (game) makes it possible to display creativity independently of personality peculiarities. The success of the Hollywood king was promoted by the fact that in his bureau there were 3 arm-chairs, each of which had its own role: one of them was meant for dreaming; the other one – for planning; the third one – for critical analysis, comprehension. In this way, the roles are distributed in the group when solving a problem with the use of chairs: a dreamer, a realist, a critic. In the course of the role discussion, the answer to the question is searched [13];
 - the technique "Correct words" is aimed at upbringing tactfulness and politeness, as well as development of cultural-language intuition. The students have to define with whom and about what it is

possible to talk. Opposite the utterance, it is necessary to put people to whom this phrase can be addressed;

- the technique "Slogan". The students in groups discuss different aspects of the given topic and devise a slogan in a free form (phrase, poem, advertisement) [9]. The results of the work are presented at the plenary session, and advantages and disadvantages are discussed. This technique deepens the knowledge on the topic, develops fantasy and creativity, an ability to generalise, as well as creates a loose atmosphere of creativity at the lesson;

- the technique "Truth or lie" is aimed at development of cultural-language intuition. The students are offered utterances on different topics "Gestures", "Etiquette", "Traditions", and etc. It is necessary to determine whether they are true or not.

The authors used creative exercises and tasks as well, which include: a) different simulations, representing creative tasks, and etc.; b) modelling and performing the situations of communication; c) problem-oriented exercises, requiring actualisation of knowledge, abilities to see differences in stereotypical verbal behaviour on the basis of verbal and nonverbal props.

An increase in effectiveness of communicative creativity development is connected to a large degree with the definite means of training, applied when learning a foreign language. The authors distinguished between operational and material means. The first group includes: receptive (visual perception of verbal and nonverbal means, perception of verbal means by ear, anticipation, identification by the form or content, discursiveness as awareness of the material, comprehension), reproductive (imitation, substitution, constructing, combining, forming the shape by analogy, etc.), productive (selection of verbal means adequately to the situation, verbalization – a narration about the seen, retelling, proper production, improvisation). Material means include general (curricula, training aids, didactic material), verbal means (lexical units, speech patterns, a plan, a text, a lexical-grammatical table, a functional-notional table, a logical-notional map of a problem, and etc.); pictorial (drawings, photographs, and etc.); technical (a tape-recorder, a projector, a computer, DVD); diagnostic (questionnaires, tests, inventories, diagnostic methods).

The means of training, aimed at effective development of components of communicative creativity in students, are video- and audio- materials, containing cultural studies, sociocultural and cross-cultural information.

The Internet occupies a special place in the course of foreign language training of students. Integrating informational resources of the Internet into a teaching process, the authors of the paper were able to solve a number of didactic tasks: to form skills and abilities of reading, using directly the materials of the Internet of different complexity; to polish the ability of audition on the basis of authentic sound texts from the Internet; to develop written speech of students through performing different tasks and correspondence with the foreign language speaker; to replenish the vocabulary with the words of the modern foreign language; to acquaint students with cultural studies knowledge (speech etiquette, peculiarities of verbal behaviour under communication conditions, traditions, and etc.); to form stable motivation to development of communicative creativity of students and to their foreign language activity at the lessons on the basis of the systematic use of "live" materials and involvement in the process of real communication with representatives of other cultures (Internet-interview, Internet-conference using Skype, and etc.); to study language material independently and to carry out self-control of their own competences.

The basic forms of organisation of the education process are: lectures, seminars, practical training, independent work. The leading forms of organisation of the learning activity were individual, pair, team and collective ones.

Results. This methodological system was realised on the basis of G.I. Nosov Magnitogorsk State Technical University along with masters, learning a business foreign language. When developing the methodology of assessing the results of the experimental study, the questionnaire on the study of communicative creativity, developed by T.Yu. Osipova, was used [9].

Discussion. When teaching a business foreign language to university students, scientists, practitioners use quite extensively different techniques of increasing the effectiveness of the process of foreign language learning [2,3,4,8].

The authors used methods and techniques that are as fully as possible meet the requirements of development of communicative creativity in students-masters, taking into account the specificity of the technical university, which is the least studied aspect in solution of the problem of development of communicative creativity of trainees. In contrast to the available studies, the authors of the paper have determined the structure, content impletion of components of the structure of communicative creativity of university masters, have defined their functions, which allowed developing the comprehensive authoring methodological system of communicative creativity development of masters.

Conclusion. The analysis of the obtained data on the study of the level of formation of communicative creativity of trainees allowed making a conclusion on high effectiveness of the developed methodological system and expediency of its use in the educational process of the higher school.

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Quality Concerns Indicators In Teacher Education: A Study

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Abstract

The teacher perceives instrumentality and their utilizations for improving the day-to-day situation. Quality indicators are generic statement made in such a way that they ensure, compressive coverage of the most relevant domains of the quality of teacher education. That is intelligently seated to the characteristics of performance.

Teacher education has become a top priority not only at the national level but also at the global level. The quality concern indicators such as knowledge assimilation, governance and student report and progressing accounted more observed quality items. The aims of the present study to explore quality concern indicators for performance of teacher education institutions. The author used to survey method for collect data for this study which was descriptive in its nature. The population of the study consisted of teacher educators including head of education developments and teacher education colleges. This paper presents the findings of the study which was focused on identifying the quality indicators in teacher education programs and ranking them in the light perceptions of teacher educators working at different institutions.

Key Words: Teacher Education, Quality Concerns and Development.

Introduction

The demand for qualified and quality teachers has been continuously on the increase the world over. There has been an unprecedented expansion of school education especially in the developing countries, which has accentuate such a demand. In the past few years researchers have worked on factors that are instrumental in improving the efficiency of teacher education. Forecasting performance of the teacher education is a problem of obvious importance in education. . In the words of Rabindranath Tagore, the first Indian Noble Laureate. "A teacher can never truly teach, unless he is still learning himself. A lamp can never light another lamp, unless it cont".

Quality in Education

The word quality comes from Latin word 'Qualis' meaning 'what kind of'. With a variety of meanings and connotations, it has been referred to as a 'slippery concept' (prefer and Cootc, 1991). This implies that quality means different things to different people. The British Standard Institution (BSI) defines quality as "the locality of features and characteristics of a product or service that has been on its ability to satisfy stated or implied needs" (BSI, 1991) But quality in education means, the educational process is such that it ensures students to achieve their goals and thereby satisfies the needs of the society and help in national development.

What is Quality Education?

Quality life is the outcome of quality education. Our society demands certain values from an individual. How to preserve the social norms and how to conform the social norms is a part of education.

There are six dimensions to develop quality education.

- Promotion and improvement of basic education.
- Reorientation programme at all levels to address sustainable development.
- Developing public awareness and understanding for sustainability.
- Providing training
- Involving higher education

- Management

Quality in Teacher Education

We need to make the system of education more innovative for futuristic, in order to respond to the changing demands of the society. Teachers institutions have remained in the state of neglect for too long. While the erotically everyone aggress that efficacy of these institutions determines the quality of school education, in practice, not much as being done to ensure that these become professional institutions with professionally qualified, motivated faculty, which needs to function in a state of adequate infrastructure and resource support. To maintain the standards and to update the equalities, we require commitment, complete involvement of al the personnel, friendly management, free market environment and training of people concerned.

Up gradation and development in all these spheres is possible only through empowering teachers through different aspects. Teacher educators in teacher training institutions.

Quality Concerns Indicators in Teacher Education

Should re – examine their extual materials and curricular contents form the point of view of identified competencies.

Role of NCTE for Quality Teacher Education

The National council for Teacher Education (NCTE) became a statutory body by an Act of parliament in 1993. The main objective of the NCTE is to achieve planned and coordinated development of the teacher education system throughout the country. In 2000, the council has formulate norms and standards for twelve teacher education courses. Therefore, based on strong national consensus, decided in favour of enhancing the duration of B.Ed program from one year to two years.

Quality Concerns indicators in Teacher Education

The NCTE decides duration of course proposed period was tow years internship. The Gujarat vidhyapeeth, Ahmadabad has already started a two years B.Ed., programme. The four regional institutes of education placed at Mysore, Ajmer, Bhopal an Bhubanesar introduced two year B.Ed., programme with required changes in the curriculum in the curriculum from the year 1999. The UGC and NCTE have tried to strengthen the teaching profession by constantly examining the required ratio of teachers to students, staff qualifications, programme requirements etc.

In this context, the National Council for Educational Research and Training (NCERT) took up the challenge and a detailed curriculum for a two – year B.Ed program was developed. After wise ranging discussions, it was decided to introduce the same in all the Regional Institutes of Education in India. After the Indira Gandhi National Open University (IGNOU) started 2 year under the aegis of Utkal University, Bhubaneswar from the academic year 1999-2000. The aims of the present study to explore quality concern indicators for performance of teacher education institutions. The author used to survey method for collect data for this study which was descriptive in its nature. The population of the study consisted of teacher educators including head of education developments and teacher education colleges.

Literature Review

Quality indicators are “generic statements made in such a way that they ensure Comprehensive coverage of the most relevant domains of the quality of teacher education institution” (National Assessment and Accreditation Council (NAAC), 2007).

Yackulic and Noonan (2001) hold that indicators in teacher education reflect the important components of teacher education programme. Indicators may perform several roles such as describing current situation, quantifying pre-determined objectives, providing continuous feedback about advancement towards achievement of objective and identifying factors that contributed to result achievement (European Commission, 2001). Chande (2006) believes that performance indicators may be of three type quantitative, narrative (subjective) and combination of quantitative and narrative. Garg (2000) studied

growth and development of teacher education in the post independence period and he found that the teacher education after independence had expanded at a very faster rate but not focused on the quality aspect of teacher education programme.

Quality Concerns indicators in Teacher Education

Singh (2004) as regard teachings is concerned, some self – financed institutions provide theoretical knowledge but these are not enforced on practice teaching. A few of them totally ignore practice teaching and focused only admissions and fee. There were no qualified teachers, no proper infrastructure and essential requirements found in these institutions.

Objective of the Study

1. To assess quality performance of Government Financed Teacher Education Institution with reference to determine quality Indicators.
2. To assess quality performance of Self Financed Teacher Education Institutions with reference to determined quality Indicators.
3. To compare the quality performance of Government and Self Financed Teacher Education Institutions with reference to determined Quality Indicators.
4. Weaknesses of Government and Self Financed Teacher Education Institutions with reference to determined Quality Indicators.

Hypothesis of the Study

1. There is a quality performance of Government Financed Teacher Education Institutions with reference to determined quality Indicators.
2. There is a quality performance of Self – Financed Teacher Education Institutions with reference to determined quality Indicators.
3. There is a compare the quality performance of Government and Self Financed Teacher Education Institutions with reference to determined Quality Indicators.
4. There is a Weaknesses of Government and Self Financed Teacher Education Institutions with reference to determined Quality Indicators. Indicators may perform several roles such as describing current situation, quantifying pre-determined objectives, providing continuous feedback about advancement towards

Limitation of the Study

The present study is delimited with its scope. The results can be generalized on only the teacher education institutions.

1. The present study is delimited with the nature of quality items. All these quality items are belongs to endogenous (internal) aspects of the teacher education institutions.
2. The present study is delimited with nature of the study. The present study is exploratory in nature and carried with the exploratory factor analysis.

Research Methodology

The aims of the present study to explore quality concern indicators for performance of teacher education institutions and to evaluate the quality status of government and self financed teacher education institutions, therefore, the methodology were formed for by the investigator which is given as below.

Sample design : In relation to development of quality concern indicators, it was needed that sample units should be aware and experienced about the quality aspects of teacher education institutions. Hence investigator was decided to select the Student who were appeared or qualified minimum master degree in education and above.

Staff who has NET or Ph.D with minimum 2 year experience in teaching and administrative area. Hence 330 (200 students, 100 staff and 30 administrators) sample units were selected from palamuru university

through stratified random method where as these institutions selected through purposive method of sampling because of exiting criteria of sample units.

Tools and Techniques

The investigator constructed a rating type scale to develop quality concern indicator for performance of teacher education institutions. In the preliminary phase of the scale investigator.

Quality Concerns indicators in Teacher Education

Observed and piling a large numbers of items which expressed and ensured comprehensive coverage of the most relevant domains of the quality of the teacher education institutions. These items were collected by making extensive study of different literature sources such as the books, journals, dissertation abstracts, reference books, and surveys of educational research.

The research studies of different researchers and institutions, newspapers, magazines, publications of National Council of Teacher Education, MHRD, Govt. of India and related websites. There were 30 items enlisted in the first draft.

The bunch of these items into tow categories such as (1) Related to the quality aspect of teacher education and (2) Unrelated websites. There were 30 items enlisted in the first draft. The bunch of these items into tow categories such as (1) Related to the quality aspect of teacher education and also requested them to suggest such items (excepted listed items) that directly or indirectly influence the quality or performance of teacher education institutions.

Strengths

The Strengths of the government and self financed teacher education with reference to endogenous indicators knowledge assimilation, team effort and healthy coordination, governance, student support and progression and faculty quality and development, organization of guest lectures by experts, research development, focus on teaching practice, cultural activities, balance work load among staff, healthy staff-students interaction, effective internal coordination and management.

Students motivational mechanism, centric policy of centralized and decentralized management, recruitment and salary as per norms, accountability of staff, the government finance teacher education institution found in better condition than self financed institutions and these key indicators are considered as strengths of the government finance institutions.

Discussion and Conclusions

Further it is concluded that all responders (Students, staff and administration) have assigned as prior and same rank to the indication 'knowledge assimilation, it may be cause that the key indicator ' knowledge assimilation' encapsulated the quality aspects such as guest lecture by experts, teaching practice, research development and cultural activities which are essential for faculty achievement and higher inspection authority. The key indicator infrastructure with innovative resources perceived by perceived the infrastructure facilities as comparative more important for the quality performance; it may be because that without sufficient availability of infrastructure, educational activities cannot be performed in the institutions. The Quality indicator 'team effort and healthy coordination' is perceived by students and administrators as the second most important quality aspect of the teacher education institutions.

The reason may be behind it that indicator 'team effort and healthy coordination' encapsulated the key aspects such as balanced work load among staff, staff-students ratio, healthy staff students interaction, any institution cannot be performed with efficiency in lack of manpower and also human resources with coordination is back bone of the institutions.

In relation to quality performance of government an self financed teacher education institutions, the quality indicators knowledge assimilation, team effort and health coordination, students support and progression, governance and faculty quality and development considered as marginal strengths of the government financed institutions whereas these indicators are found as weaknesses of the self financed teacher education institutions. It may be because that the self financed institutions are opened mostly with commercial motives and parochial feelings with inadequate physical facilities, insufficient teachers,

unskilled trainees, poor practice teaching and high tuition fee paid by students. The infrastructure found satisfactory in the self financed teacher.

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Development Of Skills Management In The System Management Of Talents

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Abstract

The article discusses the development of leadership skills in the talent management system. Based on the study of the conceptual apparatus of the talent management system and the personnel reserve, an analysis of experience and approaches to the development of leadership skills in various fields of activity was conducted, the gender aspects and the role of psychodiagnostics in talent management were examined. The empirical base of the research was made by employees of Russian organizations of the Moscow region with higher education aged over 21, aimed at a managerial career. The main methods of research were: questionnaire survey; content analysis; methods of mathematical data processing. The study of the respondents' opinion on the nature of leadership development in the talent management system allowed to establish some parity between soft skills and hard skills. At the same time, almost half of the respondents consider the development of soft skills to be important for increasing the competitiveness of the organization. In the gender aspect, on this issue, parity is mostly found with a slight predominance of the opinion of women. The age structure of the evaluation is symmetrical in nature relative to 31-50 age groups. The youngest and oldest cohort of respondents consider it relevant to develop soft skills. The generalization of the respondents' survey data on the importance of psychodiagnostics made it possible to establish that the majority (82% of respondents) consider it useful in the talent management system, while more than half believe in the need to use diagnostics in all elements of the talent management system. Especially relevant is the diagnosis of management in areas related to the performance of official duties with a risk to people's lives. Based on the results of the study, the dependence of the importance of hard skills on Russian leaders on work experience in extreme situations was formulated.

Keywords: talent management; skills, psychodiagnostics, development of management personnel

Introduction

Recently, the development of society has become more dynamic. Information technologies cover all spheres of human activity and the person himself is already becoming a part of the information world. Under these conditions, employers, HR managers strive to ensure their competitiveness by attracting and developing the most talented specialists, managers of various levels. Various innovative technologies for the development of organizations, the potential of employees are created and creatively used (Gureva et al., 2016; Chen et al., 2017).

Among the most common is talent management, personnel reserve. In this conceptual tense there is still no clear division between both scientists and practitioners. This applies to technologies for the development and use of managers.

In Russia, in the public sector, as a rule, technology is used - the formation, development and use of the personnel reserve. Business is more flexible and focused on survival, so there is more often used technology of talent management. The concepts of personnel reserve and talent management were

compared in the works of a number of authors (Sears, 2003; Bykova, 2010; Bednova, 2014; Vekker & Ilyukhina, 2015; Dmitrieva et al., 2015; Chulanova & Mokryanskaya, 2017; Gorev et al., 2017; Masalimova et al., 2017; Gorev & Masalimova, 2017). At the same time, they did not consider working with the personnel reserve of management as a talent management technology.

It should be taken into account that there is a difference between the career of a manager and a specialist in a particular area of the country's economy and the international market of goods and services. The problem zone for career development for the leader, especially in the Russian reality, is agriculture, administrative structures and organizations of the regional level. Here, state assistance is needed to increase the attractiveness of the regions for young, talented leaders (Androsova et al., 2016). The most promising are IT, HR, whose potential remains to be discovered and implemented through the introduction of innovative technologies (Makushkin et al., 2016).

As shown by the research of British scientists, in the conditions of frequent changes in the official position and rapid career growth of an employee, it is difficult to plan his career for a long time, which requires good management skills from management and HR management (Sonnenfeld et al., 1992). At the same time, it should be taken into account that getting dividends from invested funds in personnel, development of managerial skills among managers is not always fully achieved (Belousova et al., 2016).

The main idea of working with the personnel reserve and talent management is the development of skills. For the management of organizations it is the formation of a system of skills that allows to effectively manage the organization, the structural unit. The skills themselves are divided on different grounds. In the XXI century, people began to be perceived as the bearer of the most valuable wealth of society - its professional capabilities and capabilities. Archaism and empiricism slowly began to give way to a professional culture of attitudes toward a professional person (Turchynov, 2014). Soft skills, which make it possible to be successful regardless of the specifics of the activity and the direction in which a person works are put in priority before hard skills - technical, professional skills in their field.

Today, employers are concerned that employees with well-developed business and management skills come and work in the organization (Tsitskari et al., 2017; Zaitseva et al., 2017). In Europe, for example, in Austria, the United Kingdom, Slovenia and Romania, career development is being paid attention during the training in the university, business schools, developing the competencies that employers demand in the industry (Azevedo et al., 2012). In Indonesia, at the State Islamic University, Syarif Khidayatullah Jakarta, the SLKP system has been created and is actively working, allowing to assess the skills and performance of employees, to reveal their talents.

The policy of talent management emphasizes the flexibility of the role - people are given a chance to develop themselves, using their talents more extensively. The rate is made on the development of "soft skills", which allows you to be successful regardless of the specifics of the activity. Individual correction of the behavior and personal qualities of a person is envisaged. A number of researchers suggest that this be done through family ties (Georgieva & Georgiev, 2008).

These and other measures ensure the comprehensive development of personnel and the maintenance of the right talented employees in organizations. As authoritative experts point out, "it is better to strengthen existing relationships than to try to create new ones when someone leaves your organization" (Sears, 2003).

In the functional modules of talent management, it is logical to include the management of staff development and effectiveness, planning its success. Some researchers argue that "talent management is focused on increasing the scale, availability and flexible use of exceptionally gifted employees" (Smilansky, 2005), that talent management is designed primarily for the top officials of the organization - "high-flying birds". However, this approach makes everyone else mediocre, not promising, which hinders the disclosure of their potential and adversely affects the effectiveness of the organization.

The gender aspect does not greatly affect the talent management system. V. Francis (2017) argues that mainly high professional qualities help women make a career in construction.

In the talent management system, psychodiagnostics is actively used. It serves not only to determine the abilities of a person, but also for the subsequent reflection and understanding of the state of the

individual, it not only contributes to the creation and theoretical and methodological comprehension of diagnostic tools, but also to subsequent work based on the results of diagnostics. The function of the psychodiagnostic tools used in the personnel management system is to determine the state of the object in order to decide the corrective effect it needs, since there is no limit to perfection. This is very important for occupations related to risk. Participation in hostilities significantly affects the mental state of American female officers (Cohen et al., 2016) and requires timely psychodiagnostics, the use of technologies to prevent depression, and retain management skills. Affects the mental state, the ability to perform their official duties specific police actions (Turnbull & Wass, 2015). Positive influence on the identification and effective use of managerial skills is the care of the psychological condition of the management team, ordinary employees (Feng & Boyle, 2014), a good socio-psychological climate, support of colleagues (Loon et al., 2016; Liu & Perry, 2016).

Using diagnostics, it is necessary to prevent conflicts arising from stresses in the talent management system (Barck-Holst et al., 2015; Oliffe & Han, 2013), to take care of the health of the personnel, the well-being of the company's management (Danielsson & Bodin, 2008; Miglioretti et al., 2013). This is facilitated by a competent work organization, favorable hygienic working conditions, ergonomics of the workplace (Feng & Boyle, 2014; Lemke & Apostolopoulos, 2015), emotional competence (Chulanova, 2016).

The development of management skills in the talent management system is one of the main activities of HR managers.

Generation of the data

Systematic, civilizational and socio-psychological approaches, as well as methods: content analysis, included observation, interviewing, questionnaires, secondary analysis of sociological research data, methods of mathematical statistics were used in a complex to determine the priority of developing managerial skills in the talent management system. In the course of the survey, the headhunter group of companies and the ANCOR personnel holding provided organizational and consulting assistance in conducting the survey.

In the course of the study, the opinion of future and real candidates for leadership positions was revealed on the following issues:

- Priority in the development of which skills (soft skills or hard skills) should be given when working in the talent management system;
- the advisability of using psychodiagnostics in work in the talent management system.

The main instrument of the study was a questionnaire, the author's forms were compiled taking into account the experience and approaches of the All-Russian Center for the Study of Public Opinion (VCIOM).

The researchers involved employees of Russian organizations in the Moscow region (Moscow and Moscow region) with higher education aged over 21 years. The initiative poll was conducted during the period May-June 2017 among employees aimed at a managerial career. At the same time, the sample size reached 600 people (a total of 19.7 million) with a maximum error rate of no more than 4.5% with a confidence rate of 95%. At the preliminary stage of the study, the respondents were briefed on the correct provision of information.

Results

Opinion of respondents on the priority in developing leadership skills (soft skills or hard skills) in the talent management system.

As the study showed, awareness of the priority of soft skills is not yet fully rooted in the minds of the Russian professional community of people aimed at management activities. Almost half of the respondents (47%) believe that, in the talent management system, it is necessary to develop hard skills and soft skills equally (Figure 1).

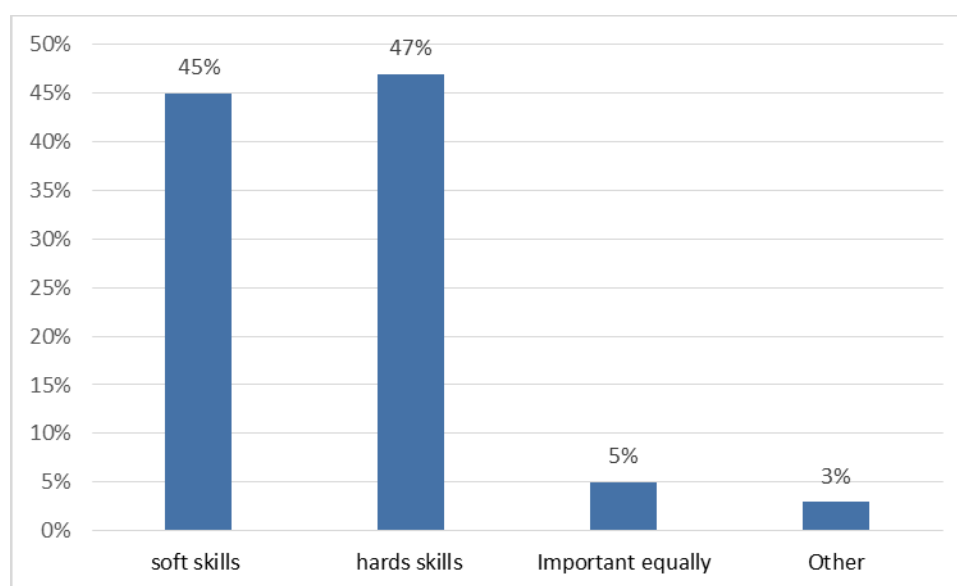


Figure 1. Distribution of respondents' answers to the question "In your opinion, the management of talent management system should be developed, first of all ...?" (In% of the number of respondents).

At the same time, the conducted research revealed many respondents who are sure that in the talent management system it is necessary to develop soft skills first of all, and women are more sure of this than men (45.9% of women and 44.5% of men from the number of respondents). Only 5.3% of respondents give priority to hard skills. Among other opinions were the statements: "Nothing depends on any skills" and "Demonstrate self-reliance and build the right relationship with the leaders", which can in principle be attributed to soft skills.

In determining the priority in the development of skills, the youngest and oldest cohort of respondents (Figure 2) was in surprising agreement about the high importance of soft skills.

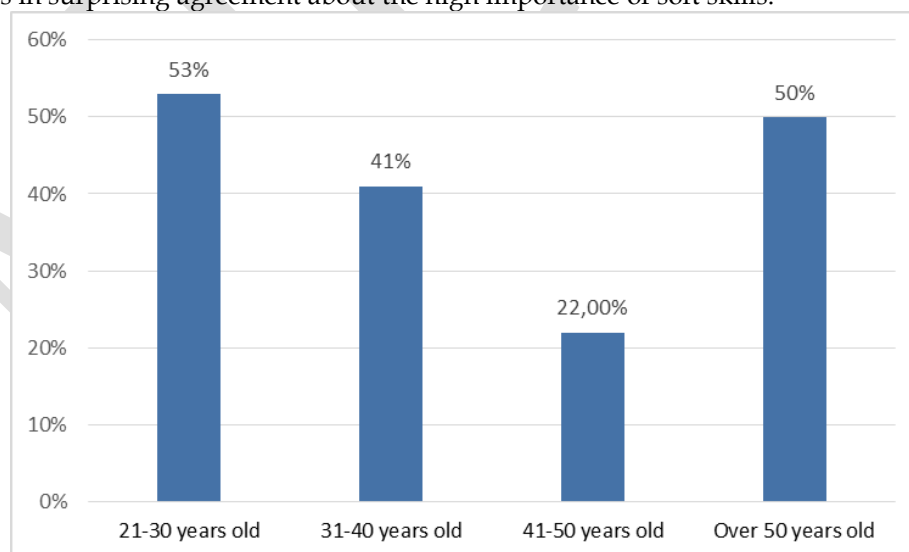


Figure 2. Distribution of respondents' answers of different ages to the question: "In your opinion, should the management of the talent management system be developed, first of all ...?" The answer is "soft skills" (in% of the number of respondents in groups)

More than half of the respondents (53%) aged 21-30 gave preference to soft skills in achieving success in career development, regardless of the specifics of human activities.

Psychodiagnostics as an instrument of working with the management team in the talent management system

The results of the research show that the majority of respondents are aware of the important role of psycho-diagnostics. 53% of those surveyed noted her need for all stages of working with the management in the talent management system in the interests of reservist development and psychocorrection of his behavior (Figure 3).

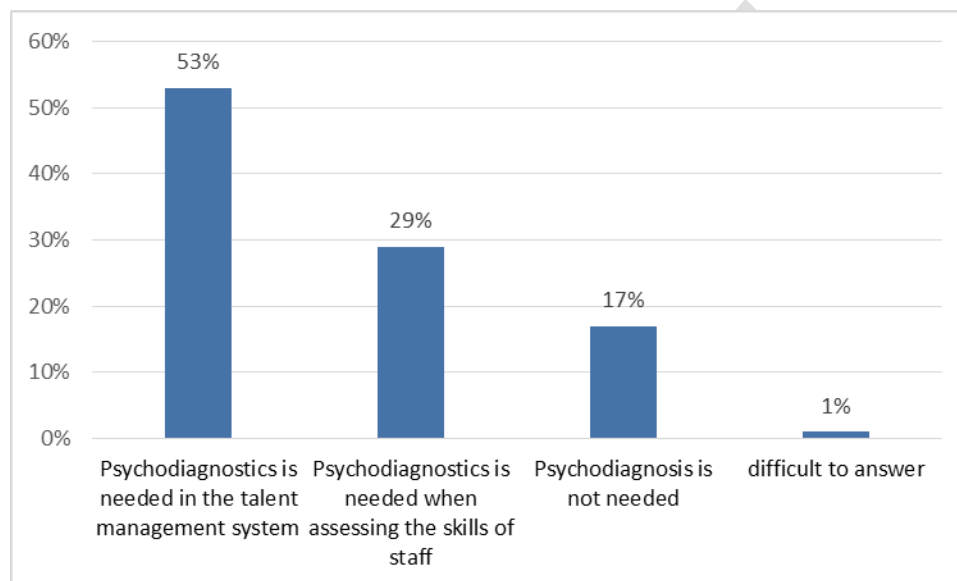


Figure 3. Distribution of respondents' answers to the question "Do you need psychodiagnostics of the management in the talent management system for the predisposition to managerial activity?" (In% of the number of respondents).

29% of respondents consider it expedient to use psychodiagnostics for the predisposition to management activity as an obligatory stage of selection of management personnel in the system of talent management. 17% consider this tool superfluous. Among other opinions, the point was most often met that such an assessment of the management team may be present in the selection, but should not be decisive.

Discussions

The definition of the priority between hard skills and soft skills allowed us to identify certain established assessments of respondents the importance of the hard qualities of the manager. In conditions of acute competition and the complexity of the survival of business, government agencies cannot do without this. This situation dictates the need for principals to use authoritarian management styles. In this regard, the acquisition of hard skills usually does not arise. But soft skills is a problem zone for modern managers.

Along with this, a number of leaders of promising companies using innovative methods of working with personnel are increasingly using democratic, liberal approaches to the impact on personnel. In this context, talent management stakes in the development of employees in soft skills. It is desirable to cover as much as possible the audience. English scientists came to the conclusion that talent management processes should not be limited to a few people (Deloitte & Touche 2003). Highlighting promising employees, the leadership of the organization to the rest actually takes the role of hopeless. But in the system of talent management it is important to conduct a continuous search for the undisclosed creative, managerial potential of both managers and ordinary employees.

The gender approach has allowed to give a slight primacy in the importance of soft skills to women, who in practice often have to meet with complex interpersonal problems and solve them.

Age assessments of the importance of leadership skills in the talent management system are specific. Respondents younger (21-30 years) and older (over 50 years old) in the majority preferred soft skills. Most likely, young people in this case should follow a well-established trend, and veterans came to a similar conclusion because of the wisdom of experience. Less than all attention is paid to soft skills respondents aged 41 - 50 years. This is probably due to the fact that their emergence as managers took place in the 1990s, when soft skills did not receive proper attention.

The connecting link between theory and practice is psychodiagnostics, which develops methods for identifying individual psychological characteristics of a person with a view to studying them. At the same time, an important stage is the interpretation and discussion of test results, the development and testing of techniques that allow comparing the data obtained with the requirements for the personal qualities of the environment and profession being studied.

Knowledge of the abilities and inclinations of his subordinates allows the manager not only to identify the most capable employees who have the prospect of moving up the career ladder, but also gives the opportunity to build an individual trajectory of their development, manage talents of employees. After all, the process of the emergence of a leader is based on man's striving for excellence. The basic prerequisites for the emergence and existence of leadership in the social environment are of a biological or biopsychic nature. The power of leadership can be closely related to the situation in which the leader appears.

In the talent management system, 53% of the respondents expressed the need to use the psychodiagnostics of management at all its stages. At the selection stage, it is important to assess the predisposition of the candidate to managerial activity is 29% of respondents. In general, the majority of respondents agreed that psychodiagnostics of the management team is a useful tool in the system of talent management and achieving organizational effectiveness.

Conclusion

Managers are the most important group of personnel, since the success and development of the organization directly depends on their work. That is why it is necessary to have an integrated approach to the management talent management system. Within the framework of this system, priority should be given to the development of managerial skills in soft skills. The policy of talent management emphasizes the flexibility of the role of an employee, manager. People are given a chance to develop their capabilities, to discover their potential and to use their talents more broadly and purposefully. Managing relationships with talent is the process of building productive relationships with people who play certain roles in the organization. In general, it is aimed at creating a "great place to work." If we consider in more detail, it is reduced to a fair attitude to individual workers, their recognition as valuable employees, in giving them the right to vote and "place" for career growth.

The gender and age aspects of the study confirm the importance of developing soft skills. At the same time, the feature of the Russian leadership mentality is the commitment to hard skills. Here we see the dependence of the importance of hard skills on management experience. The management staff of organizations and government agencies has a great deal of experience in extreme situations, when a manager is often compelled to make important and complex decisions in a short time. Therefore, hard skills are often given priority.

The use of the psychodiagnostic unit to the management talent management system helps to obtain a more complete knowledge of the leader (candidate), makes it possible to describe his psychological state, exclude subjectivity in interpreting the data obtained, and determine the "optimum" features that are necessary and sufficient for successful professional activity.

Thus, the development of leadership skills in the talent management system is complex, based on years of experience and the demands of the time to increase competitiveness through the identification of hidden opportunities, potential, above all, the staff of the organization.

Acknowledgments

The publication was prepared with the financial support of the RFBR, project No. 17-03-00059.

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Self-Marketing Of Graduates Of High Schools And Young Specialists In The System Of Personnel Policy Of The Organization

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Abstract

The paper reveals the problems of forming an effective self-marketing strategy for graduates of universities and young professionals, implemented in the system of personnel policy of the organization. Marketing technologies are actively used at all stages of professional search and formation of a young worker. The development and implementation of an effective youth cadre policy presuppose the use of such self-marketing elements as self-identification, self-assessment, self-correction, self-presentation and self-branding. According to the results of the study, 36.9% of respondents are not satisfied with the process of professional self-identification during adaptation. Based on the data obtained during the study, an assessment of the effectiveness of the mechanism of adaptation of graduates of universities and young specialists in the organizations of Moscow and the Moscow region is given. As a result of the research it was possible to establish that self-correction is the most developed element of self-marketing in Russian organizations (63.7% of respondents gave the highest marks). The most promising elements of self-marketing are self-presentation and self-branding. Self-assessment, as an element of self-marketing, needs to be improved (60.7%). The main ways of improving self-esteem are developed. In analyzing the strategies of self-marketing of beginning workers, sociological methods were used, as well as methods of statistical analysis.

Keywords: self-marketing, personnel policy, graduates of universities, young specialists, social control

Introduction

In the scientific literature, self-marketing is interpreted as an interconnected set of activities, including an objective evaluation of one's knowledge and skills, business qualities and psychological characteristics in a specific situation, in relation to a specific workplace, as well as a set of methods and tools for self-improvement, to improve the quality and level of their own Knowledge and skills, development in the necessary direction of their personal business qualities, psychological features (Antsiferova, 2016).

In a broad sense, self-marketing can be viewed from two sides:

- as a definition of the needs of a potential buyer (employer) in a certain product (labor), i.e. In an employee with specific professional qualifications,
 - as an integrated system of measures aimed at ensuring the maximum full compliance of the employee's professional-qualification characteristics (knowledge, skills, skills) with the requirements of the employer.
- In accordance with the concept of self-marketing, in recent decades, the marketing approach to the formation of a career strategy, conditionally called "Life as a commercial project", has spread: The essence of this approach is the formation and promotion of a personal brand, the constant increase in the market value of oneself, and finally, the sale of a personal Brand on the most favorable terms (Ilina, 2016).

Of particular importance is the concept of self-marketing in relation to yesterday's graduates of universities - young professionals who first enter the professional labor market.

Many Russian and foreign researchers (Ilina, 2017, Long & OweeKowang, 2015, Gostev & Demchenko, 2015, Seezink & Poell, 2011) are devoted to the problems of increasing the competitiveness of university graduates in conditions of high school transformation. Experts disclose new approaches to the formation of an effective personnel policy of organizations (Frolova et al., 2016, Kendall, 2012, Patterson et al., 2010), analyze technologies for adapting workers at different stages of professional development (Marine, 2017, Loon et al. 2016, Gostev & Demchenko, 2015). Some researchers note the importance of social control of the social and labor sphere in the context of toughening competition in the modern labor market (Wickes, 2017, Yastrebova, 2016, Zaytseva et al., 2017), others urge to attract the state's potential to increase the attractiveness of agricultural labor in regions where it is very difficult to attract young professionals (Androsova et Al., 2016, Bunakov et al., 2017).

Issues of social and personnel policy, including the implementation of youth policy in organizations, were considered in the work of responsible and foreign researchers (Misra & Walters, 2016, Bondaletov et al., 2014)

Marketing technologies are used at all stages of professional search and formation of a young worker. Any graduate of the university, entering the labor market as a graduate, conducts an independent marketing research of a certain market segment. The newcomer studies the real job market and assesses its capabilities (level of payment, number of vacancies, status and development prospects of companies); Uses various types of marketing communications to find information about companies and job offers; Makes a resume, trying as much as possible attractive to present itself to the potential employer.

To date, there has not yet been developed a universal technology that makes it possible to unite the efforts of graduates of universities, young specialists in promoting themselves in the labor market and the activities of employers in identifying and attracting the most trained young people to their organization. The issue of dividends received by the state or the owner of enterprises, investing in staff development, increasing its competitiveness in the labor market (Belousova et al., 2016) has not been thoroughly studied.

One of the elements of the personnel service in ensuring effective development of the organization, increasing competitiveness is the youth personnel policy. In dynamically developing organizations, specialists are looking for ways to adapt the self-marketing activities of young people to the business activities of the organization.

Generation of the data

The methodology of the study of the implementation of the youth cadre policy and the effective functioning of self-marketing was based on the integrated use of sociological methods, using statistical analysis methods.

To solve problems on verification of theoretical provisions, an empirical study was conducted on the basis of Russian organizations. In accordance with the goals, the empirical basis of the study identified one study group - the working population of the Moscow region.

In order to form a representative sample for interviewing respondents, a multi-stage sampling was used, based on a phased selection. The sample size was 365 people, with a total population of 19.7 million people. In the process of constructing a sample population in the first and second stages, the population was divided by cluster sampling into relatively compact structural parts, namely, clusters. The organizations of Moscow and the Moscow region were selected as a cluster. Selection of organizations in the region was random. At the second stage - the selection of respondents working in the organization was carried out with the help of a quota sample. The respondents' quotas were: sex, age and education of the respondent. Thus, the sample population was 365 people, with the assumption of 4.76% sampling error with a confidence probability of 95%.

In order to obtain a qualitative result of the collection of primary sociological information, a briefing was conducted on completing the questionnaire. Control over the quality of conducting interviews was carried out in a selective way. In order to improve the quality of the information received, the sample repair procedure was applied.

Research tools - questionnaire. In the study, the following methods were used in a comprehensive manner: a questionnaire using the Google Forms online service (the results of the survey were exported to the SPSSStatistics 23 software package in order to identify statistical dependencies); Analysis of documents; Content analysis; Secondary analysis of sociological research data; Methods of mathematical data processing.

Respondents participated in the online survey, the average age of which was 29.8, divided by gender in favor of women (86%). The average salary of the respondents was 39,000 rubles.

Results

The results of the survey showed that in general, the management of the organization decides positively the issues of personnel adaptation (35% rated the process as good and 28% "excellent") (Figure 1).

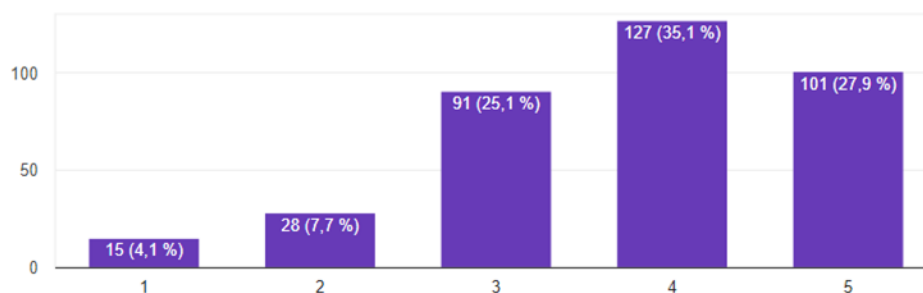


Figure 1. The results of a survey of respondents on the question "How successfully the organization's management solves the following tasks to ensure the adaptation of personnel" (in% of the number of respondents)

However, 36.9% of respondents (the sum of responses to 1, 2 and 3) are not satisfied with the process of adaptation in full. Thus, it can be concluded that the desire for the fastest possible professional self-identification can be supported through various adaptation and coaching programs.

Self-esteem is the most objective evaluation of one's professional qualities and abilities.

The results of the study showed that 60.7% of respondents rated the assessment system that exists in their organization (Figures 2 and 4) for the 4th and 5th.

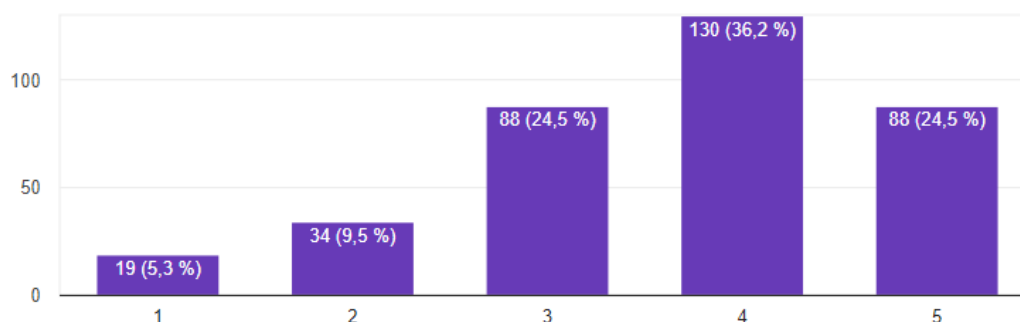


Figure 2. The results of a survey of respondents on the question "How successfully the organization's management solves the following tasks to ensure a fair assessment of staff" (in% of the number of respondents)

Self-correction (self-regulation) is the process of correction, correction of oneself with respect to the desired sample (standard).

The results of the online survey (see Figure 3) showed quite good results in evaluating the system of personnel training within the framework of self-correction. Thus, 33.9% of the students rated the existing system as "good" and 29.8% "excellent".

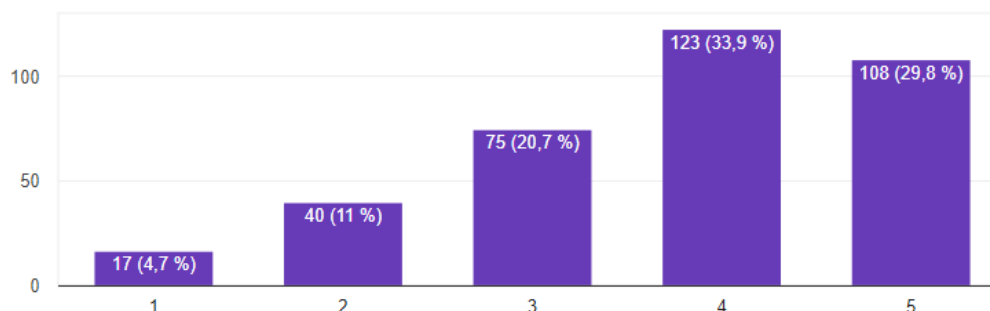


Figure 3. The results of a survey of respondents on the question "How successfully the organization's management solves the following tasks to ensure the training of personnel" (in% of the number of respondents)

Self-presentation - the ability to show oneself in the best possible way, the ability to show evidence of one's competence and qualification allows a young beginner to significantly shorten the probationary period and win the employer's sympathy in a short time. The results of the research showed that the demonstration of their skills and skills by respondents requires improvement. According to the survey, 40.6% of respondents rated their ability to self-presentation at 1, 2, 3.

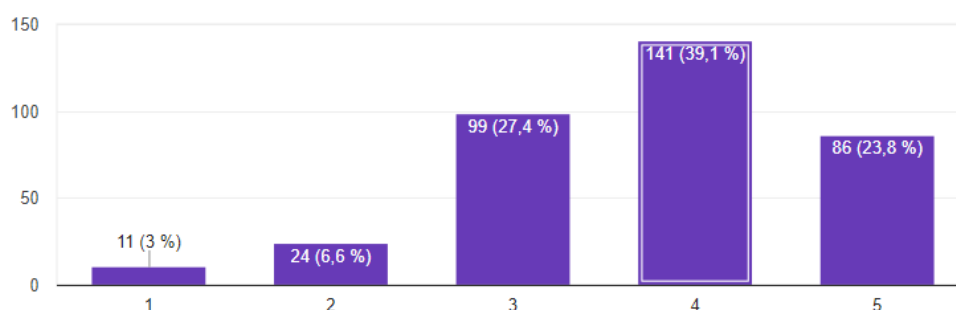


Figure 4. The results of a survey of respondents on the question "How well respondents can show their skills" (in% of the number of respondents)

Self-branding is a promising direction for self-marketing, including the creation and maintenance of a sustainable image of an employee as a successful, highly qualified and highly sought-after professional. To implement self-branding in the youth personnel policy, the existing system of managing the career of young professionals is of great importance. According to the respondents' assessment, 5.2% of specialists evaluated the management of the career of young specialists for "1", 11.8% for "2" and 23.7% for satisfactory (see Fig.4).

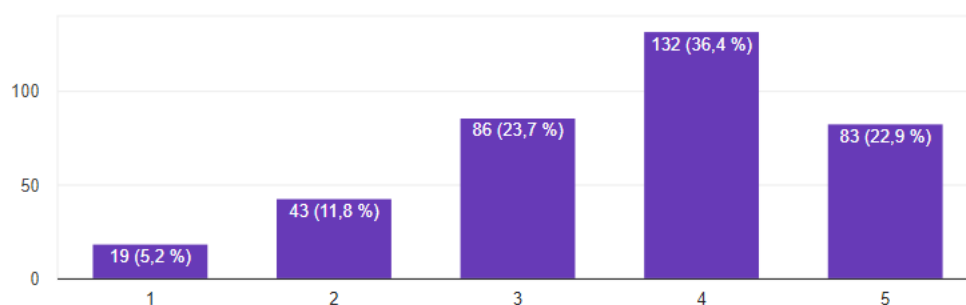


Figure 5. The results of a survey of respondents on the question "How successfully the organization's management solves the following tasks to ensure management of the career of young professionals" (in % of the number of respondents)

The obtained results testify to the need to improve the identified directions.

Discussions

According to the results of the empirical research, it is revealed that the development and implementation of an effective youth cadre policy presupposes the use of self-marketing elements such as self-identification, self-evaluation, self-correction, self-presentation, self-branding.

Self-identification is a complex process of likening yourself (perhaps unconsciously) to some kind of pattern, integrating with any social and professional group.

For a young specialist, the example of both real friends (relatives), who achieved significant professional success and very conventional, remote role models (known business persons) is of great importance. Extremely attractive are not only individuals, but also entire collectives of successful companies, prestigious professional communities. In the 60-70's. Twentieth-century Soviet boys dreamed of becoming like the first cosmonauts, this generation, entering into adulthood, chooses super-successful and charismatic business figures such as Mark Tsukenberg or Sergey Brin as heroes.

For a young person who starts working in an organization, it is extremely important to see a professional benchmark before him, an example of successful colleagues who can become a model for imitation. It can be a representative of the company's top management, immediate supervisor, mentor, team-mate, etc. "Identity crisis", i.e. The absence in the organization of specific employees or vocational qualifications groups, which the beginner would like to resemble, negatively affects motivation, complicates the process of integration with the team.

Self-evaluation. It is known that it is very difficult to learn how to adequately assess the level of one's personal and professional development. Excessive ambitions combined with overestimated self-esteem are typical causes of failures in the first stage of the professional career of yesterday's graduate of the university. Professional self-assessment as an element of self-marketing should be based on the ability to look at yourself from the outside, through the eyes of the employer. To realize one's own virtues, strengths and even talents are necessary. But it is equally important to have an accurate picture of your shortcomings.

The results of the study showed that self-assessment, as an element of self-marketing, needs to be improved (60.7%).

Thus, self-esteem can be based on specific comments from management and colleagues, or maybe the result of personal observation and self-analysis. An obligatory condition for the formation of an adequate self-assessment of a beginner can be considered the friendly attitude of colleagues, their patience, delicacy, willingness to help a young worker in a difficult professional situation. Certainly, various mechanisms for assessing the quality of work activity used in the organization are effective.

Self-correction. The majority of university graduates who begin their professional careers face the problem of lack of real knowledge, skills and professional skills. The next logical step after the self-

assessment for the graduate of the university is the development of a specific program to eliminate the identified shortcomings. The identified gaps in knowledge can be replenished both by self-education and through additional vocational training. Even identified personal qualities that interfere with the attainment of the assigned professional goals can be successfully adjusted.

When yesterday's graduate is just starting his professional career in a particular company, professional mistakes are inevitable, the main thing in this situation is the willingness of the beginner to learn and develop. The implementation of self-correction plans for a young worker is largely related to the effectiveness of intra-company training technologies implemented in the company, the creation of conditions for active professional and qualification growth, which is confirmed by the results of the study.

Self-presentation is the skills and skills of presenting yourself in the business sphere, demonstrating your best qualities and abilities.

Self-promotion is part of self-presentation. Literally, self-promotion is the use of various forms and methods of social communication with the goal of creating maximum popularity for oneself. But the main task of self-promotion is not to tell everyone about your professionalism, but to confidently demonstrate your best professional qualities in everyday work. It is important to remember that excessive modesty, as well as boundless boasting, do not relate to the professional merits of a beginner.

One of the laws in force in the consumer goods market is: advertising is definitely a motor of commerce, but when purchasing goods, the buyer should not be disappointed in buying. This rule applies to the relationship of the employee with the employer. The knowledge, skills and talents announced by the employee should be demonstrated in practical activities, otherwise one can only dream about successful career advancement. And in the worst case - a young specialist can lose his job.

Self-Branding. Undoubtedly, for a novice employee, the promotion of one's own brand is a dream. But the basic conditions for the realization of such a dream are laid exactly at the first stages of the career. The creation of a professional reputation is a long and painstaking process, which sometimes takes several decades. At the beginning of this path, it is important for a young worker to minimize the number of professional errors and avoid serious reputation losses.

The formation of an individual professional image is of particular importance if the popularity of the HR brand and the sustainability of the position of the employer in the market are largely determined by the cumulative effect of the personal brands of the most successful competitive employees.

Conclusion

In modern conditions, the average graduate of a Russian university was extremely vulnerable in the professional labor market for a number of reasons:

- Lack of practical experience (and often - actual theoretical knowledge);
- a poor understanding of the functioning mechanism of the labor market, the real situation in the selected market segment;
- Unreasonably inflated demands (salary, position, career growth), presented to the employer company;
- lack of opportunity to establish professional contacts with the most attractive employers;
- Lack of information about their rights, opportunities, as well as mechanisms for support from the state in the field of employment and employment of young professionals;
- Unwillingness to professional territorial mobility (for example, a strong reluctance to leave the capital, even if there are real beneficial offers from regional employers);
- insufficient level of knowledge and skills, especially significant for the employer and significantly increasing the market value of the young specialist (for example, skills in working with the latest computer programs, knowledge of foreign languages);
- the belief that the availability of a diploma of higher education (especially a diploma of a prestigious university) is a guarantee of demand in the labor market.

Of course, the lack of self-marketing skills is also a very significant "gap" in the professional training of a young specialist.

Acknowledgments

The reported study was funded by RFBR according to the research project № 17-03-00289

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Hinglish As Spoken English In India(Historical And Linguistic Aspects)

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Abstract

At present, a considerable interest is being revived among academic historians and linguists for the study of the spoken English language in various regions of the world, prompting to outline the scientific and public significance of the topic specified.

Contemporary authors study the nature, place and role of the English language in the destiny and mentality of different nations, including those living in India, in order to understand the so-called phenomenon of its variation. During the last decades, Russian and foreign literature had publications on the topic we are interested in, which need further consolidation and systemization.

The choice of this topic was predetermined by a range of factors: first, nowadays, in the era of globalization, there is a long-felt need for evaluation and understanding of significance of mastering the English language (which is of special importance for the Russians who master foreign languages to a lesser degree); second, considering the regional component of the topic, we should note that Tatarstan maintains a representative, Indian Diaspora. The knowledge of the English language will allow: to broaden the perspective of comprehension of cultural, scientific, educational relations between our nations; to understand the problem of identity of the Indians in Tatarstan, to trace the ways and conditions of preserving their national culture and ethnic self-awareness; to assimilate the experience of adaptation, communication and activity they have accumulated.

The present article is dedicated to the reflection, analysis and evaluation of the declared subject in its theoretical and practical application.

Keywords: spoken English, Indian variant of the English language, historical aspect, words, linguistic aspect.

1.Introduction

The English language is the main language of international communication, cooperation and business today. The information space in the English language, including the press, TV, cinema, radio, library funds, the English segment of the Internet, and other sources, is at present unprecedented in its amount and content. Apparently, all those make the English language the main means of communication in the world.

The current situation can be attributed to the policy of the British Empire in the 19 - early 20 centuries when England became one of the first European countries to start implementing colonial seizures in different parts of the world. English, naturally, became the official language in the colonies, as it presupposed dominion of English culture and morals.

Over long years the English language in the colonial countries, evidently, could not but undergo substantial transformation. In the course of time, under the influence of local languages, English has acquired specific traits, pronunciation also suffered. Besides, new words appeared borrowed from indigenous languages or created on the basis of English. The more time passed, the more obvious all those transformations became.

An important stage in the development of the English language was formation of diasporal dialects in the British colonies, that is why at present we can speak of the so-called regional variants of the English language which have very little in common with both British and American variants that everyone knows. However, in the territory of a particular country this type of English is correct, no matter how far it is from the original.

One of such languages is the Indian variant of English, considered the official, state language in India. India, «the pearl of the British Crown», has played the key and landmark role in forming the phenomenon of variability of the spoken English language.

2. Main Points

Let us consider, as the title suggests, historical and linguistic aspects. History of the English language in India goes back to the 1600s when East India Company was founded, and the early English missionaries appeared in the Hindustan Peninsula. In early 1800s Christian schools started teaching the English language. By 1835, when the first universities opened in India, bilinguals knowing the English language already existed there. In the opinion of Thomas Macaulay, one of the originators of the Indian system of education, for the purposes of uniting the multi-ethnic Indian society, it was necessary to introduce the English as the mandatory language of instruction. Thus, Macaulay's efforts in educating the society brought about the formation in India of the whole generation of pro-English intellectuals.

In early 20 century, English became the official and academic language of India - law, higher education, interregional administrative system, science and engineering, commerce. It is peculiar that English could be used even in families. Without loss of the role of local languages, it penetrates life spheres of Indian society.

Although today there are over 30 languages and 2000 dialects in India, still the state languages intended for the national government proceedings remain Hindi and English.

The Indian variant of the English language, being one of the largest in the world for the number of speakers, in its turn, is split into dialects, the most important of which are:

- Hinglish (= Hindi + English) – dialect spoken mostly by the people whose native language is Hindi;
- Standard Indian English – language used in federal Indian mass media, practically coinciding with Hinglish;
- Punjabi English, Assamese English, Tamil English.

The Indian variant is distinguished by the presence of characteristics of English and Indian lexis. As it is known, some words were borrowed from there in India. For example, maharajah – king (Indian variant), nabob – a European of noble origin living in India (English-Indian variant), etc.

Also, there is an absolutely special spoken language in India in which the local population communicates with English-speaking and other visiting foreigners. This spoken language is called Baboo English, it is basically an inconceivable combination of the local and English languages, it is notable for particular pronunciation, gigantic number of slang words and expressions, and the absence of any relevant grammar.

Phonetics features a range of deviations from the standard pronunciation of the British variant of English, for example:

- substituting an interdental sound for an alveolar one – d in place of th in words like then and this [den] – [dis];
- alignment of v and w sounds – volleyball = walliball;
- a simple question «First time?» which is pronounced like «Fast time», puzzles you, because you don't know how to answer it, and this phrase usually means whether it is your first time in India;
- the Indians have a funny way of articulation, for example, «Pipul gou tu ze tempul».

In the lexis, examples of such character could be found:

- local dwellers can ask for your name with the phrase «Could I know your God name», even though most of them would, of course, ask «What is your name?». The same is concerning your country – ranging from the shortened «Which country?» to «Could I know your motherland?».

In the morphological segment of grammar:

- omitting the -ed ending following the k and t sounds in verbs in past simple and in past participles – walk instead of walked;
- substituting the article an for a – a apple;

In the syntactical segment of grammar:

- the phrase «Has she done what I told?» in the Indian variant is read like «Woman she finish thing me speak?».

3. Results

In our opinion, there is no point in worrying too much about bad pronunciation, absence of articles and conjugations, or poor vocabulary – you will be understood anyway in India. Indian English is a language of its own, and in different parts of India it sounds differently. The main problem is that it is difficult to understand proper fast English speech of educated people as contrasted to the primitive Hindu-English of ordinary folk. The Indian variant of English is peculiar for local accent. Old British forms of pronunciation and structures are virtually preserved in India.

Yet there is no doubt that in today's India English enjoys the authority and function of the national language. You would not find any well-paid job that would not require good knowledge of the English language. Higher educational establishments teach their students totally in English. By the present moment, we can see finalization of assimilation that was taking place during the years of the country's independence, emerging as a result of the influence of the British Empire. A closer look at the language situation in India, in particular, the role and peculiarities of Indian English, will serve the cause of intercultural cooperation and improve mutual understanding between representatives of our countries.

4. Conclusion

As a result of our research, based on the analysis of concrete historical, historiographic materials and sources, we have come to certain conclusions.

The search for scientifically grounded answers to various questions of the declared topic imply in-depth, large-scale research of the source and historiographic base.

Let us review historical and linguistic sources on the topic, and touch upon some historiographic analysis. Certain specific and original materials are represented by the sources in the category of personal provenance documents that we have found available. They are compiled by reputable researchers whose works are being extensively reprinted today. Among them, for example, reminiscences of the British (Scottish) historian John Adam Cramb who lived for many years in British India and watched the process of the English spoken language being rooted there [Cramb, 2004].

The sources appropriate for our research are of the so-called linguistic character, for example, linguistic and cultural dictionary, situational phrasebooks, and so on [Gazieva, 2006].

In our work we implement analysis and evaluation of scientific literature issued during the last decades.

We focused our attention on the publications of the contemporary Russian researchers investigating this topic, among them we can mention, for example, Moscow indologists Ye.A. Kurchenkova, M.V. Chuprina, L.V. Khokhlova [Kurchenkova, 2012; Chuprina, 2011; Khokhlova, 2015] and Kazan scholars E.A. Saidasheva, D.V. Bobkov, D.A. Mratkhuzin [Saidasheva, Bobkov, Mratkhuzin, 2017].

Foreign historiography is represented, for example, by the work of the Indian professor of linguistics Braj Bihari Kachru devoted to reviewing of Indian English from the point of contemporary conditions of its forming as a variety of the English language – New Englishes [Kachru, 1993].

Evidently, this bulk of material contributed considerably into the interpretation of our topic. Although the present is not finalized, for the most part available investigations are referred to. They shed light on the origins and distribution trends, as well as features of usage of the English language in modern India.

In our opinion, the declared topic assumes scientific, social and political significance. The conducted historical and linguistic analysis is at this stage connected only with the problem statement of the specified topic and requires further theoretical investigation and practical application.

From our point of view, future research of the defined topic should found itself on a pragmatic basis, keeping in mind the necessity to take into account emerging realities. It is necessary to conduct systemic and complex analysis of the unique contemporary linguistic and cultural phenomenon called Hinglish, and also to investigate the causes of the reducing role of native languages in modern India.

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Technology of Forming the Algorithmic Culture of Future Teachers in the Distance Learning Conditions

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Abstract

The article reviews the technology of forming the algorithmic culture of future teachers in the distance learning conditions. In connection with the spread of educational technologies, the compilation of the action plans becomes an essential component of the future teacher's activity, an integral part of his professional and pedagogical culture. We revealed the substantive and technological essence of forming the algorithmic culture of future teachers in the educational process of university during the distance learning. We have shown that the use of diagnostic, constructive, activity and evaluation stages of the process of forming the algorithmic culture on the basis of distance learning, specially organized systematic work on the given algorithms, purposeful algorithmization of the educational material ensure the effectiveness of solving the problem of preparing students for pedagogical activity on an algorithmic basis.

Keywords: algorithmic culture, technology, future teachers, distance learning.

Introduction

The compilation of the action plans becomes an essential component of the modern teacher's activity, an integral part of his professional and pedagogical culture. Therefore, forming the algorithmic culture of future teachers, contributing to the universalization of the future specialist's qualities has some priority. A high level of the teacher's algorithmic culture guarantees the effectiveness of solving the pedagogical problems. In this regard, the task of forming the algorithmic culture of future teacher is being actualized in the higher school educational process within the framework of distance learning, which should freely orient in a large information flow, be constructive, be able to make decisions independently and learn new methods, forms and means of teaching, including using the developed experimental technology.

The analysis of scientific literature enables to distinguish a contradiction between the existing traditional approach to forming the algorithmic culture of future teachers in a pedagogical university and the need to improve this process in the technological and content aspects. In the terms of technology - using the experimental educational technology, in the terms of content - improving the algorithmic preparation of future teachers, saturating it with various new ways of creating the pedagogical activity algorithms. This contradiction have served as the basis for determining the research problem: what are the essence and content of forming the algorithmic culture of future teachers based on the distance learning technology?

Material and Methods. The problem solution is provided by using a set of methods: theoretical analysis, observation of interrelated activities of teachers and students in the course of training, questionnaires, analysis of training sessions, testing, experiment, methods of mathematical statistics.

The algorithmic culture of a future teacher as a component of professional and pedagogical culture is a systemic formation characterized by a certain level of developing the algorithmic values, knowledge and skills, and reflects the way of activity self-organization in the information society. The main goal of distance learning is to provide the students with the opportunity to independently acquire knowledge in the course of solving practical problems or problems requiring the knowledge integration from different subject areas [1]. The learner constantly performs practical tasks, acquires stable automated skills, organizes his activity algorithm. The technology of forming the algorithmic culture of future teachers in the conditions of distance learning not only increases the volume of the material studied within the discipline and enables timely and objectively manage the student's educational and cognitive activities, but also helps to organize their independent work, promotes the development of ability to use various

information sources for searching for the decision algorithms, their implementation in various situations [2-5].

To obtain a holistic view of the peculiarity of the process of forming the algorithmic culture of students of pedagogical specialties on the basis of distance learning technology, we consider the structural and content model of the process under study, including the presence of such structural components as target, content, operational, criterial and resultant [6]. The target component focuses on raising the level of the algorithmic culture maturity of future teachers. The content component reflects the content of forming the algorithmic culture of future teachers, represented by the axiological, cognitive, technological and creative components. The operational component reveals the technology of forming the algorithmic culture of future teachers in the distance learning process, consisting of successive stages: diagnostic, constructive, activity and evaluation. The criterion component provides an assessment of the level of maturity of the algorithmic values, knowledge and skills of future teachers. The effective component includes criteria and indicators for evaluating the process of forming the algorithmic culture of future teachers [7].

The process of forming the algorithmic culture of future teachers included four consecutive stages: diagnostic, constructive, activity and evaluation. The research base was represented by the Belgorod State National Research University. In the experiment, which took place from 2013 to 2016, 360 future teachers took part, including 120 students of the experimental group of the philological, biology and chemistry departments and the faculty of Romano-Germanic philology of the university. The results of primary diagnosis revealed a generally unacceptable level of algorithmic culture of future teachers. It was revealed an insufficient supply of algorithmic values, knowledge and skills. The distance educational process, focused on the use of algorithmization elements, was hampered by the lack of possibility of creative implementation of the tasks for developing the algorithmic culture. The analysis of empirical material showed that an optimal level of the algorithmic culture maturity was had by 11% of 360 students. Few students (26%) demonstrated an acceptable level, 35% of future teachers were able to just orient themselves in the algorithmic concepts and sought to work independently. 28% of students had the inadmissible level of the algorithmic culture maturity.

The constructive technology stage was directed to the development of the educational and methodological complex, practical tasks, the definition of the system of forming the algorithmic culture of future teachers in the distance learning process. The teacher's activity included setting the goals and tasks, discussing the algorithm of the forthcoming work, consulting, demonstrating certain methods of algorithmic activity, helping in choosing the solution scheme (algorithm) [8]. The students showed activity in the selection of additional material and preparation of presentations, performed the creative projects, compiled an algorithm for their own activities in the context of distance learning. Thus, the teacher helped the students to build their algorithmic activities, included them in the context of implementing the algorithmic approach at this stage. Such joint work saturated the distance learning environment with the activity algorithms.

The goal of the technology activity phase was to introduce the experimental system of education into the educational process of the university. During the formative experiment, the teacher directed students to successfully master the algorithmic knowledge and skills. The students' activity consisted in mastering the algorithmic methods of solving the pedagogical problems. The practical tasks were presented in the form of laboratory works, accompanied by the presentations. These works proposed the algorithms for solving pedagogical problems, for example, keeping a class journal with the information about students according to a given algorithm. The differentiated tasks made it possible to assess the future teachers' ability to apply the proposed algorithm in the new conditions. The works were mainly carried out independently with dosed consultations given by a teacher, so each student had the opportunity to compose his own algorithm of performing laboratory tasks in the distance learning process. The result of mutual consultations was the fact that the teachers did not conduct seminars until the relevant topic of the elective course was studied. In the classroom, the teacher designated the work plan for the students: studying the theoretical material both in an independent mode and with the help of the teacher's

consultations; it was necessary to perform practical and laboratory tasks, including not only tasks for the implementation of algorithms, but also some pedagogical tasks requiring knowledge of the algorithmic approach at the end of each topic; boundary and final testing. Each completed task and laboratory work were recorded by the students in their electronic workbooks, which facilitated the process of timely monitoring by the teacher.

The students who have well mastered the necessary algorithms could operate on the reduced knowledge in solving the algorithmic problems, including complex ones, but they did not spend efforts on finding solutions to particular problems based on the algorithm application. The observation has shown that the work on algorithms develops the interest of future teachers in the pedagogical activity. The ability of future teachers to formalize their reasoning and the entire course of solving the pedagogical problems in the form of a table or a block diagram increases the level of algorithmic culture development, becomes a necessary practical quality, facilitates a more rapid and conscious mastery of algorithmic language in the future [9].

At the estimated stage of the technology, it was determined the final level of the algorithmic culture maturity of future teachers in the distance learning process. The teacher's activity consisted in diagnosing the level of the algorithmic culture maturity of students according to the selected criteria, evaluating the results obtained during the technology implementation, identifying the difficulties of the learners and analyzing the problems, correcting the system of forming the algorithmic culture, summarizing and recording the results.

Results and Discussion. Analysis of the algorithmic culture maturity of future teachers in the distance learning process was carried out using the adapted methods, as well as the test and questionnaire materials based on the selected criteria and indicators (attitudes to professional and pedagogical activity under the following indicators: interest in the professional and pedagogical activity and setting for the use of algorithmic values, knowledge and skills in the professional and pedagogical activity); algorithmic knowledge on such indicators as completeness and awareness of algorithmic knowledge; algorithmic skills in terms of the effectiveness of algorithmic skills; creativity of algorithmic actions under the indicators: originality of algorithmic actions and independence of algorithmic activity.

Maturity of the axiological component of the algorithmic culture was determined with the help of the questionnaires "Motives for choosing the teacher's activity", "Assessment of the professional orientation of the teacher's personality". The cognitive component was evaluated through a test in which the tested persons were asked questions related to the basic algorithmic concepts and skills. They had to be correlated or it was necessary to choose one of many answers; end the formulated definition, establish the correct or incorrect proposed statement. The technological component of the algorithmic culture was defined as a result of the students' practical work stipulated by the program of the educational and methodical complex "Algorithmic Foundations of Pedagogical Activity". The level of forming the creative component of the algorithmic culture was determined with the help of a set of creative tasks that had the increasing levels of independence and creativity. For example, the students were asked to compose graphical algorithms of actions in a lesson on a particular topic. Future teachers had to independently use the obtained algorithmic knowledge and methods of algorithmic activity in the non-standard, non-algorithmic situations, complementing and suggesting other ways of solving the problem, reasonably choosing the best option. The level of the creative component maturity was determined as a result of expert assessments. The essence of the tasks was as follows: The students were instructed to consistently describe the steps that are necessary to carry out the assigned task on a particular topic. They were given 30 minutes for the exercise. At the same time, the experts represented by the university teachers, who conducted lessons on the experiment program, evaluated the results of task performance. The experimental technology of teaching allowed building the individual educational trajectories by providing the interactive interaction of students with the information and educational environment. Due to the interactive style of communication and operational communication in the distance learning mode, the students were offered additional blocks of educational material and links to information resources depending on real educational achievements. The lectures were conducted with the help of television

broadcasts, consultations in the form of chat rooms or forums, seminars in the form of computer conferences.

Figure 1 presents the final results of the experimental work.

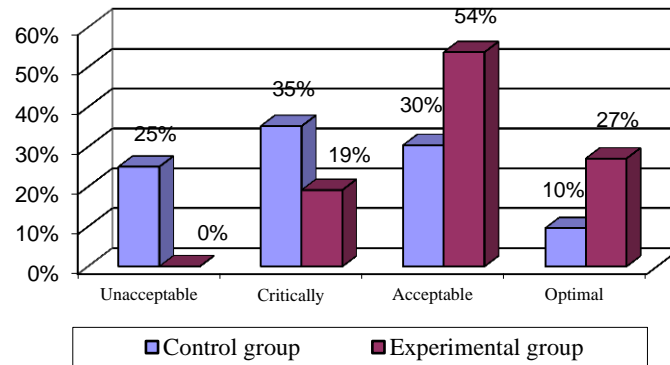


Figure 1. Diagram of the formation of future teachers' algorithmic culture at the stage of the formative experiment.

The positive dynamics of the acceptable (from 30% to 54%) and optimal (from 10% to 27%) levels of forming the algorithmic culture of future teachers on the basis of distance learning testifies to the effectiveness of the applied technology in the experimental group. To increase the level of algorithmic culture, 19% of the students remained at the critical level, in our opinion, need a longer time, further search for effective methods, development of the typological features adapted to this group of future teachers, differentiated tasks for compiling various algorithms of pedagogical activity [10].

It has been revealed that an increase in the average score in the sample is not accidental, but is very likely to be natural. Let us denote: S_1 – standard deviation in the control group, S_2 – standard deviation in the experimental group, σ – standard deviation, \bar{X} – mean value in the experimental group, μ – mean value in the control group. Since the sample size is greater than 30, then the mean value over the sample has a normal distribution according to the central limit theorem. Let us formulate the null and alternative hypotheses in formulas (1), (2):

$$H_0 : \mu = 37.5 \quad (1),$$

$$H_A : \mu > 37.5 \quad (2).$$

Let us calculate the test statistics in the formula (3):

$$z = \frac{\bar{X} - \mu_0}{s_1 / \sqrt{n}} = \frac{53.9 - 37.5}{18.64 / \sqrt{120}} \approx 9.5 \quad (3).$$

Let us define from the tables of normal distribution $z_{0.01} = 2.33$. Based on this, we reject the null hypothesis at a significance level of 1%. Thus, an increase in the average score is naturally more than 99%. To evaluate the results of the experimental work efficiency, we used the Fisher criterion, the value of which was calculated in the Ms Office Excel. Let us find the variances of the control and experimental groups in formulas (4), (5) and calculate the criterion F by the formula (6):

$$d_1 = s_1^2 = (18.64)^2 = 347.45 \quad (4),$$

$$d_2 = s_2^2 = (13.8)^2 = 190.44 \quad (5),$$

$$F = \frac{d_1}{d_2} = \frac{347.5}{190.44} \approx 1.83 \quad (6).$$

From the table with 119 degrees of freedom for both variances at the significance level $\alpha = 0.05$ we find $F_{0.05} = 1.16$. As $F > F_{0.05}$, it can be argued that, there are differences between two samples according to the levels of the algorithmic culture maturity at a significance level of 0.05.

The changes that occurred during the experiment are caused, first of all, by purposeful work on forming the algorithmic culture of future teachers within the framework of the technology developed by us, which was implemented in the experimental group. 19% of students remained after the formative experiment testify to the difficulties they encountered in forming the algorithmic culture at a critical level. To increase the level of algorithmic culture of such students, in our opinion, it is needed a longer time, further search for effective methods, development of the typological features adapted to this group of students, differentiated tasks for compiling various algorithms of pedagogical activity.

After the formative experiment, the maximum changes in the sample heterogeneity were recorded in the students with an unacceptable level of the algorithmic culture maturity, the minimum ones - in the students with an acceptable level of the algorithmic culture maturity. The technology used to form the algorithmic culture of future teachers was the most effective in the field of reducing the number of students with an unacceptable level of the algorithmic culture maturity.

As a result of experimental work, it is established that the use of technology of forming the algorithmic culture of future teachers in the distance learning process is not only an effective means of improving the quality of knowledge and development of professional and pedagogical culture, but also contributes to the solution of pedagogical tasks in the non-standard situations.

Conclusion. The effectiveness of technology of forming the algorithmic culture of future teachers in the distance learning process, as shown by the study, is due to the implementation of the following pedagogical conditions: motivational and value readiness of students to forming the algorithmic culture at each stage of technology implementation; construction of an individual trajectory of the future teacher's education due to the interactive interaction of students with the information and educational environment; program and methodical support and organization of monitoring of the process of forming the algorithmic culture of students.

Summary. The research proves that the developed technology of forming the algorithmic culture of future teachers in the distance learning process, including the sequence of stages of joint activity of the students and a teacher, a system of algorithmic study assignments and special exercises enable to form the algorithmic culture of students at a sufficient level. It is important to take into account the gradual increase in the volume and complexity of study assignments designed for self-fulfillment by the students, the need to change the structure and content of assignments, the transfer of role positions through the experimental teaching technology, the use of a wide range of visual-didactic means.

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Implementation of the project for the introduction of universal primary education in the Russian province during the early twentieth century

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Abstract

The development of capitalist relations, the processes of industrialization in the Russian Empire during the second half of the nineteenth and early twentieth centuries advanced the development of public education system as one of the main factors in the modernization process. The carrying out of bourgeois reforms in 1860-ies and 1870-ies required competent, educated people and specialists in various fields. In this regard, the problem of educational institution network is the key one. The authors of the article suggest to consider the implementation of the project for the introduction of universal primary education in Russian Empire during the early twentieth century, using the example of Kursk province. The team of authors comes to the conclusion that due to the activities of local government in the Russian province, primary education became more accessible. In the course of the study, it was established that the activities of the city and local self-government bodies created the conditions for the accelerated development of the public education system as a whole and prepared the organizational material that was used during the first years of the Soviet power.

Key words: bourgeois reforms, universal primary education, province, education, local government bodies, province.

Introduction

The second half of the nineteenth and early twentieth century is a complex and contradictory period in the history of the Russian Empire. The development of industry, trade, agriculture, the army and the navy demanded some increase in the general cultural and educational level of all population layers. An important step in this direction was the adoption of the Regulations on the initial public schools in 1864, which allowed to build the system of organization and management by the institutions of primary public education with the involvement of local governments in this process. However, the issue of universal primary education introduction was not removed from the agenda. In addition, the process of universal education implementation on the territory of the Russian Empire took place without precedence, without legislative changes and was based primarily on departmental orders.

At the moment, the study of the government and city and local self-government bodies in the development of public education at the turn of the nineteenth and early twentieth centuries is still relevant. The attraction of regional material allows to reveal the features of the project realization on the introduction of universal training in separately taken province and to trace the laws of set tasks solution in general within the territory of Russian empire simultaneously. Nowadays there are no special works on the activities of local government of the Kursk province concerning the introduction of universal primary education. The degree of their participation in this process was considered only partially in the studies on the history of public education in the Kursk province, in particular, by T.P. Mamaev [1], A.A. Tereshchenko and D.A. Tereshchenko [2].

We believe that the state of provincial education in the period under study on the whole corresponded and consistently reflected the development of the all-Russian system of public education. Locally, the process of universal primary education introduction and the spread of educational institution network is depended on the level of a given province development directly, on the degree of regional industry modernization. During the period under study, the positive dynamics of the primary education network expansion in the Kursk province is noted, which was a direct result of local self-government body practical activities.

Methods of the study. The performed study is based on the principles of objectivity, historicism and scientific character, which allow us to reveal the patterns of public education development in Russian province during the period under study. Logical, comparative-historical and problem-chronological methods were used for a consistent proof of the hypothesis put forward. These methods allowed to reconstruct the activities of local governments completely and reliably in the introduction of universal primary education during the period under study.

Main part. During the second half of the nineteenth century, various types of primary schools developed in the Russian Empire simultaneously (local, ecclesiastical, private and ministerial ones). The educational activity was performed by the institutions of the Ministry of Public Education (hereinafter referred to as MPE), funded by the State Treasury with a significant share of funding from local sources on the territory of the Kursk Gubernia; local schools that existed from the means of county councils with the financial investments of rural societies; parish and volost schools, which were supported by district counties and, finally, the schools, which were exclusively financed by private individuals. The most stable position was among ministerial schools, since they were established only under the condition of annual financing from the sums of the local budget in the amount of 400 rubles at least. This allowed to maintain a school without any interference from the ministry.

The result of county council activities in the field of public education during 1890-ies is the first rank for county council schools in the Russian Empire in terms of the number of children educated there. But the primary school could not satisfy the demands of developing capitalism both quantitatively and qualitatively. Therefore, starting from 1860-ies, the Russian Empire faced the issue not only of public school network expansion, but of universal compulsory education.

During the period under study Kursk province was a typical agrarian region of the Central Chernozem region with a developed system of provincial cities. Already during the first decade of the county council body functioning in the Kursk province, the number of primary schools increased tenfold in comparison with the period before county councils. The number of county council schools was increasing steadily and by the beginning of 1896 there were 552 county council schools in the province with 42081 pupils of both sexes. Besides there were 21 ministerial schools with 2329 pupils. By the amount of population Kursk province occupied one of the first places among county council provinces - 2312839 inhabitants. One county council school accounted for 4190 inhabitants of both sexes, and if we take into account the ministerial schools, then there were 4045 inhabitants per school [3]. By the number of students per 100 inhabitants Kursk province occupied the 25th place among 34 county council provinces, considerably behind in comparison with other county council provinces, which raised an acute issue of the need for universal primary education.

The main problem for city government bodies in the implementation of the project for the introduction of universal primary education was the construction of new buildings and the acquisition of premises for schools. In April 1899, the applications were submitted to the cities of the Kursk Gubernia about the allocation of funds for the construction and the maintenance of new buildings which must be considered by the Department for the Ministry of Education primary schools. Starooskolskaya city government applied for an annual subsidy from MNP funds in the amount of 12,423.33 rubles, which was necessary for the opening and the maintenance of 57 new schools. Schigrovskaya city government applied about the acceptance of $\frac{1}{2}$ of the expense for the maintenance of schools to the government account. There were also the petitions for the Ministry to take part in the expenses of the Fatezh county council for the salaries of teachers and teaching aids in new schools; About the acceptance of expenses to the government account on the maintenance of 45 schools expected to open in Sudzhan district at the amount of 18000 rub. The Provincial county council petitioned for subsidies from MNP for the maintenance of annually opened new schools at half of the costs on maintenance. Annually it was planned to open at least three schools in the district, the maintenance of which was determined at 200 rubles per year for each. Thus, the amount of the annual subsidy would be 9,000 rubles [4].

But the ministry refused because of the lack of financial resources. Only 45,000 rubles were deducted on the needs of the Kharkov academic district. This amount was intended to satisfy all the petitions for the assistance of the treasury on the maintenance of colleges in the six provinces that make up the district.

Since the beginning of the twentieth century, the Russian Empire has been discussing actively the introduction of universal education. But only in 1907 the IIIrd State Duma considered the MNP draft "On the introduction of universal primary education in Russian Empire". The project envisaged the development and the plan of the school network, the creation of which was assigned to local government institutions in a two-year period; free education in schools, included in the school network, etc. [5].

May 3, 1908 the law on 6900000 rub. provision was adopted by the Ministry of Public Education for the needs of the people's education, which were sent to county council and city self-government bodies. After the adoption of this law in the Russian Empire, they begin the process of the project implementation for the introduction of universal primary education, which assumed the creation of primary school networks. Since 1909 the projects of school networks, necessary for the transition to universal education, developed on the local level by the county council bodies and city governments, begin to arrive at the Ministry.

The Kursk City Duma was one of the first implementing the project in the province, undertaking a commitment to open 2 new schools for 2 sets on September 1, 1908. The ministerial allowance was supposed to be contributed annually to the city budget for school and construction needs.

In accordance with the law issued on May 3, 1908, the Belgorod City Council approved a school network project in December 1909, according to which the government assumed obligations to allocate the benefits for the introduction of universal primary education in the city and the construction of new schools. An annual construction of one 4 building school was planned between 1914 and 1920. However, the project implementation was repeatedly postponed due to the lack of funds. In November 1912, during the meeting of the city government, the school network of the city of Belgorod was approved again. But the project stopped at the stage of resolutions, and the issue of universal primary education introduction was not resolved. Thus, in 1913, at the meeting of the Belgorod City Duma, the issue about the introduction of universal primary education in Belgorod was raised again. In order to implement the project, it was intended to apply to the treasury about the provision of 7000 rub. to the city for the construction of each 4 building school as an irrevocable allowance. And, in addition, the loan at the amount of 25,000 rubles was planned to provide for the period of 20 years [6]. The city council was commissioned to provide 8,000 rubles to city budgets for the construction of school buildings in 1914, 1916, 1918 and 1920. In accordance with the accepted commitments, the bulk of the costs for new school facility creation fell on the city government bodies. The implementation of this project would allow the completion of universal primary education introduction in the city of Belgorod by 1920.

In 1912 a draft of the Belgorod Uyezd school network prepared by the county council administration was presented for the consideration of the next Belgorod County Council Assembly. The calculation was based on a 16-year period of universal education. According to the project, it was planned to build 97 schools with 149 sets or 6 schools with 10 sets per year. According to existing rules all expenses for school construction and further maintenance of schools were covered from three sources: the appropriations from the treasury, the provincial and district county councils. The implementation of the project required 3,772,000 rubles. The bulk of the costs fell on the county council (62.5% of the total amount) [7]. Assuming the obligation to introduce universal education, the county council was obliged to contribute to the cost estimate the amount for the maintenance of one set, which made 455 rubles by 1912. If, according to the project, it was planned to open 149 new school kits, then it would be 276 kits in total with the existing ones. Consequently, the county council expenses for their maintenance would have amounted to 125,000 rubles per year. At that, until 1912 no more than 100 rub. per set were spent instead of 455 planned ones [8]. Thus, the decree of the estimating and audit commission on September 28, 1912 decided to abandon the introduction of universal primary education in Belgorod Uyezd.

Simultaneously, the work was carried out to develop school network projects in other cities of the province.

Thus, there was a parish school for primary education with a 3-year course for boys and a women's parochial school for 2 sets in Sudzha by 1909 [9]. Some of the children attended a women's Sunday school. But the overcrowding of schools did not make it possible to receive timely primary education for all. According to the plan of universal education introduction, 2 parish schools were supposed to function. During the implementation of the project in 1909, 313 people would have received education in 2 schools out of the number of children at the age of 8-11 years old (86.9%).

The county council body was in charge for the implementation of universal education project in the whole. The draft of the school network within the Sudzhan Uyezd was approved by the Minister of Education, and the county council board was assigned an annual state subsidy in accordance with the number of school kits. The network included 2 Sudzhan municipal parish schools for 6 sets and a parish school within the Cathedral Church for 2 sets [10].

By that time, the Sudzhan City Council had not developed yet its own school network project and, taking into account the financial situation of the city, the Duma expressed its consent to the inclusion of Sudzha in the general school network for the county. The City Duma undertook not to reduce the amount of urban appropriations assigned for the maintenance of primary schools by the estimate of the corresponding year for the following years. The balance of the amounts from the ministerial allowance was to be spent on the maintenance of primary schools, on the provision of additional allowance to teachers, for the construction and other needs. The expenditure of the allowances provided by the Ministry was strictly controlled. The city self-government bodies provided the excusing documents to the local Control Chamber in a strictly established time frame. The Sudzhan City Duma undertook the obligation to provide a list of teachers to the local inspector of primary schools by January 1. This was the list of teachers who were supposed to have salaries from the allowance of Public Education Ministry. With the introduction of universal primary education, the maintenance of the economic content of Sudzhan ministerial schools was entrusted to the city duma. The most important was the obligation not to form a special school network in Sudzha [11]. Thus, by the joint efforts of county council and city government bodies, it was possible to solve the issue on the introduction of universal primary education in Sudzha.

In 1910 MNP developed a uniform sample of the school network and financial plan form. City public administrations were obliged to develop a school network draft and a financial plan to implement the project for the introduction of universal primary education within 2 years. The members of the boards could apply to directors and inspectors of public schools to help in the drafting of school network and financial plan. The project of the school network and the financial plan for the implementation of the project was approved by the city council or by the meeting of city commissioners and was approved by the academic council or by the director of primary schools. And only after a governor's approval, and then the approval of MNP, the project became valid [12].

By 1910 with the implementation of the project for the introduction of universal education, certain success was achieved in the provincial Kursk. In primary schools 2,273 children were admitted, which was 22 pupils more than it was planned. Two new school kits were opened. The funds for the opening of new kits came from the Ministry. Unfortunately, it was possible to implement universal primary education in the difficult financial situation of cities, both in the province and in Russia as a whole, only with the funding from the state treasury [13].

Despite financial difficulties, by 1914 the project of universal education introduction in the Kursk Gubernia was implemented in 9 out of 15 districts, including Dmitrievsk, Kursk, Lgov, Rylysk, Starooskol, Sudzhansky, Timsy, Fatezh and Shchigrovsky one. The events of the First World War suspended the completion of the school reform, since the local government was responsible for the provision of refugees and prisoners of war. Besides, during this period of time the financing of public education was reduced sharply. When Bolsheviks came to power, the bodies of local and city government were completely eliminated.

Conclusions. It should be noted that with the organization of the county council and city governments respectively, primary education begins to take on a mass character. Despite the fact that the Ministry of

Public Education determined and controlled the organization and the content of the educational process, these types of secular schools were built and kept almost exclusively at the expense of local government. The implementation of the program for the introduction of universal primary education required significant investment. Given the weak government funding and the critical situation of many municipal budgets, the attraction of financial means only from the local self-government bodies to solve the problem of population illiteracy was clearly inadequate.

Summary. Thus, the expansion of primary school network and the increase of population literacy level showed that local self-government bodies have moved from point-based financing of educational institutions to the systematic work on the development of the public education system. And although the bodies of county council and city governments failed to implement the universal primary education program developed throughout the years, the work of local self-government bodies in this direction was not in vain, as the professional and material base was prepared and the organizational material was collected which was used in Soviet times.

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To Typology Of Sakha Language Terminological Lexicon Dictionaries

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Abstract

Article is devoted to preliminary typology of Sakha language terminological dictionaries. Authors prefer the facet classification based on parallel parametrical characteristics of special dictionaries. Diversified dictionaries (their versions), one-industry dictionaries are considered in this regard (translation-and-inventory and translation-and-interpretative). Currently types of one-industry dictionaries were put in the forefront. Inventory function is common to translated dictionaries. However in one area more or less unabridged dictionaries are not made yet. In interpretative dictionaries long encyclopedic explanations instead of the short definition consisting of one term offer prevail. Intra-word and space term-forming means of language are used insufficiently.

Priority is reprinting and drawing up new one-industry interpretative dictionaries in all objects of school training taking into account the last innovations of terminography.

Keywords: Sakha language, dictionary of terminological lexicon, facet typology, diversified dictionaries, one-industry dictionaries, translation-and-inventory, translation-and-interpretative, definition, encyclopedic explanations.

1. Introduction

The end of the last century and the beginning of this century were marked in our country by extraordinary expansion of terminological activity and emergence of new one in theoretical and practical field. Presently rapid development of science and technology grants sufficient role to terminological dictionaries, their number quickly increases and considerably exceeds number of other types of dictionaries (Grinev-Grinevich, 2009).

In the lexicographic (terminographic) theory the doctrine about types of dictionaries, vocabulary structure and structure of dictionary entries is central. As terminological dictionaries cross in many aspects, the facet principle of their division was accepted subsequently. The similar typology is very convenient for sorting out the kinds of dictionaries on their parallel characteristics. It (as well as any other typology) assumes allocation of the key lexicographic parameters for dictionaries classification. In the Russian terminography such parameters as terminologists specify, are in tens.

As for Sakha language, our terminological dictionaries and their variety in comparison with the Russian dictionaries are much more limited in the quantitative and qualitative relation. Glossaries of our dictionaries are drawn up in alphabetical order, their general character being bilingual - Russian-Yakut (exceptions are single). The specified characteristics are common to almost all terminological dictionaries. In this regard we exclude them from structure of differential parametrical characteristics for typology. Thus, the fundamentals of facet typology for Sakha language terminological lexicon dictionaries are formed by the following parallel characteristics: a) the choice of special lexicon layer (diversified, diversified with thematic breakdowns, complex and kinds of one-industry dictionaries); b) definition methods of a vocable header (translation, translated and inventory, translated and interpretative), i.e. translated and sensible (definition-type).

2. Literary review

Annually the special lexicon published dictionaries number increases, the fields of their practical and theoretical application extend. Comes to light that science language - a concept wider, than the literary language. It is counted that on average each 25 years the number of scientific disciplines doubles. Each new discipline needs its own terminology. Theorists-researchers proved emergence of the new direction

under the name "terminography". It stood apart from lexicography and was issued as independent scientific discipline.

The academician L. V. Shcherba in the middle of the twentieth century for the first time developed typology of dictionaries. This typology belongs to the general lexicography and is based on theoretical oppositions of the dictionaries existing by then (Shcherba, 1974). The typology of the general lexicography dictionaries is constructed on the hierarchical principle according to which the type of the dictionary is determined by one prepotent characteristic. Strictly hierarchical classification based on only fundamental characteristic cannot disclose composite variety of terminological dictionaries completely.

3. Technique

The descriptive method was applied to complex consideration of the Yakut lexicography in work, as well as elements of the analysis and synthesis were used. Descriptive and historical methods were applied by us when collecting and cataloguing, as well as at systematization of language material. By means of a descriptive method language units and if it is specific, dictionaries were divided into types. Historical approach in a research of types of Sakha language lexicographic works allowed showing communication of the given phenomenon with history of development of the literary language, as well as branches of the different direction sciences. Besides, the historical method allowed defining correlation of some phenomena of lexicographic science of the Yakut linguistics to the specific period of life of the Yakut native speakers. When using a method of the analysis tendencies in development of the Yakut lexicography and terminography are revealed. Results of work can promote development of a descriptive lexicography and terminology. Separate conclusions can be used in a research of a lexicology, Yakut lexicography. The practical importance of this research is that results of work can be used in creating the general and private dictionaries, materials of article can be applied in research works on Sakha language history.

4. Results

4.1 Diversified terminological dictionaries

The Yakut diversified dictionaries are divided, in turn, into dictionaries without field labels, specifying fields of knowledge and dictionaries where dictionary entries are supplied with a special field labels. The third group is made by explanatory (definition) dictionaries.

The diversified dictionaries having no special field labels. This group make "The Russian-Yakut term-spelling dictionary" by P. A. Oyunsky (M., 1935) and the "Terminological dictionary" by A. A. Ivanov-Kyunde (prepared for printing by 1934, but published only in 2000). Both of them are diversified bilingual Russian-Yakut translated type of terminological dictionaries (with rare sensible impregnations in Kyunde's). On the width of coverage of the word terms "Dictionaries" far outgo school programs. In them along with educational terms social and political, philosophical terms up to place names and names of outstanding cultural figures and politics are fixed in a mass order. So-called "nonterminological" parts of speech (verbs, adverbs, adjectives) quite often occur at Kyunde's. P. A. Oyunsky's "dictionary" contains 1300 header units, and Kyunde's - over 4000 thousand word terms. The right and left parts of "Dictionaries" have no great terminological differences.

At once we will note that when Oyunsky's and Kyunde's "Dictionaries" were formed, a terminology did not exist as the independent scientific discipline (Buyanova, 2013). Besides the Yakut literary language was at an initial stage of formation. P. A. Oyunsky and A. A. Ivanov-Kyunde as theorists and practitioners, well understood that terminology is a sphere of intelligently organized activity of people, its formation - is a business conscious, but not spontaneous. The multiple-valued word, getting to various branches of knowledge, passes through a peculiar semantic purgatory of the same sciences systems (Oyunsky, 1993). It means that the word "step", keeping the common meaning, at the same time begins to designate the corresponding concepts of the specific fields of musical art, equipment, diplomatic policy and spiritual human life. An impression is made that Platon Alekseevich back then understood that terminology is a functional kind of public language.

They, as theorists and large experts on the native language, in practice showed models of creating word terms by lexico-semantic reconsideration of common words, means of an affixal term-forming and ways

of syntactic phrases. In essence, they laid the foundation of Sakha language terminological lexicon formation. Sadly, P. A. Oyunsky was repressed in 1938, and "Dictionary" of Kyunde was issued only in 2000.

Diversified dictionaries with knowledge branch division. In pre-war time under the direction of the Yakut institute of language and culture the short "Russian-Yakut dictionary of educational terms" with purpose – to serve as the manual for schools of the republic was made and published in 1942. It comprises five branches of knowledge: geography, natural sciences, mathematics, physics, chemistry. The famous experts in the branches of knowledge were originators. "Dictionary" belongs to diversified translated type, in it 1135 word terms and terminological phrases are registered. From them about 50% – the Russian loans, the others represent original and hybrid educations. It is published by five-thousandth circulation and as the only terminological grant served till 90th years of last century.

As a sample of the diversified terminological dictionary with knowledge branch division we present "The short Russian-Yakut explanatory dictionary of scientific and technical terms" in two books (Yakutsk, 1994). Issue of this dictionary marked itself a turning point in inventory and interpretation of scientific and technical Sakha language terminological lexicon. For the first time in the Yakut lexicography were selected and supplied with transfers' interpretation of 3084 scientific and technical word terms and terminological phrases.

The diversified dictionary with a special field labels. "The short terminological dictionary of Yakut" concerns to this group of diversified dictionaries (Yakutsk, 1955). The dictionary contains over 4000 word terms and terminological phrases covering on a field labels of the author, the following fields of knowledge and activity: aircraft, agronomics, biology, botany, administrative terms, anatomy, architecture, astronomy, accounting term, household term, veterinary science, military science, geography, geology, geometry, grammar, natural sciences, railway business, zoology, art, history, office terms, forestry, literature, mathematics, medicine, metallurgy, sea term, music, official term, pedagogics, policy, post term, production, psychology, radio engineering, sports term, equipment, trade, educational term, physics, physiology, philosophy, financial term, photo, chemistry, economic term, electrical equipment, esthetics, legal term. In this dictionary most boldly and visually influence of Russian on development of Sakha language terminological lexicon was reflected.

In the dictionaries made in the 60th according to the prof. P. A. Sleptsov, "more and more amplifying influence of Russian on development of terminological lexicon to a certain extent was reflected: terms of the latest period are exclusively borrowed from Russian, and a part of original terms is also replaced by Russians" (Sleptsov, 1990).

4.2 Complex dictionaries

Dictionaries where terminology of allied industries of knowledge is integrated belong to complex.

The complex dictionary in two parts. In 1993 the "Russian-Yakut dictionary of biological terms" created by group of authors from highly qualified specialists under edition of professor G. S. Ugarov was published. "Dictionary" consists of two parts. In the first part under the general name "Biology" adjacent areas are integrated in certain heads: anatomy, physiology and hygiene of the person, botanist. The second part consists of nomenclature names of animals, plants of Yakutia and the mammals and birds brought in the Red List of Yakutia. In the second part along with the Russian-Yakut nomenclature also Latin names are given. The first part of the book intended for practical application at lessons of pupils and students is of interest to us.

"Dictionary" belongs to translated inventory type of terminological dictionaries. In it 1526 widely used terms and terminological phrases are recorded. For dictionaries of this kind the main thing is the translation (adequate transfer) of the header term. Without setting the purposes of detailed analysis, we will note only some receptions used by authors. First of all, reception of the alternative translation like бадараан, дъэбэрэ 'swamps', күүрүү, көбүтүү, көбүтүү 'excitement', өлүү, эстии, сүтүү 'death', бараныы, быстыы, быстарыы 'exhaustion', төрөөһүн, оҕолонуу, олоруу 'childbirth', бэлиэ, сибики, чинчи 'symptom' attract attention. We see good knowledge in mass application of a method of the alternative translation by authors of the native language.

It is common to modern translated dictionaries inventory function. Inventory of terms is a selection and the description of all word terms, the terminological phrases belonging to the chosen subject domain of knowledge. We have no such translated and inventory dictionary which would capture all terms of the chosen branch of knowledge.

The complex dictionary with sections. Under the scientific guide of the doctor of psychological sciences A. P. Okoneshnikova the publication of the second edition of "The conceptual and terminological Russian-Yakut dictionary on psychology" took place (Yakutsk, 2006). "Dictionary" contains 13 sections, since the general psychology, finishing with mathematical, professional orientation, social psychology, in total about 1200 terms and terminological phrases. All psychological terms, including very abstract, are translated into the Sakha language. Originators widely used intra-word and space term-forming means of Sakha language. For example: from the basic term *өй* 'mind' the following author's creations are formed: *өйүбэт* 'intelligence', *өйүкү* 'subconscious', *өйүлэх* 'thinking', *өйүнү* 'unconscious', *өйдөөһүн* 'understanding', *өй-санаа* 'consciousness', *өй-ууһа* 'imagination', etc. In the form of word terms obsolete words or words quite often meet the darkened semantics like *барымта* 'subject', *долоһой* 'memory', *сүрэх* 'soul', *уһулда* 'mentality', *һиригэ* 'society', *өһүлүк* 'depression', etc.

Many tracing-papers of authors are perceived as neologisms, some of them - occasional educations. Nevertheless most of them found how write in "Introduction", the use at experts (Okoneshnikova, 2006). That this "Dictionary" showed itself functional expansion of Sakha language in such especially intellectual area as psychology there are no doubts.

4.3. One-industry terminological dictionaries

Thanks to democratic transformations, the first one-industry Sakha language terminological dictionaries in the nineties appeared. It was promoted acceptance in the republic of such acts as "The declaration on the state sovereignty of RS (Ya)" (1990), "The concept of updating and development of national schools" (1991), "the Constitution of the Republic of Sakha" (1992), "The law on languages" (1992). According to these acts Sakha on an equal basis with Russian the status of a state language is provided to language.

On the composite structure such dictionaries are subdivided into two types: alphabetic and translated and alphabetic and interpretative (alphabetic and translated and interpretative).

Translated and inventory terminological dictionaries. A basis of this type of terminological dictionaries make, first, the fullest vocabulary coverage of the chosen branch of knowledge or its fragment, secondly, in the right part of header terms only the translation or its possible equivalent is given.

"The short Russian-Yakut dictionary of economic terms" (Yakutsk, 1998), created by PhD in Philosophy V. I. Byganova, meets all standards of translated and inventory dictionaries, however on volume limited - about 2000 word terms. "The dictionary Russian-Latin-Yakut names of plants of Yakutia" A. M. Petrova, published in 2002, contains 1560 nomenclature names of plants of Yakutia. As for "The Russian-Yakut legal dictionary" (Yakutsk, 2000), its terminological execution causes a set of complaints. As Akimova A. S. notes. "... in "dictionary" it is possible to meet many excess variants of translation. The existing tendency of inclusion in the dictionary of the excess options reflecting the multidimensional use of foreign-language terms causes considerable difficulties in practical use of terms in office-work" (Akimova, 2013).

In sight of our short review there is "Russian-Sakha social and political dictionary" (Yakutsk, 1998). The concept "social and political" covers such humanities as policy, philology, history, social science, sociology, jurisprudence, economy, pedagogics, etc. It contains 3908 word terms and terminological phrases. At once we will note as a shortcoming the small number of the terms phrases consisting of two, three and more word terms fixed in "Dictionary" is insignificant.

The way of phonetic transfer of the borrowed terms is not subject to doubt. We give several examples: *аатам* 'atom', *кэнгириэс* 'congress', *хантыраак* 'contract', *мэссэнээт* 'patron', *парылааман* 'parliament', etc.

Additional explanations sometimes are required for the similar entering terms. 1. Some part of them is followed by the simplified definitions like *бэрдиик* 'verdict' (*суукка сэтээтэллэр быһаарыылара*), *буотум* 'vote' (*парылааманна куолаһынан ыһыныллыбыт быһаарыы*). 2. Sometimes the simple

specifying field labels like баллатырыапка 'vote' (быыбарга), а датаассыйа 'grant' (көмөлтө үп), дибидиэн 'dividend' etc.

The terms which mainly appeared in the nineties, type буруокар - the broker 'broker', дэбэлбээссийэ - devaluation 'devaluation', хоруупсуйа - corruption 'corruption' etc. underwent alternative transfer.

The borrowed term ending with -ость, is consistently translated by an accessory form like былыргыта 'antiquity', тутулуктааҕа 'dependence', суолталааҕа 'importance'. Substantive adjectives and participles can be quite used as word terms like килбиэннээх 'valorous', толоруулаах 'executive', төлөбүрдээх 'paid'.

Translation-and-interpretative terminological dictionaries. Dictionaries which header vocables are supplied with definitions (short interpretation) belong to interpretative type. The Yakut terminography has the following interpretative dictionaries: 1) "The Russian-Yakut poetic dictionary" (Yakutsk, 1976); 2) "Dictionary of linguistic terminology of Yakut" (Yakutsk, 1977), "Dictionary of geographical terms" (Yakutsk, 1993), "The explanatory dictionary of physical terms" (Yakutsk, 1997), "The Russian-Yakut explanatory dictionary of mathematical terms" (Yakutsk, 1998), "Dictionary of astronomical terms" (Yakutsk, 1998), "The explanatory dictionary of chemical terms" (Yakutsk, 2000).

The called dictionaries contain big terminological material in volume of mass general education, professional averages and partially the higher schools. They are in turn subdivided into bilingual - Russian-Yakut and monolingual - Yakut.

4.4. Interpretative terminological dictionaries

Bilingual interpretative terminological dictionaries. Work on their creation happened on a wave of the first democratic transformations in the 90th years of last century in a short time at total absence of the previous experience. Before had the only "Dictionary of educational terms" (Yakutsk, 1942) a pocket format. Glossaries were formed generally on the Russian sources: to dictionaries, reference books, encyclopedias, etc. From here vocabulary of dictionaries turned out hard for assimilation by pupils because of bulky (big) phrases and highly specialized terms (Gotovtseva et al., 2016).

The word becomes terms if it is exposed to definition. The terminographic word meaning is established by means of scientific definition - a definition. The academician V. V. Vinogradov as the main characteristic of terms allocated their definition-type function: "It is well-known that first of all the word executes nominative and definition-type function, i.e. is means of accurate designation, and then it - a simple characteristic, or means of logical definition, then it - the scientific term" (Vinogradov, 1986). As always happens in scientific literature, in it there are many definitions of a definition. The dominating theory the definition given to the prof. V. P. Danilenko is considered now: "The definition - it is the exact, logical definition establishing essential characteristics of the concept called by this term" (Danilenko, 1971). The definition consists of one offer reflecting essential or distinctive characteristics of the term.

"The dictionary of geographical terms" differs in more or less successful definition. Further we give examples from experience of application of a definition in this "Dictionary". Each term has a volume of concepts comprising set of objects and phenomena of this or that branch of knowledge. At systematization on fields of knowledge terms enter the hierarchical relations with each other. Main types of hierarchical communications between concepts are the rodovidovy relations. The patrimonial relations exist between (patrimonial) concept, wide on volume, and narrower concepts entering it. Originators caught this feature and managed to put it into practice like чагда 'pine forest' кумахтаах почваҕа үүнэр үксэ эбэтэр барыта бэс мастаах тыа 'the pine wood growing on well sandy soils'; тибии 'blizzard' сир үрдүнэн хаары көтүтэн сыҕарытар күүстээх тыал 'strong wind carrying snow'; сис хайа 'ridge' уһун синньигэс субурунанан сытар биир эбэтэр кэккэ хайалар 'a mountain chain, a number of the mountains extending in a certain direction'.

Monolingual one-industry terminological dictionaries. Monolingual terminological dictionaries we call dictionaries where the main components of the dictionary entry are given in one language, in this case - in Sakha language. Among them "Саха тылын үөрэбин тиэрминнэрэ" 'Linguistic terminology of Yakut' (Yakutsk, 1977), "Физика терминнэрин быһаарыылаах тылдьыта" 'The dictionary of physical

terms' (Yakutsk, 1987), "Астрономия терминнэрин тылдьыта" 'The dictionary of astronomical terms' (Yakutsk, 1998).

The microcomposition of dictionary entries of "The dictionary of physical terms" consists of following: Yakut (sometimes Russian) the header term, in brackets its translation tracing-paper, further through a hyphen definition generally in the form of definitions is given. We give examples: аһарааччы 'conductor' - электрическэй туогу аһарар бэссэстибэ 'the substance passing through itself electric current'; дьайсыы 'interaction' - этиктэр эбэтэр өлүүскэлэр хамсааһыннарын туруга уларытыгытыгар тиэрдэр бэйэ-бэйэлэригэр дьайсыылаара 'the process of objects influencing each other generating their mutual conditionality and communication'.

Foreign loans it is fixed on the places alphabetically like a barometer - атмосфера баттааһынын кэмниир the 'device for measurement of atmospheric pressure'; gravitation - ханнык баҕарар маассалаах этиктэр икки ардыларыгар тардыһыы үөскүүр көрүнгө 'inclination, universal property of an attraction between any bodies'.

Terminographic practice shows that in skillful hands the definition becomes reliable and very successful tool for designation of terminological meaning of multiple-valued words and words with undifferentiated values. For descriptive reasons we give examples where by means of a definition terminological meaning of multiple-valued words of Күүс type 'force' (биир этиктэн атын этиккэ дьайар күүс мээрэйэ 'a measure of mechanical influence value of one subject upon another' is distinguished (physicist); Муннук 'corner' (биир туочукаттан тахсар икки сарданаттан туар фигура 'the geometrical figure formed by two beams leaving one point' (mathematics); Сүһүөх 'syllable' (тыл кэрчиктэнэр өлүүскэтэ 'the minimum phonetic-phonologic unit' (linguistics).

On composite construction "The dictionary of astronomical terms" (Yakutsk, 1998) differs in nothing from "The dictionary of physical terms". However unlike the physical dictionary here after interpretation the further encyclopedic explanation, places very wide is offered. "Linguistic terminology of Yakut", the made PhD in Philosophy M. A. Cherosov belongs to monolingual terminological dictionaries short. "Dictionary" on volume small, nevertheless, terms on phonetics, morphology, syntax and lexicon with interpretation (definitions) found reflection in it.

5. Discussion

Sakha Language terminology which sometimes is excessively politized travelled long (from the 1930th) and thorny road of origin, formation and development.

In fundamentals of typology of Sakha language terminological dictionaries are offered as it was presented in "Introduction" the following parametrical characteristics: a) choice of special lexicon layer, i.e. thematic coverage; b) definition methods of heading terms (equivalent, translation, definition (interpretation), etc.). According to the specified classification, the Sakha language has the following dictionaries.

1. The diversified dictionaries having and not having a special field labels like P. A. Oyunsky's "Dictionaries", A. A. Ivanov-Kuynde, P. P. Barashkova, etc. By the way we will notice that similar diversified dictionaries had relevance at the initial stage of formation of terminological lexicon and, having given way to one-industry dictionaries over time, disappeared.

2. At a stage of further development of a national terminography one-industry inventory and interpretative special dictionaries were put in the forefront.

Basis of inventory type terminological dictionaries is made by, first, full coverage a vocabulary of the chosen branch of knowledge; secondly, good translation (equivalent) or its possible replacements. Because of full coverage of terms of branches of knowledge inventory function is appropriated to them. Inventory is a full selection and the description of the word terms and terminological phrases belonging to any one area of knowledge. Inventory dictionaries are very convenient for quick response to the new growths coming to us through Russian. Our translated dictionaries, as shown in the text, are sadly very short and fragmentary.

Existence of interpretative dictionaries is an indicator of higher step of development of the terminographic direction. The definition is dominating in this type. At a solution "Terms and a definition"

have to be considered, according to the famous theorist of a terminology prof. V. M. Leychik, "logical (definition type), linguistic (a form of its representation), terminologic (quality of a definition taking into account a type of the text), gnoseological, cognitive (defining object) aspects of this problem" (Leychik, 2009). If to translate all this into more simple language: a) logical is a communication of a lexical unit of language with logical concepts (a language substratum and logical адстрат); b) linguistic is not the usual word, but the word in special function (YaTS); c) terminological are the ways opening the maintenance of terminological meaning, somehow: gender-specie, partite, enumerative, operational, etc.; d) cognitive is the informative information serving for practical application (in the speech, the text). There is strict requirement imposed on vocabulary - to learn skill of mastering method of definition-type terms definition. This is a difficult task demanding except language abilities, as well as assimilation of a terminological concept for units of various branch of knowledge. For this purpose, joint creative work of linguists-terminologists and professional experts from branches of science and the equipment would be the best option.

Conclusion

After drawing up the terminological dictionaries sorted above there passed more than twenty years. During this time there were basic changes in programs of the comprehensive, professional high and higher schools. There is an urgent need of redrawing up and improvement of terminological dictionaries, first of all, in all objects of secondary education taking into account terminographic innovations of the last time. It is the urgent order of the present.

At the same time also other need for identification on particles of all positive, instructive and valuable in drawing up terminological dictionaries arises. We consider more or less optimum of a number of interpretative dictionaries "The dictionary of geographical terms". The dictionary entry consists generally of three levels: the first is a header term, the second is the translation, the third is a definition (in the bulk - successful). Successful combination of inventory and interpretative types of terminological dictionaries in a single whole turned out. The definition is in itself whatever successful it was, cannot replace the word term in a discourse (in the speech, the text). For this purpose surely the translation or its equivalent will be required. A conclusion arises that this "Dictionary" as a part of interpretative dictionaries marks emergence of new translated and interpretative type of special dictionaries in a national bilingual lexicography.

Thus, we in a complex considered dictionaries of Sakha language terminological lexicon. Nevertheless, there were open some questions concerning a lexicography and terminography of the studied language. In the long term we suppose a further in-depth study of problems of a lexicography and identification of scientific results in this direction of linguistics.

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Conceptual Theses Of Competence-Based And Culturological Approaches' Integration In Education Of Teachers Of Professional Training

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Abstract

The high demand of the secondary vocational educational system (hereinafter referred to as the SVE) for pedagogical staff testifies better than any arguments about the urgency of the problem of improving the system of teacher professional training. Practically in each institution of the SVE you can find either a vacant place, or an objective need for retraining or upgrading of the existing teaching staff. The author considered a few reasons for such situation: The disunity of the professional standard with federal state educational standards of higher education. The dynamism of the essential characteristics of the quality in the pedagogical personnel's training for the SVE system. The public stereotype of the prestige of professional pedagogical education.

The reserves for eliminating the considered reasons in the logic of the corresponding study of the prospective picture of the system of professional and pedagogical education are determined. We confine ourselves to the following theses on this issue: Preparation and support of pedagogical staff for the SVE system on the basis of integral quality assessment Vocational and pedagogical education. The employee of the SVE system is not just a person prepared for professional and pedagogical activity, but a person who is also ready for social relations and the transfer of cultural heritage is a person. The pedagogical staff of the SVE system are like-minded people united by the desire to develop a culture of quality of secondary vocational education.

Strategic directions of a joint work for each thesis of the prospective state of the system for the acquirements and support of pedagogical personnel for the SVE system are presented.

Keywords: technocratic paradigm, competence-based approach, humanistic paradigm, culturological approach, teachers of professional training.

1. Introduction

Technocratic paradigm of education and its inherent competence approach, as well as the humanistic educational paradigm and its own culturological approach, have been opened by teachers in their writings and are studied now, considering a variety of aspects. There are also works on the integration of technocratic and humanistic paradigms (for example, the article by A.G. Berdnikova "Problems of integrating humanitarian and technocratic components of education by the example of the implementation of research project activities"). The analysis of pedagogical, economic, ecological, sociological, philosophical studies allows drawing conclusions that: first, the direction chosen by us has a social significance; secondly, the issues of education for sustainable development have not been exhausted in pedagogy.

A necessary remark is the refinement of the concept of "Teacher professional training", which has an ambiguous semantics. In some works this term is given in the context of the preparation of the future teacher of general education (eg, V.A. Slastenin, Z.M. Bolshakova, etc.), in others - the future teacher of vocational training, the master of industrial training (eg, V.A. Fedorov [1], G.M. Romantsev [2] and others). The 273rd Federal Law "On Education in the Russian Federation" [3] has strengthened the importance of vocational education for the system of training and supporting pedagogical personnel for work in educational institutions that implement educational programs for professional, secondary and additional vocational education, the training and course network of enterprises and organizations, in centers for training, retraining and advanced training of workers, employees and middle-level specialists, as well as in the service employment.

The work is aimed at resolving the contradiction between the need for sustainable development of Russian society and the inadequate elaboration of the conceptual theses of humanistic and technocratic paradigms' integration in vocational education providing such development. In the foundation of our study is the integration of the technocratic and humanistic paradigms in education as an actual social and pedagogical problem. Our research is devoted to the special case of professional education - the training of future teachers of vocational training in higher education.

The article's material on the studied theme is built in the logic of the answers for three questions:

- 1.1. In what condition is the system of training and supporting pedagogical personnel for institutions of secondary vocational education now?
- 1.2. In what condition should it be?
- 1.3. How can one achieve the required condition in the system of teacher professional training?

The aim of the research is to determine the conceptual provisions of integrating the technocratic and humanistic paradigms in vocational education.

2. Research Methods

The methods used in the study include: systems and terminological analysis of the basic concepts of integration in education and spheres of society; system analysis of the society's development; the competencies' formation and development; psychological and pedagogical analyses of approaches to the development of competent models for vocational institutions' graduates, methods for monitoring and evaluating the students' training results etc.

3. Results

In what condition is the system of training and supporting pedagogical personnel for institutions of secondary vocational education now?

The high demand of the secondary vocational educational system (hereinafter referred to as the SVE) for pedagogical staff testifies better than any arguments about the urgency of the problem of improving the system of teacher professional training. Practically in each institution of the SVE you can find either a vacant place, or an objective need for retraining or upgrading of the existing teaching staff.

Consider a few reasons for this situation:

The 1st reason: The disunity of the professional standard "Teacher of vocational training, vocational education and additional vocational education" [4] with federal state educational standards of higher education (hereinafter referred to as FSES of HE) in the areas of training 44.03.04 [5] and 44.04.04 [6] "Professional Training" (undergraduate and graduate programs, respectively), the standards of the SVE on the specialty 44.02.06 "Vocational training". In particular, the professional standard adopted by some earlier version of FSES of HE, according to the Resolution of the Government of the Russian Federation of January 22, 2013 No. 23, should be taken into account as much as possible in educational standards. In fact, the professional standard is not fully reflected in the FSES. Greater correlation with the professional standard should not be expected in the next edition of the FSES of HE, since from July 1, 2016 according to the Decree of the Government of the Russian Federation of May 13, 2016 No. 406, the section "Procedure for the Application of Professional Standards" lost its validity, where its application in the development of FSES in vocational education were written down.

2nd reason is the dynamism of the essential characteristics of the quality in the pedagogical personnel's training for the SVE system. So, the standards listed above do not reflect all participants' interests in educational sphere, for example, students and their legal representatives, faculty and training and support staff. The quality of education in teacher professional training from this context is a cumulative dynamic indicator, the components and criteria of which change as the social order is updated with education, reflecting the degree of satisfaction of participants' interests in the field of education.

3rd reason: The public stereotype of the prestige of professional pedagogical education. Indeed, the higher engineering and technical, secondary vocational education begins to acquire a promising value in

society professional education, while the vocational and pedagogical direction of training remains unclaimed among young people.

In what condition should it be?

In the framework of this speech, we confine ourselves to the following theses on this issue:

- Preparation and support of pedagogical staff for the SVE system on the basis of integral quality assessment Vocational and pedagogical education.
- The employee of the SVE system is not just a person prepared for professional and pedagogical activity, but a person who is also ready for social relations and the transfer of cultural heritage is a person.
- The pedagogical staff of the SVE system are like-minded people united by the desire to develop a culture of quality of secondary vocational education.

4. Discussion

How can one achieve the required condition in the system of teacher professional training?

Let's present for each thesis the prospective state of the system for the preparation and support of pedagogical personnel for the SVE system, the strategic directions of joint work:

1) The finalization of the targets is necessary and urgent. It is necessary to bring the requirements of educational and professional standards to the general grounds that will characterize the quality of the training of pedagogical personnel for the SVE system. The formalization of the quality of such training will in turn ensure the operability of determining the expected result and the possibility of its verification [7]. One such basis, for example, may be standards and recommendations for quality assurance in the European Standards and Guidelines (ESG 2015) [8] developed by the European Association for Quality Assurance in Higher Education (ENQA), in cooperation with the European Union of Students (ESU), European Association of Institutions in Higher Education (EURASHE) and the European Association of Universities (EUA). In particular, these standards focus education on all its consumers (the state, society, employers, etc.)

Russia, since September 2003, one of the countries participating in the Bologna process, in matters of the quality of higher education should be guided by the common standards accepted for the European Standards and Guidelines (ESG). The first version of the standards and recommendations is dated 2005 [9]. Ten years later, a revised document (ESG 2015), which will largely determine the vector of improving the quality of higher education in our country, is approved. Without going into the circumstances that prompted ENQA to revise the ESG, and what has changed, we note the following: any activity of participants in educational relations implemented in the logic of the recommendations of an ENQA standard constitutes the concept of "Quality Assurance". Our analysis allows us to say that in the aggregate of activities of "quality assurance" all the components of the category "quality of professional and pedagogical education" cover, ensuring its improvement according to a plan. The evaluation of this quality in the logic of implementation of the ENQA standards will be conditioned by an equally educational and professional standard.

2) Obviously, formalizing the quality of the training of teachers of vocational training, masters of industrial training, it is necessary to go beyond educational and professional standards. Education finds its expression in the social, spiritual and economic spheres in the necessary sense for each of them. So, for example, in the social sphere, education is oriented toward successful social adaptation of a person, prepares it for social relations.

So, for example, in the social sphere, education is oriented toward successful social adaptation of a person, prepares it for social relations. In the economic sphere, the essence of education is reduced to the preparation of man for industrial relations (the person himself is regarded as one of the productive forces). The relations of production are built in the economic sphere through production. In the spiritual sphere, education provides the transfer of cultural heritage to future generations. Replenishment of cultural heritage, development of society takes place in the spiritual sphere through the institutes of science. The political sphere acts as an integrating factor, determining the vector of development of education, science and production, and also improving the welfare of society as a whole. The interrelation

and conditionality of the four spheres of social life in our study are interpreted in the integration of education, science and production. Education should work for the satisfaction of the interests of all participants in the formal education relationship (in GEF VO, GEF STR, Professional standards, ISO standards, ENQA, other documents) and informal, but expected from the result, as well as the process itself. Thus, production-oriented concepts must be interrelated with concepts aimed at the development of the individual (society as a whole). An example is the integration of the concepts of social partnership and openness in education.

3) Vocational education institutions in their work are focused on the continuous improvement of the quality of the "process" and "result", in accordance with changes in the internal and external environment of the organization. In this context, we note that this development is carried out in many institutions of STRs in accordance with the standards (ISO 9000: 2015) [10] GOST R ISO 9000-2015, (ISO 9001: 2015) [11] GOST R ISO 9001-2015 and / or (IWA 2: 2002) GOST R 52614.2-2006. In fact, the participants in the relations in the sphere of education are interdependent, and their assessments are interdependent. In particular, the teacher evaluates the student's academic performance, while the trainee, for example, the level of teaching. There are many such interrelations. However, the described interdependence can lead to completely opposite results. In this context, we note that the development of education in the direction of meeting the requirements of all interested parties for its quality, in our view, should be considered in the logic of the development of a culture of the quality of education. The term "culture of quality" conveys the meaning of quality as shared value and the collective responsibility of all participants in the educational process in the institution. Quality culture is a constant joint search for innovative mechanisms to support the quality of teaching, corresponding to the goals of the professional and personal growth of the teacher himself, the needs of students, the development strategy of the STR institution in general and ultimately ensuring the high quality of educational results.

Let's note some realized projects devoted to culture of quality: In the period of 2002-2006. The European Association of Universities implemented the project "Development of an internal quality culture in European universities", in which 134 universities participated. Its continuation was the project "The study of the quality culture in universities (EQC)", carried out under the auspices of the European Association of Universities (EUA) in conjunction with the conference of rectors of Germany and the Quality Assurance Agency of Scotland (2010-2012). It was attended by a Russian representative - the Higher School of Economics. In the materials of the projects there is a clear correlation between the development of quality culture and quality assurance in the educational institution. Thus, it is possible to anticipate, on the basis of the development of the quality culture of the ACT, an increase in the level of teachers' satisfaction, including the refraction of the stereotypes of non-prestige in vocational education [12].

5. Conclusion

Training of pedagogical personnel for the ACT system in the conditions of disunity of the professional standard "Teacher of vocational training, ..." with the GEF VO and SPO for vocational training should be replaced by training on the basis of an integrated assessment of the quality of vocational education. The conceptual position of such a shift is proposed to consider bringing the requirements of educational and professional standards to common grounds, such as standards and recommendations of ENQA (ESG 2015).

The second conceptual position reveals the need for training in universities not only for professional and pedagogical activities, but also for social relations, and for the transfer of cultural heritage. The direction of work emphasizes the integration of education, science and production as a reflection of the interdependence of the political, social, spiritual and economic spheres of public life.

The third conceptual provision: the development of a culture of the quality of education in the SSUU should help to ensure that the pedagogical staff of the STR system become like-minded people, united by the desire to develop a culture of quality of secondary vocational education.

This review of the state of professional pedagogical education, its prospective characteristics and strategic tasks is only an illustration of a work whose scale is yet to be evaluated. We invite to cooperation all those who are interested in this problem and current proposals.

Acknowledgments [if any]

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

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Content And Language Integrated Learning: Language Scaffolding And Speech Strategies

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Abstract

CLIL is an approach that is successively being adopted in Russian universities. The article reports the results of the empirical study focused on the process and specifics of the CLIL English courses implementation in N.I. Lobachevsky Institute of Mathematics and Mechanics of Kazan Federal University (KFU), Russia. The aim of the study was to define speech behaviour in the context of interaction between teachers and students. The learning process was examined by direct and structured observation and interviewing which helped to infer language scaffolding techniques, and speech strategies of the teachers and students in CLIL environment. All the techniques were examined on the basis of assessment parameters of scaffolding methods and techniques. The study displayed a number of problems and challenges that teachers faced practicing CLIL. Eventually some ways to overcome these challenges were explained to facilitate the learning process.

Key words: CLIL, integrated learning, language scaffolding, speech strategy.

Introduction

Content and Language Integrated Learning (CLIL) is a developing pedagogical approach in education which combines different methods of integrated learning of content and language. In 1994 the acronym CLIL was proposed by D. Marsh (Finland). In 2005 he suggested making CLIL a term for diverse approaches which are focused on bilingual programmes for teaching both a foreign language and a discipline.

In tertiary education CLIL is being advanced gradually by theoretical and empirical studies, however, there is still no consistent concept of implementing this approach. European studies of CLIL implementation concern CLIL adaptation in many EU educational organizations of university level [1]. D. Coyle distinguished three main models [1-2] of CLIL based on the analysis of teaching different disciplines in a target language in European universities.

1. *Model 1: Plurilingual education.* Several foreign languages are used for teaching disciplines in CLIL programmes of different courses. As a result, students acquire languages for their professional purposes. This model, characterised as an elite one, is aimed at more motivated and gifted students around the world.

Model 2: Adjunct education. Second language learning and teaching a subject are combined with specific target of developing knowledge and skills in order to activate high-order thinking skills. Language is taught for specific purposes: language teachers, working at different universities, are to support the educational process of future specialists. Students gain the ability to use target language in their field of study and work.

Model 3: Language-embedded content courses. Programmes of vocational education are designed to improve target language proficiency. The classes are conducted by both subject and language teachers. All students have language and cognitive scaffolding in the process of learning so that they can acquire content and a foreign language. The model is suitable for people of different nations and cultures.

N.I. Lobachevsky Institute of Mathematics and Mechanics, KFU, has been arranging the courses for preparing bilingual teachers of mathematics for five years already. The teachers are to master academic Russian and English. According to D. Coyle, the 3rd model is implemented in N.I. Lobachevsky Institute of Mathematics and Mechanics, KFU, as 5% of the disciplines are conducted in English [3].

CLIL uses a number of common educational principles like visualization, active performance, etc. Methodologists consider them to be indispensable components of a lesson or lecture structures (goal-setting, assessment, feedback) and main approaches of teaching a discipline in any language (native or foreign). Two of them are specific for CLIL: *authenticity of materials and language scaffolding*.

The aim of the research is to study the specifics of CLIL mathematics programmes implementation in English, particularly the use of scaffolding technique.

To meet the goal there were some questions to answer during the research:

1. What ways of language scaffolding do the teachers employ during the CLIL programme?
2. What speech strategies do KFU teachers and students use in the process of teaching and learning mathematics in English?
3. What is the teachers' opinion on their experience in teaching a subject in English?

Methodology

The study was held in N.I. Lobachevsky Institute of Mathematics and Mechanics, KFU. 125 bachelor students of fourth and fifth year of education and 5 mathematicians took part in the experiment. The major of the students was "Pedagogics", specialization "Teacher of Mathematics and English".

To comprehend the theoretical background of the CLIL practice in the Institute of Mathematics and Mechanics we were to collect the data of methods and techniques consistently used by the teachers with students for whom English is not a native language. In the process of the examination we relied on the list of observations by O. Burdakova, A. Dzhaililova and N. Raud [4] who determined the assessment parameters of teachers' methods and techniques (Table 1).

Table 1

Assessment Parameters of Methods and Techniques in CLIL

1. Teaching Methods and Techniques	2. Assessment Parameters	
3. Lectures	1. Speech quality	1.1. speech consistency and cohesion; 1.2. following the rules of literary language.
	2. Language scaffolding	2.1. in case of explanation in native language; 2.2. in case of visual aids explanation (including sign language); 2.3. in case of explaining language means, phrases, word (synonyms, periphrasis).
4. Inductive talk	1. Speech strategy of a teacher	1.1. question types (rhetoric, direct analytical, inducing; 1.2. language scaffolding: <ul style="list-style-type: none"> – in case of explanation in native language; – in case of visual aids explanation (including sign language); – in case of explaining language means, phrases, word (synonyms, periphrasis); 1.3. language code switching (is used by a teacher when student answers in a native language): <ul style="list-style-type: none"> – «echoing» (replication of student's answer in a target language); – switching to student's native language; – ignoring the answers in a target language.

	2. Speech strategies of students	2.1. choice of language for a conversation: <ul style="list-style-type: none"> – target language; – native language; – «mixed» language; 2.2. change of speech strategy in accordance with the change of teacher's speech strategy.
5. Methods of motivation and stimulation of students' activity: group work, "brainstorm", pair work, presentation, etc.	1. Speech strategy of a teacher	5.1. task types; 5.2. language scaffolding: <ul style="list-style-type: none"> – in case of explanation in native language; – in case of visual aids explanation (including sign language); – in case of explaining language means, phrases, word (synonyms, periphrasis); – «echoing» (replication of student's answer in a target language); – switching to student's native language; – ignoring the answers in a target language; – teacher's reaction on speech errors of students; – ignoring the errors; – correction of communicatively important errors (influencing the understanding of speech); – correction of all errors; – student's replication of the answer with the correction of grammar errors.
	2. Speech strategies of students	2.1. choice of task fulfilling language (students' interaction): <ul style="list-style-type: none"> – target language; – native language; – «mixed» language; 2.2. the choice of language for group work presentation: <ul style="list-style-type: none"> – target language; – native language; – «mixed» language; 2.3. change of speech strategies in accordance with teacher's speech.
	1. Instruction material and visual aids	3.1. language of the instruction material; 3.2. authenticity of instruction material; 3.3. form of the instruction material (a course book, a workbook); 3.4. language of the visual aids.
6. Assessment	1. Oral assessment; 2. Feedback from students.	

Qualitative analysis was the dominant analysis of the research, though quantitative examination was employed as well. The total number of analyzed lessons is 20. The method for organization of the observations is "cross section".

Results

The educational work of N.I. Lobachevsky Institute of Mathematics and Mechanics teachers, who carried out content learning in English, was reviewed to study specific principle of CLIL – language scaffolding.

1. Ways and methods of words and expressions' semantization

There is quite a number of existing techniques of language scaffolding for students studying in a target language [5-10]:

- partial use of the native language;
- visual aids;
- synonyms selection;
- periphrasis;
- reiteration;
- «echoing», etc.

Some of the methods can be used in the educational process regardless of teaching approach (lectures, inductive talk, group work, seminars). The regularity and scope of teacher's practicing methods should depend on the level of students' language proficiency, complexity of the instruction materials and efficiency of the class. The other techniques can be employed only in the context of teacher-student interaction (for instance, "echoing").

The results analyses showed that from all possible ways of language scaffolding teachers, providing Math lessons in English, prefer to define unknown words and expressions through their semantization: finding synonyms, periphrasis, and reiteration. Semantization through finding synonyms and periphrasis is a favourable way to let students both to extent their vocabulary and to activate receptive vocabulary linking the paradigms of new and familiar lexical units.

Consequently, this way turned to be the *principle* one. During the lectures and inductive talks, 63% and 77% of teachers chose it (Table 2).

The *second* most popular way is defining new words and expressions through translation into the students' native language (37.5% of teachers used it) (Table 2).

In inductive talk section the *second place* goes to visuals aids: 55.6% of teachers explain words through kinematics (Table 2).

Teachers could employ all the methods and techniques of semantization in different cases.

Table 2

Methods and ways of semantization in CLIL course "Mathematics"

7. During lectures		8. During inductive talk		9. During group work	
10. Semantization techniques	11. Number of classes (%)	12. Semantization techniques	13. Number of classes (%)	14. Semantization techniques	15. Number of classes (%)
16. translation into the native language of students	17. 38 %	18. translation into the native language of students	19. 33 %	20. translation into the native language of students	21. 40 %
22. visuals aids (including sign language)	23. 25 %	24. visuals aids (including sign language)	25. 56 %	26. visuals aids (including sign language)	27. 20 %
28. finding synonyms, periphrasis, reiteration	29. 63 %	30. finding synonyms, periphrasis, reiteration	31. 78 %	32. finding synonyms, periphrasis, reiteration	33. 40 %
34. no scaffolding	35. 5 %	36. no scaffolding	37. 0 %	38. no scaffolding	39. 0 %

2. Speech strategies of teachers and students in CLIL

Active speech interaction between a teacher and students happens during the inductive talk, in the process and then assessment of pair and group work. A teacher and a student are constantly replacing each other as a listener and a speaker.

In cases of split-level language proficiency of students, the range of speech strategies during the interaction is quite diverse. There are various speech strategies during teacher-students interaction in the context of CLIL for Mathematics: *utterance-incentive* and *utterance-response*.

Utterance-incentives in cases of teacher-student interaction

Strategy 1. Teacher uses utterance-incentives only in a target language. First he addresses this utterance to the students with more developed skills, then to those who have low proficiency level.

Strategy 2. Teacher uses utterance-incentives only in a target language. From time to time he asks the students with high scores to translate particular words and phrases for those students who don't comprehend the target language.

Strategy 3. Teacher uses mostly a target language in class. Key questions and tasks are announced in both languages: first in a target language, next – in a native one.

Utterance-responses in case of teacher-student interaction

Strategy 1. Teacher uses only a target language (English). When students are doing tasks and answering teacher's questions they can use the native language (Russian) as it does not violate the consistency of conversation. The conversation in such circumstances is accompanied by continuous code-switching.

Strategy 2. Teacher uses only a target language (English) and accepts the usage of the native language by students. Nevertheless teacher is to translate student's answer given in a native or "mixed" language into the target one. This model of a teacher's speech behaviour does not put the class under pressure or lead to conflict among conversation partners. Two out of five observed teachers chose this model.

Strategy 3. If a student asks a question in a native language, a teacher replies in a mother tongue too, but then replicates it in the target language.

Strategy 4. A teacher ignores students' questions, answers and phrases in a native language.

3. Teacher feedback on conducting classes in English

It is interesting to hear math-teachers' opinion on carrying out Mathematics lessons in English. For this reason at the end of lectures or seminars teachers were invited to participate in a short informal interview that encouraged them to reflect on the conducted class and experience of teaching in a foreign language on the aggregate.

Challenges in the process of CLIL implementation

The main challenge that teachers face in CLIL class is the level of students' language proficiency. The teachers mentioned that most of students had difficulties with being engaged into a talk in English and preferred to interact in Russian.

Teachers shared their ways to overcome such problems. Some of the teachers used only English in class so that to provoke the class to speak in the target language. Other strategies implied the adaption of the instruction material language to the students' abilities. The teachers think that personification works in case there are no more than 10-12 students in a group. A lot of teachers mentioned that the students had strong motivation to learn Mathematics in English.

Selecting instruction material

Designing the instruction material based on diverse principles. A number of educators prepare parallel bi-text in English and Russian. That means they work with authentic material and its translation. This approach is quite time-consuming as teachers are to write the text in English or in Russian and then translate it. The others select adapted mathematical English texts and ignore the principle of authenticity. Finally, there are instructors who choose merely genuine mathematical texts from foreign resources.

Language scaffolding

Language scaffolding in CLIL for Mathematics consists of the following conditions:

1. translation of unknown terms into Russian or finding other ways to define them;
2. unobtrusive correction of errors or even no correction of students' speech in order not to cultivate the diffidence in them;
3. translation of questions;
4. encouraging students to provide their less capable peers with language and cognitive scaffolding;
5. full language immersion to create realistic foreign language environment;
6. transferring the target language to the level suitable for students' language proficiency;
7. design of course material for specific mathematical purposes;
8. active usage of visual aids.

Discussion

The results of the study, based on the direct structured observation and interviewing, are the following: the target of the research is achieved as we examined the implementation of CLIL for Mathematics in English in tertiary education (KFU).

In the process of study, methods of language scaffolding were revealed and analyzed on the foundation of assessment parameters of methods and techniques for teaching a foreign language. We may conclude that, out of all methods and ways of language scaffolding, semantization (selecting synonyms, periphrasis and reiteration) is more popular for explanation of unknown mathematical terms.

To answer the second research question we collected the data about speech strategies of KFU teachers and students, which they used in the process of learning mathematics in English through CLIL. Among those strategies we distinguished three utterance-incentives and four utterance-responses that occur during teacher-student interaction.

In accordance with the interview results, conducted during the third stage of the research, some challenges of teachers were revealed. They also explained how they managed to overcome them. The first challenge mentioned was about the various level of students' language proficiency. To pull through this challenge teachers employed a number of methods and techniques, such as using only English in class, lowering the level of the instruction language, personification to assess academic achievements of the students during seminars, design of instruction material, selecting adapted or authentic instruction materials using three range of resources.

CONCLUSIONS

The feedback of instructors-mathematicians on the language scaffolding was particularly noteworthy for the research.

Comparative analysis of the results displayed that subject teachers are absolutely responsible and deliberate in using language scaffolding in the process of teaching Mathematics through CLIL in tertiary education.

It goes without saying that it is impossible to eliminate all cases of the educational process as this study was limited by math disciplines at the university. There were no findings on psychological and pedagogical aspects of teaching students in a foreign language (self-evaluation, personal and contextual anxiety, motivation). However, these results can be used for design and implementation of English educational programmes in other universities of Russian Federation.

Acknowledgements

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

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Continuity Of Communicative Culture Forming In Foreign Language Teaching (School-Technical School-University)

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Abstract

Under the influence of changes that happened in socio-political system of the country at the end of 20 century educational mono-system broke down. It is obvious that traditional system of education is not able to fulfill new demands of human and society and it is reflected in its social value.

Social order of present-day society is to teach a foreign language not only by means of communication, but also as a form of a multilingual personality who has comprised native and foreign culture values and is ready for intercultural communication. It is reflected in the accents of a new Europe Union language and cultural policy to protect and increase rich heritage in language and cultural diversity that is mutually enriching source, to stimulate intercultural communication, to seek new ways of cultural cooperation, to introduce into curriculum basic knowledge of foreign countries, to develop the didactic and methodological issues of foreign language teaching. Taking this into account the search of new types, tools and technologies has been set in new conditions, matching changes in education leading to appearance and establishment of new kinds of educational institutions. In this respect Western Europe and the US experience present special interest to us, their innovative search in individual educational systems, in a new type of educational institution, in the secondary structures of differentiation, that suggest traditional classic and informal education merger.

We think that school education within continuous education system must benefit social adaptation of a student and his/her social promotion. Its goal is integral development of personality, raise of not only individual's social, but also professional adaptation in dynamic society. In our opinion, a school can implement the "school - technical school - university" concept of continuous education, guarantee succession of secondary and higher education; create appropriate conditions for implementing new forms and methods in teaching.

The literary sources analysis has showed that continuity is a common pedagogical principle that requires constant maintenance of unbreakable connection between separate sides, parts, stages of education and inside them; extension and deepening of knowledge that was acquired on the previous stages of education, converting separate ideas and concepts into harmonic system of knowledge and skills, progressive-ascending (volition) nature of performing the whole educational process in accordance with the content, forms and methods of work, essentially considering qualitative changes happening in the personality of every pupil and a student.

Consequently, the continuity embraces all types of the teaching process: contents, forms and methods, the process of pupils' and students' learning. In our research we base on the investigation of foreign language teaching process succession in the "school - technical school-university" system, paying special attention to the contents, methods and means of education. The relevance of this search work is defined by the social demand for independent and creative thinking personality; the importance of creating psycho-pedagogical and methodical conditions allowing pupils' and students' to develop the necessity of defining a method of optimal teachers and pupils' interaction as the basis of creative personality's development in gymnasium conditions.

Keywords: communicative culture, continuity, school, technical school, university, traditional approach, communicative situations, principles of education.

Introduction

Modern trends in intercultural integration, one sign of which being the continuity of personal qualities development aimed at stimulating new approach research to form communicative culture in the process of foreign languages learning. The importance of integration processes in formation of communicative culture under conditions of educational levels continuity is noted in the Concept of Russian Educational Modernization as a condition of scope extension of interaction through communication of each member of society skills development [3].

In this regard, one of the most important tasks of foreign language teaching is to prepare students to be ready for cultural, professional and personal communication, with a high level of communicative culture. The need for formation of communicative culture's continuity in the process of teaching a foreign language in the system "school - technical school - university" is not fully understood by teachers and is not worked out in pedagogical theory.

To achieve the target the authors created a model of continuity communicative culture forming in foreign languages teaching process as "school-technical school-university" system based on realization of communicative context and principles of using modern technologies like communicative technology (Passov, 1977) "Dialogue of cultures' technologies (Bibler, 1992) and technologies of teaching in cooperation (Polat, 2000) [1,4,5].

Materials and Methods

2.1. Research methods

In the course of the research there were used the following research methods: analysis of normative documents, content analysis, the method of mental experiment, prediction, systematization and generalization of facts and concepts, modeling, design, method of expert estimations, analysis of results of activity of students, diagnostic methods, pedagogical experiment.

In conclusion the main results of the work are formulated, in particular: the definition of "continuity" in a foreign language teaching is given; the aspect of socio-cultural competence that determines the material selection of the problem is emphasized; conditions and methods of communicative competence forming are determined; methodical manual of colloquial situations with the cross-cultural direction is worked out; the survey of students to identify the relationship to the proposed method has been made; the experimental education has been conducted with the purpose of testing the methodical effectiveness in interlocution situations.

2.2. The experimental base of the research

Experimental work was carried out in secondary schools № 25, gymnasiums № 26 and 45 of Naberezhnye Chelny, at schools № 8, 10 in Yelabuga, at technical school №57, Kama state automotive technical school and in Kazan State University and at Kazan motor transport technical school.

2.3. The stages of the research

On the first stage different pedagogical issues were studied and analyzed; theoretical systematization, the analysis of teacher's work. During this stage, the problem, the goal, hypothesis and objectives of the study were defined.

On the second stage there was the analysis of different issues, the data of experience was summed up; pedagogical conditions of continuity of formation in the process of teaching a foreign language in the system "school - technical school - university" were revealed.

On the third stage experimental work was carried out to prove pedagogical conditions. We made systematization, compilation and validation of research results; the conclusion and practical recommendations were formulated.

Results

3.1. The developed model of communicative culture continuity creating in teaching process of foreign languages (school-technical school-university) is based on communicative situations, principles and the main technologies of foreign language training, allows to assert that the basis of communicative culture continuity creating in teaching process of foreign languages (school-technical school-university) is the content mastered at school and adjusted on the initial stages at technical school and universities.

3.2 Stages

Solving the problem of foreign language teaching succession is connected with the importance of the communicative competent level determination that most students get in the secondary school and the aim of it is to improve teaching process organization in future, to determine teaching content, to choose methods and ways of teaching, to establish teaching stages, also to follow every stage demands.

The question of the psychological mechanism for realizing the conditions of developing education deserves attention. As noted by all researches, intelligence cannot arise outside the problem situation. The problem situation is the starting point of intelligence.

The main difference between the proposed method consists in the using of speech-educational situations throughout the period of theme study, in the moment of the linguistic competence formation and in the formation of communicational competence. Country specific speech-educational situations of various types were used for this, in our opinion that is effective reception of teaching to language communication, operative tool for preparing trainees for intercultural communication.

It is not surprising that the high stakes nature of this assessment agenda, with its published performance tables, its target setting based on national test results, its assumption that standards can be objectively measured by teacher's assessment, which is dependent on teacher judgement, is not prioritized[8].

In the modern conditions of restructuring of education systems the methods and states of studying conceptualize, they are aimed at development pupils' intellect. It is not so important to accumulate knowledge as the skill used during practice and learning independently. And it is a problematic method, because it stimulates the intellect activity, pupils' independence, it teaches unusual, creative issues.

The objective plan of activity is understood to mean a qualitative change in the level of communicative competence in comparison with the initial level, which reflected in a quantitative increase. As the initial measures of success are usually taken from the initial tests.

Thanks to these efforts the measurement unit communicative competence formed level was taken as the measurement differential.

The analysis of the experienced training conducted by learners in the objective plan of activity allows us to draw the following conclusions: differential of assimilation according to the final test results increases; the quantitative increase in the differential of assimilation is the results of a stable nature.

Comparison of preliminary results and final tests demonstrates a stable tendency to growth of two magnitudes, that determines the degree of communicative competence assimilation.

Except the diagnostic test the authors of the research work have carried out oral quizzes among the students of both groups to find out the level of the communicative competence development. The students were given tasks based on colloquial situations with cross-cultural orientation.

The method of using colloquial situations with cross-culture orientation developed by the authors of the research work contributes forming the communicative competence and its components – the linguistic and the socio-cultural competence and raises the efficiency in teaching. It was stated on the result analysis of the experimental teaching. The content of the resource book created by the authors allows us to form the communicative competence (and also its components: the sociocultural and the linguistic competence) of the gymnasium pupils and to prepare them for studying at an university and thus to accomplish the succession in teaching foreign languages.

The problem in recent years is that teachers' learning has been more technical than professional, focused on the short-term implementation of Government priorities. In particular, the current policy context of assessment seems to be one where, to quote Broadfoot (ibid.), "assessment is a "neutral" measuring instrument which only requires further technical developments to make it more effective" [14, p.5]. The lack of support for resources to support teachers in their interpretation of level descriptions and their application of teacher assessment is not surprising in such a climate since the assumption is the solution is technical and not about professional learning and teacher collaboration." [6, p.13]

3.2.1. Ascertaining stage

Students Formation communicative competence level is the indicator of satisfaction with foreign language teaching. Satisfaction index was calculated for the comparison the activities result of high school students in subjective terms.

In the analysis of the general satisfaction index in the high school students subgroup with the below average level communicative competence and the subgroup of high school students with average level we need to outline the fact, that the general satisfaction index of teaching methods in the gymnasium is increasing in subgroup with below average level communicative competence and which is more pronounced dissatisfaction of school teaching methods and which the absorption coefficient for entrance test was lower.

The analysis that is presented in the first figure allows to make conclusions, such as:

1. students are satisfied with teaching techniques with interlocution situations, six schedule points situated above zero, and it coincides with common satisfaction index growing;
2. the highest nominal value satisfaction coefficient amounts;
3. the main satisfaction reasons show the fact that the technique would give the possibility of creative attitude to work, that it contributes to formation and communicative competence improvement;

The results of the research performed at the final stage of forming experiment, have shown that differences in the level of communicative culture formation in the control and experimental groups are statistically significant.

Consequently, the identified and theoretically significance of pedagogical conditions influence effectively on the process of communicative culture formation in the system "school - technical school - university". Comparative analysis of the experiment stages leads to the conclusion that at the first stage, along with a motivational factor, a prerequisite for the further continuity of formation of communicative culture is the development of a linguistic criterion of school and college students. This contributes to the communicative skills acquisition at a higher degree of difficulties (cross-cultural, professional oriented, specialized) at the stage of university education.

The experiment shows that the use of authentic - problem situations affected the efficiency of the educational process at each stage of foreign language learning in the system "school - technical school - university." The members of communication solved real and forecasting tasks of future professional activity. These tasks were of problematic nature and stimulated independent search for their solutions.

3.2.2. Forming stage

During the forming stage of the experiment scientific and methodological support of communicative situations system was developed and implemented, which includes software, training manuals, guidelines and a diagnostic test.

3.3. The contents of communicative culture's formation of creating interacting process

The features of teaching a foreign language in the process of communicative culture formation in the system "school - technical school - university" are depicted in the determinism of content selection of educational material, forms, methods of teaching, goals of teaching a foreign language, the explanation of communicative activities.

Continuity features of communicative culture formation in the process of teaching a foreign language in the system "school - a technical school - university" have manifested in the substantive and procedural components. Substantial component inherited in the integration of the elements of foreign language and professional training in the system level of communicative situations and authentic texts. The procedural component is characterized by the differentiation of objectives, forms, methods of teaching in accordance with the stages of communicative culture formation.

Stated results showing the differences during communicative culture formation in control and experimental groups are statistically significant. Consequently, the revealed and theoretically grounded pedagogical issues of effective influence on the succession process of communicative culture formation in the system "school- technical school - university". Comparative analysis of the issues at different levels of the research allows us to conclude that at the first stage, along with the motivational factor is determined.

It helps to mastery communicative skills and a higher degree of complexity (cross-cultural, professionally directed, specialized) at the stage of University education.

The experiment proves the use of authentic situations - the problematic nature is affected by the efficiency of the educational process at each stage of learning a foreign language in the system "school -technical school - University". The participants of the communication were able to communicate.

Discussions

The previous researches on investigating communicative culture, which were made by M.P. Arhipov, B.B. Sokolov, L.A. Shkatov. Pedagogical aspects of Continuity were revealed by B.G. Ananjev, B.I. Baidenko, E.A. Balter, A.B. Batarshev, U.A. Kusstov, etc

However, the analysis of scientific works devoted to the problem of continuity of communicative culture creating in teaching process of foreign languages (school-technical school-university) is little investigated.

Conclusion

1. Teaching foreign language technique is based on the communicative-activity and socio-cultural approaches to learning, that promotes the teaching continuity implementation in the "line-institute" system.

2. Education is based on interlocution situations with the cross-cultural direction that promotes students development, the communicative competence formation (its components: linguistic and socio-cultural), the cultural-language personality formation, that is able to provide cultures interlocution in real communication.

Acknowledgements

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

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Converse opposition and its structural peculiarities in English and Tatar languages

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Abstract

Lexical antonymy of different structure languages, such as English and Tatar, was not the subject of a separate study. This research paper deals with one of the types of opposition – converse opposition in English and Tatar languages. The article considers converses and their structural peculiarities of the given languages. The main aim of this paper is to depict the typological peculiarities of converse opposition formation on the basis of genetically non-related English and Tatar languages. We identified the parts of speech used in formation of this opposition type. As a result of studying the problem, we can come to the conclusion that both in English and Tatar languages converse opposition may be expressed by nouns, verbs and preposition. Also some gradable antonyms in comparative form may take part in the given type of opposition formation.

Keywords: language, translation, linguistics, converse opposition, antonyms-converses

Introduction

At present, special interest is given to the study of linguistic phenomena existing in non-related languages [1, 2, 3]. Despite the large number of works on antonymy based on individual languages, this problem has not received special attention in linguistics due to the wide variety of classifications in the different genetically non-related languages. Therefore, the antonymy and typological description of the formation of such opposite relations on the basis of English and Tatar languages is undoubtedly a promising field of research for today. This analysis will help to identify typological features of the formation of antonymic relations in these genetically non-related, different structure languages. The results of the analysis can subsequently serve as a basis for further theoretical and practical research in this field.

Antonymy has been the subject of continual linguistic scrutiny both by English and Tatar researchers for a long time. This linguistic phenomenon is reflected both in sections of textbooks on linguistics, individual monographs, as well as in dissertational studies on the basis of one and several languages. However, there are still a number of unresolved issues, namely the variety of classifications of antonyms in terms of the nature of the opposition in the English language, insufficiently studied problems of nature of opposition of Tatar antonyms, and the lack of attention to the comparative study of lexical antonymy based on the English and Tatar languages [4].

Antonymy is the "linguistic universal of the lexical-semantic level of language", which manifests itself in the general structure of opposite meanings and a great similarity in the structural classification of the antonyms and their basic semantic types in various languages [5, p. 19].

In this article, we will try to clarify the nature of lexical antonymy of English and Tatar languages in terms of antonyms-converses. We will define the criteria by which antonyms belong to this class in English and Tatar. In this paper we will consider the thematic classes of antonyms-converses, expressed by different parts of speech, as well as typological features of their formation in English and Tatar languages.

Methods

The converse opposition correspond with the two opposing participants of the situation and denote the same action from different sides. In English and Russian linguistics, this type of relationship is reflected

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in a number of scientific papers. Little knowledge of this type of antonyms in the Tatar language and the lack of work on comparing the features of the formation of converse opposition in English and Tatar languages explains the relevance of our study within the framework of this article.

Antonymy in a comparative aspect on the bases of English and Tatar languages has not been studied so far, except for dissertations concerning the study of phraseological units with antonymic components (Polkina, 1998; Mardanova, 2002). In consequence, the object of our study is a little-studied field of lexical antonymy, namely, converse opposition of English and Tatar languages.

The logical basis of antonymy is the opposition, which has a number of varieties. Converse opposition one of the four classes of the opposition, along with the gradual antonyms, complementaries and directional opposition [Safina]. In English, this type of relationship is considered in the works of a number of scientists (D. Lyons, L. Lipka, S. Redmann, S. Jones, M.L. Murphy, etc.). Converse opposition on the basis of the Tatar language is mentioned in the work of L.G. Khabibov and D.R. Safina [4]. In Russian, the antonyms-converses are studied in detail and classified in a monograph by L.A. Novikov [5]. Before describing the antonyms, it is necessary to dwell on the very process of conversion in logic. Antonymy, first of all, "is a logical problem" [5, p.19]. In logic, the conversion of an utterance is described as follows: during conversion, "the antecedent (the preceding term) and the consequent (the subsequent term) are exchanged" [6, p.256].

In English, the convergent relationship between a pair of antonyms is called converses, converse opposition [7, 8], relative opposites (relational opposites) [9], [10], reciprocal antonymy (reciprocal antonymy) [11].

In Russian, the intersection of converses and antonyms is called "antonyms-converses" and is understood as words denoting the same action from opposite points of view. For example, Спасский выиграл партию у Фишера/ Spassky won the game from Fischer. Фишер проиграл партию Спасскому/ Fischer lost the game to Spassky. Seven is more than five / Семь больше пяти. Five is less than seven / Пять меньше семи [5].

In the Tatar language, the converse opposition is described as "the permutation of the elements of the preceding and subsequent term of the utterance (in the language of the grammatical subject and object), as a result of which the same relation is viewed from opposite points of view" [8, p.25]. For example, *Iskändär Näsımägä kitap birde/ Iskändär gave a book to Nasima – Näsımä Iskändärdän kitap aldı / Näsımä took the book from Iskändär. Apası enesennän olırak / The sister is older than the brother – Enese apasınnan yaşhräk / The brother is younger than the sister* [8].

In English, converses are referred to as "mirror-image relation" as part of sentences (mirror-image sentences). For example, the following pairs of antonyms refer to antonyms-converses: *to buy -to sell, husband-wife, teacher- pupil*. For example, *John is Mary's husband. Mary is John's wife. John bought a car from Bill. Bill sold the car to John* [7, p.147].

In the case of converses, sentences implicate each other and have the same meaning. The first sentence implies the statement of the second sentence [8]. Similar proposals are as the relationship of active and passive sentences and, according to L. Lipka, can be represented by the following formula: *NP1 bought NP3 from NP2. NP2 sold NP3 to NP1* (NP-noun phrase) [7, p.147].

According to L. Lipka, converse relations can also be between comparative form of adjectives. For example, *X is bigger than Y = Y is smaller than X* [4]. In the work of L.A. Novikov and L.G. Khabibov we can also find examples of such antonyms presented by comparative form of adjectives in sentences implicating each other. For example, *Seven is more than five. Five is less than seven* [Novikov]. *Apası enesennän olırak / Sister is older than the brother – Enese apasınnan yaşhräk / The brother is younger than the sister* [8, p.25].

A.P. Palmer referred to converse opposition as "relative opposites" (relational opposites), also notes that some gradual antonyms (true gradable antonyms) can refer to converses. For example, *A is wider than B = B is narrower than A* [10, p. 84-85]. D. Lyons also believes that the comparative form of gradual adjectives, such as *older-younger*, can form a converse relationship, because *X is older than Y = Y is younger than X* [8].

L.A. Novikov in the monograph "Antonymy in Russian language" writes that "a large number of antonyms-converses is represented by forms of comparative form of adjectives and adverbs" [5, p. 205].

For example, *выше-ниже/ above and below*, *раньше-позднее / sooner - later*, *грустнее-веселее / sadder - more cheerful*, *быстрее-медленнее/ faster-slower*. According to the scientist, "converses and antonymy are generally diverse phenomena, nevertheless, their" intersection "gives the area of interaction of these phenomena and isolates entire groups of common words" [5, p. 206]. Thus, according to L.A. Novikov, antonyms-converses are formed at the intersection of antonyms and converses.

Results

Having studied the antonyms of the English and Tatar languages, we noted that this type of opposition can equally be expressed by nouns, verbs and prepositions. Also, comparative degree of gradual antonyms can express the converse relationship. Among the converse opposition expressed by nouns we can distinguish the following thematic groups:

1. Converse opposition expressing the social relationships of people. This group is extensively represented by antonymous pairs, which exist in both languages. For example, *a doctor-patient / tabib- divana*, *teacher-pupil, student / ostaz-shäkert, hälfä-schäkert*, *winner-loser / jingüche - jingelüche*, *victim-rapist / üterüche-ülüche*. At the same time, there are antonyms, which we singled out only as part of the English antonyms. For example, *donor- beneficiary, subsidiary-principal, follower -leader, ancestor- descendant, master-servant, predator-prey, slave-master, cause-effect, landlord, landlady -tenant*. The following examples in the Tatar language are related to the antonyms-conversions of this thematic group: *huja-hezmätche / master-worker, huja-kunak / host-guest, kolbiläüche- kol / slave-owner - slave* etc. [13, 14, 15].
2. Converse opposition expressing kinship relations are widely represented both in English and in Tatar. For example, *husband-wife / ir-hatın, fiancé-fiancee / kilen- käläsh; father-son / ata-bala*. Along with this, there are antonyms that are converted only to English (*parent-child, parent-offspring, grandparent-grandchild*) and only to the Tatar language (*koda- kodagıy, ana- bala, apa-sengel, etc.*) [13, 14, 15].

It can be seen that in both languages the word *child / bala* can be included in two types of opposition: *child-parent / bala-ana, bala-ata* and *child-adult / bala-olı keshe*. In the first case, we see an example of converse opposition, in the second case - complementary antonyms. This phenomenon, when one word can enter into different antonymous relations is quite common and is called "polyantonymy" [7, p. 233]. This process is typical for two genetically unrelated languages, namely English and Tatar.

Among converse opposition, expressing a kinship relationship, it is interesting to pay attention to the word *cousin*. In English, in sentences like *A is the cousin of B = B is the cousin of A*, implication of the utterance takes place, but the opposition relation is expressed by one lexical item, which, according to S. Jones is symmetrical opposition. In the Tatar language, this meaning is transmitted by pairs of antonyms *tugannan tугan (abıy, ene) - tugannan tугan (apa, sengel)* (*brother born from a relative / sister born from a relative*). As we see, converse relation is present in both English and Tatar languages. In the Tatar language it is expressed by converse opposition, and in English by repeating a single lexeme.

3. Converse opposition denoting terms is represented in a limited number of English and Tatar antonyms. We also noted that the terminology in English and Tatar is different. For example, as part of the English antonyms, you can find the following pairs of antonyms: *antecedent-consequent, subsequent*. While, in the Tatar language, the following pairs of words can be included in the converse relations: *anıklağış-anıklanmısh / clarifying the word- clarified word, adresat- adresant / addressee-addresser* [13, 14, 15].

In English and Tatar, the converse opposition can also be expressed by verbs. Verbs thematically express the importance of acquiring something, a certain dependence between participants in the action. Among them, there are pairs that completely coincide in these languages: *take-give, receive -give / take-away; To buy -to sell / satu-alu, satılu-alınu; teach-learn / öyrätü-öyränü*. Also it is possible to allocate lexical gaps in antonymic pairs existing only in English or only in the Tatar language. For example, English converse opposition expressed by verbs: *win- lose, earn-lose, emigrate- immigrate, lend-borrow* and etc. Tatar antonyms-converses expressing action: *öylänü- kiyäügä chıgu, izü- izelü, satılu- alınu* etc. [13, 14, 15].

As it can be seen from the examples, some verbs of converse opposition do not have an equivalent in these two languages. For example, in the Tatar language, the antonyms *öylänü- kiyäügä chigu* / *to marry* is expressed by one lexical unit *married to* in English. Statement *A is married to B* is equally asserted *B is married to A*. According to Leach and Palmer, despite the fact that these statements are converse, lexical unit *married to* is an example of symmetric opposition. That's why there is an example of lexical repetition, and not of converse statement [10].

The converse opposition both in English and Tatar, can be expressed by prepositions and mean spatial and temporal relations. There are only a limited number of such examples: *over- under/ above- below/ östendä- astında, in front of- behind/ aldında- artında, aldinnan - artinnan; before-after/ kadär-song*.

Converse opposition, expressed by prepositions are of a complex nature. On the one hand, they express the relation in the space between two persons or objects, and on the other hand they can show the presence of a person, an object in space relative to a certain point of the axis or in a certain time interval. Therefore, it is not surprising that different scholars include the same prepositions in different types of antonymic oppositions. For example, to the antonyms *over-under / östendä-astında* Jones referred to as antonyms-converses or reciprocal antonymy by Jones (2002), although in our opinion they can also be directional antonyms. For example, in the sentences *The picture is over the table. The rug is under the picture* the over-under antonyms express the converse relationship between the objects picture and rug. In the sentences *The table is under the picture* and *The table is over the rug*, the antonyms over-under express the directional opposition and are called directional antonyms.

A. Cruse also drew attention to the meanings of the antonyms expressed by prepositions above-below. According to Cruse, some types of the converse opposition have directional character. According to the scientist, one can say *A is above B* and *B is under A*, hence the logical equivalence of these expressions defines the words above-below as converses [9, p.172]. If we consider the object A and the object C with respect to the object B, we can see that *A is above B, C is below B*. In this case, the prepositions above-below will be directional opposites [9, p.172]. In the same way, we can think about other converse opposition of English and Tatar. For example, *in front of-behind / aldında-artında. Student A is in front of student C. = Student C is in behind student A / Ukuchï A ukuchï C aldında= Ukuchï C ukuchï A artında*. In these sentences antonyms *in front of- behind / aldında-artında, aldinnan-artinnan* are converse opposition. In the sentences "*Student B is in front of student C. Student B is in behind student A / Ukuchï B ukuchï C aldında= Ukuchï B ukuchï A artında*" antonyms *in front of-behind / aldında-artında, aldinnan-artinnan* are directional antonyms.

Discussions

It is possible to note some contradictory moments in relating one pair of antonyms to different types. For example, the antonyms North-South are included in the converse opposition by F.A. Palmer. According to D.A. Cruse this pair should be referred to the directional opposition like other antonyms related to location in space [9, p. 223-224]. L.A. Novikov also relates parts of the world North-South to the opposition of coordinative concepts [5, p. 224]. We are like A. Cruse and L.A. Novikov believe that parts of the world *North-South / tönyak-könyak* should be considered as directional opposites.

Undoubtedly, it is impossible not to pay attention to the directional nature of some types of converse opposition. But, in our opinion, the distinguishing feature of converse opposition from directional one is the presence of two persons and relations or actions directed from one person to another and vice versa. Thus, antonyms-converses "should refer to different persons (participants in the situation), otherwise such words" denote not one but different opposite actions" [5, p.206]. In directional opposition, oppositely directed actions are correlated with the same person. But some antonyms-converses, referring to the location in space, thus, can be related to as converses, and directional antonyms, depending on the context. For example, *above-below, in front of- behind, before-after*.

Converse judgments, expressed by an active and passive voice in English, also cause different opinions. According to F. Palmer, the active - passive voice can express the converses. For example, *A hits B = B is hit by A*. But on the other hand, antonyms-converses occur at the intersection of antonyms and converses [10, p.206], and the words *hit* and *to be hit* cannot be antonyms. Therefore, we can conclude that these active-passive relations should not be included in the category of converse opposition.

The issue of lexical repetitions also causes different opinions among the researchers of the English antonymy. A number of scholars believe that the proposal *A is married to B / A is married to B* is equal to the statement *B is married to A / B is married to A*. According to Leach and Palmer, despite the fact that these statements are converse, the lexeme married to is an example of a symmetrical opposition, since here we can talk about lexical repetition, and not about the converse opposition [10].

Conclusion

Having made a selection of converse opposition from the English and Tatar antonymic dictionaries, we noted that this class of antonyms is represented by nouns, verbs and prepositions in both languages. Converse opposition expressed by nouns in both studied languages semantically express social relations in a society, family relations, and also can present different terms. Among such nouns there are equivalent units existing in both languages, and lacunary units. These units arise in the cases when one lexeme in English corresponds to two in the Tatar language. Among verbs there are also equivalent units, and lacunary ones. The differences in antonymic oppositions are explained by the fact that the expression of the converse relationship by the active and passive voice of verbs does not included in converse opposition in the English language. It is considered as symmetrical oppositions or lexical repetition. In the Tatar language such relations are expressed by the basic and reflexive genus and thus are converse opposition. Among the antonyms expressed by prepositions we observe the full correspondence of the converse opposition in English and Tatar.

Acknowledgments

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

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Creating And Developing The System Of Teachers' Professional Retraining In The Republic Of Tatarstan

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Abstract

In the rapidly changing realities of economic and socio-political relations, it is necessary to upgrade the skills of specialists continuously and sustainably, including pedagogical staff, because the educational system is the supplier of human resources for the renewing and modernizing sectors of the country's economy. Therefore, the priority task for the development of modern society is to increase the professional level of teachers. In many countries of the world, including Russia, there is a constant search for ways and methods of improving the skills of schoolteachers, representatives of educational management, university and college teachers. Russian Federation has accumulated a wealth of experience in this area. The system of teachers' retraining, established in the Soviet period of educational practice of Russia, had a clear structure, goals determined by the state, forms and methods of organization of work. However, the system does not arise by itself. Its creation is preceded by certain social and pedagogical conditions, the origin of prerequisites, initial forms and methods of professional development. In the twentieth century the country of the USSR, being a multinational state had a sufficiently developed network of institutions that carried out continuous pedagogical education and retraining. In each region, including the Tatar Autonomous Soviet Socialist Republic, each teacher was obliged to improve his qualification every five years at least once a year. In this paper, we tried to describe the conditions for the inception of early forms and methods of improving the qualifications of teachers of the Republic of Tatarstan in one of the most vivid and dramatic periods of the development of the region - the period of establishing a new social order, and, consequently, the change of the educational paradigm - 1920-1930.

Keywords: Teachers' training, teaching staff, professional development, courses, conferences, secondary schools, new social order, extramural education, Tatar institute of teachers' retraining.

Introduction

Professional development of teachers is an important component of the state educational system of the Russian Federation. Due to the modernization processes in the field of education teacher training system developed over several decades is undergoing re-evaluation and there is search for new organizational forms and methods of work. In our opinion, Republic of Tatarstan, being a subject of the Russian Federation, has accumulated quite a significant experience in the process of formation of regional system of teacher training in the XX century. We hope that the analysis of past experience will contribute to the re-evaluation of goals and objectives of training content, as well as help to identify the features and sustainable development trends in the system [1].

The purpose of this study is to reveal the origin of conditions, trends in the further development of the content, forms and methods of training teachers of Tatarstan, the role of the Tatar institute of improvement of teachers as well as secondary and higher education institutions in the period from 1920 till the beginning of the 1930s based on the analysis of the existing literature, statistics and archive documents to reveal the origin of conditions, trends in the further development of the content, forms and methods of training teachers of Tatarstan, the role of the Tatar institute of improvement of teachers as well as secondary and higher education institutions in the period from 1920 till the beginning of the 1940s.

Methodology

The work used general scientific and special research methods: theoretical analysis and synthesis of information obtained from scientific and pedagogical, cultural, historical sources, as well as archival materials related to the activities of the institutions of the system of professional development of teachers of the republic; comparative-historical method in analyzing the forms, methods and content of upgrading teachers' cadres in Tatarstan in the mainstream of all-Russian trends in advanced training; statistical method when processing digital material; chronological-thematic in the historiographic review and analysis of the material under study.

Results

System's structure

The system of professional development of teaching staff, which has developed in the twentieth century, can be described as an ordered set of institutions and organizations (Teacher Training institutions, faculties of retraining teachers at teachers' training institutions; district and city methodical offices, regional, inter-school and school methodological associations etc.), whose goal is continuous improvement of theoretical training, vocational skills, raising the cultural level of teachers as well as school administrators, school system staff and also the use and application of the achievements of pedagogical science, advanced pedagogical experience in accordance with the objectives set by the state and society for schools [7].

With such an approach different levels of the system can be distinguished: nationwide, subjective (republican, regional, etc.), municipal (city, district), internal, which are hierarchically interrelated. At each stage of development of system of training can clearly be seen a contradiction between the current level of teaching staff readiness and new demands that society make for them, new challenges that they have to decide. The need to overcome this contradiction is the source of improvement of the system, its development, "self-movement".

Background of the creation of the teachers' advanced training system

Before becoming a system there is a period of creation of preconditions, the embryos of its individual components. Thus, since the mid-nineteenth century in Russian regions, teachers' congresses have been held on the initiative of the public [15, p.18]. They became the prototype of the future main organizational form of advanced training - course preparation. The study of teachers congresses history allowed E.M. Nikitin to conclude: "... What is called the teachers' congresses in the XIX century is called courses in our days" [11].

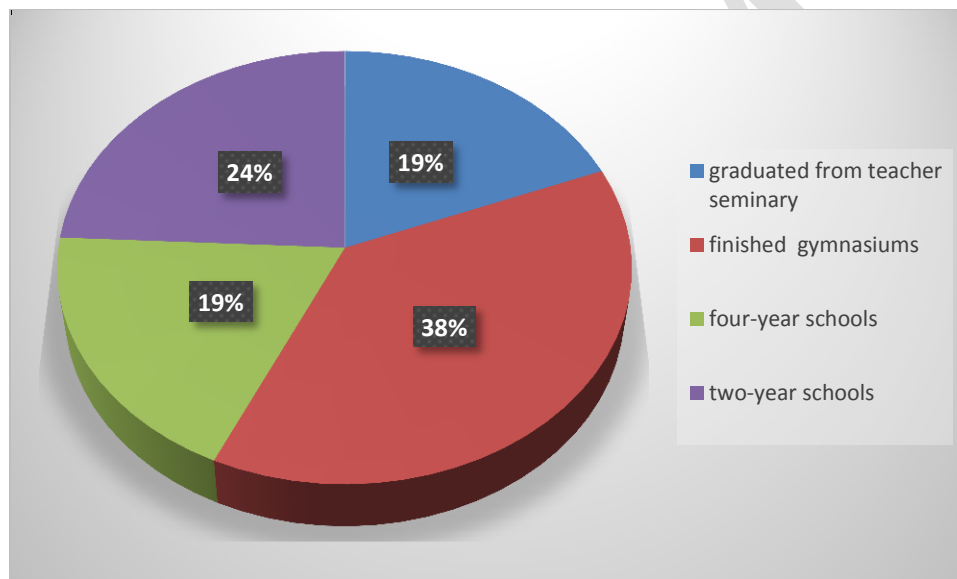
In July 1866, in Kazan, there was a congress of teachers of Russian language and literature. It discussed the development of programs on the teaching methods of word's theory as well as poetry and prose. During the discussion, expressed an interesting opinions, there was a discussion. Thus, it stressed the need for interdisciplinary connections in learning the Russian language, the organization of foreign language learning based on their native language.

General pedagogical issues were discussed. In 1874 congresses of teachers of parish schools were held in Kazan, Mamadysh and Chistopol [4].

The archival materials show that during the second half of XIX century by the first decades of the twentieth century the retraining of teaching staff are often intertwined with the professional education of teachers system. So in the Kazan school district in 1889 there were eight schools involved in the preparation of teachers of city elementary and public schools - Teacher Training Institute (Kazan), teachers' seminary for Russian citizens of non-slavic origin (Kazan), teachers' seminary (with Porechetskoe Simbirsk), Russian teachers' seminary (Volsk), Tatar teacher's school (Kazan), Chuvash teacher's school (Simbirsk), Russian female district teacher's school (Kazan and Samara) [5]. Some of these had preparatory classes. Kazan seminary for Russian citizens of non-slavic origin includes Chuvash, Mordovian, Udmurt and Cheremis primary schools. Until 1907 the main form of education was lesson, then lectures were involved.

Today it is difficult to assume, in what direction teacher education system on the territory of the modern Republic of Tatarstan would be developed after October 1917. Education, as an integral part of the culture, has experienced crucial moments and undergone a radical revision. And again a teacher as the main link in the educational process, comes to the forefront. He does not only transmits knowledge, but also is a conductor of ideas of the state, political propagandist, moral and spiritual mentor [9].

In the post-revolutionary period in the USSA, during the time of mass literacy among the adult population the need for accelerated training of new staff of teachers was recognized and the opening of annual teaching courses on the basis of secondary schools. In the summer of 1918 in all provinces, including Kazan one, more than 100 short-term courses were held. Since this time short course training has become the leading form of teachers' preparation [12].



Pic 1. Teachers' education in Kazan province in 1918 (%)

Teachers received accelerated training on short-term educational courses in Kazan, Chistopol, Yelabuga, Bugulma, Menzelinsk, Tetyushi, etc. Efficiently worked pedagogical courses in Menzelinsk. S.Murtazi in his memories, referring to Menzelinsky district, wrote: "Among the Tatar teachers there were few who had pedagogical education, that was enough to teach in a Soviet school. When teachers' training courses opened, Tatar youth virtually rushed to enter them. The courses were conducted by qualified teachers: Zaki brothers, Mirza Taqi and Aliyev, Abdulkhalim Muslimov, Kamal Salah, Wali Hangildin and others" [2, 3].

Since the beginning of 1919-1920 academic year, teachers' seminaries were converted into a three-year teachers' courses, and later in the Pedagogical School. Training courses, prepared by the local Board of Education, as a rule, had three main areas: political, teacher, general education [13].

Development of forms methods of teachers' training in the Republic of Tatarstan in 1920 -1930s

The creation of Tatar Autonomous Soviet Socialist Republic in May 1920 had a beneficial effect on the beginning of the formation of the national pedagogical intelligency in the region. The management bodies of the young Soviet republic were the Commissariat of Internal Affairs, Justice, Education, Health, Social Welfare, Agriculture, Food and Finance [14].

Authority control of public education, Tatnarkompros (Tatarstky People's Commissariat of Education), guided by the decrees and regulations, 1918 "Regulations on the Unified Labor School", "The basic principles of the unified labor school", defined the content of training teaching staff and systematically implemented the courses of training, as the leading form training. This was due to the real needs of the new school, the level of preparation of mass teachers.

So in the 1921-1922 years eight pedagogical colleges for the training of teachers with secondary special education were opened in Tatarstan on existing teacher training courses in Kazan, Chistopol, Tetyushi Spassk, Yelabuga, where 1,200 people were trained. These were Kazan Tatar Pedagogical College, an experienced Russian Kazan Pedagogical College, Kreschensky Kazan Pedagogical College, Chuvash Kazan Pedagogical College, Chistopolsky Russian-Tatar Pedagogical College, Tetyushsky Russian-Tatar Pedagogical College, Spassky Russian Pedagogical College, Elabuzhsky Tatar Pedagogical College [10].

Considering that the central figure in the school is a teacher, and this one determines the ideological and political direction and the level of school education, the government and the People's Commissariat of the Republic did pay attention to the training of teaching staff for national schools. As early in 1922, a special group of senior school staff has been formed at the Eastern Pedagogical Institute (VPI) (Kazan). Short and long term training courses for teachers were organized in each canton of Tatarstan [6, S. 55]. According to the resolution of Council of People's Commissars of Russian Federation of 21 November 1925, at the same VPI for the purpose of training of teachers of native language and literature for advanced schools Turko-Tatar and Chuvash department and later - Mari and Votskoe (Udmurtia) were opened. However, this fact did not cover the need for teachers to re-opening Tatar schools.

In 1926-1927 cultural service of teachers was combined with the management of self-education, the creation of the institute of consultants, development programs and recommended reading lists. The subscription library "Pedagogical courses at home" facilitate self-education of teachers and continuous professional of them. During the 1924-1928 teachers have received more than 80 titles of books and manuals [2].

In the beginning of 1928 these courses were reorganized into the Institute of Advanced Training of Teachers, and from December 1930 - in the Central Institute of Advanced Training of Teachers. The Regulations on the Institute of Advanced Teachers' Training (IPKP) was approved by the People's Commissariat of the RSFSR (Russian Federation) in June 28, 1928.

It was also the beginning of the creation of the Tatar institute of improvement of professional skill of teachers (or TIPKKNO) (now state autonomous educational institution of additional professional education "Institute of Education Development of the Republic of Tatarstan"). Tatar institute of improvement of professional skill of teachers began its work in December, 1928. Extensive care of teachers in their native (Tatar) language; management the learning process of students of correspondence courses; organization and holding of stationary courses; helping to guide the work of Tatar teachers in their self-development; studying Tatar teachers "- so its goals have been identified [8].

The Central Institute for the Advanced Training of Teachers (CIATT) in Moscow, coordinating and conducting advanced training courses for autonomous republics, carries out program-methodological guidance for all work on teachers retraining. In the course training of the 1930s the main emphasis was placed on the analysis of the new content of education as well as the implementation it in schools. So, the curriculum of the monthly courses for "mass workers of the first stage / for the Turkic-Mongolian nationalities", developed by the Tatar branch of the Institute, designed for 168 hours, included lectures on the international and internal situation of the USSR, on the immediate tasks of economic and cultural construction in the national republics in connection with a five-year plan for the development of the national economy, the foundations of Marxist pedagogy, the collective farm movement, the methods of educational and educational work of the national school, consultations on problems of Russian language teaching, joint (mail and female) education. The plan includes seminars and workshops: "Increasing productivity of land and school tasks", "Multifield economy and trade", "Breeding cattle farming", a workshop on social science and others [8].

The first five-year plan for the development of the republic (for the period 1928-1933) in the field of culture aimed at the introduction of general compulsory (four-year) education for children, the eradication of illiteracy of the adult population under the age of 40, the expansion of the network of schools and cultural institutions first of all from among the Tatars. Illiteracy was viewed by the authorities as a serious obstacle to the socialist transformation of society.

In order to prepare teachers for high schools, the People's Commissariat of Education of the Tatar Soviet Socialist Republic in 1930/1931 academic year summoned up the part of the staff of the 1st stage and schools of higher type to Kazan and seconded them to the Eastern Pedagogical Institute to upgrade their qualifications in special disciplines: socioeconomic, agronomical, physical and technical, literary-linguistic, etc. Seconded school workers should work in the school for at least 3 years by that moment, have a secondary education, be socially and politically prepared, ideologically-prepared, physically healthy, be at least 18 and not older than 40 years. [8].

In 1934-35 there were already 11 pedagogical technical schools in Tatarstan where 4178 people were trained (in Bugulma, Kazan, Buinsk, Kuibyshev, Mamadysh, Arsk, Menzelinsk, Tetyushi, Elabuga, Chistopol, Aksubaev). It was assumed that by 1937 teachers who did not have a corresponding education, will finish pedagogical universities or technical schools. However, in such a short period of time, it was difficult to involve the entire mass of "short-term" teachers (so called in the 1930s teachers who had completed short-term pedagogical courses) into a system of correspondence education in high schools and technical schools, because many of the young teachers did not even have a seven-year education. In Tatarstan, as in the country as a whole, systematic work was needed to prepare these teachers for admission to pedagogical educational institutions, to eliminate serious problems in their general education. Therefore, working with short-term teachers becomes a priority for the system of professional development of pedagogical personnel.

In the periodical press of that time a number of articles were devoted to the training of pedagogical staff. So in the article "Training teachers in the pen", the author writes: "Training and upgrading of teaching staff is one of the narrowest places in the construction of a polytechnic school in Tatarstan. A significant number of short-term trainees have joined the republic's teachers' army. Among primary school teachers with secondary pedagogical education are only 28%, with a 7-year-old - 34%, and with the lowest - 33%. Among secondary school teachers with higher education - 7.6%, with secondary - 71.8%, the rest - with education below the secondary one. [13].

The opening of pedagogical laboratories at local and regional departments of public education facilitated the exchange of experience, as well as the dissemination of printed materials about the activities of the best school teachers. Since the second half of the 1930's one of its main tasks Tatar Institute of improvement of professional skill of teachers (TIPKKNO) considered the political education of teaching staff. Cultural enlighteners should be committed to the ideals of socialism themselves and educate in the same spirit the younger generation. From the second half of the 1938/39 academic year, a course "Foundations of Marxism-Leninism" was introduced in all pedagogical schools, sections on the history of the All-Union Communist Party, dialectical and historical materialism, political economy, the initial political school, etc. were organized.

It should be noted that the growth of Tatar teachers was more rapid than the growth in the total number of teachers of the republic. In 1930, 3,921 teachers of the Tatars worked in the schools of the republic, in 1935 there were 6,889 people, and in 1939, 10,607 people. In 1939, the teacher-Tatars were half of all the teachers of the republic. This meant that in a relatively short time a new army of national teachers was raised [6].

The material base and personnel of many institutes of advanced training in most of the autonomous republics, territories and regions of the USA did not fully correspond to those complex tasks that they had to solve. It should be noted that during this period the issue of strengthening the material base of the Tatar Institute of improvement of professional skill of teachers, allocating a separate capital facility to the institute, expanding publishing activities and promoting the institute through the mass media have been repeatedly raised during this period [10].

In February 1939 TIPKKNO was transformed into the Tatar Institute of Teacher Improvement (TIUU). Its main structural units were offices, namely: five offices for the maintenance of teachers of junior secondary and secondary schools (history, natural science, geography, mathematics and physics, languages and literature), the primary school and the pedagogy cabinet was in the organization stage. In addition to teaching and methodological work, they were actively engaged in studying, generalizing and propagating advanced pedagogical experience, providing differentiated methodological assistance to districts and schools, and solving applied pedagogical problems. The heads of the methodical classrooms were to generalize the methodological experience of the teachers of the republic. However, often the attendance of lessons by many teachers was viewed negatively, which, according to the staff, hampered the scientific and methodological study of many issues. "We are not engaged in an inspection survey, not an accidental survey on the instructions of the People's Commissariat for Education, but we must have a plan for studying the experience of schools. Our task is to have always scientifically grounded material about the results of the survey," advocates the staff at the meeting of the Institute's Council in the second half of the 1938-39 academic year [10].

Discussion

As many scientists suppose, in Russia the origin of the first or initial forms of teacher training was long before 1917. Zemskaya Reform of 1864 gave rise to a certain decentralization of the state power.

The creation of zemstvos in the provinces, counties and volosts enabled the provincial authorities to organize schools, the appointment and dismissal of teachers. Zemstvos, as elected bodies of local self-government (zemstvo meetings, zemstvo councils) in the Russian Empire and the Russian Republic initiated the convocation of congresses of the pedagogical forces of the regions in order to unite the pedagogical community and solve the tasks of school construction. Conducting congresses and courses on certain pedagogical problems, although not supported by the tsarist government, were under surveillance, had no periodicity, but these early forms of professional development were the platforms for discussing various scientific, methodological and organizational issues in the field of school education. The first teachers' congresses, in our opinion, influenced the subsequent formation and development of organizational and methodological forms of teacher training in the regions of the country, including the Republic of Tatarstan. In the post-revolutionary period from 1917 to early 1930s the system of professional development of teachers has acquired the status of a state system. And if before the revolution the development of teachers was decentralized, activities were conducted on the initiative of the public and spontaneously, then in the so-called Soviet period of the Russian history, this system acquires the status of a state structure. The period of 1917-1930 was a special dramatic period, when the inherited forms of teacher development were reorganized, obeying the tasks of creating and developing a new school. All this led to the need for a clear organization of work, its regulation, the creation of the first state institutions (regional and central institutes) of professional development.

Conclusion

Thus, in the period from the 1920s to 1930s there was a gradual development and improvement of the system of professional development of teachers in the Republic of Tatarstan: constant quantitative growth, a qualitative change in its components, improvement of its organizational forms and content, bringing them in line with the needs of social and economic life, strengthening and expanding structural links within the system, a clear orientation on the state needs, which were fixed in documents and state acts. Many forms of professional development of educators in the republic and the country that were formed and developed during this period, as well as the very structure of the teachers' retraining system, remain unchanged throughout the XX century.

Acknowledgements

We express our colleague gratitude to the professor, Doctor of Philological Sciences Mustafina Dhamilya Nasykhovna and Kazan Federal University.

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English As A Tool In Formation Of Cultural Competence Of Students

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Abstract

The paper is devoted to the role of foreign languages (English) in the process of formation of cultural competence of the students in today's reality and in the context of the new educational paradigm: it's fundamental principles are cultural and humanistic values; cultural education replaces the sense of unreasonable rationality in education, the formation of cultural identity is one of the social problems and as a result there appears the necessity of communicative skill formation improvement. The relevance of the research is that mastering of foreign language inextricably linked with the mastery of the foreign culture, which implies the development of students' ability to understand the mentality of the native speakers, as well as be more aware of their national peculiarities. The paper draws special attention to close relationship of language and culture and peculiarities of culturological paradigm of education. It raises the question of the importance of using authentic texts and authentic visual materials in the process of culturological competence formation. The paper provides definitions of the following concepts: language, culture, competence, cultural competence, it reveals the essence of culturological approach in teaching a foreign language. The materials of this paper can be useful for students, master program undergraduates, post-graduate students while learning English. Information on linguocultural competence can be applied in the methods and practice of teaching the English language.

Keywords: Linguistics, English language, Education, culture, art, cultural studies, competence, authenticity.

Introduction

The choice of the research topic is due to the high degree of its importance and relevance. The level of intercultural relations between states and peoples has made cultural communication an integral part of the world community. W. Humboldt wrote that different languages are the organs of the original thinking and perception for a nation (Gimadeeva A.A., 2015).

The concept of foreign researchers as W.F. Mackey, F.N. Kumusta, M. Shannon, K.A. Tila, G. Onca and the works of such domestic scientists as V.V. Safonova, E.I. Passov, A.A. Leontiev, E.M. Vereshchagin, V.G. Kostomarov proved that language is not only a means of communication, but also a means of familiarizing the student with the cultural values of other nations, a means of getting knowledge and insight of foreign cultures.

Culturological paradigm of education examines the spiritual world of a man in its entirety, considers the place of personality in social and cultural processes, and analyzes the spiritual culture as a complex process of creation and development of human cultural reality.

Definition of relevant concepts

The notion of "cultural competence" needs to be specified.

In our context, a competence is understood as "General ability and willingness of an individual to the activity based on knowledge and experience acquired through training and self-oriented participation of personality in educational and cognitive process. To be competent means to have the ability to mobilize knowledge and experience in a given situation. It makes sense to talk about competences only if they manifest themselves in any situation; unmanifested competence is, at most, a hidden opportunity" (Vereshchagin E.M., 1990).

"Experience shows that it is cultural competence that can characterize the process of self-development. The background of this process is, on the one hand the ability of individual to the accumulative

knowledge, resulting in the increased level of accumulated knowledge, and, on the other hand, the ability of making associations and building relationships between different areas of knowledge" (Elizarova G.V., 2009).

Under "cultural competence" one should understand the already formed person's quality, allowing him:

- a) to feel himself the object of the cultural-historical process;
- b) to be well-educated, have knowledge in various fields of science and art;
- c) to understand the mechanism of cultural development as a process of creation, preservation and transmission of human values.

It is only logical that when forming cultural competence of students, the only possible fundamental approach should be the cultural one.

Methodological Framework

In the course of work such theoretical methods of research, as the analysis of psychological, pedagogical, methodical and scientific literature, as well as practical methods of observation, experimental work and teaching experience study methods are used. Theoretical basis of the study comprised the teaching materials in English language linguistics and theory of teaching foreign languages, as well as analytical works by some authors on different aspects of the research topic.

Results

Culturological approach in teaching foreign languages is a set of methodological approaches providing the system-forming analysis of the spiritual life of an individual through the prism of strategic cultural concepts: "culture", "values", "cultural patterns", "cultural disposition", "culture of consumption", "cultural activities", "creativity" (Krylova N.B., 2010).

This approach extends the cultural background and the content of University training and education, allows to enter criteria and levels of spiritual culture there, to make activities of teachers and students productive and creative. The involvement of cultural component in teaching a foreign language is absolutely necessary to achieve the main practical goal – the formation of abilities to communicate in the target language. Thus, teaching to communication in a foreign language in the true sense of the word implies the acquisition of social and cultural knowledge and skills.

Cultural approach implies the study of relationships of culture (and language as its component) with consciousness (the inner world) of a person who is a bearer of this culture. Consequently, the study of language, its system runs in parallel with the study of a man as a "linguistic personality" that bears peculiarities of national thinking, values and ethnic culture in general.

Goals and objectives of teaching under culturological approach is not only knowledge of the language, which is undoubtedly a part of culture, but also knowledge of foreign culture itself, as well as the development of general culture of personality. Cultural approach in teaching is designed to broaden general, social, cultural outlook of students.

Authenticity of texts and visual AIDS

It should be emphasized that among the materials having the cultural component and which can be used as a basis for teaching a foreign language culture, it is assumed to use authentic texts.

However, the usage of authentic visual AIDS in classes that is, objects of everyday life, initially having no educational-methodical direction, and being created exclusively to be used by native speakers contributes to the most effective formation of cultural competence.

These materials are selected into a separate group of so-called pragmatic materials such as billboard ads, theatre and other programs, questionnaires, different tickets, signs, labels, menus and bills, maps, charts, plans, tourist brochures, leisure, shopping, employment ads and so on.

Pragmatic materials may have different purposes. They can be used: to acquire cross-cultural knowledge, to organize verbal communication, to develop oral monologue and dialogue speech. The effectiveness of these materials is primarily a matter of their authenticity, and, as a consequence, the ability to attach to a foreign culture. Their advantage is that they can stimulate almost authentic communication.

The relationship of language and culture

Language is the repository of culture, ethnicity, it has embodied the entire cognitive experience of the people, moral-ethical, socio-cultural, aesthetic, educational ideals, therefore, modern student must learn those spiritual and moral values that have been accumulated by mankind during centuries.

Experts have counted no less than 600 definitions of the term "culture", and the range is very wide.

For example, Academic dictionary of the Russian language gives seven meanings of the word, from which only the first one is right for us: culture is a set of achievements of human society in productive, social and spiritual life (Gorbachevich K.S., Gerd A.S., 2004).

The philosophical encyclopedic dictionary gives the following definition: Culture is a specific way of organization and development of human life process, presented in products of material and spiritual labour, in the system of social norms and institutions, spiritual values, in the combination of people's treatment of nature, each other and themselves (Ilichev L.F., Fedoseev P.N. and others, 1983).

What is a language? There are a lot of definitions. For example,

1. Language is a set of all the words of a people and their correct combination for conveying one's ideas (Dal' V., 1980).
2. Language is any system of signs, usable as a means of communication between individuals (Maruso J., 1960).
3. Language is a historically developed system of sound, dictionary and grammatical means, which objectifies the work of thinking and is a tool of communication, exchange of thoughts and mutual understanding of people in society (Ozhegov I., 1972).

Despite the fact that all definitions mention various functions of language, every author calls the following two as the main ones:

1. language is a means of communication;
2. language is a means of expression of a thought.

Human language is a means of comprehension of the world, it absorbs and refracts body of knowledge and understanding of the world. On the one hand, language is a product of culture itself and a means of its expression. On the other hand, it is a part of culture. Such close interrelation of these concepts is extremely complex and has many aspects, that had led to the division of opinions of the scientists involved in this research, however, today most of scientists adhere to the following point of view belonging to different systems, language and culture have much in common. The difference between them is:

1. Language is intended to mass addressee, as well as culture values elitism;
2. Culture is not able to organize itself.

Language is a condition, backbone and product of culture. "The cyclical nature of relationship between culture and language leads to the conclusion that culture cannot be fully understood without understanding its language, and vice versa" (Ushakov D.N., 1995).

Overcoming of language barrier is not enough to ensure effective communication between representatives of different cultures, it is necessary to overcome the cultural barrier as well.

Usage of proverbs and sayings

It is known that proverbs and sayings are often used by the English in oral speech, which is not surprising, as it is a widespread oral genre.

Proverbs are usually used when commenting on any situation, event, often at the end of the story told by someone, because being a clear figurative expression, concerning various phenomena and aspects of life, a proverb expresses a complete judgment. Sayings differ from proverbs due to incompleteness of judgment.

Usage of proverbs and sayings reflecting national mentality, reflects not only the traits and behavior of Englishmen, but also brings a person up within the framework of national traditions. Their use "in the right place at the right time" makes the speech of a person more lively and expressive. However, one should not forget about the sense of proportion – "Too much water drowned the miller".

Role of art and literature in forming cultural competence

Undoubtedly, art means artistic creation in general, which covers such areas as literature, painting, music, ballet, architecture, theater, cinema and others. When reading literary texts one condition should

be fulfilled – to read highly artistic samples of prose and poetry. There are so-called epochal texts that have universal significance (poems of Homer, dialogues of Plato, the Bible and the Koran, works of Shakespeare, Byron, Shelley, and Maugham). From our point of view "Theatre" by S. Maugham could not be better meets artistic standards – language of the author is characterized by humor and sarcasm, depth of thought and richness of style.

In classes students used to analyze actions of the heroes, their characters, author's style, they write out interesting expressions, phrases, idioms abound in this work, and which will be learnt and used by the students in other situations.

When studying the topic "English painting" in addition to literary texts, the language of which is rich in "art" vocabulary, the reproductions of English artists of the 18th-19th centuries (Hogarth W., Gainsborough T., Reynolds, Constable, Turner, Romney, Lawrence, etc.) are widely and successfully used in English classes. Students describe everyday objects, clothes, appearance of people depicted in the paintings. By external signs (appearance, clothing, surrounding objects), they try to determine the depicted era and characters. One of the assignments is to comment on and discuss in groups of 2-3 people the famous sayings or proverbs, for example:

1. Art is long and life is fleeting (Longfellow).
2. A picture is a poem without words (Horatio).
3. All art is but imitation of nature (Seneca).

The third stage of work with the learned "painting" vocabulary is connected with the students' independently prepared presentations of artists' work and life from different countries, eras and genres. They describe pictures seen at the art gallery during their visit there together with the teacher and a virtual visit to the Hermitage (the hall of English painting) and the Tretyakov gallery.

Speech culture has always been and still remains one of the signs of intelligence. The ability to accurately, correctly, and expressively speak their minds and carry on a conversation testifies to the erudition and well-breeding of a person, his high cultural level. For this purpose such textbooks as Conversational Formulas and Table Manners are used in English classes.

We must not forget about speech etiquette that governs human behavior in different situations, with the view of their level of formality/informality.

Discussions

The relationship of language and culture is the central one among the problems connected with the formation of culturological competence. Language can not exist outside culture. It is the main form of expression and existence of national culture. In methodological and theoretical respect cultural issues were considered in the works of such Russian writers as N.V. Goncharenko, P.S. Gurevich, N.S. Zlobin, S.N. Ikonnikova, E.V. Ilyenkov, E.S. Markar'yan, V.M. Mezhueva, T.I. Oizerman, M.S. Kagan, V.S. Bibler and others.

The essence of this approach is as following: the relationship of language and culture is a movement in one and the same direction, as well as language reflects reality and culture as an integral component of this reality faced by people, hence language is a simple reflection of culture.

Within the second approach the problem of interrelation and interaction of language and culture was researched by the school of E. Sapir and B. Whorf, various schools of the followers of Humboldt, who had developed the so-called hypothesis of linguistic relativity, saying that the picture of the world depends on the language system in which it is described. From the viewpoint of the third approach supporters of the problem connected with the relationship between language and culture - "culture lives and develops in the "language shell". In comparison with primitive cultures which were "tangible", modern ones become increasingly verbal.

Conclusion

The conducted research made it possible to come to the following conclusions:

- In the 90-ies. XX cen. it became clear that there appeared the need of actualization of a student's personality on the basis of his knowledge and perception of foreign reality and culture.

- Today culture is understood as an aggregate civilized space that is as a product of human thought and activity.

- Such concepts as "socio-cultural approach", "integrated education", "cross-cultural approach", "and linguistic cross-cultural approach" begin to arise.

In a foreign language educational process, which has strong cross-cultural dominant, value aspect should also be taken into account along with factual and cross-cultural aspect. Involvement of cultural component in teaching of foreign languages is absolutely necessary to achieve the main practical goal - the formation of the ability to communicate in the target language.

Recommendations

The paper is of interest to the specialists who are engaged in teaching a foreign language at higher school.

Acknowledgements

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

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Enhancement of English Learning Motivation through Academic Distant Learning Courses

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Abstract

The issue under study is topical and significant in modern pedagogics and theory of teaching English as a foreign language because it is related not only to the fact that application of distance learning education tools, particularly integration of education courses with Modular Object-Oriented Learning Environment (MOODLE) into the process of teaching foreign languages, has been significantly increasing for the previous years, but also a shortage of efficient motivational techniques enhancing this process used in class. The article aims at studying the role Moodle DLC have in enhancing students' learning motivation. The study was conducted in Kazan State University where 92 upper-intermediate students learning English as a foreign language took part in the experiment. The methods used to explore the problem were literature review, experiment conducted in Kazan Federal University, questionnaires administered to students and their analysis. Results of the post-study questionnaire administered at the end of the course demonstrated a high level of students' learning motivation. The findings showed that the Moodle Distant Courses, when used according to certain rules, possess great motivational value offering such benefits as a chance for students' deeper understanding of aims of their own learning activities, for analyzing and correcting the process of acquiring knowledge, letting the students distinctly realize why they need the material they are learning, and can be considered an important part of motivational strategies model. The study outcomes could be highly important for university teachers interested in ways of enhancement of their students' motivation, thus promoting their progress in studies.

Key words: education, university education, student, distant learning education, MOODLE, educational technology.

Introduction

The problem of Motivation

It goes without saying that not all students are successful at learning. There is a number of factors which have effect on student's success or failure. Researchers agree that motivation has a great influence on any educational process. Cook stated that motivation is the most significant factor among three major factors influencing the acquisition of knowledge particularly of the second language, the other two being age and personality (Cook, 2000a), (Cook, 2000b).

Concerning the term motivation itself, it is clear that, in spite of existing approaches used to study motivation, all researchers agree that motivation, coming from the Latin verb "move" is the force that makes someone do something. Researchers understand motivation as "something that ...gives behavior its energy and direction" (Reeve, 1992), "a process that involves goals, physical and mental activity, and is both instigated and sustained" (Pintrich and Schunk, 1996), "a product of conscious decision" (Williams, 1997).

As for the learning motivation, according to Crookes and Schmidt, a motivated student is the one who "becomes productively engaged in learning tasks and sustains that engagement, without the need for continual encouragement or direction" (Crookes & Schmidt, 1991). Learning motivation is considered by researchers to be the main determining factor in success in developing a second language acquisition, determining the extent of active, personal involvement in language learning (Oxford, 1994).

Researchers differentiate between several classifications of learning motivation. One of them includes instrumental motivation and integrative motivation (Gardner, R. and Lambert, W., 1972) (Cook 2000),

(Ellis, 1984). *Integrative* motivation makes a learner study the target language in order to fulfill the desire to understand another people's culture, to be able to participate in it, to mix in the people and culture of the target language. It is an extremely important source of motivation as it promotes continuous efforts in learning necessary to be successful in language learning.

Gardner and Lambert (1972) also described an *instrumental* motivation which is based on the advantages that can accrue if a language is known, e.g. professional advancement; capacity to do one's job well; ability to read useful material in the target language, etc. Those learners who have this type of motivation want to study the language because of a practical reason, for example getting a salary, bonus, etc.

Another motivation concept differentiates between *intrinsic* and *extrinsic* motivations in learning. Intrinsic motivation is defined as the enjoyment of the engaged task or a sense of fulfillment an individual acquires from engaging something (Ryan & Deci, 2000) and as something dealing with interest and curiosity. An intrinsically motivated person is the one who performs his behavior voluntarily and doesn't need material rewards. Extrinsic (outcome-focused) motivation deals with external benefits, or rewards, and is associated with achieving a goal (Santrock, 2004). It means that the only reason for student's learning is to gain something outside the activity itself; it could be passing an exam; this motivation is both extrinsic and instrumental. Many researchers looked at integrative and instrumental motivation as intrinsic and extrinsic motivation. It is clear that the different kinds of motivations can also sometimes be interleaved in the same activity.

E-learning

E-learning is emerging as the new paradigm of modern education, being a part of a shift from teacher-centered to learner-centered education.

The term "distance learning" has often been used to describe the effort of providing access to learning for those who are geographically distant, though, in recent years, as education started being delivered via computers, a proposed definition identified the delivery of instructional materials, using both print and electronic media (Moore, 1990). The term then started implying other forms of learning, e.g. online learning, e-Learning, technology, mediated learning, online collaborative learning, virtual learning, web-based learning, etc. Now Distance Learning (DL) is considered to be a form of instruction which occurs between two parties (a learner and an instructor), it is held at different times and/or places, and uses varying forms of instructional materials (Moore, 2011). Among teaching and administrative advantages that DL possesses are flexibility, motivation, interactivity, enhanced student-teacher and student-student communication, better monitoring and assessment; time management.

Motivation as one of DL's features is under consideration of this research.

Learning Motivation and Distant Learning Courses

A variety of techniques to develop learners' motivation in studying ESL have been proposed by researchers, such as use of "problem situations", communicative approach, keeping a Reflective Journal (Amirkhanova et al, 2016).

MOODLE platform (Modular Object-Oriented Dynamic Learning Environment) is the most common and widely used software for online programs and. This learning management system is used in more than 200 countries all over the world and provides opportunities for university teachers for creating highly effective distance courses. In Kazan Federal University (Russia), Moodle LMS is used by full-time and correspondence (part-time) students of various departments.

Apart from didactic, teacher-centred environments where students are passive recipients of the knowledge, the inclusion of Moodle as part of learning environment makes the learning process more student-centred, learning environment – more task-based. Kennedy calls the acceptance and adoption of Moodle "extraordinarily successful" (Kennedy, 2005).

For a long time, motivation has been seen in e-Learning as a matter of design, namely proper instructional design and provision of suitable learning activities that would guarantee to engage all learners. However, now educators realize that there is more to motivation than meets the eye. It is not always the case that if the instruction is of good quality motivation will follow (Smith, 2008).

Technology offers many ways to make instruction more appealing to learners. However, many of these features are interesting only because they are novel and may lose their appeal as learners become

accustomed to them. There are problems with regard to stimulating and sustaining learner's motivation. Human motivation is characterized by complexity. There exist a large number of motivational concepts and theories.

Keller (1987) has developed *ARCS Model* to assist educators in a systematic process for analyzing learner motivation and designing motivational tactics. The model is named after its four main factors: Attention, Relevance, Confidence and Satisfaction. It classifies the major motivational concepts and theories into four categories depending on whether their primary area of influence is on gaining learner's attention, establishing the relevance of the instruction to learner goals and learning styles, building confidence with regard to realistic expectations and personal responsibility for outcomes and making the instruction satisfying by managing learners' intrinsic and extrinsic outcomes (Keller, 1987). Following a description of this model, some of the findings with regard to improving motivation in E-learning environment (particularly DLC) can be defined.

Attention involves engaging the learner by the use of interesting graphics, videos of DLC modules. Other components of attention include problem situations and variability (the contents of DLC modules can easily be added or changed). *Relevance* involves providing consistent goals (ideally intrinsic in nature) that are connected to the learners' past experiences and future goals and are compatible with their individual learning styles. These may be learning goals or performance goals and they can be proximal (those that can be achieved in a reasonably short time frame) or distal (those that will be met far into the future). On-going and final tests help realize this principle. *Confidence* involves helping students to establish positive expectancies for success. *Satisfaction* involves designing instruction so that learners gain positive feelings about their learning experiences. Students must feel that the amount of work required was appropriate, motivational strategies used to increase learner satisfaction are personal attention, feedback, and deliberate avoidance of negative influences (Keller & Suzuki, 2004).

Research Methods

The object under our review were the English Speech practice DLC (studied for 2 semesters) and English Grammar DLC (studied for one semester) for the first and second year university students who study English as the foreign language. Each contains several modules (topics) and is devoted to certain Grammar themes or topics as required by the academic curriculum. In this study participated 92 upper-intermediate students of Kazan Federal University.

Each module of English Grammar DLC contains both theoretic part (with theory, a large number of examples, audios, videos on the topic) and practical part with a great number of tasks and exercises of various types of high level of adaptability and flexibility.

Each of the modules has an on-going test with tests of various types verified by the program and a Glossary with explanation and translation of some terms. Final test is placed at the end of the course.

The English Speech Practice DLC contains different types of information and tasks, covering such language aspects as Reading, Writing, Grammar, Listening and is also equipped with a big number of additional materials (videos, audios, links to additional resources), exercises, on-going and final tests, Glossaries, which correspond to such components of ARCS Model as attention, relevance, confidence and satisfaction. As students' motivation is likely to be enhanced if they are able to interact in a way that is meaningful to them (Freeman, 2013), Moodle courses provide good opportunities for their interaction. Grammar and English Speech Practice courses offer such kinds of interaction between students as forums, blogs and chats, where students can share ideas, ask questions, present the results of their activities, and teachers use the tools to quickly and easily react to what is happening: give immediate feedback, change the schedule, add elements to the course, and correct them. This kind of interaction has great motivational power and corresponds to all four components of ARCS Model.

Results

To describe perceptions of students and their motivation regarding DLC we used a 5-item post-study questionnaires developed based on a 5-point Likert test. The relative agreement to the questionnaire

items ranged from 1 (Strongly disagree) to 5 (Strongly agree). This post-study questionnaire was administered at the end of the course.

The post-study questionnaire contained 5 questions dealing with learning motivation: 1. DLC helped me to improve my knowledge of English (of English Grammar for the English Grammar course); 2. DLC helped me to express my ideas and opinions; 3. DLC enhanced my communication skills; 4. DLC increased my creativity; 5. DLC motivated me to study better; 6. DLC provides good opportunities to study independently, which were rated 4.70; 4.50; 4.30; 4.05; 4.10; 4.80 correspondingly. The results demonstrated a high level of motivation, which means that DLC use in teaching ESL helps enhance learner's motivation level.

Discussions

The focus of the study was to demonstrate the motivating power of studying a second language through Moodle DLC.

Great motivational power of E-learning has already been pointed by researchers (Keller, 2004), (Smith, 2008). The study showed that DLC is successful in promoting students' learning motivation, their self-confidence and initiative in studying English. Moreover, all the above stated makes us assert that DLC in English enhances such main components of motivational teaching practice as creating initial motivation, maintaining and protection of motivation and encouraging positive self-evaluation, which are motivational strategies used in teaching English as foreign language according to Dörnyei (Dörnyei, 2001). Detailed analysis of the two distance learning courses used in our courses as well as results of the questionnaire proved that DLC can provide increasing both the learners' expectancy of success and goal-orientedness, creating a pleasant and supportive atmosphere and establishing rapport with the students, promoting positive forms of interaction between the teacher and learners, can help avoid stress and the level of anxiety, provides encouragement of learners and a constant feedback and personal attention from a teacher, makes learning stimulating, creates learners' autonomy, increases learner's interest and involvement in tasks, stimulates motivationally appropriate feedback. All these show high motivational potential of DLC.

Conclusion

Distance Learning Courses possess great motivational value offering such benefits as a chance for students' deeper understanding of aims of their own learning activities, for analyzing and correcting the process of acquiring knowledge, letting the students distinctly realize why they need the material they are learning, and can be considered an important part of motivational strategies model. Besides, both extrinsic and intrinsic motivation types are engaged in this type of learning.

Nevertheless, to provide enhancement of motivation through DLC, a teacher should provide conditions under which DLC can have motivational power. A DLC should be made according to study program and students' level of knowledge; DLC structure and assessment criteria should be appropriate, the DLC should have interactive elements and various links to Internet resources and motivationally appropriate feedback.

Recommendations

Based on the results of this study, the researchers recommend the following:

1. Due to its benefits, DLC should be an integral component of university language courses.
2. To make the implementation of DLC efficient, a teacher should follow certain rules and provide necessary conditions under which the use of DLC can be highly motivational.

The above mentioned statements found confirmation at the theoretical as well as the experimental level and could give evidence of the present technique effectiveness.

Acknowledgements

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

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Experimental comparative study of the value "CERTAINTY" in Russian, American and German language consciousness.

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Abstract

This paper presents the results of the analysis of materials of the large-scale free associative experiments with participation of the native Russian, American and German speakers. It contains data on the direct (from stimulus to response) links between words. There were revealed significant intercultural differences in value priorities and attitudes to "certainty". By means of multiple contrast-matching analysis it has been revealed that values «Уверенность» (Uverennost'), «Certainty» and «die Gewissheit» need the sense of security and stability. Also significant features are calmness, including peace of mind. Correlations of values and attitudes to "certainty" have universal character as well as culture-specific.

Keywords: Psycholinguistics; language consciousness; image of the world; associative experiment; Russian-speaking people; German-speaking people; English-speaking people.

Introduction

In the center of our research are the differences in language consciousness of different nations represented through their values. Thanks to the values is carried out regulation of human activity, formed the core of a particular culture and language. According to P. A. Sorokin, the value serves as the Foundation of every culture.[1] From the twentieth century language came to be regarded as an "intermediate world" between thought and reality, individual consciousness and culture, a world in which an unstructured stream of impressions and unrelated messages got a conceptual form.[2]

"A nation's language, so we are often told, reflects its culture, psyche and modes of thought. Philosophers of all persuasions and nationalities have lined up to proclaim that each language reflects the qualities of the nation that speaks it. In the seventeenth century, Francis Bacon explained that one can infer "significant marks of the genius and manners of people and nations from their languages." [3]

Ethnic mentality is formed over the centuries and has a relatively stable and conservative content. No ethnic group or community, no individual can change it at the discretion. Of course, this does not mean that the mentality is something fixed and constant. It is capable of undergoing qualitative changes, i.e. transforming, enriching, but the process cannot be controlled by a person, and occurs spontaneously under the influence of many factors related to geographic, ethnic, socio-cultural features of being. The mentality of a nation by character is not of the same type: it includes both positive and negative. [4]

Core values can be regarded as forming one of the most fundamental components of a group's culture. "They generally represent the heartland of the ideological system and act as identifying values which are symbolic of the group and its membership" [5].

The value of "certainty" is one of the core values, as the complexity's essence definition of the confidence phenomenon on the basis of values related to its polysemy, its objective and subjective features. Psychologists relate the values to the proper field (norms, goals, ideals). However, values have teleological characteristics, i.e. indicate the state defined by purpose. Moreover, values can be regarded as the ideals of public life, and on that basis also as personal activities. [6] We treat the core value "certainty" as a stable belief, which determines behavior approaches and activity features. In this case, the system of personality values is a stable set of his beliefs, providing the formation of confidence. Consequently, it is possible to determine that value orientations influence on the formation of "confidence". [7]

Methodology

In our research was chosen free associative experiment that as a method of obtaining material to construct a model of linguistic picture of the world of a native speaker. Recently, a promising new measurement tool for assessing implicit processes was introduced: the Implicit Association Test (Greenwald, McGhee, & Schwartz, 1998; Egloff & Schmukle, 2002; Hummert, M. L., Garstka, T. A., O'Brien, L. T., Greenwald, A. G., & Mellott, D. S. 2002). The method of associative experiment is used for experimental research purposes of words' subjective semantic fields formed and functioning in the human mind and the nature of the semantic relationships of words within the semantic field in psycholinguistics. Currently, associative experiment is the most developed psycholinguistic analysis technique of the semantics of speech.

The Implicit Association Test (IAT) is the best approach to identify linguistic world-image of different nationalities through their linguistic consciousness. Greenwald and Banaji applied that general definition to social psychology's most central constructs – attitudes, stereotypes, and self-esteem. They noted that implicit cognition could reveal associative information that people were either unwilling or unable to report. In other words, implicit cognition could reveal traces of past experience that people might explicitly reject because it conflicts with values or beliefs, or might avoid revealing because the expression could have negative social consequences. Even more likely, implicit cognition can reveal information that is not available to introspective access even if people were motivated to retrieve and express it. The apparent usefulness of the IAT may be due to its combination of apparent resistance to self-presentation artifact. [9]

An interesting approach to the analysis of associative fields as a whole offers Y.N.Karaulov. He uses the concept of "Gestalt", introduced by the representatives of Gestalt psychology. According to Y.N.Karaulov, most of associative fields reveal special internal semantic organization of their composition and allow to organize the structure of associative fields. Y.N.Karaulov defines this organization as "semantic Gestalt". The suggestion of Y. Karaulov to distinguish levels of analysis of the associative fields is an interesting one. The purpose of this analysis is to compare the semantic zones (Sz) distinguished by Y. N. Karaulov. In our study we highlight: personality, subject, symptom, assessment, place, this, action, Yes / no, etc.[11] The associative thesaurus of the modern Russian language better known as Russian Associative Dictionary (RAD) is compiled on the results of the large-scale associative experiments with participation of the native Russian speakers, conducted from 1986 to 1996. [12]

Participants and design

Russian group of participants consisted of 88 persons (60 females and 28 males). Participants were aged from 16 to 49 years (M 23; SD 4). The nationality of the respondents – Russian 33 (37,5%), Tatars 48 (54.5%) and other nationalities 7 (8%). 43,2% of the respondents have higher education, 6.8% are academic degree, 28.4% of incomplete higher education, 11.4% of secondary special and 10.2% in secondary education.

The American group of participants consisted of 26 people (19 females and 7 males). Participants were aged from 22 to 66 years (M 29; SD 9). The nationality of the respondents – 100% Americans. 30,8% of the respondents have secondary education and the same bachelor of science, 7,7% have a bachelor's degree in the field of mathematical Sciences, 11.5% have doctor of Humanities, and 19.2% other. Both experiments were conducted in the period from 10 February to 15 March 2015.

The German group of participants consisted of 23 people (16 females and 7 males). Age of the subjects from 21 to 52 years (M 30; SD 5). The nationality of the respondents – Germans 19 (82,6%) poles 2 (8,7%) other nationalities 2 (8,7%). 69.6% of respondents have higher education 8,7% secondary education, 13.1% of the secondary special and 8.7% a degree. The experiment was conducted in the period from 10 March to 17 April 2016. Experimental sessions were run individually.

Procedure

Procedure of the free associative experiment is consisted of the presentation the questionnaires to the participants. Questionnaires are consisted of stimulus words to which they were invited to give the first reactions coming to their minds.

All the resulting reactions (R) in the Russian, American and German groups of participants were collected and arranged in descending order of their frequency: from the high to single reactions. We used statistical

methods that revealed a number of the same and different reactions on presented word stimuli and to determine the index of the frequency of occurrence of each reaction.

Results

In the association field «Уверенность» (Confident) there is no semantic zones "feature", "action". The highest percentage of SZ is "object" (67,5%), representing the frequency response of the сила (force) (9). Intangible objects are associated primarily with the state of stability (R – стабильность, безопасность (stability, security). Confidence is also availability of work, experience, associated with career development (R – работа, опыт, карьера, лестница (job, experience, career, ladder).

The presence of certain personal qualities (R – решительность, стойкость, надежность, упёртость, целеустремленность, душевное спокойствие (determination, firmness, reliability, obstinacy, purposefulness, peace of mind) represents the image of a self-confident person. SZ "personalities" is explicated by reactions (R – мужчина, муж, босс, друзья, я, сильная личность (man, husband, boss, friends, I, strong personality) and suggests, first, gender relatedness, and second, the confidence of the individual in a collective environment and the individual attitude. The emotional-value component is represented by the reactions (R – непоколебимая, редкая (firm, rare). A material object is primarily associated with money (R – деньги (money). Thus, for most of the participants, the confidence associated with males, has a number of volitional qualities, successfully moving up the career ladder and having material worth.

Reasoning from this fact it follows that the gender dimension has clearly prevailed and the image of a successful man, associated with success are formed in language consciousness of Russian. The received response to the word stimulus "Confidence" carry a positive connotation.

There is no semantic zone "attribute", "action" in the association field "Certainty". The highest percentage is the category of the subject (50%), among the material objects of which only two associations (R – breakfast, legal contract) and the intangible is dominated by reaction (R-death), in our opinion, it expresses confidence in the death coming as a fact of life, there is also a Association (R-God, heaven) in this SZ, which actualizes the influence of external forces. Should be emphasized the presence of reactions with negative prefixes, particles and words (R -nothing, never, without, no question, none doubt) that represents the concept of confidence as a failed, impossible. Confidence associated with science and knowledge (R – science, knowledge, statistics). The only reaction in Sz, "personalities" (R – professor) emphasizes the link with the scientific community. Also confidence is, above all, trust and reliability (R – confidence, truth, sure, true). It is interesting to note that that this quality is relative to arrogance (R – arrogance). Thus, the confidence associated by Americans with the Professor pursuing science and representing knowledge in the form of statistical data. Confidence is a fragile concept for Americans, and has a relationship with external forces and not internal qualities. The obtained reactions have positive connotation. We suppose that the main influence on the positive connotation of the values comes from early years. As Deutscher says "The Western mentality, in particular American one, has long been a subject of intent attention of a large number of thinking people in the Old and New World. In 1952 New York Pastor Norman Vincent Peale published his book 'The Power of Positive Thinking', which immediately became a bestseller, and its name – the winged phrase. According to the author of this book, the Americans from an early age believe in the power of "positive thinking", involving an optimistic spirit and friendly attitude towards people. The habit of Americans to show a good mood, that is, 'think positive' becomes a reflex from childhood. For example, children' activities of various kinds are frequently accompanied by parents' regards: 'Have fun!', 'You can do it!', rather than warnings, such as: Be careful! Do not fall! As we see the active life position of Americans is evident not only in their lifestyle, culture, but also in the language. American English is full of hundreds of structures in which an active figure is emphatically expressed, but it is poor by personal and impersonal expressions. "Active" elements of language and culture, reacting to each other, form a peculiar American mindset." [3]

In association field «die Gewissheit» are lacking the semantic zones "sign", "place" and "action". The greatest percentage of SZ is the "subject", there are no material objects. For the Germans the confidence is, first of all, security and trust (R - Sicherheit, Vertrauen). It is important for them to know the truth and

be confident (R - wissen was wahr ist, sich sicher sein, überzeugt sein). Noteworthy is the fact that a single reaction friend (R- Freund) in the SZ personalities means that a friend gives a sense of security and with whom you can have trust-based relations. Conscience plays an important role (R – Gewissen). Single reactions: responsibility (Verantwortung), thoroughness (Gründlichkeit), stability (Stabilität), truth (Wahrheit), wisdom (Weisheit), work (Arbeit), clarity (Klarheit), freedom (Freiheit), life (Leben) represent the image of democracy, which founded on the concepts of freedom, equality and justice. Particularly stability and high level of development of society allows to comply with the principles of democracy. It should be noted that there are some reactions with a negative connotation: no, doesn't exist (R - gibt es nicht, nicht existent). Thus, for most of the participants, the confidence associated with society that will respect the norms of democracy, high level of security and stability.

The contrast-matching analysis of the associative fields «Уверенность», «Certainty» and «die Gewissheit» show us the importance of knowledge in all three groups of participants.

The characteristic feature of the Russian and the German groups is the association of the confidence with the sense of security and stability. Also significant features are calmness, including peace of mind. It is necessary to emphasize negative reactions in all of the three groups of participants indicating impossibility to feel the full confidence of the respondents at the moment. A distinctive feature of the American group of participants are reactions associated with God (R - God, heaven), which suggests that it is faith that gives strength, support and confidence. In the Russian and German groups these reaction are not presented.

Conclusion

Thus, the data from large-scale associative experiments allow to reveal:

- common and specific characteristics which are present in a bearer of a certain culture's consciousness and subconsciously determine his/her behavior, estimations and attitude to the world.[12]
- Taking into consideration the fact that values are flexible and within the same culture there can be a change of value orientations, our study gains special relevance. The psycholinguistic approach, which is essential in our work, have helped to identify different values in the linguistic consciousness of Americans, Germans and Russians.

"Mentality is not transmitted from one nation to another. Kipling saying: 'West is West, East is East. And they will never come together' has its basis. Despite the active exchange of different values in various fields of science, technology and culture, the western way of life can not fit into the eastern mentality." [4] The differences in language conscience of the Americans, Russians and Germans can be explained in some ways. Guy Deutscher says: "The American people are Immigrants from England, Germany, France, the first inhabited the American open spaces, were the bearers of typical national characteristics, but they were joined by the orientation to implementation of personal, private interests, and that became the basis of individualism as the leading idea of American society."

Our research acknowledges the fact, that in stressing the uniqueness of the core values of different societies, there is some danger of falling into the error of ignoring the fundamental fact of the universality of basic human problems that all communities encounter and the fact that societies have sometimes solved them in similar ways. So all of the three groups of participant determine knowledge and science as a ground for certainty.

In conclusion, collected data currently indicates widespread changes in the core values of the industrial and industrializing societies around the world. These changes reveal the connection with the processes of generations and, thus, proceed gradually, but have considerable long-term impulse. Economic security is still needed, but it is no longer synonymous with happiness. In advanced industrial societies, people have become increasingly concerned with the problems of quality of life, sometimes giving the protection of the environment priority over economic growth. [13]. We found that for being certain Russians, Americans and Germans need to be sure in stability (economic as well as politic) and their safety.

We found that linguistic models revealed a strong correspondence with human behavioral data. We see language as a primary means for transmission of attitudinal information. "Implicit attitudes reveal the power of cultures to reproduce themselves in individual minds"[14].

Acknowledgements

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

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Features of quality assessment of educational process in high school of Russia

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Abstract

Necessity for evaluation of higher education institutions has increased substantially in terms of increased competition among universities on the national and international levels, increasing requirements for transparency and disclosure of their activities.

Evaluation of the quality of the educational process is carried out in a complex, which allows to consider the institution of higher education in all aspects of its work. Also, the quality of education assessment is necessary to determine the position of the university in the Russian and world educational systems in order to maintain and improve competitiveness. The leading methods in the study of this problem were the systems, but the structural analysis and synthesis of the relevant literature on the issue of modernization of the education system, which revealed a problem of insufficient research on the quality of Russian education system.

The leading methods in the study of this problem were the system-structural analysis and synthesis of the relevant literature on the issue of modernization of the education system, which revealed a problem of insufficient research on the quality of Russian education system.

Keywords: education system, quality, Russia

1. Introduction

An important task in assessing the quality of education is the analysis of the dominant valuation approaches in the European educational space, as well as the identification of priority activities in the modernization of assessing the quality of higher education in Russia.

After analyzing the sources of literature, we can say that the quality of the strategy - is the basis of education policy in many countries, including Russia. Education, in the first place, it is a strategic resource for improving human well-being, ensure national interests, to strengthen the authority and the country's competitiveness in the international arena.

The main task for today - is to ensure a high quality of education at all stages and levels, evaluation of its effectiveness and quality control, which is not only educational or purely scientific, but also social, political and administrative aspects.

2. Literature Review

The problem of higher education assessment of the quality of the educational process at the institution is relevant today both in Russia and abroad. Questions of competence in the field of higher education engaged in F.Achcaoucaou (Achcaoucaou F., 2014), international ratings assess the quality I.Ordorika, M.Lloyd (Ordorika I., Lloyd M., 2015), the organization of the university I.Bleiklie, M.Kogan (Bleiklie I., Kogan M., 2007), and others. Are devoted to this problem, and Russian scientists, such as V. Pechatnov, T.S.Eremeeva, N.V.Voynilenko, T.S.Klyukina, D.N.Medvedeva, M.K. Sharoshkina, E.V., Arslanova, E.V., T.S.Plachinda and others. Each of these scientists offer their approach to the evaluation of the quality of the educational process.

3. Results**3.1. Theoretical features of education quality assessment**

3.1.1. The concept of "quality of education"

Analysis of the literature showed that there are many interpretations of the term "quality of education":

1. Qualitative change in the educational process and in the environment of the student, which can be identified as the improvement of knowledge, skills and values acquired by the trainees on completion of a certain stage (Pechatnov, 2010).
2. Integrated characteristic which reflects the range and level of educational services provided to the population in primary, general, vocational and further education, in accordance with the interests of the individual, society and the state (Eremeeva, 2012).
3. Multivariate methodological concept, equilateral, which reflects the public life - social, economic, political, educational, demographic and other vital human development aspects of life (Plachinda, 2013).
4. The system of educational process uniquely understand the quality of education and different audiences. This is for the teacher, for example, the concept of quality is a quality curriculum, training materials, literature. For students the knowledge, skills and abilities (Zun). And for parents - all-round development of the child (Sharoshkina, 2011).
5. The ratio of goals and results, as a measure of achievement (Voynilenko, 2010).

Based on the study of sources can come to the following conclusion, that the concept of "quality of education" - a multidimensional model of social norms and to the individual requirements of the educational environment in which there is its development, and the education system, implementing them at certain stages of human learning.

3.1.2 Aims and objectives of education quality assessment

The objectives of assessing the quality of the educational process are:

- Determination of the level of educational achievements;
- Identify the strengths and weaknesses of the knowledge and skills of students;
- Find out the existing problems with the educational achievements of the students, and to identify factors;

It is important to note the task of evaluating the quality of education:

- The formation of a common understanding of the quality criteria of the educational process and approaches to its measurement;
- Creation of a system of key performance indicators, which allow the most efficient implementation of the goal of education quality evaluation;
- Self-appraisal of the status and effectiveness of the university;
- Determination of the extent to which the conditions of the educational process state requirements;
- Assessment of individual educational achievements of students;
- Determination of the degree of conformity of quality of the educational process within the framework of monitoring the state of research and social standards;

3.2 Strategy and achieving education quality criteria in foreign countries

After considering the various sources of literature, two approaches evaluating the quality of the educational process of the world's systems have been identified: external and internal (Medvedev, 2013)

External approach is characterized by the fact that it is interconnected with the external quality assessment of higher education and is used where governments significantly influence the development and regulation of the higher education process. These organs of public administration include the Ministry of Education, to set their own rules and criteria for assessing the quality of education. This approach in the European system of assessing the quality of the educational process is used as a "continental" approach.

Inner approach is characterized by self-esteem, which is aimed, in turn, to the improvement of the university. Such an approach in the European system of education quality assessment is used under the name of "British" approach. Here, great importance is given to the specifics of the institution.

3.3 Criteria for assessing the quality of education in higher educational institutions of Russia

Under the criteria for assessing the quality is commonly understood as signs of the extent to which the higher education system belong. The Ministry of Education and Science has identified two groups of criteria for evaluating the quality of education (Akinfieva, 2013):

1. Capacity:

- intellectual potential;
- material and informational base;
- socio-cultural framework.

2. Activity:

• Training: training of specialists and highly qualified personnel, graduate school and its effectiveness; Independent rating agency "ReytOR" estimates place the higher education institution on the following criteria (Artemyev E.N., Frolova E.A., 2010):

- The educational activities of the university (0.2%).
- Scientific - research activity institution of higher education (0.2%).
- socialization activities of the university (0.15%).

University International activities (0.15%).

- Brand higher education institution (0.15%).
- Innovation and Commercialization Development (0.15%).

3.4 The main directions of university activity on the organization of the quality management system

The process of creating a non-breaking European educational space with uniform standards and methodological approaches to the educational process requires a higher education institution guided by the provisions of the Bologna Declaration.

In the Kazan Federal University developed the university development program for 2010-2019, which was approved by the Government of the Russian Federation (The program, 2012). In Elabuga Institute of Kazan Federal University documented QMS and is currently operational. The effectiveness of the QMS improved each time, in accordance with the requirements of GOST R ISO 9001-2011 "Quality Management System. Requirements".

3.5 Status of the problems of improving the quality of education of the Department of Economics and Management...

As a research university quality assessment was carried out a quiz among students representing classes II to IV of, trained in all areas of training at the Faculty of Economics and Management in the Elabuga Institute of Kazan Federal University in order to identify problems of quality assessment system of the educational process to further their resolution.

Students needed to identify the systems of education quality evaluation, which they know and are used in the institute, and to express their attitude towards him. The questionnaire was anonymous.

A thorough analysis of questionnaires was conducted at the end of the survey. It consisted of 10 questions, which can come to the following conclusions:

1. "What are the quality assurance systems are used at the institute?" Absolutely all of the students designated point-rating system (PRS); half of the respondents also highlighted the federal online exam in vocational education (FEVE), 30% - electronic-educational resource (EER) 25% - the estimated Capital Fund (ECF) and state examinations, 10% of all respondents - examination, tests, 5% - course work and exams.

2. "Please evaluate the effectiveness of each system of evaluation of quality of the university on a scale." The highest assessment of the effectiveness of the quality system of higher education received a PRC (7.9 points), second place on the effectiveness of designated EER (5.9 points), the third - FES (5.7 points), the fourth - FEVE (4.8 points).

3. "Give the definition of" point - rating system "- is ..." Students are well aware of the advantages of the PRC. According to more than half the students (55%) of the PRC - a stimulating work in a semester, 25% - it is an opportunity to obtain offset / test machine, 10% of students answered that PRS - is an objective assessment of knowledge and interest in independent work.

4. "How do you feel about the introduction of university PRS?" It is important to note that no student has expressed his negative attitude. Most students reacted positively (70%) and only 30% - neutral.
5. "Do you know what FEVE?" All the students who participated in the survey answered "yes, I know."
6. "How important is the holding institution (FEVE)?" The majority of students (70%) do not think that the conduct of the Elabuga Institute of Kazan Federal University for FEVE is very important. 20% of students report "rather unimportant", and a total of 10% of all respondents are well aware of the importance of the quality evaluation system of the educational process of the university.
7. "What, in your opinion, the purpose of FEVE?" Most of the students, and that 70% believe that the main objective is FEVE 'assessment of the level of preparedness "20% lean towards such answers as" the ranking ', and 10% of students do not answer.
8. "Does such a concept familiar to you as the FES?" Almost all students are familiar with a term such as FES (85%), and only 15% of respondents are not familiar with it.
9. "What is needed FES?" As shown by the survey results, the vast majority of students (60%) believe that FES required for interim control of students' knowledge. At the same time 35% of all students surveyed chose the fund needs assessment tools for monitoring and final control of knowledge among students, and only 5% - for water control knowledge.
10. "Is the EER familiar for you? Have you ever used them in the learning process?" More than half of students (60%) are familiar with the notion of EER and used it, but 40% of students do not understand the significance of the EER, therefore, do not use in the learning process.

So as a result we have found that the use of PRS measured by the effectiveness of 7.9 out of 10. Thus, students are well informed, they have their own idea and a positive attitude to the introduction of the evaluation system. Also in the analysis, according to the students, it was found that the PRS, first of all, is stimulatory, thus students should understand well what is required of them in order to successfully pass the session. Introduction PRS significantly reduced the burden of teachers, but has a big responsibility in the formation of estimates of the parameters on the affixing of each student rated university in the electronic journal.

The use of the EER at the Elabuga Institute of Kazan Federal University of the Faculty of Economics and Management students are evaluated on the effectiveness of 5.9 points. The survey revealed that 60% of the students have excellent information EER and used in the learning process, while 40% did not know and did not use this quality assessment system.

The use of FES as a quality evaluation system of the educational process in the institute students was estimated at 5.7 points out of 10. Almost all students (85%) answered that they are familiar with this concept, and therefore have some idea about it. Also, the students noted that it is necessary to conduct for the FES. So, 60% of students believe that the FES should be carried out for intermediate control of knowledge, 35% - for the current and final, and 5% - for water control knowledge. Unfortunately, not all students understand the importance of this system, as it can provide the desired FES quality evaluation of educational attainment level.

The efficacy of the Elabuga Institute FEVE in K (P) FU students was estimated at 4.8 points out of 10. This is the lowest result of all the proposed assessment of the quality of education systems. To the question "How important is the holding institution FEVE?" Only 10% answered "very important", 70% - more important and 20% - rather unimportant. Consequently, the students know what FEVE of what it is, how it's performed, but they do not understand the significance of the event.

After analyzing the results of the survey we identified the weaknesses of each system of quality assessment of higher education, that is why it is necessary to develop guidelines and measures for their improvement.

4. Conclusions

In order to improve the efficiency of quality assessment systems of higher education is necessary to develop the following recommendations to improve them:

1 point - rating system (PRS):

- To Inform students of 1 course on basic provisions of the PRS, its opportunities. To do so, it's necessary to designate responsible persons, who will advise students about any changes in the system, and, most importantly, its opportunities to students could both get used to it quickly.

- The introduction of the PRS has significantly reduced the burden of teachers, but has a big responsibility in the formation of estimates of the parameters on the affixing of each student rated university in the electronic journal.

2. Electronic educational resource:

- Familiarize students with the electronic-educational resources, which are currently being implemented (15 EER), in order that they may learn to use them, can perform a variety of practical tasks and carry out both current and final control of their knowledge.

- Students who have not studied the discipline for which have already been developed ESM should also consult and learn to use them to obtain additional knowledge.

3. Fund assessment tools:

- To acquaint students starting from 1 course, the notion of FES, its content, functions, consult about the desired results. Thus, the curriculum with all the requirements would be for them more open and clear, that they will be able to buy, having a particular discipline.

- Organize a mini-guide, as a tool for self-assessment, which will be designated competencies and ways of achieving them (what to learn and how to achieve this).

4. Federal online exam in the field of vocational training:

- To advise students about the importance of FEVE as preparation for compliance with the requirements of GOST.

- To teach all students to use the site <http://www.fepo.ru/>, so that they could throughout the school year independently tested in the mode of on-line / off-line. Thus, students will be expected to learn, gain additional knowledge and monitor their results.

5. Recommendations

Thus, the term "evaluation of the quality of education" is necessary to determine the position of the university in the Russian and world educational systems, whose purpose is to maintain and enhance the competitiveness assessment of compliance with GOST, as well as the definition of the higher education institution's rating. Each school should have a quality management system that is caused by requirements to improve the quality of training of graduates to ensure the creation of an innovative economy.

6. Acknowledgement

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

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Formation Of Teachers' Readiness To Work With Technically Gifted Children

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Abstract

Modern Russia needs to create an innovation economy integrated into the global economy through the development and implementation of upgrading programmes for industries that possess a breakthrough value. To modernize their equipment and technology domestic enterprises need professionals who are ready to join the current reforms; they also need specialists' training for the innovative economy of tomorrow. In these conditions it is becoming particularly urgent to detect technically gifted children of an early age, support and train them with the purpose of professional orientation to engineering areas. This determines the necessity to form the natural science teachers' readiness for working with technically gifted schoolchildren.

The purpose of the study is to provide effective forms and methods of formation of future teachers' professional competence to work with technically gifted students.

The main methods used to investigate the problem of teachers' readiness for work with technically gifted children are generalization of the advanced pedagogical experience, observation, questioning and interviewing teachers.

The study represents the experience of the teaching staff of Engineering and Technology Faculty and the Faculty of Mathematics and Natural Sciences at Elabuga Institute of Kazan Federal University in attracting students – undergraduates of teacher education to conducting subject contests and Olympiads among schoolchildren, to organizing and conducting events in the Children's University, Children's intellectual and health-care camp "Intel Summer", and summer physical and mathematical school. It is noted that there is an objective need for teachers' special training that would promote the formation and development of the undergraduates' professional competencies necessary for successful work with gifted schoolchildren.

For that purpose, the curriculum for training direction 44.03.05 "Teacher education (two profiles)" at the Faculties of Mathematics and Natural Sciences and Engineering and Technological Disciplines includes subjects the main objective of which is to form the ability to organize students' cooperation, support their activity, initiative and self-reliance, and to develop their creative skills.

In particular, it is planned to study the following subjects for the profile of "Mathematics and Informatics": Computer Science and Robotics, Robotics Basics, Computer Graphics and Animation, Programming on Delphi, Programming in C ++, which promote the development of skills in using robotic art technology in classroom and extracurricular activities for the development of students' creative abilities in the process of designing and programming robots.

The purposeful work allows students to achieve prominent results in different competitions. Students of the Faculty of Mathematics and Natural Science of Elabuga Institute won the first place at the All-Russian Olympiad on Robotics in the city Innopolis (Kazan), which gave them the right to participate in the International Olympiad on Robotics in New Delhi where the team was in the top ten.

Thus, the work on the formation of the future teachers' readiness to train technically gifted children conducted in Elabuga Institute of Kazan Federal University allows achieving several objectives:

- Preparation of the unique pedagogical potential in accordance with current and future trends in the education system of the Russian Federation;

- Formation of the applicants' data base in the field of teacher training in physics, mathematics, computer science, technology, due to a large number of schoolchildren, participating in various projects and competitions;
- Positioning Elabuga Institute as a center for the identification, development and support of children who have shown outstanding ability in the field of technical creativity.

Nevertheless, the formation of teachers' readiness to work with technically gifted children makes it necessary to provide for an expansion of networking with educational institutions on the basis of which it is possible to improve the professional competence in this area.

Keywords: technical gift, technical ability, readiness to develop technical gift.

Introduction

Education in the field of engineering and technology has become one of the most highly demanded and prestigious in the job market. The stereotype of the "attractiveness" of the professions of a lawyer and economist has had a negative impact on the number of engineers and highly qualified workers in Russia. Even nowadays young people are not willing to choose technical faculties and departments at colleges and universities. However, according to government documents universities focusing on engineering and technology are to provide for the growth of intellectual potential in Russia. It is reflected in "The strategy of scientific and technological development of Russian Federation" which was adopted in 2016. It says that "the goal of scientific and technological development of Russia consists in proving for independence and competitiveness of the country with the help of creating the system of the development and effective use of intellectual potential of the nation [9]. Reaching this aim presupposes finding talented youth and building up a successful career in the field of science and innovations, which will ensure the development of intellectual potential of the country. That is why one of the main challenges which Russia faces nowadays is regular work on attracting talented technically gifted children and young people to design and engineering and creative activity so that this activity would become the meaning of life for them.

In this connection, it is important to train teachers who would be able to deal professionally with the issues of identifying, developing and supporting the technical giftedness of children.

In the document which is called "Working concept of giftedness" [11], the following definition is given: "Giftedness is a systemic, life-long quality of the psyche that determines the ability of a person to achieve higher, uncommon results in one or more activities compared to other people." From this definition one may conclude that in order to achieve success, a person needs to develop his giftedness throughout his life. However, if you do not develop giftedness from nature, then after a while you can find that the predisposition to a particular activity will become less pronounced, and further development of abilities will require considerable investment or even may become impossible.

In Psychology and Pedagogy, there are various approaches to understanding the types of giftedness. The developers of the "Working concept of giftedness", along with other experts, single out intellectual giftedness, and it is subdivided into different types depending on the subject content of the activity.

According to this point of view, technical talent belongs to this type. As a rule, talking about technical talent, they mean the ability to understand, analyze and simulate technical processes, design and analysis of mechanisms. A child is considered as having technical abilities, if he is interested in machinery and machines, can fix something, uses old parts to create new crafts or toys, constructs, thinks about the essence of this or that invention. Typically, these children are characterized by technical thinking and technical awareness.

Unfortunately, there are not so many studies on the problem of identifying, developing, and psycho-pedagogical support for technically gifted children and young people. At various times, scientists such as P. N. Andriyanov, A. N. Bogatyrev, V. A. Gorsky, T. V. Kudryavtsev, V. A. Molyako, Y. L. Ponomarev, V. G. Razumovsky, I.S. Yakimanskaya and others investigated this problem. In the work with gifted children, the teacher plays a special role. For the best organization of the educational process aimed at the development of gifted children, the teacher must have specialized psychological and pedagogical

knowledge, skills and abilities, among which, according to T. P. Abakirova [1], the following are distinguished: knowledge of giftedness, its types, psychological bases, criteria and principles of detection; knowledge of the psychological characteristics of gifted children, their age and individual development; knowledge of the peculiarities of professional qualification of specialists for working with gifted children; knowledge of the types and forms of work with gifted children, the principles and strategies for developing programs and technologies for teaching gifted children; skills in the development and implementation of methods for identifying gifted children on the basis of signs of giftedness; skills in the field of didactics and methods of teaching gifted children, taking into account the types and characteristics of the giftedness of pupils, their contingent and the specific conditions of instruction; skills of psychological and pedagogical counseling of gifted children, their parents and other family members. Moreover, a teacher working with gifted children must possess a number of professional qualities [5]:

- be able to develop flexible, individualized programs;
- create a warm, emotionally safe atmosphere in the classroom;
- provide students with feedback;
- use different learning strategies;
- respect the personality of the child, contribute to the formation of positive self-esteem of the pupil;
- encourage creativity and imagination;
- stimulate the development of higher-level mental processes;
- respect the individuality of the pupil.

A teacher who works with gifted children must also have a sense of humor and be tactful, he must have a good understanding of the psychology of children and adolescents, especially of the psychology of gifted children, and have a wide range of interests. Such a teacher should be ready to communicate with students on topics not related to the theme of training, he should be able not only to provide students with the opportunity to choose the trajectory of learning independently, but also encourage them in this endeavor [3].

In this regard there are higher demands to the teacher who deals with gifted children and adolescents. He should not only know the peculiarities of working with such learners, but also have the skills to diagnose and develop giftedness [10]. It is known that gifted pupils cause difficulties for their teachers because of their psychological identity, increased cognitive needs and opportunities. N.V. Dudyreva [4] notes that the low level of knowledge of educational technologies of the development of giftedness by teachers often leads to a decline and fading of the creative activity of such schoolchildren.

The survey we conducted among 85 school technology teachers in 2016 showed that many of them are not ready now for psychological and pedagogical support of gifted children. The absolute majority of the teachers who took part in the questioning (95%) recognize that they have very little desire to work with gifted schoolchildren, the modern teacher needs to have certain professional competencies in this field. To the question "Do you have sufficient competencies for the development of the technical giftedness of schoolchildren?" 33% of the respondents answered in the negative. This means that there is an objective need for special teacher training that would help the teachers to form and develop the necessary professional competencies for successful work with gifted schoolchildren.

At present, researchers distinguish the following prerequisites for solving the problem of preparing a teacher for work with a gifted person:

- social: the need of society, the education system needs a teacher with a complex of professionally significant qualities;
- theoretical: the problem of the development of a creative teacher has been actualized in psychology and pedagogy;
- practical: the need to diagnose the professional qualities of teachers working with gifted children [2].

One of the stages in organizing work with gifted children is the stage of identifying gifted children. As a rule, a gifted child is noticeable. He has certain qualities that help to distinguish him from his peers: high intellectual abilities, outstanding creative abilities, ability to quickly master things and outstanding memory, intellectual curiosity and the pursuit of knowledge, high personal responsibility [14]. But the

teacher should keep in mind that in the class there may be children with potential giftedness. The bulk of approaches to the development of the content of education for gifted, methods of identifying and developing giftedness are aimed specifically at children with actual talent. The case of children with signs of potential giftedness requires a fundamentally different approach. Here, we have difficulties in determining the criteria for the identification of such children, the choice of forms and methods of disclosure and the development of their talent [7].

Support for gifted children can be carried out on 4 levels [13]:

1. Individual - individual psychological and pedagogical work directly with a talented or gifted student (individual counseling, additional classes).
2. Group - psychological and pedagogical work with groups of talented and gifted schoolchildren (group consultations, trainings).
3. The level of the class - the activities of teachers to create a psychologically comfortable environment, positive relationships with classmates.
4. The level of a specialized institution (psychological and pedagogical, counseling centers).

The following main areas of support for talented and gifted children are singled out:

1. Identification of talented and gifted children. This method is based upon creating a bank of psycho-diagnostic techniques for the study of individual and personal characteristics of gifted children [13]. Also activity at this stage involves monitoring the development of a gifted child, his/ her success and achievements in various fields of knowledge. At this stage the teacher should actively cooperate with other subject teachers, with teachers of supplementary education, as well as with the parents of a gifted child. In general, working with parents should be aimed not only at identifying the child's abilities, but also at providing psychological help in communicating with the "unusual" child.
2. Integration of institutions of basic, supplementary and professional education, networking to identify points of cooperation in working with gifted children. To develop, a gifted child needs to go beyond the established boundaries of basic education, choose the educational services provided by other types of educational institutions in his district or region [12]. In this case, the teacher should help the student to orient oneself in the variety of services offered by additional, professional education. If necessary, he must be able to organize interaction with universities and research institutions. This part of work presupposes the organization and holding of various competitions, creative exhibitions, scientific conferences both at the municipal and regional level.
3. Ensuring the continuity of the development of a gifted child. "Continuity" means continuity in the development of a gifted child between all the levels of education: "pre-school education - primary school - secondary school - university" at the level of ideas, goals, content and methods of work [6]. A special attention is attached to continuity of the main secondary, supplementary and professional education

2. Methods

The Elabuga Institute of the Kazan Federal University has been carried out an active work to develop and support the technical talent of children and youth. Innovative projects are the key direction of the work of the university with technical gifted children. It includes such projects as the Children's University, IntelLeto ("Intellectual Summer"), Intellectual Children's Camp for Gifted Children, Khyyal (the Tatar word for "dream"), the Summer Physics and Mathematics School, the Center for Educational Robotics. Let us consider the content of their activities.

The educational project "Children's University" is aimed at popularization of scientific knowledge among junior schoolchildren, as well as their intellectual development and expansion of their worldview. The subjects of the classes cover a wide range of disciplines: mathematics, chemistry, physics, astronomy and a number of others. The Children's University is open to all children who want to touch the world of science. Lectures and practical classes, which take place on Sundays once a month, are conducted by professors and associate professors using the latest educational technologies.

Intel Summer is a project for schoolchildren aged 7 to 15 years who want to have a rest during the holidays, but also to perform various types of educational and intellectual activity under the guidance of the group leaders who are chosen among talented students who have been specially trained to work with

children. Classes with schoolchildren are conducted by experienced teachers of the university. To develop the giftedness of students of Tatar schools and gymnasiums, a similar project "Khyyal" ("Dream") was launched.

One more educational project is "Summer School of Physics and Mathematics". It operates on the basis of the sports camp of the Institute, is organized for high school students who graduated from the 8th, 9th and 10th grades. The educational process in the summer physics and mathematics school is aimed at in-depth preparation of schoolchildren for participation in the Olympiads and competitions in physics, mathematics, computer science and includes: practical classes to solve problems of increased complexity, popular science lectures of leading scientists of KFU, seminars, laboratory work-shops, creative competitions, research design under the guidance of teachers and research workers of KFU. Every year foreign lectures come to visit and teach, among them, Murat Choshanov, Professor of the Department of Mathematics at the University of Texas at El Paso, Doctor of Physical and Mathematical Sciences, Vice President of the International College at the University of Suan Sunanda Rajabat Janzhai Yingprayun. On most simple examples they introduce children to various fields of physics: thermodynamics, optics, reactive forces, the Doppler effect. Together with Rajabat Janzhai Yingprayun, the Doctor of Science in Physics and Mathematics, pupils attending the school conduct entertaining experiments that are very similar to tricks, but, in spite of this, they have an exact scientific explanation. The school program also provides for active rest, health-saving activities, a variety of cultural and creative activities.

In 2015 the Center for Educational Robotics began its work in the Institute. Its opening was preceded by traditional competitions in robotics. More than 150 people from different cities and districts of the Republic of Tatarstan come to these competitions, held twice a year. Competitions are held in two age groups ("younger" - 7-13 years and "senior" - 14-17 years) in the following nominations: "Racing on the line", "Sumo. Walking Robots", "Kegelring", "Ladder" and "Pearl Catcher".

The main objectives of the competition in robotics are:

- attracting students to innovative, scientific and technical creativity in the field of robotics;
- promoting robotics and LEGO-design as a educational subject;
- formation of new knowledge, skills and competencies for students in the field of innovative technologies, mechanics and programming.

The main assistants of the head of the Center are students Islam Khamitov and Vladislav Starostin, prize-winners of the All-Russian Olympiad in Robotics and participants of the International Olympiad in Robotics (World Robot Olympiad, WRO). It should be noted that students of the Faculty of Mathematics and Natural Sciences of the Elabuga Institute in 2016 won first place at the All-Russian Olympiad in Robotics in the city of Innopolis (Kazan), which gave them the right to participate in the International Olympiad in Robotics in New Delhi and they managed to get to the top ten.

The next most important direction of the work of the Elabuga Institute of KFU in the field of identification, development and support of technical giftedness of schoolchildren is organizing and holding technology competitions on the premises of the faculty of Engineering and Technology. Such contests as "Creative work of schoolchildren", "Young masteress", "Competition of projects on technical labor" are held annually, in which more than 300 students of grades 5-11 of general educational institutions take part.

The contest "Creative work of schoolchildren" is traditionally held in autumn, and the contests "Young Masteress" and "Competition of projects on technical labor" are held in spring, summing up the result of the creative work of schoolchildren for the first half of the year. Competitors compete among themselves in theoretical, practical and creative tours. They are given the opportunity to prove themselves in testing by various technologies, show their skills in processing various types of materials (metal, wood, plastic, cloth, etc.), and also demonstrate their creative abilities in design and presentation of products.

The main objectives of these competitions are:

- identification and encouragement of gifted students;
- support of young people in professional self-determination;
- popularization of technological education among students;

- studying the intellectual and creative potential of students in the educational field "Technology".

The experience of organizing and conducting technology competitions in the university proves that the participation of schoolchildren in such events contributes not only to the development of their giftedness, but also shapes their steady interest in engineering, engineering and design activities, which, consequently, helps them to become competitive in the labor market.

Discussion

Forming the future teachers' competence of mastering the technologies of working with gifted children and adolescents should start during their first year of their studies at the university. For example, for the profile of "Mathematics and Informatics" the study of the following disciplines is planned: "Informatics and Robotics", "Fundamentals of Robotics", "Computer Graphics and Animation", "Programming in Delphi", "Programming in C ++". Studying these subjects contributes to the development of the skills of using the technologies of robotic creativity in the classroom and in extra-curricula activities for developing the creative abilities of pupils in the process of designing and programming robots [8]. The curriculum of all the profiles of the direction of preparation "Pedagogical Education" includes the subject "Psychological and pedagogical support of a gifted child in school". Students studying the "Technology and Additional Education" profile attend such courses as "Fundamentals of Creative and Design Activities", "Design and Research Activities", "Organization of Project Activities of Schoolchildren", in the process of mastering which they are forming the competencies necessary to work with technically and creatively gifted pupils [15].

In our opinion, in addition to the inclusion in the curricula of special disciplines aimed at equipping students with theoretical and practical knowledge and skills in the development of children's giftedness, it is necessary to give them the opportunity directly, as a result of cooperation through cooperation, to get a practical idea of this category of pupils. We believe that the most optimal form for this is the participation of students in organizing and conducting various events with schoolchildren: contests, Olympiads, quizzes, festivals. Helping organizers and jury members to conduct similar events, future teachers gain experience of working with gifted pupils both from the point of view of communication and the diagnosis of their abilities.

In 2017 the Elabuga Institute launched a research project "Development of a teacher training model for working with gifted children and young people", the aims of which are the following:

1. Designing and approbation of the model of development of giftedness of children and youth in the educational organization.
2. Identification of mechanisms and factors for the integrated assessment and support of gifted children and youth in the educational organization.
3. Development and implementation of educational programs for training of teachers who will be able and ready to implement psychological and pedagogical support of gifted children and young people (the main professional educational programs for bachelor's, master's programs, professional retraining and advanced training programs).
4. Development of scientific and methodological recommendations and materials on the development and support of giftedness for teachers and students.
5. Offering research, consulting and educational services to specialists of educational organizations, parents on the development of giftedness, as well as to the students themselves.

Conclusion

Thus, the work carried out at the Elabuga Institute of the Kazan Federal University on formulating the readiness of future teachers to work with technologically gifted children helps to achieve several goals:

- preparation of a unique pedagogical potential in accordance with current and perspective trends in the RF education system;

- preparation of the base of future applicants for pedagogical directions of training in physics, mathematics, computer science, technology at the expense of a wide audience of schoolchildren participating in various projects and competitions;
- popularization of the institute as a center for the identification, development and support of children who have demonstrated outstanding abilities in the field of technical creativity.

Nevertheless, developing the readiness of teachers to work with technically gifted children, it is necessary to foresee and take into account the expansion of network interaction with educational organizations, on the basis of which further improvement of professional competencies in this field.

Acknowledgements

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

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Forming Communicative Competence While Teaching Foreign Languages In The System Of Higher Professional Education

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Abstract

Actuality of the problem under consideration is caused by the particular importance of communicative competence forming concerning English language mastering since nowadays communicative competence is becoming one of the main means for professional communication which allows experts speaking different languages to share their experience.

The article starts with analysis of communicative competence levels and highlights the necessity to develop students' skills in organizing such common ways of communication as monologues, dialogues and discussions.

In the first part, the paper concentrates on two types of exercises to form and develop speaking skills in monologues. It gives exercises classification according to the aims of studying.

Further the article switches on dialogues organizing as one of the main form of professional socializing. It describes the number of skills, which are necessary to be mastered for organizing relevant professional communication. Then the paper presents a number of exercises to form and develop these skills.

Besides, the article points out that now a student has become the main person in the process of educational activities. As a result, the paper focuses the reader's attention on problems and difficulties occurring while working on foreign languages.

In conclusion, the article says that forming and developing of speech skills imply continuous studying taking interim steps until achieving the main target to communicate properly.

Keywords: education, teacher, student, speech, university, environment, learning, development, school, program

Introduction

Peculiarity of foreign language studying is in its being limitless. While studying a foreign language, students have to master all grammar, all vocabulary that they need to communicate properly. What is more, it is very difficult to define exactly what all grammar and vocabulary are like. It is the point that makes foreign language studying limitless. In addition, students realize the absence of real possibilities to use their virtual communicative competence in practical life and as a result, they cannot master foreign languages effectively (Zimnaya, 1985). Students have to be able to organize their speaking activity naturally following different necessities and applying their communicative competence.

There are three levels of communicative competence concerning foreign languages studying: elementary, intermediate and advanced. The level of communicative competence while speaking native language is different among different people, with these differences being revealed not only in speaking, but also in writing, listening and reading. But as the main perspective target of foreign language teaching is the mastering of communicative competence, so a concrete aim of foreign language teaching is becoming training how to communicate in a particular regulated and expanding according to the program of studying situation in given themes and spheres (Valeev, Kondrateva, 2015). Such spheres can cover social, everyday, family, cultural, administrative and law, professional aspects, as well as hobbies, shows, which are supported by the program of studying.

Communicating can be organized in several ways such as monologues, dialogues and discussions. There are many forms and methods how to teach and develop speaking skills.

Methodological Framework

In the first part, this paper considers ways to teach how to train and master monologues organizing. There are two types of exercises, which are traditionally made a mark: exercises to learn necessary material, i.e. to form speaking skills and exercises to use mastered material in speaking, i.e. to develop speaking skills. Since to form necessary skills it is important to choose a wright way to do exercises, there is a classification of exercises of the first type according to this criterion (Passov, 2000). The classification can be presented as follows:

- Imitative exercises where students find language forms and phrases in teacher's speech to express a certain idea and use them without changing.
- Substitutional exercises when students substitute lexical patterns into the structure of a given grammar form.
- Transformative exercises, which are made up for lexical patterns in teacher's speech to be changed in word order, tense or a person and so on.
- Reproductive exercises that are used to learn how to reproduce mastered in previous exercises forms.

These four types of exercises represent a complex, which has to be done to form automatism in speaking skills.

Exercises of the second type can be divided into three groups:

1. Exercises to retell something that has been read or heard.
2. Exercises to describe events or facts.
3. Exercises to express student's attitude to events or facts and their estimation.

As being more creative these exercises deserve more detailed consideration.

1. While teaching retelling, as an exercise, can be used in different forms such as
 - retelling of events description,
 - retelling based on a picture or given words,
 - retelling of a particular extract or whole page or even a story,
 - retelling of an event as if it was seen by one of the story characters,
 - retelling after a single or repeated reading of a text,
 - retelling after having listened to a story.

All these exercises develop speaking skills up to different extent. Besides, retelling has some merits, which can be pointed out as follows:

- communicative value as retelling in the process of socializing is often used;
 - necessity of thought process, while making choice of the main factors, eliminating of minor ones, reproducing of logic sequence and so on;
 - development of some reproduction, construction and combination skills mechanisms.
2. Exercises in description include the next types: just object description, its common characteristic, annotation, film or picture review, instruction how to carry out different activities, deeds planning, description of events, definition of an idea, reporting. These exercises are the most valuable, if they are included into a situation, i.e. a student has to use them to express his or her idea. For example, an exercise to describe a picture will develop skills only if the speaker expresses their estimation and attitude to this object, achieving a speaking goal and not only enumerating what is shown on the picture.
 3. The third type of exercises include:
 - expressing of an attitude towards interlocutor words, person's action (it can be a film or a book hero), events in private or social life;
 - estimation of a person activity, object, familiar people, strangers or yourself;
 - explaining of a well-known fact;
 - proving own point of view on surrounding life phenomena;
 - disproof of interlocutors opinion;
 - speculation aiming to find out the truth.

The last group of exercises is the most effective ones, so it can be organized in such a way, that either description or retelling borrows elements of this group and becomes more communicative.

Results

Since spoken language is more often about dialogues, teaching of this form of socializing is becoming more significant. There are particular number of skills, which are necessary for dialogue communication:

1. realizing and being able to define a speech task clearly. Students have to know definitely, what they want to achieve to persuade, to convince, to inform, to learn one's opinion about an issue that a student is interested in, to advise somebody something and so on. Each sentence in a dialogue has to be adequate for the main task in a functional aspect. Students who cannot define the spoken task often do not know what to talk about;
2. being able to plan the course of conversation each participant of a dialogue has to be able to organize sequence of phrases to achieve spoken task realization in the best way;
3. being able to react spontaneously and rebuild own program during socializing if a partner's answer is unexpected;
4. being able to capture and intercept an initiative of socializing, which becomes particularly important, when partner's tasks do not coincide;
5. being able to let a partner realize their speech task. This ability is very tightly connected with the previous one and does not exclude but supplement it;
6. being able to react properly in an adequate way. For example, depending on a speech task a request can be matched with a promise, refuse, advice e, inquiry and so on;
7. being able to provoke a sentence reaction of expected functional direction;
8. being able to give a common or complicated catchword.

To form and develop all these abilities there are a number of exercises:

1. learning by heart long dialogues, which is mostly working on pronunciation, but is not developing dialogue form communicating;
2. exercises, developing skills that are useful to react quickly and in various ways to what a partner has said, i.e. abilities to keep a conversation;
3. speech exercises, which use functional support or a dialogue fame, that students follow to reproduce a dialogue;
4. dialogue building according to a given communicative task.

However, it is not enough to know methodical characteristic of exercises, their types, kinds and to be able to select the most adequate of them. It is very important to understand how to provide students with a possibility to communicate speaking a foreign language freely, correctly with great interest and satisfaction (Konysheva, 2004).

Modern theory and practice of foreign language teaching put on new accents in the process of teaching and just admit that the main person in this process is a student. The results of teaching depend on students, how they organize themselves and their education activity, realize and accept a target of studying and penetrate into its process. Absence of personal motivation cannot be replaced by any methods and teaching material organizing (Sosnovskaya G, Abrosimova G., 2015).

Discussions

While studying a foreign language and taking into account its unique specific character a student studies on his or her own, i.e. they teach themselves. Moreover, there are some problems of foreign language mastering which is not efficient enough to speak it fluently and correctly. These problems are:

1. Getting over difficulties of expressing and understanding thoughts in a foreign language. The level of these difficulties depends on mental flexibility, language abilities development, teacher's personality, correct teaching conditions organization and so on.
2. Students, studying a foreign language, lack of real possibilities and incentives, which could be encouraging for speaking another language. As a result, students often switch on a native language communicating during lessons.

3. Realizing lack of real possibilities to use a foreign language in the future. To solve this problem a lecturer has to create or model situations being similar to real future professional activity, which includes speaking a foreign language and at the same time the lecturer has to match particular studying results with the problem.
4. The problem of students' motivation, which can be solved by forming of student's demand and influencing foreign language prestige.

Sequence of these exercises, which is not full, depends on many particular conditions and can be accomplished during two years' time, which is given for foreign language studying course in non-linguistic higher schools nowadays in Russia.

Practically all types of mentioned exercises are used in English language lessons in the Institute of Fundamental Medicine and Biology of Kazan Federal University. While studying there occur some difficulties, which have to be mentioned:

1. First, it is language form perception. For example, constructions in active voice are understood much easier than the same ones in passive voice. Sometimes students confuse homophones and so on.
2. Difficulties with content perception, which often depends on student's common development.
3. Among difficulties, it is necessary to point out speech tempo.
4. There are some difficulties with monologues and dialogues.

All these difficulties are taken into account while selecting and organizing speech material according to studying level and students' group structure. As the aim of all mentioned in this article exercises accomplishment is to develop speech habits and these habits are complex ones, so it is natural to conclude that the only kind of exercises of course cannot provide this aim achieving.

Conclusion

To achieve the goal it is necessary to use the system of exercises. According to K.D. Ushinsky, "Systematic character of exercises is the first and main basis for them to be successful...".

The importance of the exercises system lies in the fact that it provides organization of the mastering process and organization of the training process. As for the whole exercises system building it is the care of course books authors. Any course book is a system where all parts are interconnected, interdependent and directed to the only aim achieving that is to master a particular level of speech habits.

Speech habits as an ability to control speech activity do not appear in students on their own. They have to be developed regularly and expediently in all directions inherent in speech habits and skills. By this process, any time if not one then the other is brought forward to be the first and becomes an intervening aim. As a result, appearance of habits in any kind of speech activity is possible only after habits formation and accumulation. Therefore, there are three steps of working on speech material (Passov, 1991):

1. Step of speech habits formation;
2. Step of speech habits perfection;
3. Step of speech habits development.

Recommendations

These steps are not the segments of the full foreign language course studying, but they are interim targets, which appear periodically throughout the course (Khisamova, 2015). So, achieving these targets, students study particular doze of speech material. Speech habits are being improved each time until they are developed to become of such high quality level that has all necessary parameters.

Acknowledgments

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

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English Literature Class As A Way To Develop Critical Reading

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Abstract

The study emphasizes developing critical reading skills at the classes of English and American literature for undergraduate students of Kazan Federal University. The practical experience shows that classes of reading and literature often lack the productive stage when students draw conclusions, participate in discussions and actively analyze the material they have read. This research is targeted at closing this gap in teaching practice. To achieve this, the difference between critical reading and critical thinking was marked and the definition of critical reading was given. The authors used a pattern of text analysis, consisting of five main points to study pieces of XX century literature with 20 EFL learners. We offered the scheme for text analysis and sample tasks and questions to develop critical reading. This approach helped the teachers to work on developing students' critical reading skills. Despite the fact that the approach had its own limitations, it worked well with students of intermediate level and above.

Keywords: education, English and American literature, university education, student education, EFL, teaching reading, critical reading, literary analysis

Introduction

Critical reading is a skill, which is formed as the result of complex cognitive processes and is necessary to a person throughout both academic and everyday life.

While the issue of critical thinking is thoroughly studied in both Russian and English-speaking teaching community, critical reading has rather been the matter of recent interest of educators and researchers (see Brown, 1994; Davies, 1995; McNail, 1992; Wallace, 2001 and other more recent works). Russian researchers have not given critical reading enough attention as such. Meanwhile, reading has been considered from the perspective of developing learner's independence (Sagitova, 2014), modeling multicultural identity (Fakhrutdinova, 2016) and some other narrow aspects. Critical thinking development through reading has been applied by Russian researchers to foreign language teaching just once (see Gulaya & Gerasimenko, 2015). Thus, the issue of critical reading has not been studied closely as applied to Russian EFL learners.

Literary analysis has also been mainly the area of literary critic's interests and is rarely applied to teaching foreign language practice. At the same time, such research can be really helpful to teachers of foreign languages, reading and literature, as it gives better understanding of main characters' roles, images, symbols and other parts of a literary text, especially when studying modern writers (see Blagoveschenskaya, 2017).

The current research will join developing critical reading skills with thorough literary analysis of the text in the practice of teaching English and American literature class to foreign language learners.

What is critical reading?

Critical reading ability is closely connected with the idea of active and passive perception of information, thus forming active and passive reading processes.

Passive reader, according to Davies (1995), performs the tasks which include: silent reading, responding to multiple choice exercises, superficial comprehension questions, gap filling exercises, true-false statements, vocabulary and dictionary work. These tasks do not demand active personal involvement of a learner, the correct answer can be easily tracked by finding key words in the text.

Active reading demands to read "between the lines", work in pairs to negotiate answers (Correia, 2006), write book reviews, summaries, take notes (Davies, 1995).

C. Wallace (2001) sees reading as practice, product and process. Reading as process focuses on a reader and strategies to construct meaning from the text. She considers critical reading as "concerned less with the individual author's communicative intent than with ideological effect: the claim is that readers not to accept words on the page as given, but that a range of interpretations are legitimate".

The difference between critical reading and critical thinking

Critical reading involves critical thinking, the definitions of which are numerous. Ennis (1987) defines critical thinking as "reasonable reflective thinking that is focused on deciding what to believe and do". Scriven and Paul (1996) identify critical thinking as "the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action." Ennis (1993) singles out the following characteristic features of critical thinking: to judge the credibility of sources, identify conclusions, reasons and assumptions, judge the quality of the argument, develop and defend the position on an issue, ask appropriate clarifying questions, be open-minded, draw conclusions when warranted, but with caution. Aloqaili (2011) defines critical thinking as "reasonable reflective thinking that is focused on deciding what to believe or do".

The difference between critical reading and thinking was best articulated by Daniel J. Curland (2000): "Critical thinking is a technique for evaluating information and ideas, for deciding what to accept and believe. Critical reading is a technique for discovering information and ideas within a text".

Thus, critical reading is always an active process, which involves a reader into deep understanding and analyzing the text, understanding the author's intent, and, as a result, forming his/her own opinion on the issue.

As critical reading deals more with individual interpretations of the text, every reader builds his interpretations on his own prior knowledge, previous experience etc. This idea was largely influenced by Stephen Kraschen's "Schema theory", which has been recently proved by a growing body of research on reading comprehension (Scott, 2001; McNeil, 1992; Aloqaili, 2005). Schema theory views the process of teaching reading as "a process, meaning that students are taught techniques for processing texts, such as making inference, activating prior knowledge, and using critical thinking" (Aloqaili, 2011). In other words, critical reading is a complex process, which evaluates information using activated prior knowledge and is based on critical thinking.

Another point worth mentioning is that teaching critical reading in a foreign language is a much more complicated task, as a critical reading skill should be first developed in a native language. C. Wallace, following the research results by Alderson (1984), came to the conclusion that "L2 readers need a minimum threshold level of general L2 language competence before they can generalize their L1 reading abilities into L2. Where proficient L2 learners are good readers in their L1, the consensus view (based on a wide range of research studies and teachers' observation) is that reading abilities can, indeed, be generalized across languages even in the case of differing scripts." So, critical reading can be taught and practiced with English as a foreign language (EFL) learners only in case of two conditions: sufficient knowledge of L2 (intermediate and above) and well-developed critical reading skill in their native language (L1). Lower-level learners might focus more on words and their meaning, rather than go beyond the text.

Tasks to develop critical reading

Active reading makes learners see a text in a broader context, taking into account the epoch when it was written, cultural and social context, moral values typical for that times etc. Such contextualizing brings the text into a broader perspective and makes the learners understand it as part of global literary trends.

As it has been mentioned, Davies (1995) includes summary writing, book reviews and note-taking into active reading tasks, which definitely contribute to developing critical reading skills. Tomasek (2009) thinks that undergraduate students should be taught to synthesize, focus and respond to big ideas and think about the content with a critical or personal mindset.

Brown (1994) suggests there should be three stages of working on reading comprehension: pre-reading, while-reading and post-reading. The main purpose of the pre-reading stage is to activate schemata, but this stage can also motivate learners, prepare them to work with the text. This stage can be held in a form of discussion, previewing, identifying the structure, etc. The while-reading stage provides the students with the set of instructions and the purpose for reading. Post-reading phase usually includes comprehension questions, matching exercises, cloze exercises etc.

Methods

A group of 20 EFL learners were taught a course of English and American literature of the XX century in Kazan Federal University, Russia. All students had English as their second major subject. According to the curriculum, the classes were divided into 8 lectures and 10 seminars. As the course was limited in time, only the most significant authors and literary works of the given period were covered, e.g. O. Wilde, B. Shaw, T.S. Eliot, J. Joyce, G. Orwell, E. Hemingway, J. Salinger and some others. The students came prepared, having read the text (full or an extract) by one of the authors prior to the class. The learners' level of English varied from intermediate to advanced, all students were familiar with reading techniques.

The lecture part of the course covered the main historical and cultural trends of the XX century (such as "aesthetism", "modernism", "the lost generation" and others) so the students were familiar with the epoch and background of the work of literature they were going to read.

The specific structure of the university course made it difficult to follow pre-, while- and post-reading stages. To be more exact, the pre-reading stage was done during the lecture course, when the students' previous knowledge (schemata) was activated and the new information was given. The while-reading stage was done by students independently (the learners were previously instructed on how to read a certain text). And the post-reading stage was completely devoted to group discussions and developing critical reading skills.

Each practical class was structured according to the following scheme, which the students were supposed to use during the critical text analysis:

- Plot,
- Setting,
- Characters,
- Artistic devices,
- Message.

Results

The work on each of piece of writing was carried out according to the above mentioned scheme.

Plot. The students' summarizing skills were practiced at this stage. They were asked to go over the main points of the piece of writing in 3-5 sentences. As the pieces under consideration were mainly novels, plays and sometimes stories, this task was not easy to perform. The students had to learn to distinguish facts from lengthy descriptions, emotional imagery, monologues and dialogues. They had to give brief outlines of multiple events of each story.

Setting. The students were asked to describe time and place of the story. As the learners had been lectured about the main literary tendencies and, partially, about the history of the XX century before, they were asked to activate their previous knowledge and correlate it with the piece of writing. "How is the

epoch reflected in the story?" "Are there any major historical events that influence the characters' lives and deeds?" were the most common questions asked at this phase.

Characters. This was the lengthiest stage among the others. The students were asked to distinguish between major and minor characters, analyze their role in the conflict, describe their appearance and say if it could speak of some traits of character. The learners were also asked if the person in the novel was characterized by actions, words or some other characters, whether it was first- or third-person characteristic. At this stage students also used their communicative skills, as they had to participate in discussions, take turns to express their opinions, use appropriate language.

Artistic devices. As the students were not closely familiar with the course of stylistics yet, only most familiar points were stressed. "Does the author use direct or indirect speech?", "Are the sentences mainly short or long?", "Does the author use any metaphors, epithets or syntactic means?", "Why did the author use this form of narration?", "What impression did the choice of artistic devices leave on you?" were the most common questions.

Message. At this stage, the students had to summarize and analyze all that had been previously said about the work of literature. They were asked about the message that the author tried to express, the hidden meaning that they discovered after analyzing the text. The students were also requested to compare their first impression on reading the story/novel and their conclusions after the text analysis, to see if it was different. As the result, the students had to think critically and develop the connection between a literary text and its constituent parts, the author's intent and their own impressions, to see if the writer's thought reached the target.

Discussion

As the result of this structured analysis the students got thoroughly acquainted with the representatives of British and American literature, practiced their ability to communicate and developed their critical reading skills.

At the same time, this course had its share of difficulties and challenges. First of all, the students lacked knowledge of social and cultural background that prevented them from developing critical attitude. The lectures delivered during the first part of the course, were quite helpful, but not enough to fill all the gaps in the students' knowledge, especially concerning world, British and American history. These gaps had to be filled during practical classes.

Secondly, the students faced with linguistic difficulty of the texts, which could be overcome, but was very time-consuming. The length of the texts (especially novels) made it difficult to see them as the whole structure. The students were more absorbed with twists and turns of the plot and conflict, than with distinguishing such structural parts of a literary work as introduction, action, climax and denouement. At the same time, the task was quite useful, as it helped the students to practice reading for the gist, not to focus on and get distracted by unknown words, but try to perceive the text as a whole.

Thirdly, not all the texts were fancied by the students, which can be explained by personal preferences, gender and age.

As the result, it can be said that the approach has its own limitations. Developing critical reading skills should begin with filling in the gaps in students' general knowledge and cultural background. Thus, having enough facts to compare, contrast and analyze, students will be able to develop their skills further.

The results of the research can be adapted to the needs of a particular class and applied to teaching foreign languages, literature and stylistics.

Conclusion

Critical reading is always the result of an individual interpretation of the text, which activates the reader's schemata. The ability to read the text critically can help to develop active and deep reading and is a valuable skill for academic performance. At the same time, critical reading has been a rare interest of teachers and educators.

While analyzing the work of literature according to the given structure, the students have learned to distinguish between plot and message, facts and their impressions, objective and subjective information. The students learned how to characterize protagonists judging by the appearance descriptions and actions, self- and third-person characterization. This ability to interpret the facts, stylistic devices and plot structure brought the learners directly to the message, especially with concealed meaning which is not directly apparent. Moreover, the students got acquainted with the terminology, necessary for the literary analysis.

Text analysis helped the students to set up the connections between a piece of literature and reality, establish cause-and-effect relationships and transfer the ideas to everyday life to see things in broader, global context.

In conclusion it must be said that a literary work is a well-organized piece of writing (especially when we deal with classical literature), all elements of which are carefully selected. Every component, whether it be a character, a twist of the plot, setting or a metaphor, is well-turned. When students read and analyze a literary work, they seem to do a puzzle, the key to which is the author's intent, idea and message. Having mastered the ability to think critically and learning to find all the elements of this "puzzle", students really begin to enjoy reading.

Acknowledgements

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

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Metaphorical Representation Of The Concepts "Lernen" And "Учеба" In The Pedagogical Discourse Of The German And Russian Languages

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Abstract

The article is related to the analysis of metaphorical concepts of pedagogical discourse on a representative material (metaphorical use in the educational literature), which allows to draw conclusions about the functioning of pedagogical metaphors and to reveal the basic *metaphorical models* common to both linguocultures. A variety of metaphorical models that reflect reality is characteristic for pedagogical discourse. This is due to the cognitive complexity of the conceptsphere "Education" and its great significance in the collective consciousness and social being of man. However, according to the results of the study, it can be concluded that the concepts "Lernen" and "Учеба" are verbalized primarily through metaphorical models: *study - movement towards the goal*, *study - construction*, *study - plant organism*. In addition, national-specific models of the representation of concepts in different linguistic views of the world have been revealed. Through these models, it became possible to establish the conceptual features of the concepts discovered during the association experiment and the analysis of the phrasicon of the German and Russian languages, not fixed in lexicographic sources and reflecting the national and cultural specifics. It was found that the process of learning is realised in the German conceptsphere through labor and diligence, and in the Russian conceptsphere through the knowledge transfer from the teacher to the student. In the German linguistic view of the world there is a desire for pragmatism, "objectification" of the teaching process, in Russian - on the contrary, the abstract, mental character of the doctrine is emphasized, as well as its correlation with art.

Keywords: pedagogical discourse, metaphorical modeling, phraseological unit, national and cultural specifics, concept, study, education, linguistic view of the world.

Introduction

As well as the language of economics, politics, the humanities or psychology, the language of pedagogy has its own specifics and is peculiar in terms of expression in the language consciousness of native speakers and is saturated with words used metaphorically. Metaphors are frequent in the texts about school life and studies, since the speech of a teacher is often spontaneous and emotionally colored.

The metaphor is widely used in pedagogical journalism and is an adequate means of describing pedagogical reality. This is a natural phenomenon for texts related to education, because one of the goals of pedagogical discourse is the transfer of experience and the popularization of scientific knowledge, which predetermines the use of imagery. The metaphorical word use performs very important functions in the pedagogical discourse (cognitive, nominative, significative, communicative, pragmatic, figurative, instrumental, modeling, hypothetical). The wide and multiple international contacts and globalization establish the new criteria to the education of students. [Gilmudinova A.R, Safiullina G.R, Aleeva G.Kh., 2016].

Metaphors allow to identify such aspects of the studied concepts that are absent in the entries of definition and pedagogical dictionaries, but at the same time reflect a picture of the real functioning of concepts in the pedagogical consciousness. They expand the conceptual meaning of words, give the key to understanding the phenomenon under investigation, structure pedagogical knowledge, creating a single vision of the world. Use of various acceptances, as well as elements of author's techniques and developments on occupations by a foreign language promotes increase of interest and activity of students on occupation and helps them to acquire training material within the training program more successfully [Gilmudinova A.R, Safiullina G.R., 2016].

Materials and methods

The material for the study embraces 3200 examples of the verbalization of the concept "Lernen" and 2190 of the concept "Учёба", selected by the method of continuous sampling from the texts of the pedagogical discourse of the XIX-XXI centuries. A total comprises 11620 pages.

To achieve the goal and solve the tasks we used a complex methodology which includes component and conceptual types of analysis, the method of continuous sampling, analysis of lexicographic definitions, modeling. In addition, general scientific methods of generalization and comparison were applied to.

Results and discussion

In the course of the study, general and nationally specific metaphorical models were identified in the representation of the concept of "Учёба".

1. In both German and Russian, the most frequent for the presentation of the concepts "Lernen" and "Учёба" is the metaphorical model of *learning - movement towards the goal*.

In the German linguistic view of the world, this model is actualized, first of all, by the metaphor - *the way, the road*.

"Der Schülmuss "an jeder Stelle seines Weges wissen, wo er steht" [Comenius 1657: 126]. Jan Amos Comenius emphasizes in this sentence that learning anything is a long way, divided into certain periods, which must be consciously passed.

"[...] denn der Einzelne muss es sich doch immer [...] im wesentlichen auf demselben Wege erwerben, nur kann der Weg bei ihm bequemer eingerichtet und abgekürzt werden" [Ziller 1875: 6]. Tuiscon Ziller touches upon the problem of choice of a unified strategy in teaching, through which it is possible to facilitate and shorten the way to comprehend knowledge, which can be accompanied by certain difficulties (roundabouts, erroneous roads).

"Schule ist nur ein Stück auf dem Weg des lebenslangen Lernens" [Schmunde 1988: 57]. Jurgen Schmunde reminds us that the school is only a small section on the long path of the lifetime learning.

"Es ist "Beweglichkeit nötig, "keine Schmalspurigkeit in der Gestaltung der Bildungslaufbahn"" [Schmunde 1988: 61]. (There is a need for space for traffic, no narrow road lanes are allowed in the construction of the highway of education).

In all these metaphorical figures of speech, the process of learning is presented in the form of road traffic, the teachers focus the reader's attention on the development of the learner in a certain time interval. Through this metaphorical model, linguistic economy is provided and the motivation for training is increased [Guski 2007: 61].

In the Russian language, the metaphorical model of *learning - movement towards the goal* is also widely represented. The most common are metaphors, neutral in their evaluation: *go, move, move forward*. Studying the pedagogical discourse, it can be noted that the concept "Учёба" can be modeled as a movement towards the new, organized, to a greater or lesser extent, by a teacher, for example:

"Низкий уровень образованности родителей не позволял им следить за продвижением детей в учении" [Amonashvili 1984: 58].

"Обучение обязательно приводит к существенному продвижению учащихся в их развитии" [Shchetinin 1986: 114].

There is a gradual, but incessant advance in the orderly system of knowledge created by the teacher. In the process of education, the soul of the pupil comes into motion, for example:

"Всякое обучение интересно лишь в той степени, в которой оно приводит в движение душевные силы" [Soloveichik 1986: 78].

Thus, this model demonstrates the most relevant vector of comprehension of the concepts "Lernen" and "Учёба" and allows to show in the system its regular verbalizations: in the German linguistic view of the world by the metaphor "way, road", and in Russian - "moving forward along the road", thereby emphasizing the dynamism, the impetuous progress on the path of cognition. The possible reason for the productivity of metaphors in this sphere in the German and Russian languages is the tendency of humanization of education, when a person is an active participant (subject) of the pedagogical process.

2. The second most frequent metaphorical model used for the representation of the “Lernen” and “Учёба” concepts in the German and Russian languages: *learning - construction*.

In German, the basis of this metaphorical model is such concepts as *Grundlage* (basis, foundation), *Stoffaufbau* (building material), *Leistungsstufen* (grades) and others.

The most frequent in this metaphorical model is the metaphor *SchulwissensGebäude* and *SchulwissensAufbau* (school knowledge - building and school knowledge - structure, design). Foreexample:

“Wenn ein fester Grund und [...] dieser Grund tief genug gelegt wird; [...] wenn sich alles Spätere nur auf diese Grundlage stützt; [...] wenn alles Neue auf dem Vorhergehendem aufgebaut, [...]” [Comenius 1657: 206]. Each building needs a solid foundation, if there is absence of steady basis of knowledge, knowledge itself will be fragile, Ian Amos Comenius admitted.

“Man forderte für die Jugend, dass ihr die volle Möglichkeit des Aufstiegs auf der Schultreppe eröffnet werde” [Deiters 1928: 3]. Heinrich Deiters compares the acquisition of knowledge with the ascent up the school ladder, representing knowledge in the form of a structure, a building within which one can move and climb, and the acquisition of knowledge is always associated with ascension.

“Das Schulwissen ist einer Blockhütte zu vergleichen, die sich später zum Palast um- und ausbauen lässt” [Michael-Adler 2000: 27]. (School knowledge is equal to the log-crib building, which later can turn into a luxurious palace).

The metaphor *school knowledge - construction* in German, unlike the metaphor *learning - movement by the road* draws readers' attention not to participants in the learning process, but directly to the content of the learning process. School knowledge, grouped according to a single feature, is considered as the components of a single building.

The metaphor *school knowledge - construction* is also presented in Russian:

“Школьные знания - фундамент духовной перестройки и самой себя, и общества в целом, и мира, в котором живем” [Ilyin 1988: 17].

“Ответы учителя представляли собой как бы кирпичики для тех пустот, которые были в картине мира[...] школьников” [Ushinsky 1948: 34].

“Не заложены эти камни-знания - ничего не получится со всей стройкой, она рассыплется. Одним из таких краеугольных камней являются знания учителя” [Ushinsky 1948: 57].

The metaphorical model *school knowledge-building* puts forward, first of all, the internal organization and order of teaching and learning. This metaphorical model emphasizes the need for systematic and planned learning, which will subsequently lead to an easier transition to a new stage of cognition, while learning is viewed as an ascent, and teaching as building knowledge.

This model is on the second place in the frequency of appearance in pedagogical texts, which indicates the preservation in the educational system of Germany and Russia of the orientation vector of the collective consciousness for creation.

3. The third stable metaphorical model of the representation of the concepts “Lernen” and “Учёба” is *learning - a plant*, which actualizes the process of development. Comprehension of learning is based on the concept of growth as a quantitative change, improvement and development as a qualitative change. The educational process is presented in the form of a complex, developing plant.

Pedagogical discourse of the German language often applies to the metaphor *education - looking after the plant* for the description of the school curriculum:

“Wir geben Schülern Gelegenheit, sich im Unterricht optimal zu entfalten” [Hentig 1993: 211]. We give the pupils the opportunity for maximum *dehiscence* at the lesson, take into account their spiritual *sprouts*, consolidate their *growing* independence so that our upbringing will *bear fruit*, and we certify them by examinations for *ripeness*.

Many German teachers see the school as a “living organism” [cf. Dannhäuser 2003], and everything that is alive grows and develops. Growth at the same time entails not only external changes, but also internal development, for the optimal provision of which only the right fertilizers are needed, as well as the students need to be paid attention to, given the incentive to grow and develop:

“Erziehung als Entwicklung in diesem Sinne begriffen, geht also von einem keimhaften Anlagevermögen im Educanden aus” [Tremml 2000: 165]. Upbringing implies development, and thus proceeds from the “initial capital” of the trainee. The shoots of this grain are not only the result of development, but also a natural desire to reveal their abilities and capabilities.

The metaphorical idea of the process of learning as a living organism points, first of all, to the natural potential inherent in each student. This model indicates the presence of internal prerequisites for learning, without excluding the impact from the outside, introducing the teacher as gardener:

“Das Beschneiden des Obstbaumes findet seine Analogie in den vielen Formen der pädagogischen Beschränkungen dem “Zurechtweisen”, dem “Bestrafen”, “das Wort abschneiden” usw. - kurz: den Wildwuchs in eine Form bringen, die pädagogisch erwünscht ist” [Tremml 2000: 175].

In Russian linguistic consciousness, learning is often associated with a metaphorical representation in the form of a flower or tree:

“Учение - это один из лепестков того *цветка*, который называется воспитанием” [Amonashvili 1990: 201].

«Побережем это плодородное *дерево* нашего университетского образования» [Ushinsky 1948: 304].

The Russian pedagogical discourse also emphasizes the need for careful “care of plants”, the need to stimulate and cultivate the desire for learning:

“Учитель критически оценивает свой педагогический труд, изыскивая эффективные пути *возрастания души и сердца* своих питомцев” [Amonashvili 1984: 82].

“Я же добавлю: именно из познанной и познающей, осознанной и осознающей ребенком звуковой симфонии речи пробиваются в нем и познавательное чтение, и письменная речь. *Выращивание* без такой основы чтения и письма было бы то же самое, что и выращивание высоких культур на скудной и *необлагодороженной почве*” [Amonashvili 1990: 201].

Within the framework of this model, therefore, education is interpreted as a process that requires consideration of both internal factors and the influence of the environment. The metaphorical model *study - a plant* also implies that education is productive, bears fruit, feeds the person. In addition, this metaphorical model emphasizes the naturalness of the processes and laws that operate in the educational field.

Specific metaphorical models in the German language are the following:

• **Lernen ist Manipulation von Objekten** (*learning - manipulating objects*)

“Den Zögling in den Besitz derjenigen Werkzeuge [...] setzen [...], womit er zum Besten der Menschheit vorzüglich wirksam sein soll” [Campe 1792: 59]. It is necessary to master the appropriate tools to make the pupil the best and useful to humanity.

“Schulen vermitteln Schülern “Rüstzeug” und “Kulturtechniken”” [Michael-Adler 2000: 22, 27]. Schools give pupils “equipment” and “technique of cultural fire”.

This model emphasizes the need for active participation of the pupil in the learning process. The perception of the material is carried out by means of “physical contact” with the educational material, which determines its better understanding and assimilation.

Often, in this metaphorical model the pupil appears as a material metaphorically. A pupil is regarded as a “workpiece”, from which in the future one can make a useful object for society. This metaphorical model emphasizes the role and importance of the school, where as in the workshop the process of becoming a person will take place. This metaphorical model actualizes the realities of the social, political and economic structure of Germany, where a person is metaphorically regarded as an integral part of a complex mechanism guaranteeing the well-coordinated work of the state for the benefit of all inhabitants.

• **Lernen ist Kraftübung und Gymnastik** (*learning - physical exercise, gymnastics*)

“Die Erziehungs- und Unterrichtsweise richtet ihre Aufmerksamkeit auf die Stärkung der Körperkraft und der geistigen Anlagen, auf die Gemüths-, die Erkenntnis-, Die Willenskraft, sie ist leiblich-geistige Gymnastik” [Diesterweg 1890: 34]. The methods of education and training draw your attention to the development of physical and spiritual force, to the strength of character, consciousness and will.

In this metaphorical model, the mind appears in the form of a metaphorical image of the body, whose strength needs to be developed during the lesson, while facilitating not only the mental, but also the physical needs of the students. On the one hand, this model determines the movement, on the other hand takes into account the limited abilities of the human body and therefore "doses" the transfer of new knowledge, skills to students. The presented metaphorical model verbalizes the cognitive characteristic *learning - labour, exercises*, revealed by us in the analysis of phraseological units reflecting the concept "Lernen" in the German language. The role of phraseological units teaching is essential at the lessons, as it helps to perceive the linguistic view of the nation to a greater extent. Phraseological units cannot be understood without some special knowledge and require, as a result, special methods of teaching [Varlamova E.V., Tulusina E.A., Naciscione A., 2015]. Transformed phraseological units perform one of the most interesting features of the text. It is found out that such transformations have a leading role in the formation of the structure of the text, serve to produce certain stylistic effects and influence the reader on the emotional level [Arsenteva E.F., Kayumova A.R., 2014].

The national-specific models of the Russian language include:

- **Learning - the art**

"[. Важно также искусство исполнения педагогических мелодий, и об этом тоже надо думать заранее, думать серьезно, ибо от качества исполнения, оказывается, зависит возникновение положительного отношения детей к знаниям, к познавательной деятельности, к своему педагогу" [Amonashvili 1988: 130].

«Музыка - одна из основ гуманности души человека» [Amonashvili 1988: 131].

To objectify this metaphorical model Sh. A. Amonashvili uses nominations of the realities of musical culture, which help to emphasize the connection between learning, upbringing and the art of self-expression and emphasize the need for masterful execution of pedagogical processes and possession of musical (pedagogical) technique. The analysis of metaphorical use allows us to judge on the purpose of the process of education.

The metaphorical model *learning - the art* draws attention to the formation of a humanistic educational paradigm. The metaphors representing this model help us to percept education as an art form that requires knowledge of abilities and inclinations, and form an idea of the teacher as a conductor of pedagogical processes or a talented musician possessing developed imagination, empathy, the ability to improvise and creative individuality.

- **Learning - treatment**

"Профилактика в педагогике, как в медицине - основное" [Ilyin 1987: 52].

"Но чем же защитить молодую жизнь от влияния этих ядов, как не образованием?" [Ushinsky T.2, 1949: 237].

"Зло в душе ребенка рождается примерно так же, как болезни. Душа, как и организм, не знает пределов необходимой обороны, она видит угрозу в мельчайшем повышении тона, в едва заметном неудовольствии мамы, в чуть небрежном прикосновении, в ослаблении чувства любви. Но душа маленького поднимается на защиту, в ней зарождается очаг обороны, очаг зла" [Soloveichik 1989: 203-204].

The metaphorical use of the *learning - treatment* model indicates that many "diseases" characteristic for learning have their origins, knowing which it is possible to prevent the development of the disease.

The metaphors that comprise the area of the model "Methods of treatment, tools used" contain negative semantic components, and treatment is in most cases unnecessary. Compare:

"His soul was coarsened with distrust, suspicion, daily pricks in the most sensitive place of the human soul - self-love" [Sukhomlinsky 1979: 421].

Conclusion

In the linguistic view of the world of the Germans and Russians, specific metaphorical models are revealed that explicate the content of the concepts "Lernen" and "Учёба". Culturologically important for

the Germans is the “physical”, “tangible” contact with objects of cognition, therefore in the German language the models *Lernen - Manipulation von Objekten* (learning – manipulating objects) and *Lernen - Kraftübung und Gymnastik* (learning – physical exercise, gymnastics) are frequent, as a person's thoughts materialize into a body, the strength of which needs to be developed at the lesson. In the Russian linguistic view of the world, the subject-subject educational paradigm and the “subtlety” of the matter of cognition in the metaphorical model *study – the art* are emphasized, while the metaphorical model *study-treatment* demonstrates digression from the normal order of things.

Summary

National-specific metaphorical models reveal cultural specificity, which is very important for clarifying the semantic structure of the German and Russian pedagogical discourse, as well as disclosing the features of the representation of the concepts “Lernen” and “Учёба” in the German and Russian linguistic views of the world.

Acknowledgements

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

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Methods of Modality Transmission in English and Russian Languages in Bilingual Translation

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Abstract

The relevance of the problem is in that modality is ambiguous conceptual category which analysis helps us not only to understand the nature of modality, but also the ways of its expression. The main idea is in research the specifics of expression of modality in English in comparison with Russian language.

The leading method to this problem study is the methodology of context and comparative analysis, translation methods.

The analysis of similarities and differences in the category of modality in English and Russian languages, translation techniques of modal meanings are investigated in the article. Using the methodology and methods of existing research contributes to the expansion and deepening linguistic concepts of the category of modality in general, as well as the use of materials in practice of English language teaching, especially on the practical classes in translation, and further development of the theoretical issues of language modality.

Materials of the article can be useful in practice of teaching English, especially on the practical classes in translation and in further development of theoretical issues of language modality.

Keywords: linguistics, education, category of modality, bilingual translation, student, modal values, adequacy of translation, university, intercultural communication.

Introduction

Scientists' study of the mental processes, processes of acquiring information about the outside world, and socially significant actions of people reflected their attitude to this world. It is becoming increasingly important. The end of the twentieth century in linguistics was marked by the increasing of the interest in language not as symbolic, but as an anthropocentric system. The purpose of study is human's speech and mental activity. A lot of different areas appeared in science, such as: cognitive linguistics, cultural linguistics, ethnopsycholinguistics, psycholinguistics, intercultural communication. All listed linguistic directions set one task – to reveal those mental and psychological processes which are results in human speech. These mental processes are inseparably linked with a modality.

At the beginning of the XIX century German scientist Wilhelm von Humboldt wrote that language, like all human activities is permeated with feelings and emotions that a person always expresses in language with the help of linguistic resources. [Vinogradov, 1960]. This phenomenon is called the speaker's relationship to reality or modal relations. In any language there is a category of modality which conveys these relationships with different linguistic means. The category of modality is complicated and contradictory interpretation in linguistics. According to Ya.I. Retsker, there is no other lexical and grammatical category in English which would present more difficulties in translation process, than category of a modality [Ya.I. Retsker, 2007]. Despite the existence of a long tradition in research the modality and a huge amount of literature devoted to it, it is still an important issue of study in modern linguistics, because it is not clearly defined its nature, its subtypes are not revealed, the relationship between logical modality and linguistic modality is not always clearly explained and the volume of this category is not firmly established. There is no standard definition of the modality that puts it in one line with other basic concepts of linguistics – words, sentences, text – and therefore can't be considered as its distinctive feature.

Interest in the category of modality especially increased in the last decades when functional approach was strongly approved in linguistics, the consecutive attention to a human factor as to an important extralinguistic component of the language phenomena was shown. From the point of view of functional

approach, the modality is understood as a broad semantic category, structural and substantial volume, the functional hierarchy of values which are determined by the semantic double-point sentence, namely its nominative and communicative aspects. And the unequal nature of the relationship to reality is defined by individual, social and professional experience of the speaker [Nemets, 1989].

It should be noted that the globalization of the economy and integration processes in the culture, scientific and technical fields have led to an increase of multilingual contacts [Ghali, 2015]. Dynamically changing society also implies the readiness of a modern person to the processes of intercultural and international communication [Fakhrutdinova, 2015]. Communication becomes complicated with imperfection of language skills, differences in the perception of its units. The way we see, hear, perceive the world around us and interpret it is predetermined mainly with language habits of our society [Muller, Sapir, Whorf, Wittgenstein, 2003]. This problem is particularly acute when there is an expression of modality, because this category bears relation to the action and reality and is the expresser and supporter of people's mentality. Using modality verbs, we express our attitude towards the committed act, react to current situation or predetermine it. Besides, the grammar is not simply the tool for reproduction of thoughts, but it forms thoughts itself. It is the program and the management of mental activity of an individual and the means of impressions analysis and their synthesis [Muller, Sapir, Whorf, Wittgenstein, 2003]. Because of their subjective perception people speaking foreign language either distort the modality peculiar to a foreign language, or introduce a modality specific to the native language in the statement that may cause misunderstanding. Both types of distortion generally occur simultaneously. The basic modal duplication of values within a language or the numerical disparity of the ratio of the modal values in different languages can often be the reason of it. The task of studying the modality is seen in, firstly, to identify the entire set of senses of the subjective nature, the expression of which is necessary and possible in the sentence; secondly, to define their opposition to each other and the interaction; and thirdly, to outline the range of existence methods of each these subjective meanings in the sentence, taking into account their interaction [Shmeleva, 1984].

Methodological framework

The methodology of research approaches allows to broaden and deepen linguistic ideas about categories of the modality in general.

The leading method to this problem study is the methodology of context and comparative analysis, translation methods that allow to consider especially the translation of modal constructions in Russian and English languages.

The category of modality reveals the features and structure of English and Russian languages, covers a wide range of categories. And also the modal relationships are an important part of the information contained in the message.

Results

Developed analysis of the category of modality reveals the characteristics and structure of English and Russian languages, which have certain grammatical and lexical units. The modality covers a wide range of categories. Between the extreme poles - affirmation and negation there are located possibility and impossibility, probability and improbability, assumption and doubt. Modal relations are an important part of the information containing in the message. Translation cannot be correct if the modality presented in the original message, is not reflected in it.

The category of modality is one of the most complicated and low-studied in linguistics. It remains an important issue of study in modern linguistics as its nature is not unambiguously defined, its subtypes aren't revealed.

The sphere of communication in any language is limited not only by the exchange of information using simple sentences and asking questions. In spoken and written statements we are faced with the necessity of expressing requests, offers, orders, desires, assumptions and intentions. The desire to be polite and considerate in one situation, the need to emphasize the special relationship in another, the ability to

perceive a speaker's speech, raise one of the main problems of intercultural communication - the problem of perception adequacy and interpretation of the modalities of foreign-language statements.

The modality in the process of translation is one of the most important aspects of achieving adequate translation and communication becomes difficult or impossible without its correct interpretation. The category of modality is one of the reasons of frequent mistakes in the translation into English. The translation cannot be considered correctly if the modality presented in the original text is not reflected in it. From the translator's point of view, the modality can be divided into two types [Belyaeva, 1992]:

- simple (temporary) - whether the action (fact) takes place now or will be;
- complicated, which is expressed with modal verbs: can, may, must (should, ought to), need to be, etc., and also moods (subjunctive and conditional).

In translating English modal verbs, Russian equivalent does not always have the modality:

He can speak and write English – Он говорит и пишет по-английски.

Why should you say it? – Почему ты так говоришь?

There are no exact conformity of modal verbs in Russian language. For example, the verb 'should' can be translated in accordance of the context:

Those who think that the government **should** (1) take up the slack in private spending point out that there is an abundance of growth-enhancing projects – a point that **should** (2) be obvious to anyone familiar with America's fraying infrastructure... Lastly, extending unemployment insurance in the wake of a once-in-a-half-century crisis **should be** (3) a no-brainer [«Why America Isn't Working» 2010, www].

In this extract the modal verb *should* is used in the following meanings:

- 1) obligation;
- 2) confidence; assurance;
- 3) probability; supposition.

In the process of bilingual translation they are differentiated in the following way:

Те, кто думает, что правительству **следует** (1) устранить слабину в отношении затрат на частный сектор, указывают на то, что существует изобилие увеличивающих экономический рост проектов – довод, который **должен** (2) быть очевиден для любого, знакомого с изношенной инфраструктурой Америки... И последнее, увеличение страховки по безработице после кризиса, который случается только раз за полстолетия, **было бы** (3) глупостью [«Почему Америка не работает» 2010, www].

The English modal verb *can/could* is used in statements which are absent in Russian. For example,

- 1) I can speak English. – Я говорю по-английски.
- 2) No one was interested in options other than Putin's plan, as people could see on the TV and feel in their pockets what a good job he was doing [«Russia under pressure» 2008, www]. – Никто не интересовался какими-то иными вариантами, кроме плана Путина, поскольку люди видели по телевизору и ощущали своим карманом, насколько хорошо он работает [«Россия под давлением» 2008, www].

Most of English modal verbs have many meanings, for example, 'must' expresses the obligation, probability, 'may' – opportunity, permission, can emphasizes physical and mental capacities:

You must go there right now – Вы должны пойти туда сейчас же.

You must be tired – Вы, должно быть, устали.

I cannot leave him alone – Мне нельзя оставить его одного.

When the modal verb is in the Perfect Indefinitive form, its polysemantic character is lost: 'must have been' – supposes certainty, confidence, 'may have been' – opportunity. The Perfect Infinitive indicates the previous action (after must, may, can't) or action which didn't happen (after should, ought to, could, to be to):

They must have discussed it yesterday – Должно быть, они обсудили это вчера.

In the process of modality transmission from English into Russian, in the latter the following words can be used: *ведь, хоть, мол, де, дескать, разве* etc., but they are differently expressed in English:

«But you *must have seen* her every morning when you did the housekeeping» [Maugham, 2000]. – А *разве вы не видели* ее каждое утро, когда отдавали распоряжения по хозяйству? [Maugham, 1985] Special attention should be paid on the translation of 'might have been'. It can have three meanings: the previous action, action which didn't happen, alleged (fictional) action:

To hear him tell his stories he might have won the war alone – Если послушать его рассказы, можно подумать, что он один выиграл войну.

Introductory modal words: certainly – конечно, apparently – очевидно, presumably – возможно, allegedly – будто бы, якобы, of course, surely, in fact – на самом деле, более того, словом; indeed – более того, поистине, фактически; reportedly – якобы, по сообщениям, and also structures: it is reported, it is presumed, surely – несомненно, верно and similar can express various shades of the modal relations that it is also necessary to consider in translation. For example,

Lastly, the number of significant scientific discoveries made each year can be estimated, and through such an estimate must, of course, be somewhat arbitrary. – И, наконец, количество ежегодных значительных научных открытий может быть подсчитано, однако такой подсчет, само собой разумеется, будет несколько произвольным [Belyaeva, 1987].

Forms of moods are not difficult as in the translation there is also used the mood of Russian language. Forms of Subjunctive in English have not modal values:

It is important that everyone should do his work – Важно, чтобы каждый делал свою работу.

I suggest that we all should go for a walk – Я предлагаю всем пойти на прогулку!

The native language is the first source of difficulties in the foreign speech. To speak English properly, you need to know the culture of the British, and to know it, you must be fluent in their language. In the modern interdependent world it is necessary to increase contacts between the Russians and the British in order to understand each other.

In etiquette of the British there are more conventions than in Russian. At the end of business and friendly talks the British often offer: We must get together. The modal verb 'must' shouldn't mislead the Russian-speakers. It is the phrase which has many meanings, for example, I'd love to see you soon, I hope we meet again soon. 'Must' has the same effect here, as in the expression 'You must come visit us soon'. These courtesies don't oblige.

In Russian language, there are many ways to make a polite request. It is a subjunctive mood with a particle 'would', modal verbs, diminutive suffixes, and also the word 'please'; wish or request are also often expressed by means of negative constructions. In English such keywords are 'please' or 'thank you' which occur in English speech much more often than in Russian where there is a subjunctive mood with negation. In English language these grammatical forms are rare or never used. In English, when we express a question-request the word 'please' is used:

Please, give me that pen.

Could you pass me some bread, please?

Saying the word 'please' in the polite phrase, it is better to use constructions with 'could' than with 'will'. The phrase: Will you (please) pass me some bread? sounds harsh. Modal form could soften the harshness, especially if there is no word 'please'. Polite forms such as 'I'd like', for example, in the sentence: I'd like to have green tea, spoken with proper intonation, may not require the word 'please', but the constructions with 'will' definitely require it.

Questions-addresses present the greatest difficulty in communication in English. In Russian language, they are used in the negative form, and the answers in English are expressed with positive structures.

Russian polite requests and questions: «не могли бы вы?», «вам не трудно?», «вас не затруднит?», «не трудно ли вам?», «не затруднит ли вас?», «нельзя ли?» are transferred into English: Could you please / kindly, Could / May I bother / trouble you to (do smth.). Requests: «Не могли бы вы сказать?», «Не скажете ли вы?», «Вы не скажете?», «Вы не можете сказать?», «Не будете ли вы так любезны?», – are translated as Could you please / kindly / Could you be so kind as to / May / Could I please ask you to...

To get a piece of advice the British use the usual expression: 'I'd like to ask for your advice on this...', or more often, 'I'd like to know your opinion'. In the meaning they differ from advice structures in Russian, where people look for advice not only because they are interested in another's opinion, but also to find a partner in reaching a decision; in Britain, after listening to the advice of many people, the person is able to do as he considers it necessary. Advice is usually given by the English in the subjunctive mood, expressed in the form of opportunities:

If I were you, Perhaps you might, Why don't you try to...

Advice, which in Russian is expressed through negation, in English often has a positive form: Не сделать ли вам...

Correctly: What if you were to / What about your doing... Perhaps you might / do / think of / about / consider doing...

Thus, as Russian language on typological system belongs to synthetic languages and English language is analytical, contextually appropriate forms of their realization are not always adequately can be translated into the opposite language. Nevertheless, in each case of the contextual use of modal constructions in Russian it is possible to find an equivalent in English.

Discussion

The previous researches conducted by I.R. Galperin, E. Sapir, D. Lyons, M. Swan are devoted to the consideration and analysis of aspects of the modality in general. I.R. Galperin noted that modern English grammar "in general avoid giving the definition to this category, obviously, considering it as a reality, and are limited only with indication of forms in which is the modality" [Galperin, 1980]. E. Sapir wrote that: "Modality, roughly speaking, the grammatical category (or related concepts), which are traditionally known as mood, under "modalities" I do not mean a factual statement, let us say, the negation or uncertainty, but rather their formal expression" [Swan, 1995]. In this definition the modality is identified with a verb mood. Features of a modality transmission in translation are considered in Ya.I. Retsker's [Retsker, 2007], Zh. P. Viney's and Zh. Darbelne's works [Viney, 1995]. On the nature of modality D. Lyons singled out two classes of sentences: imperative (expresses a command or an order) and interrogative (expressing additional modal signs on certain expectations of the speaker). D. Lyons also finds various ways of grammatical expression of the speaker relation to the contents in various languages. M. Swan specifies that in English grammar such meaning as volition, opportunity or necessity are considered as modal words. So verbs that express these values are called modal auxiliaries" [Swan, 1995].

However, the analysis of the scientific works devoted to a problem of the translation of the modality has theoretical character, and novelty of this research is expressed in the comparative analysis of the category of modality on the example of two languages – English and Russian.

Conclusion

Thus, it was concluded that the text translation can't be considered correctly if the modality which is present in the original text, isn't reflected in it. In each case of the contextual use of modal structures in Russian it is possible to find an equivalent in English. The comparative analysis of transfer ways of the modal relations in English and Russian languages was carried out. The modality is ambiguous concept that requires deep study. It is necessary not only to understand the nature of modality, but also to understand the ways of its expression. The modality in translation process is one of the most important aspects of achievement of adequacy of the translation and without its correct interpretation communication can be complicated. The desire to be polite, requirement to emphasize the special relation lift one of the main problems of intercultural communication – a problem of adequacy of perception and interpretation of the modality of the foreign-language statement. In many cases the choice of transfer way of the modality is mediated by standards of the translating language. English modal verbs do not have a direct correspondence in Russian, so the translator can choose an appropriate word or words that match the context.

Recommendations

The article is of interest for English language teachers, in particular for students, on the practical classes in translation during university education, in further development of theoretical issues of language modality.

Acknowledgements

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

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Modern Trends In Teacher Training To Work With Gifted Students: Foreign Experience

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RussiaKazan Federal University, Institute of International Relations, History and Oriental Studies, Kazan,
Russia**Abstract**

The urgency of the problem under investigation due to the fact that working with gifted students and training teachers to work with them is regarded as one of the most important worldwide. The purpose of the article is to identify the current trends in teachers training to work with gifted students abroad and the necessity of studying the experience of foreign teachers and its application in our country. The authors emphasize on the specifics of working with gifted students, as well as on the analysis of foreign associations, projects and programs. The leading approach to the study of this problem is the method of historical and logical analysis of regulatory documents of foreign governments and scientific research of leading scientists studying the problems of gifted education. The main results of the study are in the theoretical analysis of the socio-political and psycho-pedagogical literature. Various aspects of gifted students education are reflected in scientific works of foreign researchers: J. Kagan (2011), A. Passow (2009), J. Whitmore (2012), J. Renzulli (1982), and others. This problem is also discussed by Russian researchers: V.A. Andreev (2010), B.L. Vulfson (2003), A.N. Dzhurinsky (1999), V.I. Pavlov (2003), A.I. Savenkov (2000), F.L. Ratner (2009) and others. The article may be useful for teachers, students and a wide range of readers interested in the problems of gifted students education.

Keywords: education, gifted education, specific training, teachers training, teaching gifted students, foreign associations, parents of gifted students.

Introduction

The last decades of the Russian higher education system is marked by a clear focus on professional education [1]. The research related to the problems of gifted students' education, namely, the teachers training has received the greatest popularity. It should be noted that the difficulty lies in the specificity of gifted students' education, which includes the knowledge of teaching methods and psychological characteristics of gifted children, the provision of assistance to parents, etc. [2, 3]. The results of the analysis of the research works devoted to the issue of giftedness show us that interpersonal conflicts arise when this process is controlled by incompetent teachers. Thus, the aim of the study was to identify the current conditions of work with gifted students. As a result, the authors revealed the current trends in teachers training that have been identified for gifted students abroad, and also considered the possibility of using foreign experience in the Russian education system.

Methods

The methodology of the research approaches allows us to identify the main trends of specific teacher training to work with gifted students abroad and the opportunities for using foreign experience of teachers in the Russian education system. The systematic methodological principle takes into account a variety of factors which allows us to exclude one-sidedness.

The fundamental works of many foreign and Russian researchers in the field of pedagogy and psychology (J. Renzulli, E. Torrens, J. Frimen, D. Parker, V.I. Andreev, D.B. Bogoyavlenskaya, N.S. Leytes, A.M. Matyushkin, V.I. Panov, A.I. Savenkov, F.L. Ratner, N.B. Shumakova, E.I. Scheblanova etc.) make up the theoretical basis for this study.

The usage of the methodology and methods of the existing research contributes to the development of innovative ideas in education for gifted students, the methods and techniques of research in this area.

Theoretical analysis and synthesis of social, political, psychological and pedagogical literature plays a great role because it allows us to analyze, compare, synthesize and generalize the advanced foreign and domestic educational experience; also it helps to compare the data of foreign and domestic research on the historical and logical analysis of regulatory documents of foreign governments and research papers by leading scientists dealing with the educational issues of gifted students. It provides an opportunity to comprehensively address the problem of teacher training for work with gifted students.

Results

It should be noted that since the 1960s in Russia, there have been opened specialized classes and schools, such as boarding schools for gifted children in Moscow, Novosibirsk, St. Petersburg, Yekaterinburg, Kazan. The most successful work with gifted students nowadays is performed on the basis of educational institutions of high level (high schools, colleges, authors' schools, schools with in-depth study of certain subjects and so forth). However, according to the leading experts in the field, the modern system of education suffers from lack of teachers trained to work with gifted students. The results of the surveys of students and teachers show that they are not guided by the notion of giftedness, cannot name many of the characteristics of this quality, and most importantly, do not know how to work with these children [4].

The analysis of the organization of work with gifted students reveals a number of problems which require special attention. With regard to the difficulties faced by teachers working with gifted students, as we have noted above, the most pressing issue is the lack of the teachers' knowledge about gifted students, about how to identify and develop their talents, and hence the low level of willingness to work with this category of students in general. A common mistake for teachers is the fact that they would rather prefer the intellectual features of a child, rather than his creative abilities. In addition, very often the teacher is not ready to accept the gifted students as the outstanding personalities. This, in turn, leads to the fact that gifted students lose their identity, originality and talent.

According to the famous researcher E.A. Aksenova, the personnel involved in the educational process has to understand the specifics of the learning environment in order to achieve maximum educational and developmental effect of gifted students learning [5]. In this regard, it is important to note the trend of steady increase of interest on the part of public officials, educators and the public to the problem of gifted students at the state level. In particular, this is reflected in the adoption of certain state regulatory acts, as well as in the implementation of various copyright training programs aimed at the development of gifted students.

It can also be noted that nowadays a large number of contests, competitions, creative schools, educational programs are aimed at identifying gifted students. Among the most interesting projects in this area there is a television program "Geniuses and clever" whose purpose is to identify the most capable and prepared children for admission to MGIMO. This program has a high "impact factor" and attracts the widest possible audience, from schoolchildren, students, parents, teachers, teacher education organizers, etc. It seems that the program could serve as an example of intellectual and organizational start in introducing young people to the deeper knowledge, creativity, hard work, interest to the process of acquiring knowledge, etc.

Despite the positive developments, nowadays schools have a number of problems in working with gifted students. According to a well-known researcher in this field A.N. Panfilov, it is necessary to focus on the weak scientific and methodological support for teachers working with this category of pupils and the lack of teacher preparation to individualization of training [6].

The analysis of this problem shows us that the ability of a teacher to individualize the learning process yields positive results [7, 8]. It is also worth paying attention to the problem of methodological support for parents of gifted children, and as a consequence, the lack of communication and cooperation between teachers and parents does not create conditions for the development of natural abilities of schoolchildren and the growth of their creative and intellectual potential.

The most interesting and useful recommendations are set out in the paper "Gifted Education: Special Services and Programs": improving the system of professional training for work with gifted students,

focusing on the special needs of gifted people; participation of state and local education authorities, universities, colleges, community organizations in the preparation of teachers for gifted students; supporting research centers in the field of identification and education of gifted students; organizing a system of training and counseling for teachers and parents, as well as training courses focused on work with gifted students; training teachers to work with gifted children in the field of further education, because this kind of educational activity is able to expand creativity of a gifted child and gives the opportunity to realize the interests that go beyond the school curriculum; drawing attention to the problems of gifted children and the dissemination of information about them by the activities of various national associations and associations of teachers, psychologists and parents of gifted students; development of innovative approaches to training and education of the gifted; the use of mentoring programs as the most effective condition for the improvement of education and training of gifted students; teacher training for work with gifted children in regular classes, but on individual programs; holding regular international conferences devoted to the study, training and education of the gifted; increasing in the number of publications and scientific and methodological literature on this subject [9].

Having analyzed the experience of foreign countries in special teacher training for work with gifted students, we believe that the following aspects could be applicable in the national education system.

1. Participation of state and local education authorities, universities, colleges, community organizations, academic research centers in the field of identifying and teaching the gifted; regular training and counseling for teachers, as well as training courses focused on work with gifted students; international conferences.

2. Online courses for teachers working with gifted students. These courses are designed by experienced teachers in this field and contain three important aspects:

- definition of talent;
- identifying and understanding the needs of gifted students as the major factor in planning gifted students' education;
- development of practical strategies to meet these needs;

3. National Association of Gifted Children and support centers that deal with different aspects of gifted students' education and teacher training for them [10].

Another important aspect in the education of gifted children is cooperation of teachers with parents of gifted students. Today the role of family is very important. According to W. Allodi Mara, involving parents in the learning process and making them aware of the needs and aspirations of their children could give brilliant results. The U.S. and European experience plays a great role. There are a lot of training courses for parents to provide them with specific approaches to bring up their talented and gifted children. Another interesting detail is that in American schools there is a special consultant who plays the role of a mediator between teachers and parents to help them to treat gifted students properly [11, 12].

The work of the teacher includes an essential set of measures aimed at organizing work with parents:

- meeting with parents several times a year to inform them about the program, discuss children's social and emotional needs, plan school activities, etc. ;
- providing parents with a newsletter on the trends in the education of gifted students;
- involving parents to create a community for the protection of gifted students;
- involving parents in voluntary participation in class activities [13].

All this allows us to conclude that a detailed study of the experience of foreign teachers to work with gifted students will enhance the efficiency in gifted students education and teacher training system for this category of students in our country. Therefore it is necessary to focus on the positive innovations that have been widely used in schools abroad and apply foreign experience in a national education system.

Discussion

The basic reason to make a detailed analysis of the conditions of teachers' activity to work with gifted students in the different countries is the specificity of gifted education. The research has shown that the problem is considered as one of the most important in the world. It cannot be denied that the special

teacher training, i.e. professional and personal qualifications of teachers contribute to effective solution of the problem of training, education and development of gifted students.

The fundamental works of foreign and Russian scientists in the field of pedagogy and psychology (S. Baum, B. Bloom, F. Galton, L. Hollingworth, M. Karnes, A. Passow, E. Perrot, L. Porter, J. Renzulli, D. Sisk, A. Tannenbaum, F. Taylor, L. Termen, J. Whitmore, D.B. Bogoyavlenskoy, N.S. Leytesa, A.M. Matyushkina, I.V. Panova, A.I. Savenkova, N.B. Shumakova, E.I. Scheblanovoy, N.P. Pomortsevov, N.N. Seldinskoy, G.V. Tarasovoy, I.I. Ushatkovoy) deal with the problems of working with gifted students, emphasize the problem of teachers training. But pedagogical conditions of teachers' activity with gifted pupils are still insufficiently developed. The authors reviewed and systematized current trends in the teachers training in different countries which allowed the authors to identify and present the most interesting approaches that are acceptable in our national education system, with innovative value for the Russian education system.

Conclusion

Thus, the specifics of teachers' activity with gifted students is, on the one hand, the need to identify gifted students' abilities, developing various educational environment that conducts to the further development of their intellectual and creative potential, and, on the other hand, the teachers should have a high level of professional psychological teacher training and improve their skills regularly. Teachers working with gifted students also must have certain professional and personal qualities.

Acknowledgements

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

The authors are grateful to S. Baum, B. Bloom, F. Galton, L. Hollingworth, M. Karnes, A. Passow, E. Perrot, L. Porter, J. Renzulli, D. Sisk, A. Tannenbaum, F. Taylor, L. Termen, J. Whitmore, D.B. Bogoyavlenskaya, N.S. Leytes, A.M. Matyushkin, I.V. Panov, F.L. Ratner, A.I. Savenkov, N.B. Shumakova, E.I. Scheblanov, N.P. Pomortseva, N.N. Seldinskaya, G.V. Tarasova, I.I. Ushatikova who have made significant contributions to the study of the problem of gifted students education.

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The Role of Motivation in Teaching and Learning English Language

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Abstract

The aim of this research paper is to deal with The Role of Motivation in Teaching and Learning English Language in Iran. In recent years, various studies have found that motivation is very strongly related to achievement in second and foreign language learning and teaching over the world. This project aims to investigate whether motivation can be used as one of the learning strategies in order to make more effective on the EFL learners in their learning English in their classrooms. This article is intended to get more information from medical students through motivation role as one of the characteristics of the language learning and teaching. Our sample in this research paper consisted of 164 first medical students studying medical subjects at Bushehr University of Medical Sciences in Bushehr city. The present research collected data through questionnaires. This study has been done based on Descriptive Design. The result of this article shows that motivation is an important factor for learning English in medical classroom and can help the medical learners achieve language learning.

Key words: motivation, instrumental motivation, integrative motivation, English as foreign language, Iranian EFL learners,

Introduction

This study focuses on motivation as one of psychological factors in learning and teaching of English as foreign language at Bushehr University of Medical Sciences in Iran. This paper is intended to find out whether motivation as a learning strategy has effected on learning and teaching English language learners in their classrooms. This study provides the teachers with some insights into the teaching and learning English language through motivation. Khansir (2014a) mentioned that in the history of English language teaching, several methods, techniques, and approaches have been used by English teachers in ELT classrooms. Materials, syllabus, and curriculum made by syllabus designers to promote knowledge of English language learners in their life situation. Motivation as one of psychological factors has always played a crucial role in language teaching and learning. Khansir (2014b) argued that one of the important factors in learning a language is psychological factor. Psychology involves in the study of human behavior and experiences. The main aim of psychology in learning language is that focuses on how a language is stored in the mind of human.

The history of the study of language learning motivation came back to the work of Gardner and Lambert in 1959 in Canada. From the time, there have been research works to motive language learners in order to attain useful language learning. Many of the research works along with the definition of motivation are described in this paragraph. Thus, motivation "provides the primary impetuous to initiate learning the second language and later the driving force to sustain the long and often tedious learning process" (Dörnyei and Otto, 1998, p. 117). Motivation, however, is "a complex" and "multifaceted construct" (Gardner, 1985; Williams & Burdoen, 1997). Richards et al (1992) defined motivation as the factors that determine a person's desire to do something. In second language and foreign language learning, learning may be affected differently by different types of motivation. Two types of motivation are sometimes distinguished: 1) instrumental motivation: wanting to learn a language because it will be useful for certain "instrumental" goals, such as getting a job, reading a foreign newspaper, passing an examination; 2) integrative motivation: wanting to learn a language in order to communicate with people of another culture who speak it. Gardner (2007) stated that when discussing the roots of motivation to learn a second

language in the school context it is necessary to consider it from the point of view of both the educational context (as we would for any school subject) and the cultural context (which is generally not that relevant to most other school subjects). Most language teachers believe that motivation is a key factor for success in language learning. There is no doubt that motivation is a potent force in language acquisition (Ellis 1994). Gardner (1985) defined motivation as a "combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language" (p.10). Hadfield and Dörnyei (2013, p. 1) argued that language teachers frequently use the term 'motivation' when they describe successful or unsuccessful learners. Another linguist, Ushioda (2013) mentioned that motivation is widely recognized as a significant factor influencing success in second or foreign language learning.

With the increasing the role of English language as foreign or second language over the world today; the role of motivation as one of the major important factors in learning English language can be regarded as a 'device' the learners of English use it in order to learn English. Researchers have provided empirical evidences pointing to emphasis on learners' motivation as an effective device of improving language of learners. It is generally felt that the second and foreign language learners need more motivation in learning language in general and in particular in the English language. The researchers of this study believe that there is a great need for such a study to point out why the students face problems in learning English psychologically and then we need to bring out a few remedial measures through motivation in order to enable the students to improve their English language and use English for their communication. However, in Iran, it is also felt that the learners have not properly developed their skill in English language. So far it has been observed by the researchers that the medical students of English at Bushehr University of Medical Sciences seem to have not acquired competence in English skills. This research may help the medical students improve their problems through motivation involved in acquiring the English language as a university subject in the university.

In discussion of this paper, motivation as one of the important factors in learning of language in general and English language in particular has always played a vital role among linguists, language teachers, researchers and syllabus designers in EFL and ESL settings over the world. Iranian as one of the important countries in the Middle East area has been involved in learning and teaching of English language in recent years. Persian language is Iranian mother tongue, according to this sentence, Khansir and Tabande (2014) mentioned that the role of Persian language as the mother tongue of the Iranian EFL learners in promoting knowledge of English of the learners has been very vital, because; in Iran, Iranian teachers still use of Grammar Translation Method in their EFL classroom settings. Therefore, researchers of this study as the English language teachers at Bushehr University of Medical Sciences in Iran have got more than 7 years experiences in teaching their children in this university, they hope that this project will try to show how motivation as one of the language learning factors help the medical learners, directly or indirectly, in getting the knowledge of English language. In this paper, two questions and two hypotheses are formulated as follows:

1. Can motivation facilitate teaching and learning English for Iranian EFL learners?
2. Can motivation be considered as a psychological factor to effective English language Teaching?
1. Motivation can facilitate teaching and learning English for Iranian EFL learners.
2. Motivation can be considered as a psychological factor to effective English language teaching.

Literature Review

The following are some of the researches related to the motivation field undertaken by specialists and research scholars in language teaching are considered in this part of this research.

Bernaus et al (2009) examined learners' motivation and achievement in English language and then they investigated the relation of student motivation and achievement to teacher motivation and strategy use in the classroom. They selected thirty one teachers in Catalonia (Spain) and the 694 students in their classes. The findings of their research work showed that teacher motivation is related to teacher use of motivating strategies, which in turn are related to student motivation and English Achievement. Therefore, they believe that promotes higher levels of teacher motivation is related improved levels of education of the students.

Wong (2010) investigated upper secondary students of Hong Kong Chinese regarding their motivation orientations for learning English language. He analyzed both male and females learners based on 'extrinsic and intrinsic motivation' theoretical framework of Gardner and Lambert's (1972) in order to get the most revealing findings from the data of the study. Thus, he selected 82 female learners and 74 male learners in the age range of 15 to 19 at upper secondary students from 2 different secondary schools as his subjects in this study. The results of this study can have meaningful implications for pedagogy, and thus it helps educators identify strategies more appropriate to distinct Chinese-speaking second-language student groups. Zendehboodi, et al (2015) examined the motivational factors of ten Iranian EFL learners at Payame Noor University in Bushehr city, Iran in English learning. The findings of the research work showed the temporal and changing nature of motivation in learning English for Iranian EFL learners. Daftarifard et al (2014) investigated the possible dynamicity of reading motivation across time. They used the reading motivation questionnaire developed by Mori (2002). Thus, they selected sixty four male and thirty seven female Iranian EFL learners at the Islamic Azad University. In addition, Mori questionnaire consisted of four components of reading motivation such as Intrinsic Value of Reading (11items), Extrinsic Utility Value of Reading (7 items), Importance of Reading (5 items), and Reading Efficacy (4 items). The outcome of this study showed that reading motivation does not have a fixed construct. They added that different components of reading motivation might change in nature across time. Khansir et al (2016) analyzed an Iranian motivation research work based on this topic "relation between socio-economic status and motivation of learners in learning English as a foreign language. In this paper, two hundred and thirty Iranian students were selected for the purpose of this study. In addition, the subject of this paper was chosen of ten high schools in Bushehr, in Iran. Outcome of this paper showed that there is a strong relationship between socio-economic status and motivation in language learning.

Methodology

Design

The present research collected data through questionnaires. This study has been done based on Descriptive Design. In this research, two kinds of the questionnaires were designed for the first Medical students at Bushehr University of Medical Sciences. The test consisted of 1) Background Questionnaire was used to elicit information on subjects such as age, sex, social class, mother tongue and subjects ...etc. 2) Motivation Test was used to explore students ' motivations towards the learning English process in Bushehr University of Medical Sciences.

Participants

The population for the research paper was 164 first year Iranian medical learners were studying medical courses at Bushehr University of Medical Sciences in Iran. In addition, they studied medical subjects such as Medicine, Public Health, Nursing, Anesthesiology, Dentistry, Medical Library, Nutrition, and Environmental Health. They were in the age range of 18 to 29 and thus, they were a mixture of males and females. All the students belong to the middle class in Iran, speaking one language which is Persian. Persian language is the medium of instruction in all Iranian schools and universities. English language is used as foreign language in Iranian educational system. The age of the students are classified in the following table:

Table 1: Age of the Sample

Age	Frequency	Percent
18	19	11.6
19	60	36.6
20	58	35.4
21	16	9.8
22	4	2.4
23	1	.6
24	2	1.2
28	2	1.2
29	2	1.2
Total	164	100.0

The groups of the subjects were comprised of 100 females and 64 males who were selected for computer analysis from Bushehr University of Medical Sciences. The average of females in this paper was 61%, whereas the average of the males was 39%. The distributions of the selected students are shown in the following table:

Table 2: The Distribution of the Sample

Participants	Frequency	Percent
Female	100	61.0
Male	64	39.0
Total	164	100.0

Instruments

In this study, two instruments in the process of data collection were used as follows:

1. Background Questionnaire. The background questionnaire for the research paper was designed to elicit information on medical learners. The questionnaire developed by the present investigators consisted of 10 questions which were related to their age; language use, sex, social class, subjects, information about the parents. 2. Motivation Test. Motivational test has always been used as one method for collecting data in field of language learning. Motivational tests are designed to measure learner's motivation in an academic research work. In language teaching work, the aim of this test is to explore students' motivations towards the learning language processes. This test consisted of thirty questions was developed by the researchers based on Gardner's AMTB (Attitude /Motivation Test Battery) (1995), and experiences of the researchers in teaching English language and thus, it was translated into Persian language. This test has been reviewed by the Bushehr University of Medical Sciences committee. This test is also sent to many great language teachers and researchers in Iran in order to examine this test and reliability of it, they approved this test as a motivational test with high reliability. In addition, the test has been reliability through CIR and CVI; thus, the impact of each question for reliability this test was more than 1.5; thus, it was acceptable along with high reliability. According to the examination of the teachers and researchers, CIR of this test was 100% and CIV was more than 90%.

Procedure

The procedure of this study was included of Development of the background questionnaire; and its administration; Development of the motivation Test; and then its administration, and finally, the last item was data collection. Before giving the motivation test which plays the crucial role in this study, the researchers developed and administered the background questionnaire and then developed and administered motivation test as the main test of this study. In addition, before the collection of data, we have completed the ethics procedure in order to do this research project and collect data from the participants of the Bushehr University of Medical Sciences. We made proposal of our research and submitted to the Bushehr University of Medical Sciences committee. The members of the committee have reviewed it and then they approved their consent for completing this project. To probe the consent of this project, the present researchers were required to reliable of their test; the researchers sent their test to the Iranian great teachers and researchers in order to approve the test based on the decision of the members of the committee of the Bushehr University of Medical Sciences. The Iranian great teachers and researchers reviewed the test and then they approved the test with high reliability. In the process of administration of these tests; the Bushehr medical students were informed that the aim of the project was to examine a research work (motivational work) and the result of this research would not affect their examination results. The Motivation Questionnaire for this project was designed to find out the role of motivation in English language learning of the Bushehr medical students in Iran. The researchers cleared the learners' doubts during the test. In addition, 164 Iranian medical students were studying medical courses at the Bushehr University of Medical Sciences were selected in order to answer to the questionnaires of this project. 100 of them were females and the rest of them were males who were selected for computer analysis from the eight subjects: Medicine, Public Health, Nursing, Anesthesiology, Dentistry, Medical Library, Nutrition, and Environmental Health after they took Questionnaires Test. The number of the students of the eight subjects is classified as follows:

Table 3: Education of the Sample

Subjects	Number (%)	Percent
Dentistry,	22	13.41
Medicine,	51	31.9
Nutrition	9	5.4
Environmental Health	7	4.2
Public Health	15	9.14
Nursing	33	20.12
Medical Library	8	4.8
Anesthesiology	19	11.5
Total	164	100

Table 3 indicated that, the total number of Iranian medical students was studying medical courses at Bushehr University of Medical Sciences in Bushehr city. The statistical population of this study was 164 of medical learners. In addition, table 3 showed that the largest number of students in this research work belongs to Medicine department and the minimum number of students of this project was from Environmental Health department.

Results and Discussion

For several decades, motivation has dramatically impacted almost every aspect of language learning. Farhady and Delshad (2007, p. 218) mention that "motivation is believed to be one of the key factors to learning." Motivation in foreign or second language teaching has vital role as one of language learning strategies. For many English language learners around world; motivation represents a useful means for learning English language. Regarding to the previous sentences, we believe that language learning in general, and English language learning in particular is a complex process that has been issues of study by many great teachers, syllabus designers, and linguists for a long time. The present motivation questionnaire part 1 was made in order to identify the results of the various analyses regarding to the subjects responses in this research. Fifteen statements were answered that are considered as follows:

Table 4: Motivation Questionnaire Part 1

Statements	Strongly disagree	Disagree	Tolerate	Agree	Strongly agree
	Frequency	Frequency	Frequency	Frequency	Frequency
	Percent	Percent	Percent	Percent	Percent
1.Motivation is used in our English classes	2 1.2	20 12.2	40 24.4	61 37.2	41 25.0
2. In English classes I am motivated to communicate in English	3 1.8	23 14.0	36 22.0	71 43.3	31 18.9
3. I have really interested in English language in my classes.	2 1.2	10 6.1	27 16.5	72 43.9	53 32.3
4.I find it very difficult to understand if the lecture is delivered in English	17 10.4	43 26.2	32 19.5	51 31.1	21 12.8

5. English teachers do not have enough interest to motivate the learners in English language classes	14 8.5	31 18.9	58 35.4	50 30.5	11 6.7
6. English teachers do not motivate their students in English classes, because, students are not interested	6 3.7	33 20.1	62 37.8	51 31.1	12 7.3
7.Studying English is important because it will make me more educated in our subject	1 .6	2 1.2	10 6.1	43 26.2	108 65.9
8. I like my English class so much; I look forward to studying more English in the future	3 1.8	14 8.5	26 15.9	65 39.6	56 34.1
9.Studying English is important, because, it will be useful in getting my job	1 .6	3 1.8	14 8.5	55 33.5	91 55.5
10.I feel confidence when asked to speak in my English class	6 3.7	45 27.4	37 22.6	43 26.2	33 20.1
11.English is one of important subject in medical course	2 1.2	1 .6	6 3.7	45 27.4	110 67.1
12.My teachers try to help me to learn English	2 1.2	8 4.9	38 23.2	73 44.5	42 25.6
13.Motivation in the English language classes is good for the medical students	2 1.2	1 .6	15 9.1	61 37.2	85 51.8
14. I want to learn how to develop English language skills (writing, reading, listening, and speaking) from my English classes.	1 .6	7 4.3	19 11.6	68 41.5	69 42.1

15. It is only English teachers who can motivate the medical students to develop the medical students' four skills (writing, reading, listening, and speaking).	8 4.9	36 22.0	52 31.7	44 26.8	23 14.0
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As seen in Table 4. According to response to statement number 1, *Motivation is used in our English classes* 61 of the participants agreed with the statement number 1 which came to 32.2 and only 20 of them disagreed which came to 12.2. The next statement, *In English classes I am motivated to communicate in English*, 71 of Iranian learners agreed with this statement which came to 43.3 and 23 of the learners disagreed with it which came to 14.0. The third statement of this questionnaire, *I have really interested in English language in my classes*, 72 of the students agreed with this statement which came to 43.9 and thus, 10 of them disagreed with third statement of this research test came to 6.1. The following statement, *I find it very difficult to understand if the lecture is delivered in English*, 51 of the medical learners agreed with the fourth statement which came to 31.1 and 43 of them disagreed with it came to 26.2. For the fifth statement, *English teachers do not have enough interest to motivate the learners in English language classes*, 50 of the learners agreed with the statement which came to 30.5 and 31 of them disagreed with the fifth statement which came to 18.9 and therefore; 58 of the learners tolerated with it came to 35.4. The sixth statement, *English teachers do not motivate their students in English classes, because, students are not interested*, 51 of the students agreed with the sixth statement which came to 31.1 and 33 of them disagreed with the statement which came to 20.1. In fact, the highest percentage of a tolerance for this questionnaire was statement sixth with 37.8. For the seventh statement of this test, *Studying English is important because it will make me more educated in our subject*, 43 of the students agreed with the statement which came to 26.2 and 2 of them disagreed with the statement which came to 1.2. The eight statement of the questionnaire, *I like my English class so much; I look forward to studying more English in the future*, 65 of the Iranian medical students agreed with this statement which came to 39.6 and 14 of them disagreed with it came to 8.5. The next statement, *Studying English is important, because, it will be useful in getting my job*, 55 of the students agreed with this statement came to 33.5 and thus, 3 of them disagreed with this statement. For the tenth statement, *I feel confidence when asked to speak in my English class*, 43 of the medical learners agreed with this statement which came to 26.2, but the highest percentage of a disagreement for this questionnaire was statement tenth with 27.4. The next statement, *English is one of important subject in medical course*, 45 of the subjects agreed with the statement which came to 27.4 and 1 of them disagreed with it which came to .6, but the highest percentage of strongly agreement for this questionnaire was statement 11 with 67.1. According to response to statement 12, *My teachers try to help me to learn English*, the largest number of the learners (73) agreed with this statement which came to 44.5 and 8 of them disagreed with it which came to 4.9. The next statement, *Motivation in the English language classes is good for the medical students*, 61 of the Iranian Medical subjects agreed with the statement which came to 37.2 and 1 of them disagreed with this statement which came to .6. For the fourteen statement, *I want to learn how to develop English language skills (writing, reading, listening, and speaking) from my English classes*, 68 of the samples agreed with the statement of this test which came to 41.5 and 7 of them disagreed with the statement which came to 4.3. Lastly, statement fifteen, *It is only English teachers who can motivate the medical students to develop the medical students' four skills (writing, reading, listening, and speaking)*, 44 of the Bushehr medical learners agreed with the statement which came to 26.8 and 36 of them disagreed with it which came to 22.0.

Collecting the results of this table indicated that motivation is an important factor for learning English language by the majority of the participants in Bushehr University of Medical Sciences in Bushehr city. The fact is well analyzed by table number 4, which shows that the most subjects agreed and strongly agreed with the statements.

This test in this study was designed to examine the results of the various analyses regarding to the participants responses in this paper. The motivation questionnaire part 2 is classified into fifteen statements as follows:

Table 5: Motivation Questionnaire Part 2

Statements	Strongly disagree	Disagree	Tolerate	Agree	Strongly agree
	Frequency	Frequency	Frequency	Frequency	Frequency
	Percent	Percent	Percent	Percent	Percent
1. I become nervous to communicate in English	22 13.4	55 33.5	39 23.8	35 21.3	13 7.9
2. I only want to pass the university exam and so I do not need to speak and learn English in English classes.	11 6.7	13 7.9	22 13.4	66 40.2	52 31.7
3. I have a strong desire to know the four skills of English language in English classes.	2 1.2	12 7.3	17 10.4	73 44.5	60 36.6
4. My English class is really a waste of time.	13 7.9	9 5.5	17 10.4	71 43.3	53 32.3
5. Knowing English language is not an important goal in my life	8 4.9	21 12.8	22 13.4	67 40.9	45 27.4
6. I hate English language	5 3.0	7 4.3	14 8.5	54 32.9	84 51.5
7. I really enjoy learning English in classes	2 1.2	8 4.9	36 22.0	65 39.6	53 32.3

8. If teachers continue motivating in English classes for a few months, the students will start understanding English better.	1 .6	3 1.8	24 14.6	72 43.9	63 38.4
9. I feel that I am given importance in the society	4 2.4	6 3.7	30 18.3	79 48.2	44 26.8
10. I wish I were fluent in English language.	1 .6	2 1.2	8 4.9	55 33.5	97 59.1
11. I enjoy meeting people who speak English language	2 1.2	2 1.2	13 7.9	68 41.5	79 48.2
12. I am sometimes anxious that the other students in class will laugh at me when I speak English.	27 16.5	47 28.7	35 21.3	30 18.3	25 15.2
13. When I leave university, I will give up the study of English because I am not interested in it.	7 4.3	14 8.5	25 15.2	59 36.0	59 36.0
14. Students who claim they get nervous in English classes are just making excuses.	12 7.3	31 18.9	66 40.2	36 22.0	19 11.6
15. I love learning English language in English classes	7 4.3	8 4.9	25 15.2	71 43.3	53 32.3

As seen in Table 5. According to response to the first statement, *I become nervous to communicate in English*, 35 of the subjects agreed with the statement number 1 which came to 21.3 and 55 of the students disagreed with this statement; thus, the highest percentage of a disagreement for this questionnaire was this statement with 33.5. Therefore, the lowest percentage of strongly agreement this questionnaire was the statement number 1 with 7.9. The second statement, *I only want to pass the university exam and so I do not need to speak and learn English in English classes*. 66 of the participants agreed with this statement which came to 40.2 and 13 of them disagreed with it which came to 7.9. The next statement, *I have a strong desire to know the four skills of English language in English classes*, 73 of the Iranian Medical subjects agreed with the statement which came to 44.5 and 12 of them disagreed with this statement which came to 7.3. For the

four statement, *My English class is really a waste of time*, 71 of the learners agreed with this statement which came to 43.3 and 9 of the learners disagreed with it which came to 5.5. The fifth statement, *Knowing English language is not an important goal in my life*, 67 of the medical students agreed with this statement which came to 40.9 and 21 of them disagreed with it which came to 12.8. The statement number 6, *I hate English language*, 54 of the Iranian medical students agreed with this statement of this test which came to 32.9 and 7 of them disagreed with this statement which came to 4.3. The next statement, *I really enjoy learning English in classes*, 65 of the medical students agreed with the statement which came to 39.6 and only 8 of them disagreed with this statement which came to 4.9. The eight statement, *If teachers continue motivating in English classes for a few months, the students will start understanding English*, 72 of the participants agreed with this statement which came to 43.9 and 3 of them disagreed with it which came to 1.8. For the ninth statement, *I feel that I am given importance in the society*, 79 of the Iranian medical students agreed with this statement; thus, the highest percentage of an agreement for this questionnaire was this statement with 48.2 and only 6 of them disagreed with this statement which came to 3.7. The next statement, *I wish I were fluent in English language*, 55 of the students agreed with this statement which came to 33.5 and 2 of them disagreed with it which came to 1.2. According to response to statement 11, *I enjoy meeting people who speak English language*, 68 of the medical learners agreed with this statement which came to 41.5 and only 2 of them disagreed with it which came to 1.2. For the statement number 12, *I am sometimes anxious that the other students in class will laugh at me when I speak English*, 30 of the participants agreed with this statement which came to 18.3 and 47 of the participants disagreed with this statement which came to 28.7. For the next statement, *When I leave university, I will give up the study of English because I am not interested in it*, 59 of the subjects agreed with this statement which came to 36.0 and 14 of them disagreed with it which came to 8.5. The fourteen statement, *Students who claim they get nervous in English classes are just making excuses*, 36 of the participants agreed with this statement which came to 22.0 and 31 of them disagreed with it which came to 18.9; thus, the highest percentage of a tolerance for this questionnaire was this statement with 40.2. According to response to the last statement, *I love learning English language in English classes*, 71 of the subjects agreed with the statement which came to 43.3 and only 8 of them disagreed with it which came to 4.9.

Totaling the results of the above table showed that motivation is indeed an important factor for learning foreign language (English) in the Iranian medical classroom. In addition, the participants of this study showed that motivation can be used a psychological factor to effective English language learning and teaching in the Iranian medical education.

Conclusion

In the field of English language learning and teaching, there have been arguments about the role of motivation in learning a language and consequently the use of motivation in learning and teaching a language has been the topic of serious discussion among the experts (e.g. Gardner and Lambert, 1972; Gardner, 1980; Khan, 1991). In addition, they supported the role of motivation to achievement in language learning. In other words, Naiman et al., 1978) argued that motivation is very important for learning language.

Based on table number 6, totaling the results for the statements in this paper are relatively high at 85% and the rest of them are moderate at 14%. They are classified in the following table:

Table 6: Total Statement Results

Statements	Frequency	Valid Percent
Moderate	25	15
High	139	85
Total	164	100

The results of this research showed that motivation can facilitate teaching and learning English for Iranian medical learners in Bushehr University of Medical Sciences. The first hypothesis was accepted. However, this research showed that motivation can be considered as a psychological factor in order to impact on English language teaching in EFL classroom in Iran. Therefore, in this study, the second hypothesis also was accepted. Based on the results of this research work, the researchers believe that the teachers, syllabus designers, researchers in English language learning should focus on more motivation as a learning strategy in their works.

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EFL language learners' perception for learning vocabulary by using CAP and flash cards

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Abstract

Vocabulary is an important part of learning a language. Vocabulary can be taught and learned by using a variety of techniques. The focus of this study is learning vocabulary by using computer and flash cards. "Computers have been used for language teaching ever since the 1960's." (Ghabanchi and Anbarestani, 2008, p. 87) A question may arise: What is the language learners' perception of using computer assisted program (CAP) and flash cards (FC) in learning vocabulary? The present study tried to answer this question by examining the impact of CAP and FC on language learners' vocabulary learning. To this end, 15 young EFL learners participated in this study. Specific treatment was employed in the class, and finally a questionnaire and an interview were used to gather data. The results have indicated that both of the two techniques were attractive to the students. However, the use of technology proved to be more interesting and effective for the learners. Therefore, the software helped the students to enjoy the learning process.

Key words: Vocabulary learning; Flash card; Computer assisted program; EFL language learners' perception

1. Introduction

Nowadays Teaching English as a Foreign Language (TEFL) plays a crucial role in many countries. Teaching a language is a complicated process since a language consists of four main skills, including reading, writing, speaking and listening, and some sub-skills, including grammar, pronunciation and vocabulary.

One crucial sub-skill is vocabulary, vocabulary has been considered fundamental to the development of language proficiency. 'Learning vocabulary is an ongoing process' (Mehring, 2005, p. 1) that is an essential part in mastering a second language. EFL learners need a large number of words to speak, read, listen, write, communicate and use an L2 successfully.

Different methods are used for teaching and learning vocabulary. For example some English teachers try to teach new words using L1 equivalents found in the students' first language, or some learners are eager to learn words by pictures or word lists to understand and memorize them better. Another way of learning vocabulary is through flash card. A flash card is a set of cards bearing information, as words or numbers, on either or both sides, used in classroom drills or in private study. (Budden, 2004)

Flash cards can be employed for the first exposure to a word, but many language learners keep on using them to review it afterwards. One main benefit of flash cards is that they can be taken almost anywhere and practiced when one has spare time. (Brown, 2000) Another advantage of flash cards is that they can be arranged to create logical grouping of the target words. (Gairns, Redman and Cohen, 1990 as cited in Eslahcar Komachali and Khodareza, 2012)

One of educational facilities is employing Computer Assisted Language Learning (CALL) which is a new issue in both computer and linguistics sciences. Application of CALL is experiencing a renaissance in the modern language teaching and learning arena, with a high growth of popularity. (Naraghizadeh and Barimani, 2013)

CALL has different subfields such as Computer Assisted Program (CAP), Computer Assisted Vocabulary Learning (CAVL) and Computer Assisted Instruction (CAI) which help learners to improve their foreign language skills like learning vocabulary.

Nowadays, learners tend to enjoy using computer assisted program in order to learn a piece of information. And on the other hand, using flash cards is likely to be effective for learning. Thus, it is worth investigating the perception of language learners regarding the use of computer and flash card for learning vocabulary.

2. Review of literature

One of the considerable and inseparable parts of learning a foreign language is learning vocabulary. EFL learners often claim that their primary problem in learning the target language is lack of vocabulary knowledge. Poor vocabulary is one of the learners' sources of complaint in the process of language learning. The problems arise where a poor knowledge of vocabulary impedes reading or listening process, and they can serve as a stumbling block in effective communication. (Shakouri and Mehrgan, 2012) In other words, communication breaks down when EFL learners do not use the right words.

The importance of vocabulary learning is mentioned by many researchers. For instance, Wilkins (1972) pointed out that "while without grammar very little can be conveyed, without vocabulary nothing can be conveyed. It is obvious that his statement confirms the important role of vocabulary in language learning." (Wilkins, 1972, p. 111-112)

According to Rahimi and Sahragard (2008), learning a foreign or second language at all levels of proficiency involves the acquisition of thousands of words. Language learners look for effective ways to increase opportunities for retaining new words in long-term memory, but forgetting is a common problem. Language learners often complain that they forget new words soon after learning them. The importance of vocabulary learning also poses some challenges for teachers. They like to know in what ways instructional programs might foster the acquisition of so many words. (Eslahcar Komachali & Khodareza, 2012)

The important role of vocabulary has been emphasized in many different methods of language teaching. One of the basic issues that the EFL learners face in their learning career is how they can learn words in the easiest way. (Shakouri & Mehrgan, 2012)

Brown (2001) believes that in the past teachers taught vocabulary by lists, definitions, written or oral drills and flash cards. Flash cards can capture a vivid imagination of new words. But the teachers did not pay attention to the lexical forms of language. This was because on that time, teachers' roles were as a facilitator and a guide, so they were unwilling to directly take students' attention to the lexical forms. According to Brown (2001), there are some of guidelines and techniques for teaching and learning vocabulary include:

- Allocate specific class time to vocabulary learning
- Help students to learn vocabulary in context
- Play down (make something less important) the role of bilingual dictionary
- Encourage students to develop strategies for determining the meaning of words
- Engage in unplanned vocabulary teaching
- Employing new and modern methods such as CALL

CALL is a modern method which is based on computer program and issued to both teach and learn vocabulary. Using computer is so interesting for learners especially children. The variety of computer programs can be a key point to raise learner's enthusiasm to learn and memorize vocabulary.

2.1 Flash Card (FC)

One strategy for learning vocabulary is the use of flash cards. A flash card is a cardboard consisting of a word, a sentence, or a simple picture on it. It should be noted that the letters on it must be visible and large enough for everyone sitting in the front and the back of the classroom. To make sure that everyone can see the letters on the card, it is better to write words with capital letters. (Budden, 2004)

Both sides of the flash card should be used in teaching vocabulary. On one side, the new word is written in L2 and perhaps with a picture beside it and on the other side is the translation. These flash cards can be made by both teachers and learners. Flash cards for EFL teaching or self-study have been used for years, and they are a useful tool for teachers and learners. Flash cards can be a fun, colorful, and creative way to aid in memory and retention of vocabulary words. (Eslahcar Komachali and Khodareza, 2012)

2.2 Computer assisted program (CAP)

CAP is considered as a subcategory of CALL that refers to the use of computers and related technologies to enhance language learning and expanding opportunities for instruction. As new digital technologies,

such as tablets, cell phones, and other mobile devices are developed, new affordances of CAP must be examined for their effectiveness in language instruction and learning. (Budden, 2004)

3. The study

The current research intends to tackle the problems of word learning by using two techniques (CAP and FC) and to compare using these two techniques to find out the language learners' perception in order to realize which one of these two techniques is the most effective way to learn vocabulary.

3.1. Participants

In order to carry out this research, an institute with well-equipped audio-visual technology was necessary. A proficiency test was administered to the students of an English institute to obtain a homogenous sample. As a result, 15 students had the required language qualification for a homogeneous sample to fulfill the purpose. Thus, the participants of this study consisted of 15 language learners learning English in an institute.

3.2 Instruments

The following instruments were employed in the present study:

The textbook

Backpack is an English book that is taught to the elementary language learners in Shokouh institute. The book is written by Mario Herrera and Diane Pinkley in 2009, and it is published by Pearson Longman. This book is usually used in a seven-level course for young learners of English.

The questionnaire

A12-item questionnaire (Appendix A) with four-point Likert scale was used in this study in order to determine CAP users' overall attitudes towards CALL before and after the treatment. This questionnaire was adopted from the study of Tabatabaei (2012).

Computer devices

As it was mentioned before, computer was a necessary device in this study. The required computer hardware must contain a set of computers with monitor, graphic and sound cards, speakers, microphones, and mice. And the computer software must contain Windows 7. Packages of 'tell me more kids' CD-ROM was used as the main software media of instruction in the present study.

Interview

The questions of the interview were written by the researcher, and they were approved by two TEFL Ph.D. instructors. These questions aimed to measure the students' opinions regarding the techniques of FC and CAP for learning vocabulary. In other words, the interview made students able to describe their ideas in detail.

Proficiency test

To select the participants of this study, fifty students took a quick placement test version 2. This test is published by Oxford University Press and University of Cambridge Local Examinations Syndicate. The aim of taking this test is to find a homogeneous sample (regarding the language proficiency) for conducting the study.

Flash cards

The utilized textbook has a series of flash cards. The same flash cards of the textbook were used. The flash cards were large, colorful and glassy.

3.3 Procedure

The participants consisted of 15 language learners. The textbook of the participants is Backpack that is published by Pearson Longman. These learners learned vocabularies by using both of the two techniques; in other words, during the first 4 weeks, the vocabularies were taught by using CAP, and during the second 4 weeks the vocabularies were taught by using flash cards. Finally, they filled a questionnaire regarding their attitude toward CAP and flash cards. Moreover, they were interviewed to reveal their opinions in details.

Therefore, the results of the questionnaire are analyzed by using percentages. And also the students' opinions in the interview section are analyzed qualitatively.

4. Results of the study

The results of the study are divided into two parts. The first part describes the outcome of the questionnaire, and the second part describes the finding of the interview section.

4.1. The result of the questionnaire

The questionnaire (Appendix A) items were prepared in English; however, in order to ensure the absolute comprehension by all the students, the questionnaire items were translated in Farsi. It is worth mentioning that the questionnaire is analyzed item by item. In other words, each item is examined by using percentage points.

1. How was practicing with the provided software regarding learning English vocabularies?

More than half of the students (i.e. 60%) believed that using and working with the software is easy, and 40% of the students mentioned that using and working with the software is a bit difficult. It can be concluded that using the software is not very difficult for the students.

2. How necessary do you think it is to use the software for learning English vocabularies?

Half of the students (i.e. 47%) mentioned that using the software for learning vocabulary is very necessary. 40% of the students stated that it is almost necessary, only 13% of students believed that it is a bit necessary. It is obvious that students generally consider using the software for learning vocabulary necessary.

3. Which of the following methods do you prefer for learning English vocabularies?

Nearly all of the students (i.e. 87%) believed that a combination of using FC and CAP is preferable for learning vocabulary. And only 13% of the students mentioned that simply the software is preferable. It indicates that a combination of these two techniques is attractive to the students.

4. Do you think the software has increased your motivation for learning English language?

Half of the students (i.e. 53%) thought that using the software increased their motivation to a large extent. 40% of the students believed that the software is to an average extent motivating for them. Only 7% of the students think that the software is a little motivating for them. This result shows that the software can be effective for motivating the students.

5. How useful was the software to memorize and remember the vocabularies?

60% of the students mentioned that the software is fairly useful to memorize and remember the vocabularies. And 40% of the students thought that it is very useful to employ the software for memorizing and recalling the vocabularies.

6. Can the software reduce stress in learners?

More than half of the students (i.e. 60%) pointed out that to an average extent. The software can reduce stress in them. Almost 13% of the students mentioned that the software cannot decrease their anxiety. 13% of the students believed that the software is extremely helpful in decreasing the level of anxiety, and also 13% of the students mentioned that this technique is a little effective for the concept of stress. It can be realized that in general using this software does not create stress. Moreover, many students felt comfortable with it.

7. How interesting was the quality of teaching with the software?

We all know that interest is a crucial issue in learning. More than half of the students (i.e. 60%) pointed out that the quality of teaching with the software is very interesting. A quarter (34%) of the students thought that learning with the software is fairly interesting. 6% of the students believed that the software is a bit interesting to them. Generally, the students considered the software interesting. We all know that interest is a crucial issue in learning.

8. How effective was using flash cards in learning and memorizing the vocabularies?

Half of the students (i.e. 53%) mentioned that using flash cards in learning and memorizing the vocabularies is fairly effective. 33% of the students pointed out that this technique is not effective at all. 14% mentioned that it is a bit effective for learning and memorizing the vocabularies. It can be concluded that based on the opinions of the participants of the present study, FC is not considered as a highly effective technique for learning and memorizing the vocabularies.

9. To what extent large, colorful and glassy flash cards had effect on creation and growth of your interest and motivation in learning vocabulary?

40% of the students stated that colorful and glassy flash cards had great effect on creation and growth of their interest and motivation in learning vocabulary. Similarly, 46% of the students mentioned that this is fairly effective on their interest and motivation. 14% of the students mentioned that it not effective at all. Surely, good quality flash cards are considered to be effective; specially, by considering the fact that the participants of this study were kids.

10. How was the interval between teaching the vocabularies and showing flash cards?

74% of the students pointed out that the interval between teaching the vocabularies and showing flash cards was short, and 26% of the students said that the interval was a little long. Most of the students mentioned that there was a short interval of time between teaching the vocabularies and showing flash cards.

11. To what extent using flash cards is useful for learning vocabulary?

Half of the students (i.e. 53%) mentioned that using flash cards is a little useful for learning vocabulary. 27% of the students stated that using flash cards is fairly useful, and 20% of them pointed out that it is highly useful to use flash cards for learning vocabulary. It can be realized that the students did not consider FC highly useful for learning vocabulary.

12. Can teaching vocabulary with flash cards relieve stress in learners?

More than half of the students (i.e. 60%) believed that teaching vocabulary with flash cards can fairly relieve stress in them. A quarter of the students (i.e. 26%) mentioned that this technique is a little effective for decreasing the anxiety level. And only 14% of the students mentioned that teaching vocabulary with flash cards is highly effective for reducing stress in them. It is almost likely that FC can be helpful for reducing stress.

The result of the questionnaire indicated that using the software is easy, necessary, preferable, motivating, useful, relieving and attractive to the students. The intensity of the interest of the students is not completely the same for using flash cards. Therefore, it can be suggested that if the students have a choice, they would definitely select the software for learning English.

4.5. Interview

An oral interview (Appendix B) was conducted to gather useful and detailed information regarding the usage of the two techniques of teaching vocabulary, namely FC and CAP. The same participants who answered the questionnaire were interviewed. All of the students participated in the oral interview willingly. The interview items were validated in the oral interview of the pilot study. The results of interview are presented as follows.

- What are the advantages of using the software for learning vocabulary?

Nowadays, most of the people, especially young students, like new technologies. Therefore, Computer assisted language learning can surely increase the interest of learning for learners. Nearly all of the students mentioned that one main advantage of using the software is that they really enjoyed this experience. They said that without using the software, the English class is quite similar to their classes at school.

Most of the students believed that another advantage refers to maintaining independence. They mentioned that they felt better and more secure when they themselves were responsible for their own learning.

- What are the disadvantages of using the software for learning vocabulary?

Some of the students pointed out that at the first session of the course, it was a bit difficult for them to learn how to work with the software, but later using it became easy for them. In other words, they had no difficulty or problem in using the software.

- What are the advantages of using flash cards for learning vocabulary?

It was mentioned that flash cards are interesting since the employed pictures were nice. Beauty can be considered as one benefit of flash cards. Another advantage is that teachers played different games by using flash cards, and it was exciting for the students. Also, students could use the flash cards for different classroom activities.

- What are the disadvantages of using flash cards for learning vocabulary?

Some of the students believed that the meanings of some flash cards were not clear, and they became confused. Some students pointed out that using flash cards necessitated a lot of interaction with the teacher, and there were times that the interaction was not pleasant for the students.

- Which technique do you prefer to use for learning vocabulary? The software or flash cards? Why?

Nearly all of the students pointed out that if they are supposed to select only one of these techniques, they would choose the software. They said that working with the software is more interesting, exciting, pleasant and useful to them.

- How much is it necessary to use the software for learning vocabulary?

"It is 100% necessary", said one of the students. Most of them enjoyed the experience of working with the software, and they were willing to continue learning English with the same technique.

- How much is it necessary to use flash cards for learning vocabulary?

One of the students said that, "using the flash cards for learning vocabulary is necessary but not adequate." Nearly all of the students were willing to add this technique while they are also allowed to use the software. Therefore, it can be concluded that using the software is more vital for the students, and using flash cards is of secondary importance to them.

5. Conclusion

Learning vocabulary in an EFL context is not an easy task, especially for elementary students. It seems that employing an appropriate technique for teaching and learning vocabulary is crucial. The use of multimedia technology, especially computer assisted language learning, has recently been in the center of attention of some research studies in the various area of vocabulary teaching and learning.

Computer programs can be successful in both teaching and learning the target language. Moreover, it can be used for other educational purposes and other skills of language learning; however, other fields are very broad, and they are beyond the spectrum of the essentials of this study.

This research put computer assisted language learning under study in order to investigate the perception of language learners regarding two techniques (i.e., CAP and FC). As mentioned before, the results

showed that the two techniques had the potential to highly encourage the EFL learners in learning English vocabulary. However, CAP proved to be more motivating and effective for the students. In addition, the performance of the group who learned vocabulary by using CAP was significantly different. Computer-assisted language learning programs can be great stimuli for language learning in the EFL contexts. "Today, with the high development of computer technology, computers can capture, analyze, and present data on second language students' performances during the learning process." (Kritsonis & Lai, 2006, p. 2) Nowadays, computer technology can contain a variety of fun games and activities, decrease the learning anxiety, and provide remedial lessons when needed. By providing a variety of activities, computer technology can be helpful for language learners in improving the learners' linguistic skills, affecting their learning attitude, creating their self-instruction strategies and strengthening their self-confidence.

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Appendix A: Questionnaire

Dear student:

This questionnaire aims at exploring your attitudes toward the vocabulary learning program in which you participated. Your responses will remain confidential and they will not affect your scores. Please read each item carefully and choose the best answer.

Thank you for your cooperation

1. How was practicing with the provided software regarding learning English vocabularies?

- a. Easy
- b. A bit difficult

- c. difficult
- d. Very difficult
- 2. How necessary do you think it is to use the software for learning English vocabularies?
 - a. Not necessary at all
 - b. Just a little
 - c. To an average extent
 - d. Very much
- 3. Which of the following methods do you prefer for learning English vocabularies?
 - a. Flash cards
 - b. The software
 - c. Both flash cards and the software
 - d. None of them
- 4. Do you think the software has increased your motivation for learning English language?
 - a. Not at all
 - b. A little
 - c. To an average extent
 - d. A lot
- 5. How useful was the software to memorize and remember the vocabularies?
 - a. Not useful at all
 - b. A bit useful
 - c. Fairly useful
 - d. Very useful
- 6. Can the software reduce stress in learners?
 - a. Not at all
 - b. A little
 - c. To an average extent
 - d. Very much
- 7. Was teaching vocabularies with the use of the software interesting to you?
 - a. Not interesting at all
 - b. A bit interesting
 - c. Fairly interesting
 - d. Very interesting
- 8. How effective was using flash cards in learning and memorizing the vocabularies?
 - a. Not effective at all
 - b. A bit effective
 - c. Fairly effective
 - d. Very effective
- 9. To what extent large, colorful and glassy flash cards had effect on creation and growth of your interest and motivation in learning vocabularies?
 - a. Not at all
 - b. A little
 - c. To an average extent
 - d. A lot
- 10. How was the interval between teaching the vocabularies and showing flash cards?
 - a. Very short
 - b. Short
 - c. A little long
 - d. Very long
- 11. To what extent using flash cards is useful for vocabulary learning?
 - a. Not at all

- b. A little
- c. To an average extent
- d. A lot

12. Can teaching vocabulary with flash cards reduce stress in learners?

- a. Not at all
- b. A little
- c. To an average extent
- d. Very much

Appendix B: Interview

1. What are the advantages of using the software for learning vocabulary?
2. What are the disadvantages of using the software for learning vocabulary?
3. What are the advantages of using flash cards for learning vocabulary?
4. What are the disadvantages of using flash cards for learning vocabulary?
5. Which technique do you prefer to use for learning vocabulary? The software or flash cards? Why?
6. How necessary is using the software for learning vocabulary?
7. How necessary is using flash cards for learning vocabulary?

Native Phraseological Units Containing Colorative Component In The English And Turkish Languages

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Abstract

The article is devoted to the etymological study of native phraseological units containing colorative component in the English and Turkish languages connected with the culture-bound items and events in the history of the language bearers. The main aim of the investigation is to reveal general and specific peculiarities of the phraseological units of the group under study from the point of view of their origin in the comparative aspect. A short overview of works devoted to the study of phraseological units with colorative component as well as to the determination of native phraseological units is presented in the introduction. In the main part, by using actual material taken from the dictionaries, phraseological units which owe their appearance in the language to some definite culture-bound items and events in the historical development of peoples – the English and Turkish language bearers are examined. The English and Turkish phraseological units which have emerged in the languages during a rather long period of time (especially in the English language) are under analysis. All cited facts are valid and are taken from authoritative dictionaries. Both general and specific etymological peculiarities of the phraseological units under investigation are revealed in the languages being compared as a result of the research which was carried out.

Keywords: phraseological unit (PU), etymology, culture-bound items, native phraseological units, borrowed phraseological units.

Introduction

Phraseological units with colorative component in the English language were studied in the dissertations of A. I. Burlak [1], N. N. Repnikova [2], E. V. Shevchenko [3]. The main aim of their investigations was to find out the symbolic meaning of colorative lexemes and its influence on the transferred phraseological meaning of the PUs under study.

As far as Turkish phraseological units with colorative component are concerned, they were partly investigated in the Magister dissertation of M. Meskhoidze [4], and in the dictionary of the Turkish language compiled by D. Karakurt [5]. It is important to stress the fact that in the dissertation of M. Meskhoidze the sources of Turkish and Kirghiz phraseological units were investigated as well as the attitude to the notion of color in the Turkish and Kirghiz cultures. On the whole, we may state that the influence of the symbolic meaning of some names of color on the PU transferred meaning in the process of coining such units as well as the colors actively participating in this process and the etymology of some Turkish phraseological units under study were partially analyzed.

Phraseological units with a colour component in such typologically unrelated languages as English and Turkish have never been the object of a contrastive thesis research before. In the dissertation of I. A. Byiyk [6] the author represents quite a wide and idiosyncratic group of elements with their own distinctive features that are quite often used in speech. One of the main subject matters of the research is the semantic characteristics of the English and Turkish phraseological units containing colorative component in terms of motivation of their meaning, their occasional functions and interlingual equivalences. It is for the first time in the linguistic literature that the results of the experiment with the informants, native English and Turkish speakers, conducted to study different types of occasional transformations of the phraseological units in the contrasted languages, have been featured and analyzed. With consideration to the achievements in the theory of phraseology at the current stage of development of the science of language, isomorphic and allomorphic features of the motivation of the phraseological meaning of

phraseological units containing a coloronym component have been discovered as part of contrastive analysis and the types of equivalences of phraseological units in the English and Turkish languages have been defined. The research also determines interlingual equivalences of the English and Turkish phraseological units containing a coloronym component, as well as to define and characterize the English and Turkish equivalents and counterparts; and the methods used to translate the English non-equivalent phraseological units containing a coloronym component into the Turkish language.

A comprehensive and deep study of the entire phraseological stock of any language and its subsystems is impossible without etymological study of its components, i.e. phraseological units. A significant contribution to the study of the etymology of phraseological units of terminological nature in English was made by L. P. Smith, who compiled a collection of idiomatic expressions greatly exceeding both in volume and in diversity, all the collections of stable word combinations existing at the time. In his book "The Phraseology of the English Language", the researcher examines in detail the English PUs, and the sources of their formation.

In his etymological analysis, L. P. Smith refers only to one criterion - the sphere of human activity. According to his point of view, idioms that are based on metaphorical transference of meaning appeared in professional speech because each kind of human activity has its own vocabulary (and special terminology as well). His division of native idiomatic expressions of terminological nature according to the source of their origin and the sphere of human activity (for example, related to navigation, military sphere, sports, agriculture, hunting, etc.) is considered to be quite traditional.

A great linguist A. V. Koonin devotes an entire chapter of his monography to the study of the problem of the origin of phraseological units of modern English. Rightly pointing out the diversity of the origins of English PUs, the researcher defines two classes: native English PUs and PUs borrowed from other languages. Among native phraseological units A. V. Koonin distinguishes stable and transferred units of non-terminological nature, connected with the traditions, customs and beliefs of the English people, with some historical facts, realities and legends; PUs of terminological origin, as well as phraseological units, which owe their appearance in the language to some outstanding figures of the English culture, primarily to W. Shakespeare [7].

"Brewer's Dictionary of Phrase and Fable" also presents a great wealth of etymological data for researchers [8]. Its most important contribution is collecting historical facts referring not only to the history of Britain but also to the peculiarities of development of the USA and the former colonies of the British Empire. Therefore, in our research of the etymology of English phraseological unit with colorative component we apply to the data presented in these two authoritative dictionaries. As far as Turkish phraseological units are concerned, the etymological data are taken from the dictionary "Atasözleri ve Deyimler Sözlüğü" [9], written by a well-known Turkish linguist; and "English-Turkish Etymologic Dictionary", "İngilizce-Türkçe etimolojik sözlüğü" [10].

Methods

Thorough study of the etymology of native phraseological units with colorative component demands using different methods of investigation.

First of all, etymological analysis is of great importance in finding culture-bound items and events in the history of the language bearers. Secondly, comparative method is considered to be invaluable while comparing phenomena of two languages belonging to different language families. We also apply structural-grammatical analysis to research the connection between the direct meaning of PU prototypes based on culture-bound items and events of two language bearers (which are in fact word combinations), and the phraseological units' transferred meaning.

Phraseological units for the research were chosen from English and Turkish phraseological dictionaries by using sampling method. We apply A. Koonin's definition of phraseological unit in our work: "Phraseological units are stable word combinations with wholly or partially transferred meaning" [7:16].

Results

The results of our research show that a group of native English and Turkish phraseological units is based on some culture-bound items and events in the history of the language bearers which, on the whole, present a rather varied picture of different historical facts and events. Let us present some vivid examples.

The PU “the Black Prince” naming ‘Edward, Prince of Wales (1330-76), and the eldest son of Edward III’ appeared because of the fact that the Prince of Wales was “popularly supposed to be so named from his black armour. The name does not appear to have been used before the latter part of the 16th century, and first appeared in writing in 1569” [8:151].

The unit “the Oxford Blues” with the meaning ‘the Royal Horse Guards’ appeared in the second half of the 17th century. “The Royal Horse Guards were so called in 1690, from the Earl of Oxford, their commander, and the blue uniform, which dates from 1661” [8:988].

The historical event in 1725 when six companies of clansmen loyal to the king were raised and were stationed in small detachments to keep watch on the Highlands and the clans of Scotland is considered to be the basis of the phraseological unit “the Black Watch”. “Their tartan was dark, and their name, which was coined from a combination of this and their function, was used to distinguish them from the English troops performing the same duty. These companies later became the 42nd Foot and subsequently the Black Watch (Royal Highland Regiment) [8:1126].

The stable expression “black Friday” is connected with three events in the history of Britain and one in the history of the USA. “Among the most notable days so called are: (1) 6 December 1745, the day on which the news arrived in London that the Young Pretender had reached Derby; (2) 11 May 1866, when the failure of the London bankers Overend, Gurney & Co. caused widespread panic; (3) in the USA, 24 September 1869, when many speculators were ruined by the Government’s release of gold into the open market in order to bring down the price, which had been forced up by stock manipulators; and (4) 15 April 1921 in Britain, when the alliance between the three main trade unions broke down over the refusal of transport workers and railway men to strike in sympathy with the miners” [8:149].

The historical unit “brown Bess” – ‘flint-lock’ is connected with the name of the arms the British army used in the XVIII century [8:162].

Some native English phraseological units with colorative component referring to the British history appeared in the 20th century. One of them is “black and tans” with the following etymological data: “The name of a pack of hounds in County Limerick, applied to the specially recruited auxiliary force sent to Ireland by the British government in 1921 to supplement the Royal Irish Constabulary. Its members were so called from the colour of their uniforms” [8:1123].

The phraseological unit “blue ribbon army” first appeared in the American variant of the English language, and then was borrowed as an intra language borrowing into the British variant due to the appearance of this society in Britain as well. “A teetotal society founded in the USA and extending to Britain by 1878, whose members wore a piece of narrow blue ribbon as a badge. It became the Gospel Temperance Union in 1883. The phrase came to be applied to teetotalers generally” [8:1126].

The fact of the organization in the First World War of the so-called “Blue and Gray” from National Guardsmen of New Jersey, Delaware, Virginia, Maryland and the District of Columbia can be considered to be the basis of this stable expression coining in American English. “It’s shoulder patch of blue and grey, the colours of the rival armies in the Civil War (1861-5), symbolizes the unity of former embattled states” [8:1123].

The historical fact that “Siraj-ud Dawlah, Nawab of Bengal, reputedly confined (on 20-21 June 1756) 146 British prisoners in the small prison - 18×14 ft loin (5.5×4.5m) –of the East India Company’s Fort William, after its capture” may be considered to be the event in the history of expanding Britain’s power to other parts of the world, India as well, on which the PU “the black hole of Calcutta” was formed. “Only 23 people escaped suffocation. A military punishment cell or guardroom is often nicknamed the Black Hole, and dark, stuffy places are sometimes said to be ‘like the Black Hole of Calcutta’” [8:149].

Some native Turkish phraseological units with colorative component are referred to the Turkish flags, since ancient times symbolizing the guardian spirit. For this reason, the red colour is perceived as a

spiritual and national colour in Turkish culture. The phraseological unit "Türk'ün gözü aldadır" [11] in the meaning of "the eye of the Turk chooses the red colour", shows the importance of the colour "red" in Turkish culture. In the 20th century, the Turks began to use the word "al", literally "red", both as a name of a colour and as the synonym of the word "flag" [11:17]. During the conquest of Istanbul, it was noted that there was a green flag on top of Fatih's ship, which symbolized the victory of warriors [11:27]. The facts of the green fabric flag presence in the 20th century was a sign of dominance; and a flagship colour in Central Asia ruled by the Kirghiz Turks; but still the red colour occupies a huge area on the Modern Turkish flag, as the symbol of blood of the soldiers battling for the Turkish Republic [11:32].

The yellow colour had been used for many years as the colour of traditional Turkish boots. The phraseological unit "Sarı Çizmeli Mehmet Ağa" [11:35], literally "Mehmet Aga yellow pants" is used nowadays to describe a stranger, an unknown person from nowhere. The source of the idiom is clearly observed through the folk stories coming back to 1224 [11:7].

The stable phrase "Ak akçe kara gün içindir" in the meaning of "save up something for a rainy day" has two colorative components "ak akçe" in the meaning of "white money" as a reward for hard work; and "kara gün" in the meaning of "black day", a day of poverty. It is obvious that the white colour has a meaning of holiness, justice and strength in the Turkic culture [12]. Moreover, the oldest beliefs of the Shamanist period seem to be alive: Shamans' hats were made of white lambskin as their symbol of glory [13]. White colour was always a garment of military commander; the colour was used to discern military hierarchy [11:46].

Conclusions

The results of our investigation based on the data from the authoritative dictionaries of the English and Turkish languages have shown that culture-bound items and events in the history of the language bearers are general sources of a group of native phraseological units with colorative component in both languages. These units have a folk origin in both languages.

Discussion

The distinctive feature of the English phraseology under study is the existence of the so-called Americanisms closely connected with the American culture-bound items and the history of the USA, which, in its turn, may be borrowed into British-English as intra language borrowings. Besides, there is a limited number of native English phraseological units based on some events in the history of the former British Empire in different parts of the world.

In addition, it is important to underline the great influence of Turkish History: its religious, military historical issues on the major development of the phraseological units with the component of colour in the Turkish language. The distinctive feature of the Turkish phraseology under study may be seen in the great role of symbols connected with Turkish culture-bound items and the history of the Turkish language bearers.

Acknowledgements

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

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Quantitative Analysis of Proverbs and Sayings with Wild Animal Component in the Russian, German and Tatar Languages

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Abstract

The relevance of the research is determined by the contemporary interest to such science as comparative cultural linguistics, or linguoculturology, in the context of the anthropocentric paradigm of modern linguistics. In the centre of this science is the human being, the creator of the language and speech activity. The subject of cultural linguistics is language and culture which interact with each other. Among key issues of comparative cultural linguistics is the study of units which have historical and cultural value. These units include paremias. The aim of the study is to compare paremiological units, namely proverbs and sayings, with animalistic components of three typologically unrelated languages: Russian, German and Tatar. The object of the study is proverbs and sayings with zoonym components – names of wild fauna representatives. In the study we used such methods as descriptive, structural, interpretative, continuous sampling method and statistical method. The analysis of the selected material revealed 717 Russian, 346 German and 1182 Tatar proverbs and sayings with wild animal components, 98 zonyms in total, including names of mammals, reptiles, amphibians, fish, wild birds and insects. The study showed that the most frequently used names of wild animals as zoonym components of proverbs and sayings in all three languages are the ones associated with hunting and fishing. Paremiological units with wild animal components in the Tatar language contain more names of wild animals (80 units) than in the Russian (62 units) and German (54 units) languages. The materials of the study may be used in comparative cultural linguistics, cognitive linguistics, cultural studies, phraseology and paremiology.

Keywords: linguistics, language, phraseology, culture, zoonym, paremia, proverb, saying.

1. Introduction

1.1 *The source of animal proverbs*

The source of paremias is, first of all, conventional wisdom. Both proverbs and sayings reflect the peculiarities of the worldview of this or that nation; they accumulate folk wisdom and pass knowledge and traditions of native speakers from generation to generation (Akhmat'yanova, 2014). These language universals are significantly important as they reflect the culture of native speakers. Phraseology is a unique language material containing very concentrated information about the nation and its considering of this or that notion or object (Sakaeva, 2015). Other sources of proverbs and sayings include the ancient culture, the Bible and the Koran. Borrowings also play an important role in paremiological fund enrichment. Borrowings from Latin and French are rather numerous. There are some borrowing from the Greek, Spanish, Italian and other languages. The Tatar language has many borrowings from Arabic, Turkish and other Oriental languages.

The desire of people to explain and describe the objects and phenomena of objective reality is a prerequisite for the development and functioning of the language as any communication act is based on the need to provide information about the surrounding world (Bagana, 2014). It should be emphasized that effective communication involves more or less similar understanding of objective reality, which is usually implemented in the process of communication between people living on the same territory or in the neighbourhood and speaking the same language. The human perception of objective reality is mainly indirect. People percept the objective reality through their language, mentality and culture (Mazhitayeva, 2015).

In order to make the speech more expressive, especially to give emotionally-colored description of somebody, people metaphorically endow the objects of the external world, including animals, with human features; for thousands of years animals have been playing an important role in the economic life and traditions of different nations (Mokiyenko, 2005). The appearance of more anthropocentric characteristics of zoonyms indicates to the subjective recognition of the importance of the animals in the general worldview (Sabitova, 2013). People are endowed with habits of animals. The linguistic peculiarity of this phenomenon is manifested by the fact that the content of the transferred characteristics is determined not only by the qualities of a real extralinguistic object (in this case an animal), but by the qualities that the collective linguistic consciousness attributes to this object. Language registers and reinforces these qualities as inherent to denotatum; as a result, zoonyms are often used to describe people and their traits (Cherdantseva, 1977). For example, the component *hare* does not carry the figurative meaning in itself, but it can create an image in particular circumstances. If we call somebody a *hare*, we mean that this person is coward and timid. The component *wolf* not only names a representative of the wild fauna, but also expresses the qualities attributed to this animal, such as anger, power, loneliness, etc. Theoretically, you can compare people to any animal to make the speech more colourful, but in fact the circle of animals is limited. These animals are mainly the ones which people are familiar with (depending on their environment). For example, in some countries a *fox* is a symbol of cunning, a *lion* is a symbol of strength and wisdom, a *snake* is a symbol of guile. But the associations connected with these animals may be different in some details. As a rule, animals are perceived by people as useful, useless and harmful. The same representatives of wild fauna can play different roles in the life of different peoples and can be characterized by them in different ways. These differences are explained by cultural and mental peculiarities, original folklore, myths, economic and geographical conditions. In turn, the animals are divided into domestic, wild or exotic. The object of our study is proverbs and sayings with names of wild animals.

1.2 Semantic characteristics of proverbs with wild animal component

A lot of paremias appeared as a result of people's observation of behaviour and habits of animals. Many animals have similar images in different nations. These similar images are based on the similarity of habits and appearance of animals of the same species in many nations (Cherdantseva, 1977). Animals have always been playing an important role in people's life, especially in ancient times when people lived close to the animals. The importance of wildlife to humans and its close relationship with the world are shown in proverbs and sayings of different languages (Mokiyenko, 2005). People have always compared themselves with animals; that is why many paremiological units have zoonym components which are the semantic center of proverbs and sayings as they carry the main metaphorical meaning. In order to express the emotional attitude to the object zoonyms are also used.

People compared themselves with the animal world to describe their feelings, appearance, behaviour, traits of character, qualities, needs, activities, etc. Zoonyms perform encyclopaedic, or cultural and informative, function. These linguistic units have a powerful information potential. They describe people from absolutely different sides (Chibisova, 2012). Paremiological units with animal components can describe intelligence, skills, physical qualities and abilities. Many zoonyms became trite metaphors that refer to the qualities and traits of people.

In the Russian, German and Tatar languages there are numerous proverbs and sayings with zoonym components. These paremias mainly describe people's appearance, abilities, traits of character, intelligence and behaviour. We can say that this kind of proverbs and sayings is the result of people's observation of animals, their behaviour and appearance, and these paremias reflect people's attitude towards animals.

According to their meaning, the analysed proverbs and sayings can be divided into the following groups:

1. Paremiological units with negative connotation:

Russian: *Ворона за море летала, да умнее не стала.* [A *crow* flew over the sea but did not become any wiser.]

Волк каждый год линяет, а нрава не меняет. [The *wolf* changes its skin but not its habits.]

German: *Bär bleibt Bär*, fährt man ihn auch übers Meer. [A *bear* remains a *bear*, even if driven over the sea.]

Am *Raben* hilft kein Bad. [Washing won't help the *raven*.]

Tatar: Урман *бүресез* булмый. [There is no wood without a *wolf*.]

Уйламаган жирдэн *елан* чагар. [A *snake* bites unexpectedly.]

2. Paremiological units with positive connotation:

Russian: Невелик *соловей*, да голос золотой. [*Nightingale* is small but has the golden voice.]

Муравей невелик, а горы копает. [*Ant* is small but makes the mountains.]

German: Frische *Fische* – gute *Fische*. [Fresh *fish* is good *fish*.]

Dem fleißigen *Hamster* schadet der Winter nichts. [A hardworking *hamster* is not afraid of winter.]

Tatar: Карт *төлке* ауга элэки. [An old *fox* misses traps.]

Арсланнан арслан туар. [*Lion* gives birth to *lion*.]

3. Paremiological units with indefinite connotation:

Russian: Чья вода – того и *рыба*. [The one who owns the water owns the *fish*.]

Медведь в лесу, а шкура продана. [The *bear* is in the forest but its skin is sold.]

German: Lehre nicht die *Fische* schwimmen und die *Tauben* fliegen. [Don't teach *fish* to swim and *pigeons* to fly.]

Den *Vogel* erkennt man an den Federn. [A *bird* is known by its flight.]

Tatar: Дәрьядагы *балык* сатылмас. [Fish in the sea is not sold.]

Һавадагы *кошны* атмас борын сатмыйлар. [A *bird* in the sky is not sold.]

Although this classification of proverbs and sayings is relative, it should be noted that the paremiological units with negative connotation prevail. It is explained by the fact that negative associations always cause a strong emotional response, which is reflected in proverbs and sayings.

2. Materials and Methods

We analysed 717 Russian, 346 German and 1182 Tatar paremiological units with the names of wild animals. The analysis of these units revealed 98 zoonym components – names of wild animals, including the names of mammals, reptiles, amphibians, fish, wild birds and insects. We used statistical method to reveal the quantitative characteristics of the zoonym components of paremiological units in three languages and determine the frequency of their use.

The quantitative characteristics of proverbs and sayings with wild animal components in the Russian, German and Tatar languages is presented in Table 1 below.

Table1. Quantitative characteristics of proverbs and sayings with wild animal components in the Russian, German and Tatar languages

№	Russian	Numb er of prover bs	Frequen cy of use, %	German	Numb er of prover bs	Frequen cy of use, %	Tatar	Numb er of prover bs	Frequen cy of use, %
1	волк	133	8.50	Wolf	21	2.91	бүре	172	6.10
2	лиса	42	2.68	Fuchs	34	4.72	төлке	77	2.73
3.	медведь	63	4.02	Bär	20	2.77	аю	52	1.84
4	заяц	27	1.72	Hase	23	3.19	куян	75	2.66
5	лев	5	0.31	Löwe	6	0.83	арслан	50	1.77
6	тигр	-	-	Tiger	1	0.13	юлбарыс	5	0.17
7	слон	7	0.44	Elefant	3	0.41	фил	7	0.24
8	обезьяна	2	0.12	Affe	10	1.38	маймыл	2	0.07
9	мышь	40	2.55	Maus	24	3.33	тычкан	27	0.95
1	крыса	2	0.12	Ratte	2	0.27	күсе	20	0.71
0									

1	летучая	-	-	Fledermaus	-	-	ярканат	6	0.21
1	мышь								
1	хомяк	-	-	Hamster	2	0.27	эрлэн	3	0.10
2									
1	крот	1	0.06	Maulwurf	-	-	сукыр	2	0.07
3							тычкан		
1	рыба	49	3.13	Fisch	32	4.44	балык	64	2.27
4									
1	рак	13	0.83	Krebs	4	0.55	кысла	4	0.14
5									
1	угорь	-	-	Aal	3	0.41	елан балык	-	-
6									
1	барсук	-	-	Dachs	-	-	бурсык	1	0.03
7									
1	еж	-	-	Igel	1	0.13	керпе	5	0.17
8									
1	змея	12	0.76	Schlange	1	0.13	елан	65	2.30
9									
2	олень	2	0.12	Hirsch	-	-	болан	7	0.24
0									
2	козюля	-	-		-	-	коралай	2	0.07
1									
2	косуля	-	-	Reh	1	0.13	кыр кэжәсе	-	-
2									
2	дикая	-	-	wildes	-	-	колан	12	0.42
3	лошадь			Pferd					
2	белка	4	0.25	Eichhörnch	4	0.55	тиен	3	0.10
4				en					
2	куница	-	-	Marder	1	0.13	сусар	1	0.03
5									
2	бобер	6	0.38	Biber	-	-	кондыз	2	0.07
6									
2	суслик	-	-	Zieselmaus	-	-	йомран	1	0.03
7									
2	леопард	-	-	Leopard	-	-	каплан	1	0.03
8									
2	барс								
2	рысь	1	0.06	Luchs	-	-	селәүсен	-	-
9									
3	соболь	1	0.06	Zobel	-	-	кеш	-	-
0									
3	выхухоль	-	-	Bisamröße	-	-	жофар	1	0.03
1				r					
3	лягушка	18	1.15	Frosch	7	0.97	бака	34	1.20
2	/								
	жаба								
3	черепаха	-	-	Schildkröte	-	-	ташбака	6	0.21
3									
3	ящерица	1	0.06	Eidechse	-	-	кэлтә	3	0.10
4									
3	птица	47	3.00	Vogel	34	4.72	кош	66	2.34

5									
3	жаворон	-	-	Lerche	3	0.41	тургай	15	0.53
6	ок								
3	воробей	18	1.15	Spatz	8	1.11	чыпчык	32	1.13
7									
3	синица	6	0.38	Meise	-	-	песнэк	5	0.17
8									
3	соловей	25	1.59	Nachtigall	3	0.41	сандугач	50	1.77
9							былбыл		
4	тетерев/	2	0.12	Rebhuhn	1	0.13	озан/	2	0.07
0	куропатк						көртлек		
	а								
4	ворона	54	3.45	Krähe	13	1.80	карга	70	2.48
1									
4	ласточка	3	0.19	Schwalbe	2	0.27	карлыгач	5	0.17
2									
4	голубь	3	0.19	Taube	10	1.38	күгәрчен	5	0.17
3									
4	дятел	2	0.12	Specht	-	-	тукран	8	0.28
4									
4	журавль	8	0.51	Kranich	1	0.13	торна	17	0.60
5									
4	аист	-	-	Storch	3	0.41	лэклек	-	-
6									
4	сова	15	0.95	Eule	7	0.97	ябалак	26	0.92
7									
4	скворец	-	-	Star	-	-	сыерчык	3	0.10
8									
4	лебедь	4	0.25	Schwan	3	0.41	аккош	10	0.35
9									
5	павлин	-	-	Pfau	1	0.13	тавис	4	0.14
0							кошы		
5	попугай	-	-	Papagei	-	-	тутый кош	8	0.28
1									
5	балабан	-	-		-	-	этэлге	4	0.14
2									
5	ястреб	5	0.31	Habicht	-	-	карчыга/	11	0.39
3									
5	перепеля	-	-		-	-	каргы	1	0.03
4	тник								
5	кукушка	5	0.31	Kuckuck	6	0.83	күке	9	0.31
5							кэккүк		
5	кречет	-	-	Gerfalke	-	-	шоңкар	12	0.42
6									
5	грач	1	0.06	Saatkrähe	-	-	кара карга	3	0.10
7									
5	кулик	10	0.63	Schlammlä	-	-	тэллө тәвеш	-	-
8				ufer					
5	рябчик	1	0.06	Haselhuhn	-	-	божыр	-	-
9									

60	сорока	24	1.53	Elster	1	0.13	саескан	20	0.71
61	галка	3	0.19	Dohle	-	-	чэүкэ	-	-
62	иволга	-	-	Pirol	-	-	шэүлегэн	1	0.03
63	перепел	-	-	Wachtel	1	0.13	бүдэнэ/ бытбылдык	15	0.53
64	сыч	-	-	Uhu	-	-	байгыш	7	0.24
65	филин	-	-	-	-	-	өке	-	-
66	ворон	4	0.25	Rabe	6	0.83	козгын	14	0.49
67	страус	-	-	Strauß	-	-	дөя	4	0.14
68	орел	12	0.76	Adler	4	0.55	кошы	9	0.31
69	сокол	32	2.04	Falke	8	1.11	каракош	7	0.24
70	коршун	4	0.25	Geier	1	0.13	бөркет	-	-
71	чайка	1	0.06	Möwe	-	-	лачын	-	-
72	дергач/ коростел ь	-	-	Wachtelkö nig	-	-	тигэн	2	0.07
73	дикий	-	-	Wildgans	-	-	акчарлак	9	0.31
74	гусь	-	-	-	-	-	тартар	3	0.10
75	дикая	-	-	Wildente	-	-	кыр казы	2	0.07
76	утка	2	0.12	Zeisig	-	-	кыр үрдөгө	-	-
77	чиж	1	0.06	Auerhahn	-	-	сары	-	-
78	глухарь	-	-	Sperber	1	0.13	чыпчык	-	-
79	кобчик	4	0.25	Laus	7	0.97	суер	-	-
80	вошь	19	1.21	Fliege	14	1.94	ягылбай	33	1.17
81	муха	13	0.83	Biene	3	0.41	бет	32	1.13
82	пчела	1	0.06	Wespe	1	0.13	чебен	27	0.95
83	оса	2	0.12	Ameise	2	0.27	бал корты	-	-
84	муравей	2	0.12	Käfer	-	-	шөпшө	17	0.60
85	жук	2	0.12	Wanze	-	-	кырмыска	2	0.07
86	клоп	2	0.12	-	-	-	коңгыз	17	0.60
87							кандала		

8	бабочка	-	-	Falter	1	0.13	күбәләк	1	0.03
4									
8	пиявка	-	-	Blutegel	-	-	сөлек	4	0.14
5									
8	комар	19	1.21	Mücke	5	0.69	черки	4	0.14
6									
8	блоха	14	0.89	Floh	3	0.41	борча	3	0.10
7									
8	таракан	7	0.44	Schabe	-	-	таракан	6	0.21
8									
8	овод	-	-	Bremse	-	-	кигәвен	1	0.03
9	моль	-	-	Motte	-	-	көя	1	0.03
0									
9	скорпион	-	-	Skorpion	-	-	чаян	1	0.03
1									
9	сверчок	2	0.12	Grille	1	0.13	өй	-	-
2							чикерткәсе		
9	шмель	1	0.06	Hummel	-	-	төкле тура	-	-
3									
9	червь	3	0.19	Wurm	6	0.83	корт	4	0.14
4									
9	улитка	2	0.12	Schnecke	3	0.41	экәм-төкәм	-	-
5									
9	мокрица	1	0.06	Assel	-	-	юеш	-	-
6							таракан		
9	гусеница	-	-	Raupe	2	0.27	күбәләк	-	-
7							корты		
9	паук	3	0.19	Spinne	1	0.13	үрмәкүч	4	0.14
8									

3. Results

The comparative analysis of paremiological units of three languages showed that the most frequently used zoonym components – names of wild animals are: **wolf**/волк (133; 8.50)/Wolf (21; 2.91)/бүре (172; 6.10); **fox**/лиса (42; 2.68)/Fuchs (34; 4.72)/төлкә (77; 2.73); **bear**/медведь (63; 4.02)/Bär (20; 2.77)/аю (52; 1.84); **hare**/заяц (27; 1.72)/Hase (23; 3.19); **mouse**/мышь (40; 2.55)/Maus (24; 3.33)/тычкан (27; 0.95); **frog**/лягушка, жаба (18; 1.15)/Frosch (7; 0.97)/бака (34; 1.20); **fish**/рыба (49; 3.13)/Fisch (32; 4.44)/балык (64; 2.27); **bird**/птица, птаха (47; 3.00)/Vogel (34; 4.72); **crow**/ворона (54; 3.45)/Krähe (13; 1.80)/карга (70; 2.48); **sparrow**/воробей (18; 1.15)/Spatz (8; 1.11)/чыпчык (32; 1.13); **owl**/сова (15; 0.95)/Eule (7; 0.97)/ябалак (26; 0.92); **fly**/муха (19; 1.21)/Fliege (14; 1.94)/чебен (32; 1.13). The prevalence of such components as *wolf*, *fox*, *bear*, *hare*, *fish* and *bird* in the Russian, German and Tatar paremias is explained by the well developed fishing and hunting in these ethnic groups. The rest of above mentioned wild animals are widely spread on the territories where the three nations live, which allowed to study the habits of these animals.

For example, hares have been living in the forests on the territory of Germany for a long time. Many of them live in small forests, parks, gardens. They live in close proximity to people and their dwellings. Proverbs and sayings with the component *hare* are rather numerous in the German folklore due to a huge number of hares in the forests of Germany. People watched their behavior, appearance and habits and studied them thoroughly. When wild hares run, they are very fast, nimble and are not easy to catch. That is why a *hare* is a symbol of experience, dexterity and swiftness:

Man soll nicht zwei Hasen auf einmal jagen. [Do not chase two *hares* at a time.]

Viele Jäger sind des Hasen Tod. [Many hunters – a hare is dead.]

Schulden sind keine Hasen. [Debts are not hares.]

Der Ochs will den Hasen erlaufen! [An ox wants to overtake a hare.]

The following wild animal components are less frequently used in proverbs and sayings in all three languages: **elephant**/слон (7; 0.44)/Elefant (3; 0.41)/фил (7; 0.24); **rat**/крыса (2; 0.12)/Ratte (2; 0.27)/күсе (20; 0.71); **cancer**/рак (13; 0.83)/Krebs (4; 0.55)/кысла (4; 0.14); **squirrel**/белка (4; 0.25)/Eichhörnchen (4; 0.55)/тиен (3; 0.10); **grouse**/тетерев. куропатка (2; 0.12)/Rebhuhn (1; 0.13)/озан, көртлек (2; 0.07); **swallow**/ласточка (3; 0.19)/Schwalbe (2; 0.27)/карлыгач (5; 0.17); **crane**/журавль (8; 0.51)/Kranich (1; 0.13)/торна (17; 0.60); **swan**/лебедь (4; 0.25)/Schwan (3; 0.41)/аккош (10; 0.35); **eagle**/орел (12; 0.76)/Adler (4; 0.55)/каракош, бөркет (9; 0.31); **cuckoo**/кукушка (5; 0.31)/Kuckuck (6; 0.83)/күке, кәккүк (9; 0.31); **raven**/ворон (4; 0.25)/Rabe (6; 0.83)/козгын (14; 0.49); **ant**/муравей (2; 0.12)/Ameise (2; 0.27)/кырмыска (17; 0.60); **flea**/блоха (14; 0.89)/Floh (3; 0.41)/борча (3; 0.10); **worm**/червь (3; 0.19)/Wurm (6; 0.83)/корм (4; 0.14); **spider**/паук (3; 0.19)/Spinne (1; 0.13)/үрмәкүч (4; 0.14). It can be assumed that the component *elephant* is not often used in the Russian, Tatar and German proverbs and sayings because this animal does not inhabit the territories where peoples under consideration live. However, this component is found in paremiological units in which the brightest feature of elephant, namely its size, is mentioned:

Russian: Слон рождает слона, а комар – комара. [Elephant gives birth to elephant, mosquito gives birth to mosquito.];

German: Der Elefant macht keine Mücken tot. [An elephant doesn't kill mosquitoes.];

Tatar: Фил ләтчане тудырган. [An elephant gave birth to weasel.].

The following wild animal components are also rarely used in the Russian, German and Tatar paremias due to the reason mentioned above: **lion**/лев (5; 0.31)/Löwe (6; 0.83), **tiger**/Tiger (1; 0.13)/юлбарыс (5; 0.17), **peacock**/Pfau (1; 0.13)/тавис кошы (4; 0.14), **monkey**/обезьяна (2; 0.12)/маймыл (2; 0.07). However, the animal components **monkey**/Affe (10; 1.38) in German и **lion**/арслан (50; 1.77) in Tatar are frequently used in paremias as they are borrowed from the oriental culture.

German: Ein Affe bleibt ein Affe, werd' er König oder Pfaffe. [A monkey is a monkey, be it a king or a priest.].

Tatar: Арслан айга менмәсә дә сикерүе дан. [Although a lion cannot reach the moon, its jump brings him glory.].

Some zoonym components of paremiological units are frequently used in one or two of the analysed languages: **snake**/змея (12; 0.76)/Schlange (1; 0.13)/елан (65; 2.30); **nightingale**/соловей (25; 1.59)/Nachtigall (3; 0.41)/сандугач, былбыл (50; 1.77); **pigeon**/голубь (3; 0.19)/Taube (10; 1.38)/күгәрчен (5; 0.17); **magpie**/сорока (24; 1.53)/Elster (1; 0.13)/саескан (20; 0.71); **falcon**/сокол (32; 2.04)/Falke (8; 1.11)/лачын (7; 0.24); **louse**/вошь (4; 0.25)/Laus (7; 0.97)/бет (33; 1.17); **bee**/пчела (13; 0.83)/Biene (3; 0.41)/бал корты (27; 0.95); **mosquito**/комар (19; 1.21)/Mücke (5; 0.69)/черки (4; 0.14).

The names of the following wild animals are not used in the Russian proverbs and sayings: bat, hamster, eel, badger, hedgehog, roebuck, roedeer, tarpan, marten, ground squirrel, desman, tortoise, lark, stork, starling, sparrow hawk, gerfalcon, oriole, quail, horned owl, crake, wild goose, mallard, red-footed falcon, butterfly, leech, botfly, moth, caterpillar, leopard, peacock, parrot, ostrich, scorpion. Paremiological units of the German language do not use the names of the following animals: bat, mole-rat, badger, roebuck, tarpan, lynx, desman, tortoise, lizard, tit, woodpecker, starling, goshawk, sparrow hawk, gerfalcon, rook, sandpiper, hazel grouse, jackdaw, oriole, horned owl, gull, crake, wild goose, mallard, siskin, great grouse, beetle, bug, leech, cockroach, botfly, moth, bumblebee, sowbug, deer, leopard, sable, parrot, ostrich, scorpion; the Tatar paremias do not mention such wild animals as eel, roedeer, stork, sandpiper, hazel grouse, jackdaw, siskin, great grouse, red-footed falcon, wasp, cricket, bumblebee, snail, sowbug, caterpillar, lynx, sable.

4. Discussions

The studies of paremiological units with zoonym components have been carried out on the basis of different languages: Russian, German, English, Chinese, Vietnamese, Turkish, etc. Some linguists compared proverbs and sayings with zoonym components of two and more languages both in semantic and structural aspects. A.I. Lyzlov studied the evaluative semantic criteria expressed in paremiological units of the Russian, English and German languages in which the figurative base is represented by the zoonymic image "fish" (Lyzlov, 2014). One of our articles is devoted to the semantic analysis of proverbs and sayings with zoonym components, the names of domestic animals, in the Russian, German and Tatar languages. (Yusupova, 2015). E.Kh. Shamsutdinova carried out a comparative analysis of the structural and syntactic features of the Arabic and English proverbs with zoonym components (Shamsutdinova, 2013).

The novelty of this study lies in comparative analysis of three typologically unrelated languages, Russian, German and Tatar, on the one hand, and in the thorough study of paremiological units with wild animal components applying such methods as descriptive, structural, interpretative, statistical and continuous sampling method, on the other. The analysis revealed 98 names of wild animals used in proverbs and sayings which are presented in the article. The zonyms include not only mammals, but also reptiles, amphibians, fish, wild birds and insects.

5. Conclusion

The most frequently used names of wild animals as zoonym components of paremiological units in the Russian, German and Tatar languages are the ones associated with hunting and fishing. Animals which are least frequently mentioned in proverbs and sayings of the analysed languages are the ones which do not inhabit the territory of the nations under consideration, as well as borrowed from the oriental culture, or animals which do not play a sufficient role in these people's life. The names of some wild animals may be either rarely or never used in paremias due to peculiarities of the national mentality.

Paremiological units with wild animal components in the Tatar language contain more names of wild animals (80 units) than in the Russian (62 units) and German (54 units) languages. These differences can be explained by different ethno-cultural traditions, customs, ways of thinking, as well as influence of the Eastern culture.

Acknowledgments

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

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Rendering non-translatable Korean words in Russian and English texts (as exemplified in bilingual journal "Koreana")

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Russian Federation.**Abstract**

Non-translatable words are one of the biggest problems translator can confront with. These words are mostly intended to describe phenomenon which does not exist in recipient language. These might be names of traditional clothes, dishes, dances, etc. In order to build up respectful attitude towards Korean culture translator should very accurately deal with these terms. The purpose of this article is to analyze and compare dealing with non-translatable Korean words in English and Russian texts. The leading method in this case is inter-cultural linguistic comparison. It is necessary to look through original Korean text and compare ways of using some cultural terms in two languages – English and Russian. This article examines extracts from international multi-lingual magazine *Koreana*, which is published with the help of Korea Foundation – organization promoting Korean language and Korean language education in non-Korean countries. It is best known among Korean language students and people who are interested in Korea and Korean culture and is very culture-oriented so it can provide wide range of examples of Korean renderings. *Koreana* has published materials, and also this magazine is available online. Extracts from Winter 2014 vol. 10 no. 4., Winter 2015 vol. 29 no. 4. and Spring 2016 vol. 30 no. 1 were chosen randomly in order to show appearance of non-translatable words. This article can be useful for further study of Korean lexicology and inter-cultural analysis.

Keywords: Linguistics, Korean language, Russian language, non-translatable words, renderings, lexicology

Introduction

Popularization of Korean culture is one of the reasons South Korea is gaining its authority across the globe. Term "Hallyu" (Korean '한류') means "Korean wave", but mostly among young generation it is known as "Korean fever". Due to moonshot of Korean pop culture in last 10 years Korea became a very attractive tourist destination. So now we are talking about popularization of Korea whole over the world. According to Korea Tourism Organization (한국관광공사) medical tourism, tours to DMZ, templestay and ski resorts are the most popular not only among Asian tourists, but lots of Europeans, Americans and Russians come to experience the charm of the "Land of Morning Calm". This rise of popularization of Korea leads to popularization of Korean language and growth of number of Korea-oriented materials in different languages.

In this article we will examine one the magazines which is publishing in Russian and English languages. Non-translatable words are one of the biggest problems translator can confront with. These words are mostly intended to describe phenomenon which does not exist in recipient language. These might be names of traditional clothes, dishes, dances, etc. In order to build up respectful attitude towards Korean culture translator should very accurately deal with these terms. Further ways of rendering non-translatable word appeared in the same volumes of *Koreana* magazine in Russian and English languages will be analyzed.

Materials and Methods

Culture is the knowledge a person gets being a part of ascertain society (Hudson, 1996). Different cultures and sub-cultures store the knowledges about behavioral and communicative regulations. Every culture has its own conceptualization stereotypes of worldview. Cultural differences are differences in conceptualization of worldview and these differences reflect in lexical level (Zabotkina, 2012).

Thus, cultural context is one of a great importance, especially at the time of globalization, when each culture as a single unit contributes it's value system to the global one. This leads to appearance of new lexical units (neologism, etc.) or disappearing of old ones (archaisms etc.), some words are becoming widely-known, some remains forgotten.

And in the process of opening to global society every new culture represent its own aboriginal elements, which global society approve or ignore and change it to more familiar.

South Korea has become one of the leading countries not only in Asian region, but world-widely. Their unique society preserved their unique cultural elements due to isolation policy from XV century till early XIX. Thought these elements are very peculiar and unique they were accepted and in order to be perceived they should be name-given. Here arouse the question of word-rendering. Is it worth it or not? In order to show the differences in perceiving inter-cultural and semantic methods were used.

In this article ways of word-rendering will be analyzed on examples of articles from multi-cultural magazine Koreana published by Korea Foundation (organization supporting promotion of Korean studies worldwide).

For convenience examples are represented in tables where English, Russian and Korean variants of the same sentence are given. Analyzed words are given in italics.

Results

Winter 2014 vol. 10 no. 4. At very first article of this volume we can see first rendered word – *jangdokdae* (장독대). For our convenience we put examples of rendering in table. Rendered words are given in italics.

English edition	Russian edition	Korean edition
"At a sunny spot in the yard by the wall is <i>jangdokdae</i> , or crockery terrace."	"В том доме, под забором на внутреннем дворе, на самом солнечном месте стоит «чандоктэ»."	"그 고향 집 안뜰 양지 바른 담장 밑에는 <i>장독대</i> 가 있다."
"Childhood home, mother, the crockery terrace – these three images in the mind's eye can evoke intense yearning for one's childhood."	"Родительский дом, матушка и «чандоктэ» – три составляющих пейзажа, выражающего тоску по прошедшему детству."	"고향집, 어머니, 그리고 <i>장독대</i> 는 어린 시절에 대한 그리움의 풍경을 이루는 세 요소다."
<i>Jang</i> refers to traditional fermented sauces and pastes such as <i>ganjang</i> (soy sauce), <i>gochujang</i> (red pepper paste), and <i>doenjang</i> (soybean paste).	"Словом «чан» («чжан») по-корейски называют ферментированные продукты длительного хранения, без которых не обходится стол корейцев. ... Словом «ток» («док») называют большие и малые сосуды, изготовленные из глины для хранения этих продуктов. А «тэ» – это помост, который делают немного выше уровня двора..."	" <i>장</i> 은 한국인의 식탁에서 결코 없어서는 안 되는 발효 저장식품이요. ... ' <i>독</i> '은 그 식품을 담기 위하여 흙으로 빚은 크고 작은 그릇들이다. ' <i>대</i> '는 그 그릇들을 크기 순서대로 배열하여..."
"Mother would sit in the open <u>wooden-floored hall</u> and..."	"Матушка, сидя на деревянной веранде « <i>мару</i> », ..."	" <i>마루</i> 에 앉아서..."

"The crockery terrace was also a sacred place where mother would pray for the family's welfare."	"Помост «чандоктэ» - это так же священное пространство молитвы..."	"장독대는 가족의 안녕을 기원하는 어머니의 정성이 담긴 성스러운 기도 공간이기도 했다."
"... the old crockery terrace has become a rare sight."	"... «чандоктэ» стало не просто увидеть."	"...장독대는 찾아보기 쉽지 않아졌다."
"With onslaught of fast food, the value of traditional slow food is rapidly vanishing."	"Пасты «чан», будучи традиционной слоуфуд, оказались вытеснены фастфудом и по немногу теряют свой блеск."	"패스트푸드에 밀려 전통적인 슬로 푸드인 장은 그 빛을 잃어가고 있다."

It is interesting to mention that in English-language edition the name of article is used without Korean term and written as "The Crockery Terrace, Mother and Home", while in Russian edition translators preferred to leave the original "Чандоктэ" that to use explanation as in English edition.

The same tendency we observe in first example. English edition gives us the rendered *jangdokdae* and explanation after comma, while Russian edition still uses non-translated variant. As we can observe from the third example, English edition very shortly gives explanation to words *gangjang*, *gochujang* and *doenjang*, but original Korean text never used them in this sentence. Thus, translator gives additional information to reader representing examples of *jang*. Further in English edition none of rendered words are used, instead word combinations, like "crockery terrace" (장독대), "wooden-floored hall" (마루), substitutes them. Moreover English texts lost all other non-translatable words as we can see in last example.

So, on the one hand, English edition tends to give to the reader additional information introducing the examples of phenomena (like in case of the third sentence in table). But on the other hand, English edition very rarely uses rendered elements, what simplifies reading the article in some way.

Conversely Russian edition tends to use great number of rendered words using them as terms finalizing them with quotation marks.

If we address to dictionaries, words like 마루, 장 and 장독대 have official translation. 마루 is "wooden floor" in Korean-Russian dictionary and just "floor" in Korean-English dictionary, 장 is substitute for soy sauce, soybean paste and red pepper paste in both Korean-Russian and Korean-English dictionaries. But word 장독대 is explained in both dictionaries as platform for crocks od sauces. But in order to compile a literary text English edition substitute word 장독대 with "crockery terrace", while Russian language does not have any appropriate quite shot substitution, so it is used as rendered word.

In the next article we will observe interesting fact of English-borrowed word in Korean text and it's appearance in English and Russian editions. The rendered word is 치킨 [ch'ik'in], which denotes very popular Korean dish, fried chicken. Though Korean language has its own word denoting chicken meat (닭 [tak]), '치킨' has become an independent dish, so in Korean text it appears only as borrowed word.

English edition has nothing to with this rendering so in text we can see only word 'chicken' in some cases written in quotation marks or in italics.

But Russian text followed Korean tendency and in order to denote this dish in translation it used transliteration not from English 'chicken', but from Korean rendering '치킨'.

In this article a special point to be mentioned is derivation of rendered word '치킨' and Korean word '맥주' ([maekchu] 'beer'), which leads to a new Korean word '치맥' (치킨 + 맥주 = 치맥 [ch'imaek]) meaning 'beer and fried chicken'. In this case both English and Russian edition used it as rendering due to pure-Korean part in it.

English edition	Russian edition	Korean edition
"... the Korean use of the English word 'chicken' meaning specifically 'fried chicken'."	"... это итальянское блюдо из жареной курицы обязано своим появлением корейской «чхикхин»."	후배는 그 닭 요리가 한국의 '치킨'에서 온 것이라고 단언했다.

"Also worthy of note is the recent craze in many Asian countries over <i>chimaek</i> – the mixed English and Korean portmanteau abbreviation of chicken and beer."	"Свою роль здесь также сыграл бум «чхимэк»."	"최근 아시아에서 일고 있는 '치맥' 열풍도 빼놓을 수 없다."
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Winter 2015 vol. 29 no. 4. In this article we can see the same tendency of avoiding renderings in English text, and vice versa using mostly renderings in Russian text.

Article devoted to Neo-Confucian academies shows that word which denotes phenomenon peculiar only to Asian society and might be used as specific term "seowon" (from Korean '서원' [söwön]) is mostly (but not always) replaced by 'Neo-Confucian academy' and is given as rendering only mentioning some academies' proper names.

English edition	Russian edition	Korean edition
" <i>Seowon</i> , the Neo-Confucian academies of the Joseon Dynasty (1392–1910), were private educational institutions..."	"«Совоны» эпохи Чосон представляли собой образовательные учреждения..."	"조선시대(1392–1910)의 서원은 지방에 기반을 둔 유학자들이 성현 배향과 후학 양성을 위하여 설립한 사설 교육기관인..."
"The Neo-Confucian academies of the Joseon Dynasty exerted wide-ranging influence on the nation's politics, economy, education, and culture."	"Появление «совонов» и их деятельность оказали большое влияние на политику, экономику, образование и культуру Чосона."	"서원은 건립 이후, 조선의 정치, 경제, 교육, 문화에 커다란 영향을 미쳤다."
"Ju Se-bung (1495–1554), while serving as magistrate of Punggi County, founded <i>Baegundong Seowon</i> in 1543 in the village of Sunheung-myeon, North Gyeongsang Province."	"В 1543 году, на 36-м году правления короля Чунчжона, Чу Себун (1495–1554), уездный начальник в Пхунги, в деревне Пэгун-дон волости Сунхын-мён провинции Кёнсан-до основал первый в Корее «совон» Пэгундон."	"1543년(중종 36년) 풍기군수(豊基郡守) 주세붕(周世鵬, 1495~1554)은 경상도 순흥면(順興面) 백운동에 우리나라 최초의 서원인 백운동서원(白雲洞書院)을 세웠다."

Nevertheless English and Russian edition have different tendencies of using non-translatable words, in case of explaining pure-Korean words in order to transfer the meaning both texts are similar.

In the article about special schools for North-Korean students, lots of examples of lexical differences between South and North Korean languages are used. In case of Korean edition, as both countries of Korean peninsula use the same alphabet words, no renderings are needed. The difference between South and North Korean is often regarded as dialect differences. But in English and Russian edition transliterations and additional explanations are given for each word.

English edition	Russian edition	Korean edition
"For example, South Koreans call fried rice " <i>bokkeumbap</i> "; it is " <i>gireumbap</i> " (oiled rice) in North Korea. The South Korean word for chicken farm is " <i>yanggyejang</i> " but to a North Korean, it is " <i>dakgongjang</i> " (chicken factory). In South Korea, a parking lot is " <i>juchajang</i> " but North Koreans say " <i>chamadang</i> " (car yard). Instead of the South Korean	"Например, южнокорейский «поккым-пап», т.е. рис, обжаренный с дополнительными ингредиентами, на Севере называют «кирым-пап», или «масляный рис», вместо слова «янггечжан» (куриная ферма) в КНДР используют «так-кочжан» (т.е. куриный завод), «чучхачжан» (парковка) на Севере называется «чха-мадан»	"이를테면 남한의 '볶음밥'은 북한에서는 ' 기름밥'이다. '양계장'은 '닭공장', '주차장'은 '차마당', '문장은 '글도막'이어서 처음 들으면 무슨 뜻인지 선뜻 알기 어렵다."

word "munjang" (sentence), North Koreans use "geultomak" (group of words)."	(букв. двор [для] машин), а «мунчжан» (предложение) это «кыль-тхомак» (букв. кусок текста)."	
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Spring 2016 vol. 30 no. 1. Although mostly English text prefer not to use rendering there is no way out when appear a word, which even cannot be explained quite shortly in order to use it in text, especially regarding cultural term which has been accepted around the world.

English edition	Russian edition	Korean edition
"Pansori singing, a form of folk entertainment rooted in the ages-old ritual chanting of shamans, began to spread widely among the common people around the late 17th century in the mid-Joseon period."	"«Пхансори» начало распространяться со второй половины XVII века, т.е. в средний период эпохи Чосон, правда, в основном среди простолюдинов."	"판소리는 조선시대 중기에 해당하는 17세기 후반부터 서민사회를 중심으로 점차 퍼지기 시작했다."

Pansori has been inscribed on the UNESCO Representative List of the Intangible Cultural Heritage of Humanity in 2008 (Koehler, 2011). It is impossible to find one or two-word replacements for this term either in English, Russian or many other languages of the world. 'Kimchi', 'hanbok' are of the same type. Words like these when appearing in the text should be treated very carefully, because it is very important to give proper explanation (when needed) in order to form adequate and respectful attitude from the reader to Korean culture. Thus, translating claims not only high language proficiency but also great knowledge of cultural material.

Further in the same article the word 'changgeuk' appeared as rendering. This term isn't that widely known as pansori, but still it remains as borrowed due to the difficulty of finding proper lexical replacement.

English edition	Russian edition	Korean edition
"This new-style <i>changgeuk</i> was launched with the performance of "Mr. Rabbit and the Dragon King" by the National Changgeuk Company..."	"Спектаклем, возвестившим о возрождении оперы «чхангык», стала постановка в новой интерпретации «Песни о подводном дворце», получившая название «Мистер Кролик и царь Дракон», представленная после длительной подготовки Государственной труппой «чхангык»..."	"창극 부활의 신호탄은 국립창극단이 오랜 기간의 준비 끝에 2011년 9월에 국립극장 해오름극장 무대에 올린 새로운 개념의 창극 <수궁가(水宮歌)>였다."

Discussion

As can be seen from the analysis of Russian and English texts adoption of Korean renderings goes in different ways. Must be added that it not only concern cultural journal like "Koreana", but also translation of Korean classic and modern literature. Results might be further used in continuous research of lexical renderings or while reading and translating Korean texts. Also it would contribute to continuous studying if the same research would be made with other Roman and some other languages.

Conclusions

The perceiving of another culture to one's language system is quite a complicated process and depending on language system it will differ a lot. As has been shown in this research English prefer not to adopt new words rather than trying to replace such words with replacements or explanations. Russian lexical system is more acceptable than English and mostly prefers to use borrowings. It is hard to say which way is

better. On the one hand, using borrowings seems a bit easier, gives some ideas about new language system. On the other hand, using replacements gives deeper understanding of other culture's phenomenon by means of mother-tongue.

Acknowledgements

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

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French In The Framework Of The Linguistic Landscape Of North Africa

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Abstract

The article examines the linguistic landscape of three African countries (Algeria, Morocco, Tunisia). The subject of the analysis is the impact of the French language as a communication agent on the development of the linguistic landscape in these countries. According to sociolinguists, the French language should be considered in the Maghreb countries as a second language and not a foreign language, according to three signs: the beginning of language training at a very young age, this training is compulsory and the number of hours is very close to the number of hours of learning the state language. The French language in the north of African continent is developing and being updated, enriching an ancient local culture famous for its rich traditions and unique features. French and Arabic (both classical and modern standard) languages compete for the status of the language of interethnic communication in the region, and also compete in education, public administration, economics and the media. And the linguistic landscape of the region reflects this process.

Keywords: Linguistics, language, Maghreb, North Africa, linguistic landscape, the French language, the Arabic language, education.

Introduction

French is one of the world's major languages. It is on the 14th place among the most used languages in the world. 60 countries are members of the Francophonie organization, according to the 17th edition of Ethnologue: Languages of the World, supported by the SIL International, updated as of April 2014.

According to the organization of the Francophonie (L'Organisation internationale de la francophonie (OIF)), the number of people able to speak French is about 274 million people. Europe and Africa are the continents that share the largest number of speakers of the French language according to the Francophonie data for 2015, namely Africa with 42%, and Europe with 47%, while far behind there is the Middle East (3%), America and the Caribbean (7%), Asia and Oceania (1%).

To a large extent the French language owes so much to the very high birth rate in Africa. It is important that the French language still has the privileges in the field of education on this continent. And 10% of the total number of speakers of the French language lives in North Africa [1, p. 3-6].

Most of them are in the countries of the Maghreb ("west, sunset" from Arabic), that is the lands that were located in the North of Africa in the VIII-XX centuries, from which we will consider three states: Morocco, Algeria and Tunisia [2, p. 2-7]. Such a high concentration of Francophones demonstrates the high importance of the African continent for the French-speaking community. According to Boutros Boutros-Ghali, it can be assumed that there is a preponderance of the number of French-speaking Africans over the French-speaking Europeans, and therefore, French actually becomes a link for the two continents.

Materials and Methods

Having made an insight into the theoretical aspects on linguistic landscape of countries with such a great history it should not be left unmentioned that it is of the utmost interest for linguists.

Research Objectives and Methods

To provide well-grounded conclusions on the status of the French language in Maghreb, the following *theoretical and practical methods* were applied to achieve the solution of the research problem: analysis of the basic concepts and theories of linguistic landscape; observation, collecting, analyzing and synthesizing data.

Results and Discussion

The use of French in the Maghreb is halfway to a sustainable position. Although the total number of Francophones in Sub-Saharan Africa is greater than in the northern part of the continent, the percentage of francophone "really French-speaking" in North Africa compared to the total population is significantly higher than similar rates to the south of the Sahara.

These figures give us the possibility to assume that the use of French is more common in North Africa, the most used, most common in various areas, in comparison with the rest of the continent. In addition, another report by Francophonie in 2014 confirms the strengthening of the French language positions in Tunisia, Morocco and Algeria.

A close relationship with the French language testifies to the painful past of this region, the reasons for which should be sought in the history of French politics. Decolonization was accompanied by the process of liberation and maturation, namely the transition from the status of a dependent state through the status of an autonomous state to full independence. In this process the language played a political role, the return to Arabism marks the end of the domination of a foreign language and deprives French of the status of an official language. In fact it is a question of ending France's dominance in the territories under consideration.

Officially the use of French is not mentioned in any of the constitutions of these countries, the Arabic language is the only recognized language; French is no longer mentioned in legislation, with the exception of the education sector in Tunisia which limited the use of French in legislation to this area alone. However the legal situation differs from the actual situation of the French language which has a long tradition of presence in the Maghreb: in Morocco - from 1907 (protectorate in 1912), from 1840 in Tunisia (protectorate in 1881) and from the time of disembarkation in 1830 - in Algeria (later the territory was annexed by France).

It should also be noted that Morocco and Tunisia are members of the International Organization of La Francophonie (OIF) in contrast to Algeria. The President of the People's Democratic Republic of Algeria, Abdelaziz Bouteflika, was a special guest at the ninth summit of Francophonie in Beirut in 2002, and although Algeria is one of those countries where French is most common, domestic political reasons did not allow the country's leader to resolve the issue of membership in this organization.

Although the consequence of decolonization was the language policy which assumes the Arabization of the three Maghreb countries we are considering, nevertheless the connection with the French language was not broken. In Algeria the evolution of the use, or more precisely, the variety of the use of French will go through the stages of development which will be affected by conflicting demands for the maturation process of the structure of the language that is still ongoing in society [3, p. 3]. In Tunisia the language policy is focused on two areas: the Arabization of the French language and simultaneously the retention and support of the status of the French language in and of itself. In fact these three states of the Maghreb are faced with a so-called "endemic" multilanguage burdened by such phenomena as diglossia, triglossia and code switching. Specialists are talking about linguistic space which is subjected to pressure and contradictory influence from several languages (from four to six from Tunisia to Morocco).

The generally accepted classification recognizes the following languages on the territory of the Maghreb: Classical Arabic, Modern Standard Arabic, Arabic as a kind of intermediate language, varieties of Arabic dialects, Berber (Tamazigt) and French. To these languages specialists should add a "mixture" of Arabic-French or Sabir (Mediterranean trade jargon, consisting of Arabic and French words) or in other words Arabic-French existing as a mixture of borrowings from both languages [4, p. 1-5].

French and Arabic (both classical and modern) languages compete for the status of the language of interethnic communication in the region, and also compete in education, public administration, economics and the media. The French language, in fact, has never been completely ruled out because the adoption of Standard Arabic as a state language has led to the emergence of numerous problems associated, on the one hand, with the Arabic language itself and, on the other hand, with ethnic and political conflicts in the choice between the Arabic classical language, its dialects and Berber languages.

First, the Arabic language, the language of the Koran and writing, in this region is often far from being used by the population, especially rural, just as much as any other foreign language. Despite the policy of

compulsory schooling in all three states of the Maghreb illiteracy is still widespread. In addition according to a number of linguists the Modern Arabic language which is currently on the way to modernization has not yet fully integrated the language of scientific, technological and IT innovations, taking into account the pace of changes in these areas and the speed of their spread.

Secondly, even among the elite the adoption of a common unifying version of the Arabic language is far from unanimous. The devotion to the regional versions of the Arabic language is very strong and resilient to change especially in terms of assimilating new scientific and technical terms. The Maghreb countries in fact have disagreements on this issue not only with the states of the Gulf of Guinea or Saudi Arabia but also with the countries of the Middle East, whose dialects according to the Maghreb people have too many Anglicisms. Such claims are mutual but on the other hand they focus on borrowings from the French language.

Finally, we are talking about the universal language, the mediating language, and in this case the obstacle is the sustainable use of the dialects of the Arabic and Berber languages in various versions as the "unique and one-of-a-kind" language of communication of a particular group, the language of primary socialization of the speaker, the native language. Sociologists and sociolinguists are unanimous in their conclusion: the native language for the population of the region is either dialect of Arabic or Berber languages but not Standard Arabic.

The Arabic language of the Koran despite its beauty no longer expresses everyday needs, only a number of outstanding scientists and imams are able to use it. The rest of the population speaks a dialect [5, p. 71-82].

Being native languages for the speaker, however these dialects cannot get the status of the official state language, yielding of this Standard Arabic language due to the activities of defenders of the integrity of the language as well as in connection with the strong traditions of the Arab Muslim world.

That is why the French language remains the necessary language in the region being a means of interethnic communication along with dialects of the Arabic language in the Maghreb.

The constitutional discourse "hushes up" of this fact of the presence of bilingualism or multilingualism that is represented in the countries in question. Bilingualism or multilingualism in addition testifies to the phenomena of diglossia or even polyglossia since different local variations of the language are layered into the Arabic language as an intermediary.

Articles of the constitutions of the states in question indicate that the language of education is Standard Arabic. Nevertheless according to data for 2002-2003 French was taught compulsorily at an early age:

- from the third year of schooling in an elementary school in Tunisia, from 9 to 10 hours per week, reaching 12 hours per week in the senior year Primary school;
- from the third year of study in Morocco, 8 hours per week, while in private schools the number of French hours reached 15 per week and
- from the third year of the initial cycle training in Algeria.

Among the foreign languages French received the greatest share of application. Also interesting is the fact that in the three Maghreb countries, technical and scientific disciplines along with their terminology as well as teaching physics are taught in French.

As for universities there is no Higher Education Institution in Morocco and Algeria where only French language training is provided in all faculties but in each of them there are disciplines that are taught almost entirely in French. Whereas, on the contrary, there are universities in Tunisia that provide training only in French. Nevertheless, linguists and sociolinguists note that Standard Arabic is important for the basic school level but does not affect the use of French in secondary schools and universities. French monopolizes science, Arabic has become the main language of literature. This gives the French language the opportunity to maintain its high status in the region as the language of access to technology innovations, the language of instruction and the elite, the language of opportunities for career growth, the language of social success.

According to sociolinguists the French language should be considered in the Maghreb countries as a second language and not a foreign language according to three signs: the beginning of language training

at a very young age, this training is compulsory and the number of hours is very close to the number of hours of learning the state language.

Of course the specific role of the language in outdoor advertising is most clearly demonstrated by the status and role of the French language in the linguistic landscape of the Maghreb countries.

As an initial study we would like to draw attention to the number of signboards in French, in particular, the names of restaurants and cafes.

The corresponding signs in Morocco: Au Palais du Jardin, Le Chalais de la Place, le Relais de Paris, Restaurant Espagnole (10 of the names on the popular site 4 in French, 5 in various other languages and 1 in Arabic)

The situation in Algeria is different; the position of the Arabic language in outdoor advertising is strong (50% to 50%) (La Palmeraie Restaurant, Lolivier, La Cantine, etc.).

In Tunisia, according to the materials of the popular local restaurant operator, the number of names in French is much higher than the number of signs in Arabic (103 versus 40). For example: Le Comptoir de Tunis, Restaurant le Dome, Chez Gerry, Le Baroque, L'Astragale, Le Grand Cafe du Theater, La Closerie, La Parenthese, Restaurant aux Champs Elysees, L'Entracte, Cafe et Restaurant.

The practical data obtained by us do not allow us to analyze the linguistic landscape of the Maghreb in full but it demonstrates the main trends with regard to the role of the French language in the region.

Conclusion

Conclusions on the results of the study have both theoretical and practical implications.

This study requires continuation, and the material deserves further analysis.

Based on the abovementioned we can conclude that if you are visiting the Maghreb, you should be aware that you are in the world of Francophonie, the links with the French language are present here at every step. Certainly, the French language in the region is not an official language but a language of direct actual communication. It is necessary to mention such variants of languages as the standardized version of French and local variants that are transformed into an Arab-French variant, the so-called *sabir*, so vividly characterizing the universe of the native speaker of the Maghreb [3, p. 1-7].

The situation is very complicated, it is difficult to establish the boundaries between the use of the languages in question or linguistic varieties, the speakers in the Maghreb alternate dialects in accordance with their needs. Languages interpenetrate. Geographical and temporal conditions, spaces, socio-cultural environment, type of relations between carriers, gender, there are so many parameters that affect the choice of language code, as well as the style and form of language.

Just like Arabic, French reflects the situation of diglossia therefore the claim exists that in any case French is no longer a foreign language in Africa [6, p. 16]. The French language in the north of this continent is developing and being updated, enriching such an ancient local culture, famous for its rich traditions and unique features.

The results of work can be applied in the area studies course for translators for professional work worldwide.

Acknowledgements

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

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Structural Features Of Nosological Terms In The English And Russian Languages

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Abstract

The study aims to identify the structural features of nosological terms of the English and Russian languages.

Scientific novelty of the research is shown on the background of insufficiency of studies on the structure of medical terminology in comparative aspect, particularly in the English and Russian languages.

The analysis of theoretical and illustrative material has required the usage of the following research methods: continuous sampling; inductive-deductive method; structural analyses, statistical analysis.

The given structural analysis revealed the predominance of two-component terms – 83% of the total number of polylexeme terms in the English language, 82% of the total number in the Russian language. There were evolved 385 of Russian and 389 English multicomponent terms.

The analysis of two-component nosological terms in the studied languages helped to highlight the most productive structural models. There were identified five structural models of two-component terms in the English language and four in the Russian language. The most productive model is the structure of Adj. + S (an adjective in the function of attribute + noun: 62% (200 terms) in English, 79% (251 terms) in the Russian language.

The most common model of the three-component terms in English and Russian terminology is the model Adj.+S+S (in English terminology – 10%, in the Russian terminology – 8%).

Terms that contain four or more components represent only 2% of the total number of terms in Russian and 1% in English.

The data of the given research allow to conclude about the significant similarity of the English and Russian term system. This method of term formation reflects the distinctive features of the concept in the term, making it a highly productive both in common language and in such specific terminology as medicine.

Keywords: language, translation, speech, linguistics, medical terminology, term, model.

Introduction

Nowadays, as separate scientific fields are actively evolving and new concepts are being formed, scientific terminology is acquiring special significance in the language. It is impossible to study any sphere of knowledge not being familiar with its terminology.

The objective of this work is a comparative study of medical terms, meaning human diseases, in the Russian and English languages in their structural aspect.

The objective set in the work suggests solving the following tasks: 1) to study and generalize theoretical material of domestic and foreign investigations conducted in the field of terminology; 2) to examine and compare the ways by which medical terms- collocations are formed in the languages under study.

The carried out research is topical due to insufficient investigation of medical terminology based on the material of structurally different languages; lack of expertise in structural features of medical terminology; the necessity to bring out productive ways by which medical terms are formed in English and Russian.

Nosological terms-collocations (names of diseases) in the Russian and English languages have been chosen as the research material, since a person is most commonly faced with this field of terminology.

Methods

The analysis of theoretical and supporting data comprise the usage of such methods as *continuous sampling method* (selection of factual data); *inductive-deductive method* (making sense and integration of theoretical information and observation); *comparative method* (the identification of similar and distinctive features of the terminology of two languages); *method of structural analysis* (the establishment of a word-building structure and the identification of models of word-building structures and word-combinations on which modern medical terms are formed); *elements of component analysis* (when studying the semantic structure of medical terms in the given languages); *method of statistical analysis* (with statistical calculations).

Research and Results

Among terminology investigations carried out by foreign linguists it's good to point out linguistic achievements of Eugen Wüster who put forward the idea of elaborating terminological and lexicographic principles that are of great importance both in national and international terminological practice. Scientific researches of the Austrian scholar let systematize the usage of terms; his works facilitated the ordering of term systems and allowed to establish the main principles of compiling international term dictionaries. Eugen Wüster is by right considered to be the founder of terminology studies as a separate science in Europe. According to him, terminology is characterized by the conscious term formation, its main features are association of a term with a special notion, precision and single meaning of a naming unit outside the context, ease of use [1].

The German scholar L. Olschki conducted an investigation of terminology in its dynamics and analyzed formation of terms with the help of linguistic creativity of other scientists [2].

So, the investigations by foreign linguists Leonardo Olschki and Eugen Wüster laid the methodological foundation for terminology studies as a science.

D.S. Lotte is regarded as the founder of the domestic terminological school. In his work "Bases of construction scientific and technical terminology: aspects of theory and methodology" the scholar points out tasks and defines methods of ordering technical terminology, as well as searches for the answers to the questions of selection and formation of scientific and technical terms. D.S. Lotte believed that terminology is turning into an independent scientific branch characterized by its specific features [3].

Works by G.O. Vinokur and A.A. Reformatorsky affected the development of domestic terminology immensely. In his publication "About some phenomena of word building in Russian technical terminology" (1993) G.O. Vinokur touched upon questions that are topical both for that time and present time; they are connected with the definition of linguistic entity of a term, functional arrangement of term systems, correlation of terminology and nomenclature. In his opinion, denominative function acts as a defining function of a term [4].

A.A. Reformatorsky, a renowned philologist and terminologist, who conducted pioneer research in terminology studies, noted that a language exists as a structural element in the body of science. For all that he pointed out that the more "scientific" science is the more important in the language structure [5].

However the most large-scale linguistic elaboration of term entity problem was undertaken in the 60s of the previous century within the functioning of terminological schools [6]. The initiator of the debate on the subject of the notion "term" contents was R.G. Piotrovsky, a prominent philologist and terminologist [7]. The debate motivated scholars to make scientific inquiries which in their turn determined the further prospects and directions of terminological studies. Active scientific researches led to the separation of a new scientific field – terminology studies – which is aimed at defining the consistent pattern of terms emergence and the existence of terminological systems [8].

Having fortified its position at the end of the 80s in the 20th century, terminology studies currently deal with the correlation of expressing terms (morphological constituent) with content (semantic constituent) as denominative units of special professional notions.

Medical terminology in different aspects was investigated in the works of many linguists [9]. Scholars studied the semantics of medical terminology, the history of its development, general tendencies in its formation. Scientific novelty of this research becomes apparent due to the insufficiency of works devoted to the comparative study of medical terminology structure particularly based on the material of the English and Russian languages.

According to V.M. Lejchik terms come forth as elements of “common names in vocabulary of the language for special purposes” [8].

In search of more precise definition of the word “term”, G.O. Vinokur, V.V. Vinogradov, D.S. Lotte suggest the link between a term and a notion [4, 10, 11]. According to D.S. Lotte “a term is a word or a subordinate collocation that has a special meaning, it expresses and forms professional notion and is applied in the process of learning and mastering scientific, professional and technical objects and their relations” [11]. G.O. Vinokur also states the equivalence of a term and a scientific and technical notion in a particular sphere of knowledge [4].

A.S. Gerd, on the contrary, draws the line between the meaning of a term and a notion, deliberately pointing out the inability of the definition to fully express the signs of a scientific notion [12].

The described approach gradually spread in the works of domestic scholars and predetermined the diversity in interpreting the word “term”.

Therefore, a term is stated to express scientific notion. Outstanding scientists in the field of terminology such as A.A. Reformatorsky, V.M. Lejchik, D.S. Lotte in their researches stress the link between a term and a notion [5, 8, 11]. Since a term is a unit of a lexical and semantical language system, it possesses a lexical meaning, which correlates with the denoted notion.

In our research a term is a word or a collocation that has a special meaning; it forms and expresses a professional notion.

The idea of notional systematic nature of medical terms can be taken as a basis for the structural analysis [13]. “The inner structure of sign systems and speech – language as a special sign system should be studied through the prism of main processes occurring in the social integer: 1) reproduction and translation; 2) functioning and 3) development” [14].

Structural analysis of terms suggests implementation of the formal approach. According to the principles of the formal approach, structural types of term formation are under study.

The contemporary concept of collocations in many respects originates from V.V. Vinogradov’s theory according to which collocations present grammatical unities formed by two or more notional words. V.V. Vinogradov claims that “a collocation is a complex name. It carries the same nominative function as a word” [10].

D.S. Lotte’s first researches in the theory of a term already contained attempts to investigate terminological collocations. He studied them in terms of their cohesion as well as the relation between their components [11].

Terms-collocations are more stable when compared to free non-term phrases. They have different degree of notional separability. One cannot substitute one of the components for any word taken from the common-literary language; this can be done only with a definite word that is part of a concrete semantic group.

Scientists D.S. Lotte and R.G. Piotrovsky divide terms-collocations into two groups: 1) nonseparable terms-collocations, 2) separable terms-collocations [11, 7]. According to our sampling the following terms can refer to the first group: Rus. *petushinaja pohodka*, *volch’ja past’*, *zajach’ja guba*; Eng. *foot-and-mouth disease*, *chicken pox*, *small pox*, *German measles* etc. [15-18]. Terms related to the second group: Rus. *brjushnoj tif*, *cistit jazvennyj*, *uretrit kistozyj*, *allergija pyl’cevaja*; Eng. *sore throat*, *ear infection*, *short sight*, *cold allergy* etc. [15-18].

Rich factual material of disease names allows manipulating various types of complex denominations. Intensive usage of compound terms during the term formation provides a way to express the diversity of various distinctive features of a notion [6].

Structural analysis of English and Russian multicomponent nosological terms brought out the prevalence of two-component terms-collocations – 83% of polylexemic terms in English, 82% in Russian. The total number of multicomponent terms in the Russian language – 385, in the English language – 389.

Having analyzed the types of two-component nosological terms-collocations we managed to distinguish the most productive structural models. In English as well as in Russian the most productive is the structure Adj. + S (adjective functioning as an attribute + noun). Adjectives maybe placed in the postposition. 62% (200 terms) in the English language and 79% (251 terms) in the Russian language.

Eng. papular acrodermatitis, papillar adenocarcinoma, atopic allergy, bacterial allergy, hysteric amaurosis, episodic amnesia, aplastic anemia, hemolytic anemia etc. [15-18].

Rus. trahomatoznyj limbit, sistemnyj limfangiomatoz, mikoz gribovidnyj (granulema gribovidnaja), mioklonicheskaja jepilepsija, snezhnaja oftal'mija, krol'ich'ja lihoradka, toksicheskaja jekzantema, strigushhij lishaj, zlokachestvennaja adenoma etc. [15-18].

Other productive structures of the two-component terms-collocations in the English language are the following:

1. S + S (noun + noun functioning as an attribute) – 19% of the total number of two-component terms: potato tumour, chicken pox, drug addiction, heart attack, grass pollen, food allergy, hair cast etc. [15-18].
2. S + S (PN) (noun + noun expressed by a proper name in the possessive case) – 14% of the total number of two-component terms. They are so called eponymic terms: Ewing's sarcoma, Weil's disease, Kaposi's angioma, Pott's disease, Malta fever, Ebola fever, Cushing's syndrome, Barlow's disease, Crohn disease, Addison disease, Alzheimer's disease etc. [15-18].
3. S + of + S (a combination of nouns with the preposition "of") – 3% of the total number of two-component terms: congestion of conjunctiva, cancer of stomach, carcinoma of prostate, adenoma of kidney, carcinoma of breast, carcinoma of skin, progonoma of jaw, angina of effort, dropsy of brain, deficiency of blood etc. [15-18].
4. S + P (noun with a participle in the present or past tenses functioning as an attribute) – 2% of the total number of two-component terms: hooping cough, sleeping disease, differentiated cancer, migrated tumour, branching cancer, growing tumour etc. [15-18].

In the Russian language apart from the most common structure mentioned above Adj. + S (adjective functioning as an attribute + noun) that is 79 %, the following two-component words-collocations can be distinguished:

1. S + S (noun + noun functioning as an attribute) – 4% of the total number of two-component terms: golova Meduzy, nejrojepitelioma setchatki, adenoma gipofiza, aurantiaz kozhi, berillioz kozhi, hondromatoz kostej, fibroma matki, hriziaz pochek, kista jaichnika, skleroz kosti, nevroz ozhidanija, lihoradka litejshhikov etc.[15-18].
2. S + S (PN) (noun + noun expressed by a proper name in the possessive case) – 13% of the total number of two-component terms: bolezni' Botkina, anemija Kuli, sindrom Van-Goga, angina Ljudviga, katarakta Koppok, bolezni' Goshe, opuhol' Vil'msa, Basedova bolezni', sindrom Dauna, opuhol' Krukenberga, sindrom Gamsel Hanta etc. [15-18].
3. S + P (noun with a participle) – 4% of the total number of two-component terms: metastazirujushhaja lejomioma, recidivirujushhaja jepiteloma, skleroizirujushhaja lipoma, infil'trirujushhaja lipoma, central'no-raspolozhennaja osteoblastoklastoma, vysokodifferencirovannaja liposarkoma etc. [15-18].

The research data can be represented in assembled diagrams.

Diagram 1.

The proportion of terms-collocations

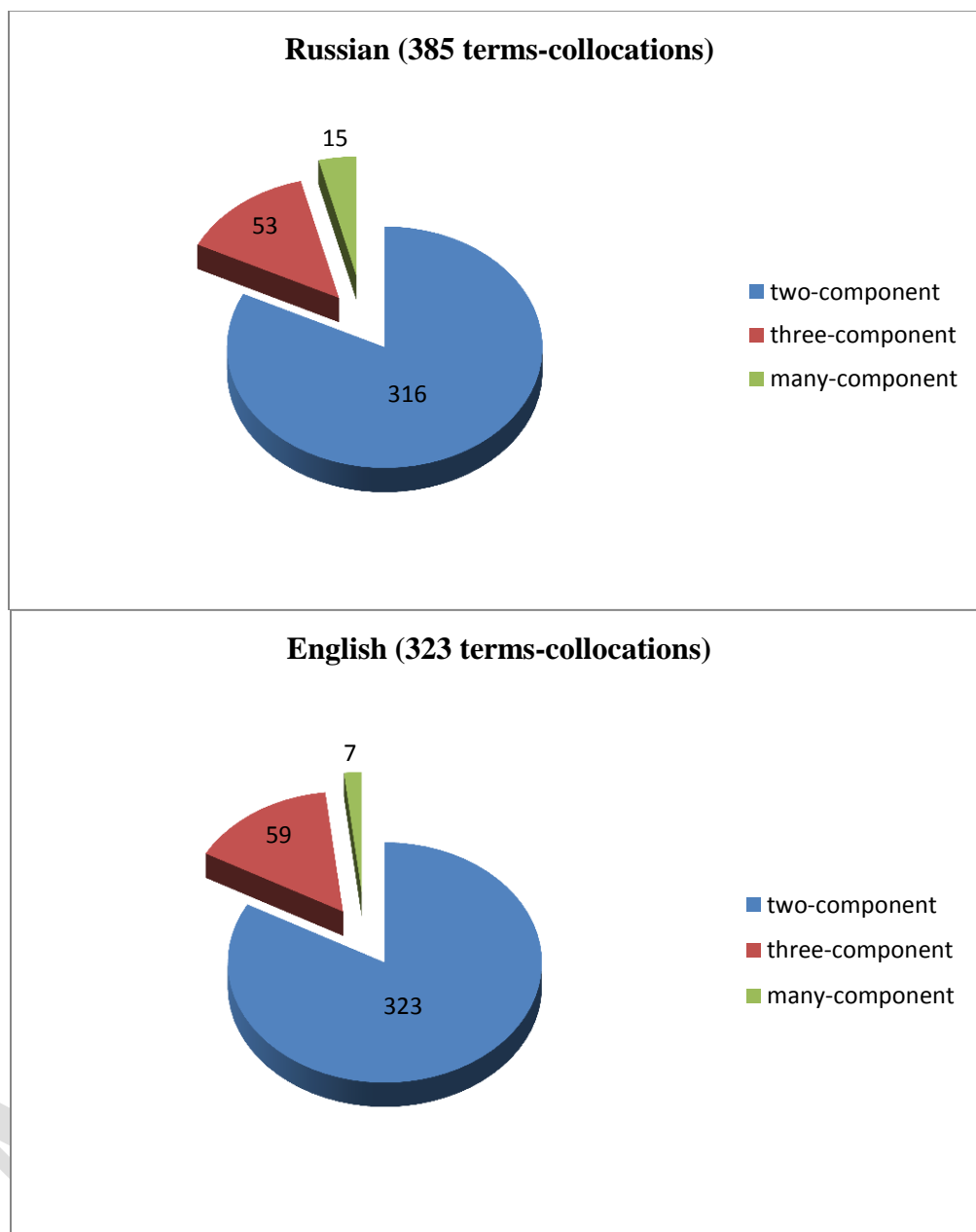
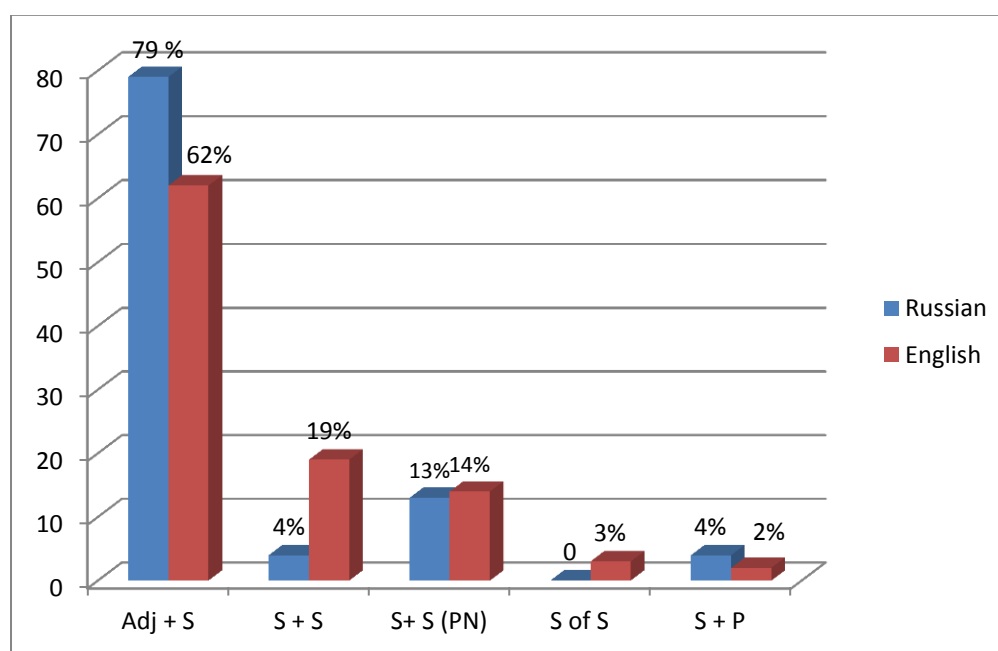


Diagram 2.

The most productive structures of the two-component terms-collocations



Discussions

The results of the conducted investigation demonstrate almost the same ratio of terms-collocations in the English and Russian languages. As can be seen from the above, there have been distinguished five structural models of two-component terms-collocations in English and four – in Russian. The structural model S + S represents 19% of terms-collocations in English, whereas in Russian – only 4%. This distinction can be explained by the presence of such terms-collocations in the English language that ascend to Greco-Latin terms in their original form and present a combination of nouns, whereas in Russian such terms were assimilated, for instance: erythema induratum (indurativnyj tuberkulez kozhi), folie circulaire (indurativnyj tuberkulez kozhi), influenza psychosis (grippoznyj psihoz), tuberculosis mastitis (tuberkulez molochnoj zhelezy), herpes catarrhalis (gerpeticheskaja lihoradka), lichen pilaris (volosjanaj lishaj), urticaria pigmentosa (volosjanaj lishaj), angina follicularis (follikuljarnaja angina) etc. [15-18]. Unlike the Russian language, there has been distinguished the structural model S + of + S (a combination of nouns with the preposition “of”) in English.

Three-component terms-collocations represent 10% in the English terminology, 8% – in Russian. The most common model of three-component terms-collocations in the English and Russian terminology is the model Adj. + S + S: Eng. congenital heart defect, high blood pressure, low blood pressure, green monkey disease, congenital varicella syndrome, allergic contact dermatitis, sebaceous cell carcinoma, mammary gland cancer, basal cell carcinoma etc. [15-18]. Rus. stojkij akrodermatit Allopo, linejnaja atrofija kozhi, bugristaja fibrosarkoma kozhi, mercatel'naja bradisitolicheskaja aritmija etc. In the structure of three-component terms there can be distinguished the model S + S + S in English: plasma cell tumour, poikiloderma atrophicans vasculare, childhood muscular dystrophy, while in Russian there is the model Adj. + Adj. + S: diffuznaja perivaskuljarnaja sarkoma, multicentricheskaja jepitelioidnaja sarkoma, fibroznyj lokal'nyj ostit, ambulatornyj brjushnoj tif, alkohol'nyj polinevritnyj psihoz, atipichnaja virusnaja pnevmonija, gematogennyj ostryj osteomielit etc. [15-18].

Four or more component terms-collocations represent only 2% of the total number of terms in Russian and 1% in English: Rus. allergicheskij kontaktnyj dermatit na gubah, vyzzvannyj upotrebleniem zhevatel'noj rezinki; ostryj lihoradochnyj nejtrofil'nyj dermatoz, psevdogipertroficheskaja detskaja myshechnaja distrofija, ostraja respiratornaja virusnaja infekcija etc. [15-18]; Eng. Flinders Island spotted fever, acute febrile neutrophilic dermatosis, Rocky Mountain spotted fever, chronic obstructive pulmonary disease etc. [15-18].

Conclusion

The contrastive-comparative analysis of terms-collocations in English and Russian made it possible to conclude that there is a considerable similarity between the languages under study. This way of term formation allows reflecting to a large extent the distinctive features of a notion in a term. That makes it productive in the common-literary language as well as in such specific terminology including medicine.

Acknowledgements

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

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Teaching English: Listening Skills

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Abstract

The paper presents the overview of the features of perception of sounding speech and bilingual students' phonetic difficulties while listening English speech. The issue is relevant and of considerable interest for teaching English as a foreign language. The difference between language systems and other factors such as Intonation system may cause problems in perception of foreign speech. The aim of the paper was to find out the phonetic difficulties for Russian and Tatar students with listening tasks. Distinction between a visual and acoustical image of the word also considerably complicates understanding during listening. Research problems in the paper were: 1) to follow psychological difficulties during perception and understanding of the spontaneous speech; 2) to find solutions of reducing phonetic difficulties of listening; 3) to improve the development of auditory memory and listening skills by bilingual students.

Keywords: Education, student, learning, teacher, listening, university, bilinguals

Introduction

Listening, perception and understanding of foreign speech has always been very important for the process and the purpose of communication. The questions of forming students' ability to percept information are much spoken among methodologists and educators. There is a positive influence of oral skills' training on reading abilities (Alazard, Astésano and Billières, 2010). Development of Internet and technical opportunities increased the role of listening sounding speech information as means of communication between people and one of the types of speech activity. Relevance of the problem chosen as an object of research is explained by the low level of formation of listening abilities of special information, academic, scientific or social by students of University, despite much attention is paid to formation of these abilities and considerable number of the methodical works were devoted to this problem. One of the reasons of low perceiving abilities is a fact that many students of Kazan (Volga region) Federal University are native Tatars and have definite difficulties in perceiving speech in English. Globalization in all spheres of our life, development of cultural, scientific, economic world demands knowledge not of one and not of two, but more languages. By the end of the second year students have to understand lectures in both Russian and English. At the same time students - bilinguals may perceive the prosody and the phonemes of a foreign language through their own prosodic and phonemic system (Intravaia, 2000; Troubetzkoy, 1976 [1938]). The aim of this study was to overview some difficulties of perceiving an English speech by bilinguals. Bilingualism or polylingualism is a characteristic sign of our time. Modern Tatars represent language identity of new type, equally communicating in the native (Tatar) state language, state language (Russian) and one of the foreign languages (English). Inevitable phenomena of interference are: intervention influence of assimilation of Russian language and safety of native Tatar language. Teaching English in schools and universities in the republic of Tatarstan (Russia), English language system are imposed on bilingual language base of students. The situation at which three languages enter interaction and contact has been created. During a foreign language teaching process there is a need of the accounting of similar and distinctive signs, their influences on each other. Interdisciplinary judgment acquires special relevance. In this regard, integration of knowledge from other

sciences as comparing language specific features such as structure of a sentence, speed of speech, intonation, accent, and stress in different languages, cognitive linguistics and psychology became necessary. This integration of knowledge while searching the reasons and ways helps to solve some methodological problems of teaching bilinguals to perceive a foreign speech. The question of a role and the place of the native language in the course of teaching a foreign language is one of the main in methodology. Comparing of two languages, the analysis of the facts of reflection of the same concept of various languages broadens horizons and develops dialectic thinking of students. At the same time all this opens different elements and secrets of typical mistakes of students before teachers.

Comparison of two languages prompts ways of overcoming of difficulties, provides sequence of selection of language material, prompts logic of the organization of educational and learning process i.e. forms a basis for the methodological conclusions.

Materials And Methods

Many methodologists consider that teaching a foreign language is willingly to begin with listening that is followed by reading, speaking and writing. Audition as the initial stage of training was for the first time offered by H. Palmer (Palmer, 1923) who considered that "passive listening" at the initial stage of learning develops ability to understand the speech and to speak. Proceeding from these directions in linguistics, pedagogics and psychology, H. Palmer puts forward imitation and learning by heart as the basic principles of learning of foreign language. The system of exercises offered by H. Palmer includes especially receptive work (subconscious understanding, conscious oral assimilation, implementation of orders, short answers to general questions), receptive – imitation work (repetition of sounds, words and offers after a teacher), conditional conversation (a question and answers, orders and answers, offers), and natural conversation. Such system of exercises provides the movement from the faultless, graduated on complexity educational speech, to free, creative speech. In Carroll's view, some students learn foreign languages more quickly than others (Carroll, 1981) do. J.B. Carroll proposed a model of ability including four components (phonemic coding ability, grammatical sensitivity, inductive language learning ability, and associative memory), and developed the related Modern Language Aptitude Test (Carroll and Sapon, 2002). P. Pimsleur (1966) developed an alternative test Pimsleur Language Aptitude Battery (PLAB). The final version of the PLAB contains six sections (Pimsleur, et al. 2004), each one testing different aspects of the four predictive factors (verbal ability, auditory ability, motivation and grade point average). The fifth and the sixth sections are Sound Discrimination, which tests the ability to learn new phonetic distinctions and to recognize them in different contexts and is a measure of auditory ability; Sound-Symbol Association that tests the ability to associate sounds with written symbols is another measure of auditory ability.

The Pimsleur Language Aptitude Battery placed more emphasis on auditory factors and less on memory (Dörnyei, 2010). The "initial" period in H. Palmer's system and an introduction course of "pure" listening can be conducted on fragments of the monological speech, short dialogues, presentations of various announcers, group discussions. Training of orally perception should begin with audition of several sentences, distinctly and emotionally said by the teacher. Listening fragments he recommends doing a pause as the psychological moment during which it is possible to check understanding. Longer contexts and more difficult language material without evident support in presentation of voices of announcers can be used further. Contexts have to be interesting and emotionally rich. Then it is possible to use tape recordings and to listen to radio. It is also necessary to divide the audited text into parts and to ask the controlling questions after each part. Questions can be asked about all context when the listeners begin to understand the text and can keep the contents in memory. Special questions are recommended for checking understanding.

Results

The difference between writing and pronunciation is a phonetic difficulty for Russian and Tatar students during listening. Distinction between a visual and acoustical image of the word considerably complicates understanding during listening. "Universal phonologic classification" – classification of segments of the

speech by the distinctive signs having articulation character has been offered by the American linguists N. Chomsky and M. Halle in 1968. They recommend studying the whole families of related words and rules of spelling, a vocalic and consonant ablaut so that spelling did not cause difficulties (Chomsky and Halle, 1968). Deleting of a side between words can be referred to phonetic difficulties of audition as well as existence of acoustical similarity between oppositions under the influence of the next sounds.

Phonetic difficulty in audition is presented also by an accent. T. Bowen and J. Marks (1992) recommend training perception of an accent with visual aid. While training intonation is also necessary to use contrast. J. Kerr (2000) suggests that global improvements in intelligibility may be made by working on vowels alone. He also says that structures may be practiced first in slower, more prolonged utterances. The speed of utterances has to be gradually increased to normal speaking speed. This progression may also be important in helping the speaker internalize the motor patterns (Kerr, 2000).

Because of linguistic comparison of the English and Tatar languages at the phonetic level (first of all at the level of timbre registration of the speech); the English pronunciation can reveal some regularities of an interference of the native language in the process of teaching Tatars.

According to it, contrast comparison of the Tatar and English languages in respect of distribution of concordant phonemes has been carried out. Consecutive comparison of the specified phenomena of the compared languages has given the chance to reveal essential distributive distinctions.

Reflecting the general regularity of a structure of a speech chain in the German group of languages, English is characterized by very high consonant saturation of sound chains. It means that the structure of a syllable typical for English allows confluence of a row to 7 consonants. We will note that Russian is also inclined to complication of combinations of concordants though this feature is not so brightly expressed in it as in English.

Examples from English language: scheme, neck, scream, next, texts.

The syllabic type consonant + vowel is peculiar to Tatar therefore confluence of several concordant phonemes to be perceived for them unusual and where within one syllable there is a group of concordants which is inconveniently said for them, it right there breaks by vowels.

Examples: project – [prədʒekət], text – [tekəst].

Teaching English of bilinguals, teachers often come across with the following misunderstandings while students perceive information orally. The sentence *He has seen Nelly* may be heard as *He has seen Elly; It is a nice house* as *It is an icehouse*. The lack of logic signs of phonemes also belongs to phonetic difficulties of audition: e – æ; i – i; ʌ – ɑ. Tatar students, whose Tatar language is native, hear no difference between phonemes [ɔ] and [ʌ]. The word *nut* can be apprehended as *not*. Phonemes [e] and [ə] also poorly differ for Tatar students and are perceived as the Tatar sound [ə]. The sound [r] is linking and is perceived by Tatars as the beginning of the next word [faðə + rənd mʌðə]. English short sentences are often heard as one word. For example, *Here he is ...*, and *so on ...*, etc. aurally seem to Tatar students as words [hiəhiiz] and [souən].

Unfamiliar parenthesis is perceived not as introduction, but as the speech pieces that are directly connected with sense of the sentence or representing independent semantic groups. Instead of a lip and tooth slot-hole sound [v] Tatar students perceive it as slot-hole sonant [w] and vice versa. *Where is* they perceive as *Varies*.

There are no diphthongs, trip thongs in Russian. In Tatar language there is one diphthong [symiy] and there are no trip thongs. Two and three syllable combinations are similar to diphthongs and arise on a joint of words. Words with diphthongs and trip thongs in English present a certain difficulty for Tatar students at audition and perception of the English speech. In Tatar language, there is no phoneme [tʃ], so words watches, matches etc. by Tatar students are perceived as [wəʃiz], [mæʃiz]. The word with a suffix is often perceived as two words: [daut-lis], [di'veləp-mənt]. Prosthetics of vowels by Tatar students also complicates listening and perception of the English speech. For example, *circus* is heard as [sikəs]. Essential work on differentiation of phonemes has to be carried out in a context by the principle of contrast of acoustic properties and distinctive signs.

Only contrast accents can help to learn and understand the sense of English sentences (Allen, 1972). The same sentence should be said with an accent on various words, explaining thus change of sense. It allows students then to understand the lectures given in English. The correct partitioning of a flow of the speech on semantic pieces – syntagmas, the use of pauses, the correct use of verbal and phrase stress also present phonetic difficulties of audition for Tatars. Pauses in Tatar speech can arise in any place of a sentence.

Min /kiche belen/oyden chictym da/tury kinoga kitem.

The intonational system of Tatar language considerably differs from the English one. If the English intonation pattern is characterized by the variety of intonation scales and tone of completions, the scale in the syntagma of Tatar language is usually flat with a slight rise and fall at any stressed syllable word, which is important semantically. Quick rise and fall of speech tone in the stressed syllables hardly perceived and the speech seems monotonous in Tatar. The perception of an intonation system of the English speech is difficult for Tatar students because of the seemingly fast speed and higher frequency level especially of English speakers-women. Normal rate of the English speech is 180 words a minute, Tatar speech is 120. It is explained also by a different lexical and grammatical system of languages. It is difficult for Tatar students to divide English phrases into syntagmas because of higher speed of pronouncing. Syntagmas length and the length of the pauses between syntagmas is more important than the speed of pronouncing words in syntagma (Rivers, 1964). The longer the syntagma, the harder it is perceived when listening and less strongly keeps in memory. During the pause, the listener pronounces the piece of apprehended thought. If the syntagma consists of ten words or more, the listener during a long pause realizes the heard piece, unites the previous syntagmas and try to foresee semantic character of the sentence. In natural speech with long pauses the phenomena of hesitation is followed by certain fixed expressions, which lengthen a break in sounding of syntagmas without changing sense. The phenomena of hesitation extend pauses and reduce the amount of perceived information. The longer the pause, the easier is listening and understanding processes.

There are also phonetic and psychological difficulties during perception and understanding of the spontaneous speech. Repetitions of words, expressions and correction or amendment are peculiar to spontaneous statements in any language.

He, he has come.

The scientific research, you know, is of great importance.

The phenomena of hesitations in spontaneous statements, which have a certain degree of modality, can be closely connected with sense (Dickinson, 1970). This phenomenon includes "intimacy signals" i.e. they give the relations of the statement speaking to a subject and such "intimacy signals" help to come into contact with the interlocutor. They can express anger, grief, irritation, pleasure, delight, doubt, consent, uncertainty, etc. All this is also perceived in intonation of the phrase.

The perception of the speech is not automatic process (Rivers, 1964). People selectively react to these or those aspects of a situation. Native speakers do not perceive reservations, phenomena of hesitation, fillers of silence and the false beginnings of their own and of an interlocutor. Native speakers usually do not perceive all excess phenomena in the speech the lack of which would not violate the content of statements. In the process of listening, it is extremely important to acquire the skill of conscious perception of "intimacy signals" which are not connected with sense of expressions and the ability to select and to understand the sounding speech.

Discussion

As a supportive application for understanding, use the written text at all grade levels of teaching language (Rivers, 1964). L. Dickenson (1970) offers the following types of work:

1. Record contexts completely without gaps;
2. Make the mark up stress and intonation;
3. Perform exercises in simultaneous interpretation;
4. Use audited record as material for discussion.

W.H. Sumby (1962) suggests to use the illegible speech for training listening with accompanying noise as such speech should be heard in most cases on all sources of information. I.A. Zimnyaya (2001) also

recommends training listening in the complicated conditions of perceptions. A number of authors do not recommend training audition and perception of the text using two channels: auditive and visual as the graphic support will not provide students an understanding skill in listening further (Stack, 1960). I. Kondrateva, A. Valeev and M. Safina (2016) think through learning of listening as speech culture.

Language redundancy is a positive factor in perception of information when listening. Excess elements in language are the words, which are not connected with contents of the message, syntactic relationship and word compatibility. They are repetitions, redemands and fillers of silence. Grammatical forms if they duplicate each other can be superfluous. Communicative language must have a certain amount of redundancy. The authors of the article from their experience consider that students' acoustical memory develops poorly. In school training the basic are visual sources of information. Teaching a foreign language in high school it is necessary to conduct target listening in order to "revive" the auditory memory and make it a reliable communication channel, providing a high quality of experience and opportunity to listen lectures on specialty in English increasing the academic mobility. Any auditive sources as listening to presentations during conferences, symposiums, listening to the radio and even a phone conversation promote the development of auditory memory and listening skills. It is necessary to practice as much as possible listening without support of visual perception (Rivers, 1964).

Conclusion

The English phonetics is based on historically developed pronunciation of various groups – native speakers of English and is not absolute or identical to all its carriers. There are many types of pronunciations and not only outside Great Britain, but in the Oldest England too. Up to that, representatives of different nationalities, of different types of pronunciation badly understand each other, the same situation is with other groups of people who only started studying English. Studied methodological works and papers, authors' own experience in language teaching allow giving some recommendations on teaching bilinguals. It may be essential laboratory work consisting of exercises for intensive listening. After repeated listening, the studied text is analyzed in terms of the challenges contained in it, which may include the following types of problems:

1. Phonological: the sound quality of the recorded text, sounds unclear to the listener, drawing syntagmas intonation phrases, unusual intonation patterns, etc.
2. Syntax: text contains complex semantically rich and unusually constructed sentences.
3. Semantic and lexical: the presence of unfamiliar words, proper names, set phrases and idiomatic expressions.
4. Phenomena of hesitation, reservations, and silence fillers, false start, and so on.

It is necessary to recommend the exercises in intensive listening to overcome difficulties. After listening of one of the moments, difficult for perception, it is necessary to stop the tape recorder and to analyze the difficulties in the text. After the analysis of difficulties, it is necessary to listen to the text in general, divide sentences into syntagmas, note words or a number of words, which are the semantic centers, or predicates of syntagmas. It is a phonological factor of the analysis of the text. To define also nature of terminal tone of a syntagma is important too. If the sentence breaks up to a number of syntagmas, it is necessary to define also degree of the semantic center or a predicate of every syntagma. Due to that, it will be possible to establish syntagma, which is the most powerful in the semantic relation. This syntagma should be allocated especially.

Tatar students often perceive geographical and proper names as the common nouns, so it is important to give place names, proper names, figures, dates in a graphic representation as the visual support.

Mark Hancock's (Hancock, 2012) new edition of "English Pronunciation in Use (Intermediate)" has the distinction between the models to copy. In previous editions students were confused which native or non-native accents used in listening activities should be imitated by them (Henderson, 2012). Such textbooks will be of great help in training of pronunciation.

In the spontaneous speech of English, namely in its phonetic registration considerable quantitative and qualitative variability is observed. Intonational coloring of the statement can indicate speaking person's

character and temperament, and the relations between interlocutors (Phonetic analysis of spontaneous English speech, 2015).

After conducted research, it was possible:

- 1) to reveal and analyze the reasons of an unsatisfactory condition of possession of listening skills in a foreign language;
- 2) to find reserves of the organization of systematic listening and to develop a way of its realization by means of modification in relation to specific conditions of training;
- 3) to determine the content of training in systematic listening at the definite language levels;
- 4) to allocate educational actions as a part of listening without "visual" help and with it; to develop the set of exercises adequate to process of improvement of listening and formations of "visual" listening;
- 5) to carry out selection of listening material in the specialty for systematic listening on the basis of a method of allocation and the description of semantic structure of the text which is most fully reflecting specifics of scientific style of the speech.

Psychologists recognize positive influence of visual support during listening because it is possible to apprehend six times more information for the same period than aurally. The visual support helps to minimize phonetic difficulties.

This is not a complete overview of the features of perception of sounding speech and phonetic difficulties for listening English by bilingual students. Ability to perceive the speech orally demands necessary training on contexts with gradually increasing difficulties for a long time. The offered forms of the organization of systematic listening; the developed set of exercises and ways of selection of listening material can be used in practice of training in other foreign languages taking into account their specifics.

Further research of this problem may provide the development of the technology and the organization of systematic listening for initial and other language levels for bilinguals; a system of listening for an English language course taking into account structure of semantic information in different areas of scientific knowledge; criteria for selection, introduction and fixing of lexicon, intonation, and stress.

Acknowledgements

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

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The Importance Of Dialogic Speech In The Process Of Foreign Language Teaching

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Abstract

Relevance of the issue under study is due to the necessity of the development of foreign-language dialogic speech, teaching methods of speech, usage of dialogic communication as a genre. The purpose of the article is to analyze two methods of dialogic speech teaching: deductive and inductive. The article outlines the importance of speaking as a form of verbal activity. The leading approach to the study is systematization and generalization of original facts and sources that allowed us to investigate foreign-language dialogic speech teaching. The results showed efficiency of using preparatory and speaking exercises, when foreign-language dialogic speech training. The research highlights that foreign-language dialogic speech should be systematic, targeted, as close as possible to the conditions of the reality that leads to a positive result in mastering a foreign language. The article may be useful for school teachers, lecturers when organizing the process of teaching a foreign language, and also in improving pedagogical culture of the general public.

Keywords: education, student, language, learning, teacher, child, experience, dialogic speech, verbal communication, language environment.

Introduction

The task of increasing the efficiency of foreign languages training at higher schools is becoming increasingly important nowadays. Teaching methods are constantly enhanced. The level of students' interest in studying foreign languages increases as well. Intensification of these aspects during planning a form and content of educational work, eventually, leads to the following main directions, namely gnoseological (imparting both country-specific knowledge and information about grammatical structure of the English language to students), axiological (development of students' value attitudes and motives of activity) and pragmatical (formation of students' communicative skills). These directions when determining academic work are focused on activization of educational process, to the basis of which it is possible to suggest such a recommendation as inclusion of students in cognitive, practical, social and political activities that are various in content and character. It provides the principle of connection with life [11]. Thus, different activities can be held in the form of festivals, conferences, thematic evenings, dramatization, organization of role-playing games, imitating a real process of communication, meetings with foreigners, etc. The main thing is to create proper atmosphere in the training process in which students would have requirements and possibilities to solve educational tasks creatively that would develop their ability to assess a situation independently and to choose the most effective solution [17].

A communicative goal is considered to be the main one in teaching foreign languages at institutes of higher education. It has to define the whole educational process. Here we mean forms of verbal communication, one of which, in particular, is dialogic speech.

There is no unity in interpretation of the term communication. Scholars understand it in different ways. A.A. Leontyev [7], A.N. Leontyev [8] interpret communication as an activity; B.F. Lomov [10] as relations; I.A. Zimnyaya [19] as "a complex, multidimensional process of establishing and developing contacts

between people, generated by requirements of joint activity and including information interchange, development of common strategy of interaction, perception and understanding of the other person" [19]. We support her point of view.

Thus, in the process of communication as a form of educational interaction of lecturers and students there is information exchange, as well as planning and organizing their common activity [5]. Participants of the educational process become interlocutors. Interaction in subjective relations changes into cooperation, which is extremely important in the training process. From our point of view this issue will show the effectiveness of foreign-language dialogic speech training [5].

Our research was conducted to reveal difficulties that students face while they are expressing their own thoughts communicatively consciously and grammatically correctly.

The purpose of teaching a dialogic form of communication to students consists of forming students' language and communicative skills, abilities to form oral utterance in a foreign language in a professional context logically correctly and reasonably well. To solve this problem a teacher needs to understand clearly what kind of a dialogue he would like to receive as a result, to define speech guideline in advance and to make it accurate and laconic. Hence, the purpose of our research is to show effective ways of dialogic speech training.

Methods And Materials

When writing this article we generalized the results of studies in the field of linguistics, psychology and foreign languages teaching methodology.

Both the personal-activity approach (K.A. Abulkhanova-Slavskaya [1], V.A. Slastenin [12], L.S. Vygotskiy [16]) and technologies of sign and contextual training formed theoretical and methodological bases of the research (A.A. Verbitskiy [15]).

Conditions for developing students' activity due to partnerships with other participants of the educational process and for working in cooperation demanded the personal-activity approach in this research. Formation of students' professional thinking, skills of social interaction and communication, collaborative decision making, collective thinking activity were provided with the technology of sign and contextual training.

The theory of educational activity (I.Ya. Lerner [9], V.I. Zagvyazinskiy [18]), the theory of communication (A.A. Leontyev [7], G.M. Andreev [2]), the concept of educational collaboration (V.K. Dyachenko, I.A. Zimnyaya [19]) assisted in studying psychological and pedagogical aspects of the problem.

The methods and approaches used in our research are focused on encouraging students to learn a foreign language, to use foreign-language dialogic speech actively in the training process, as well as on self-affirmation of a personality as a genuine subject of the educational process. They allowed us to understand the importance of dialogue teaching within the communicative purpose of foreign language training at institutes of higher education and the efficiency of educational cooperation and professional dialogic communication between lecturers and students.

It should be noted that development of foreign-language dialogic speech has always represented one of the most important issues of language teaching; and in this regard the method of dialogic speech training has recently emerged as an independent aspect of oral speech training. Still there are a lot of issues demanding theoretical and experimental studies, for example, ratio of dialogic speech and monologue; principles and methods of creating communicative environment at a lesson; peculiarities of speech perception during a dialogue; selection of situations underlying dialogue training at different stages of education; possibilities of using information and communication technologies for dialogue training, etc.

It is known that a dialogue represents a form of social and verbal interaction. Two parties (a speaker and a listener) take part in it, at the same time they can swap their roles (the listener can act as a speaker and vice versa).

A dialogue also has specific features, which facilitate its perception and production, in particular, a speaker and a listener usually share a common situation. Communication often happens between people who perform certain social and communicative roles (for example, a doctor – a patient, a driver – a passenger). Stereotypes, colloquial clichés are more widely used in a dialogue. Mimicry and gestures of a

speaker are provided in a dialogue. Spontaneity, emotionality and expressivity are inherent in it. A dialogue is usually less extensive and less syntactically complex than a monologue.

Dialogic communication as a genre is divided into three types:

- dialogue-conversation: equal participation in a dialogue, exchange of participants' opinions;
- dialogue-interview: one party actively interests, and the second party reacts;
- dialogue-discussion: a conversation, during which each participant states their own point of view.

Results

To master foreign-language dialogic speech a teacher should take into account some factors, which cause troubles to succeed in this process. They are lack of time for preparation; frequent change of subject matter; need not only to respond to a basic statement, but also to show initiative to continue communication; importance of using various models of sentences in speech; combination of reception and reproduction, etc.

On this basis, there are two ways of dialogic speech training in foreign language teaching methodology. They are deductive and inductive [13].

When deductive way is used, training begins with a whole dialogic sample which further will be considered as a certain structural model to create similar dialogues. A dialogue-sample represents a dialogical structure consisting of several dialogic unities. Training in this case is carried out according to the following algorithm. Firstly, a whole dialogue is listened to. Secondly, it is learned by heart. Thirdly, there is a variation of its lexical filling. Then goes the development of samples, clichés. Finally, students are ready to act out a dialogue independently on the suggested topic.

While training dialogic speech using a text sample, as a rule, the following exercises are used: reading each role of a dialogue one by one; listening to a dialogue with subsequent leading questions; reproducing fragments of a dialogue, at first, and then the whole dialogue; independent extension of statements of a dialogue on a given situation; then there is transformation of a dialogue.

The next way of dialogic speech training is inductive method. It involves independent reproduction of a dialogue on the basis of educational and speaking situation after mastering its main samples, clichés. This approach is the most promising, as from the very beginning it organizes productive interaction that underlies dialogic speech. Moreover, formation of speaking skills using this method becomes the most effective, since it occurs in the process of direct communication. When inductive method is used, students learn to plan speaking actions independently through awareness of motives, purposes, results of action, as well as to develop a form of speech samples and content of their meanings adequate to sense.

This method is connected with speaking as a type of verbal activity, especially in case of speaking a foreign language. Speaking is a complex psycholinguistic and psychophysical process, and as a type of verbal activity requires a communicative approach. Therefore it is important for a teacher to transfer foreign-language dialogic speech training to speaking, in order to develop students' abilities to express their thoughts communicatively consciously and grammatically correctly. Hence, foreign-language dialogic speech training has to be systematic, purposeful, close to conditions of reality and, most importantly, personal and active, so that young people can develop their ability and willingness to produce verbal communication. In this regard, a teacher has to organize such language environment where students are asked to request information from each other and their teacher; to exchange opinions and judgments; to lead a group discussion in connection with what they have read or heard; to describe, to tell, to retell, to argue, to debate, etc. [6].

Discussion

When training foreign-language dialogic speech a teacher should rely on two important principles: the principle of functionality and the principle of verbal and cognitive activity. Using the principle of functionality selection of training content adequate to communication process is carried out, i.e. there is no system of a language that moves to the forefront, but a system of speech means functioning in the course of communication (for example, phrases and clichés); the last ones promote overcoming a language problem situation, or understanding a sociocultural context of a dialogue [14]. The principle of

verbal and cogitative activity promotes stimulation and usage of students' communicative opportunities. On their basis students develop skills of dialogic speech which is often connected with public demands, and also individual interest in target language improvement.

Let's consider, in this regard, some aspects of dialogic speech training on the basis of some exercises. While teaching to make up a dialogue it is possible to use training or preparatory (development of speaking automatism), and speaking (transfer of speaking automatism to spontaneous speech) exercises [3].

Preparatory exercises include imitative, transformational exercises as well as exercises focused on asking questions. For example, imitative exercises are referred to ones in the form of a "question-answer" unity (Is this a bed? - Yes, this is a bed. Is this a bed or a sofa? This is a bed). Further the process becomes more complicated, since questions with the interrogative word appear, i.e. words are to be used in a required form (What are we talking about?).

As for transformational exercises, they are connected with affirmative and negative forms, active and passive voices, etc. (Are you busy now? - No, I'm not busy now. I repaired my car. - My car was repaired by me.).

Meanwhile, at the initial stage it is important to use exercises on producing a dialogue with a stipulated task and suggested basic statements. Simultaneously training reactions to a linguistic incentive are carried out. For example, it is necessary to choose one suitable in sense statement from two suggested ones; or to find a basic statement to the given one; or to react with an agreement to a suggestion.

Asking questions correctly is extremely important in the process of training a dialogue. For example, after such sentence as "I have a friend", students are asked the following questions: "What is his name?", "How old is he?", "Where does he live?" and "What is his hobby?".

The purpose of preparatory exercises is, eventually, to develop speaking automatism (drills) that leads to spontaneous speech development. Transfer of drills into natural communication is carried out through the performance of speaking (communicative) exercises. Doing them, students correlate contents of the statement to a speaking situation, thereby, bringing closer speaking activity to conditions of natural communication. And the main goal here is to teach students to compare language means with their functionality.

Speaking exercises that create communicative readiness are the following:

- ✓ making up indirect questions using such clichés as:
"I'd like to know...", "Could you tell me...", "I wonder...", etc.;
- ✓ expressing agreement or disagreement, for example:
"I'm of the same opinion". "You are right". "I think so".
"I'm afraid you are wrong". "I'm of another opinion".
- ✓ making conclusions.

In the process of forming dialogic speech abilities both the duration of a dialogue and communicative tasks are to increase and phrases which students use as prompts are also to be reduced. Thus, at this stage capabilities to teach direct foreign-language communication in a group are developing.

Prospects of the research are seemed in further development of the issue of written dialogic speech teaching to students with the use of modern information technologies.

Conclusion

In conclusion we would like to add that an expected resulting effect of educational foreign-language activities is the transformed reality, which is connected not only with satisfaction of students' informative and practical needs, but also with creation of steady motivation to foreign language communication. And it means that a product of dialogic speech training is both the acquired knowledge, and skills of its mastering. At the same time they act as a condition of further activities to learn and self-educate, promoting development of student's personality.

Also we can emphasize that any training methods of dialogic speech always create strong motivation to study a language; to activate lexical and grammar material; to master speaking constructions and formulae (within certain situations); to use language samples, clichés spontaneously in case of

accomplishment of other communicative situations; to acquire the feeling and beauty of a language; to develop listening skills; to acquaint with literature and culture of the country of the target language. The results of the research can find application in any educational institutes, when organizing the process of teaching a foreign language at universities, and also in improving pedagogical culture of the general public.

Acknowledgments

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

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The Linguistic Nature Of Metaphor

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Abstract

The present paper deals with the analysis of different approaches to the understanding of metaphor formation mechanisms by domestic and foreign linguists. In this article, the three main aspects of metaphor nature have been observed: stylistic, semantic and cognitive. According to the stylistic approach, metaphor is defined as a means of poetics, the semantic approach is based mainly on meaning concepts and the cognitive approach deals with mental processes and mental activities studies of a person. Within the cognitive approach metaphor is interpreted as a universal cognitive mechanism which enables study of unobservable mental phenomena occurring in a person's mind and is connected with recognition and understanding of the social realm. As a result of this analysis, metaphor is treated as a semantic process – a special derivative-nominative phenomenon, which contains the evaluation of reality on the one hand, and as a cognitive process, which refers to the understanding of one idea, or conceptual domain, in terms of another on the other hand.

Keywords: stylistic approach, semantic approach, cognitive approach, metaphor, conceptual metaphor.

Introduction

Nowadays, metaphor seems to be a more complicated and important phenomenon, than it used to be. The results of recent research suggest that metaphor plays an active role in forming a personal world model and integrating verbal and sensory-imaginative system of humans; it also presents a key element in the categorization of language, thinking and perception. Therefore, metaphor is investigated not only under linguistic science, but also under psychology, cognitive science and artificial intelligence theory. Metaphor is an event, which has been attracting attention of the most prominent scientists and thinkers since antiquity.

Methods of study

There exist numerous theories concerning the nature of metaphor. They can be conventionally divided into three large groups. The first, *stylistic* approach, treats metaphor as a poetic phenomenon. The *semantic* approach, which identifies metaphor's structure as a connection of the two ideas into one shape. Finally, the *cognitive* approach deals with mental activities studies. In this paper, we provide a review of some of the seminal and ongoing literature discussing each of the three approaches in the context of metaphor study.

Review of literature

The position of the English rationalist philosophers of XVIII century towards metaphorical transference took exaggerated forms. Thus, J. Locke considered that "if we talk about the things as they are, we must accept, that any rhetorical science, going beyond everything, that brings order and clarity, any artificial and improper usage of words, created by eloquence, only implies teaching false verities, evoking passions, deceiving reason and, consequently, is a pure deception in reality" [Locke, 1985:566].

Henceforth, this point of view, denying any positive value of metaphor, predominated for a very long time in works by positivists and empiric critics, who regarded metaphor as not only an excessive means of language, but even as a harmful factor, sidetracking perceptions of reality.

A. Richards was the first who paid attention to the connection within the bounds of metaphorical construction of two separate ideas, which resulted in one conceptual formation on the semantic level. According to Richards, "when we use a metaphor we have two thoughts of different things active together and supported by a single word, or phrase, whose meaning is a resultant of their interaction" [Richards, 1990:46].

Richards's statement is based upon the conceptual theory of meaning and Black's statement rests on referential theory. Black thinks that the metaphorical process deals with two disparate referents. One of them is the entity that is being denoted in the process and subsequently acts as the primary subject. The other is a subsidiary subject, which correlates with the denotatum of ready denomination. The heterogeneity of these entities and attendant associative complexes allow a going beyond of the limits of the old and new conceptions, thus synthesizing fundamentally new information. The latter is being formed, according to Black, as if the concept of a primary subject would go through a filter of a subsidiary one, which stands for its associative complex. In addition, there is in the process the metaphor creator's focus within contextual frames on features relevant to metaphorical synthesis [Teliya, 1988:33].

D. Davidson, in opposition to Black's concept concerning extensional associative common meanings following the metaphorical image, sets the idea that metaphors mean nothing other than their literal meaning. "Metaphors mean what the words, in their most literal interpretation, mean, and nothing more" [Davidson, 1990:173-174].

Davidson's idea was supported by J. Searle. "In the case of the metaphorical utterance, the truth conditions of the assertion are not determined by the truth conditions of the sentence and its general term. Metaphorical meaning is always speaker's utterance meaning" [Searle, 1991:524].

According to his point of view, the theory of metaphorical transference resolves into the fact that the recipient, having a literal meaning of utterance, can restore its metaphorical sense. Searle suggests analyzing the example: Sally is a block of ice. Following it, we can assume that the author meant not literal, but transferred meaning of the utterance. Searle derives a common strategy for metaphorical transference: when the utterance is not clear literally, one should seek difference from literal meaning.

The core of this strategy is the following: when we hear that S is P, in order to find possible variants of R (associative meanings, in compliance with which comparison is made), the directions should be found, where S could be analogous to P; that requires addressing the most distinguished trait of P group items [Searle, 1991:532-533].

But the principles identified by Searle do not clarify the question about the grounds, on which among the variety of P characteristics, R characteristics would be singled out to be projected onto S. In other words, why by Searle's example, among various characteristics of ice, should we distinguish its temperature property, which, as we believe, would not serve as explanation or association, to help to grasp Sally's emotional state?

Therefore, despite the seeming soundness and reasonable basis of Searle's theory, the latter does not embrace the range of variants of metaphorical meaning, does not provide the sequence of their detection, consequently it cannot serve as a complete theory.

An important contribution to metaphor study was made by G. Lakoff and M. Johnson. They come to the conclusion that "Metaphorical expressions have penetrated the various aspects of our life including thought and action" [Lakoff, Johnson, 1990:387].

This conclusion is based on the fact that the reality we perceive, the ways we behave and our relationships with people are regulated by a mostly metaphorical cognitive system especially in the atmosphere of globalization and worldwide contacts on official level and personal level [Gilmudinova, Safiullina, 2016:55].

Therefore, our mentality, everyday experience and behavior are determined by metaphors to a great extent.

When objects are indiscrete and diffused, they can still be categorized. That way of interpreting physical phenomena is necessary for meeting certain pragmatic objectives. Such objectives usually require setting artificial limits onto physical phenomena in order to make them discrete, which is inherent to a human or a physical object restricted by some surface. Just like the results of human experience on spatial orientation generate orientational metaphors, the results of experience related to physical objects (especially those related to the human body) create a basis for enormous diversity of ontological metaphors, that is the way of interpreting events, actions, emotions and others as objects and substances [Lakoff, Johnson, 1990: 407-408]. Ontological metaphors, like orientational ones, are restricted in usage, reducing to the defining of an event, its qualitative characteristics, and so on. So we can "come to conclusion that the basis of a word figurative meaning is the collective image of a specific symptom, such as an appearance, for example" [Zamaletdinov, Faizullina, 2015:59].

The examples of ontological metaphors analyzed by Lakoff and Johnson are the following types: "the mind is a machine" and "the mind is a brittle object". These metaphors are examples of sophisticated ontological metaphor, "mind is entity". These metaphors represent different models of the human mind and thus provide focus on various aspects of mental experience. The "the mind is a machine" metaphor belongs to mental aspect of psychic life. It gives us a "conception of the mind as having an on-off state, a level of efficiency, a productive capacity, an internal mechanism, a source of energy, and an operating condition" [Lakoff, Johnson, 1990:411-412]. For example: *«My mind just isn't operating today; I'm a little rusty today; Boy, the wheels are turning now»*. "The mind is a brittle object" metaphor is not as rich; it allows for talk about the psychological and spiritual strength of a person. For example: *«Her ego is very fragile; She is easily crushed; I'm going to pieces; His mind snapped»*.

Such ontological metaphors are very natural and mind penetrating, that is why they are perceived as obvious, direct descriptions of inner world phenomena. The fact that they are of metaphorical origin rarely comes to native language speakers' heads. The basis for such a natural look is that such metaphors are an integral part or an inner world pattern, intrinsic to our culture; it is in terms of that pattern that people think and act, "being a means of intercultural communication and self-realization in the outside world" [Grolman, Deputatova, Biktagirova, 2016:181].

A thorough review of Lakoff and Johnson's metaphor theory is essential because during the analysis of metaphorical transference we will draw upon the ideas of basic and conceptual metaphor made by the authors.

In order to select from the sphere under analysis information useful for understanding this new area it is necessary to establish the aspects, which will be considered invariant and which will be disregarded

during transference. From the examples above by Lakoff and Johnson, the aspects connected with planning and targeting were kept invariant. Empiric research made by J. Carbonell, proved that during metaphoric transference the concrete elements and characteristics rarely stay invariant, it is patterns and rules for deduction that frequently stay invariant [Carbonell, 1981, 1988]. The frequencies, observed with a large amount of metaphors, were generalized by J. Carbonell, as a regulatory invariance hierarchy. Conceptual relations in the following example are listed in descending order of expected invariance:

1. *Complex of targets before the subjects.* The targets, if present in the original area, are almost always transferred onto new areas. If the original area includes the subjects, which are not present in the new area, the targets are transferred onto personified entities of a new area. Thus, in metaphor "Inflation is war", inflation has the image of an enemy one has to fight with until victory.
2. *Planning and counterplanning strategies within confrontation and cooperation of the subjects.* These strategies are almost always transferred unchanged; they regulate the targets on priorities and help to choose possible means for achieving single targets. The main metaphor's merit here is its possibility for consistent planning in an unfamiliar situation.
3. *Causal structures.* If the causal structure of the original area is rather explicit, it is usually preserved during transference. For example, pharmaceuticals treat disease, accordingly, economic measures can treat inflation.

Discussion

Today, metaphor is interpreted under the *cognitive* approach, which has become widely spread and which is characterized by a new systemic analysis of metaphorization processes (the crux of this approach is in mental activities studies). According to E. McCormack, metaphor is regarded not only as semantic, but as a fundamental cognitive process, without which knowledge acquisition would be impossible [McCormack, 1990:381].

Many supporters of the cognitive approach agree that it is analogy, and not formalized procedures such as deduction and induction, that plays the key role in our semantic conclusions. Analogy is based on the transference of knowledge from one meaningful sphere to another. From that point of view, metaphor is a linguistic reflection of significant analogue processes. National and cultural knowledge, fixed in lexical meaning, is the associative component, which helps metaphor formation. But, linguistic meaning is defined through cultural environment, prior experience, and practical skills, to a large extent. That is why we should define metaphor not only as a linguistic, but also as a conceptual phenomenon which reflects "axiological consciousness and value-conscious attitude" [Gilmudinova, Safiullina, Aleeva, 2016:55].

The most important conclusion to the aforementioned is the following: metaphor is not confined only to the language sphere, because the process of thinking is mostly metaphorical. Man's conceptual system is organized and ordered metaphorically. "The characteristics of the objects marked with metaphors is very specific. It may belong to the set of common ideas about the world of native speakers, mythology, culture and religion" [Bochina, Starostina, 2016:105]. Metaphors as language expressions become available only due to the fact, that they exist in a human's conceptual sphere. That is why, when we speak of metaphors like "argument is war", the corresponding metaphors should be understood as metaphorical facts (concepts).

Conclusions

An insight view into metaphor's inner structure enables for distinguishing the following analogy characteristics, traced in our material: 1) the certainty of the basic system, that is knowledge of an initial

area of meaning. It is expected that, the deeper knowledge of an initial area we possess, the easier it is for us to determine the important relations during transference; 2) clarity, that is the level of precision of correspondence between the compared areas; 3) intensity, that is the number of transferred predicates; 4) breadth.

We consider metaphor as the way of forming inter-frame relations of heuristic strength. Thus, key metaphors apply an image of one reality fragment to another reality fragment. In this way, they form its conceptualization, similar to the traditional conceptual system.

Finally, having studied metaphorical processes as a factor of cognitive reality systematization, it is necessary to note that metaphor functions both in mind and language, appearing to be wider than that of just of a trope. In this regard, metaphor is an instrument of reality cognition (or categorization) by a person, and reality identifies thought processes extensively.

Having analyzed the stylistic, semantic and cognitive concepts of metaphorical transference, we, following much scientific thought, consider metaphor unconventional and hardly yielding to logic phenomenon. But, we assume that metaphor should not be studied separately, as semantic or cognitive events alone, but more as cognitive and semantic together, since the so-called cognitivists expose profound conceptual mechanisms for metaphor emergence, that is the substance of content, and as for representatives of the semantic approach, they consider metaphor's language processes, to be the substance of expression.

Acknowledgements

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

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The peculiarities of the corrective technology «Techno – R» in the formation of foreign communicative competence.

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Abstract

The article deals with the peculiarities of the corrective technology, called “Techno-R” in the Kazan Federal University. The features of this technology are determined by the methodological basis presented by P.Y. Galperin’s theory of interiorization of mental actions, the theory of transfer and the theory of methods of cognitive - practical activities of Kazan didactic school. The article shows the structure of the technology, its assignment and place among the known innovative technologies for foreign languages teaching. The article outlines the specific pedagogical concept of the technology being developed and the expected result, and describes the technological chain of pedagogical actions in accordance with the goal and didactic procedures for assessing the competence that is being formed.

The corrective technology “Techno-R” was subjected to experimental verification by the example of teaching French in school and university. Empirically the data obtained in the experiment were processed by mathematical statistics using the “Student’s T-Criterion” formula. According to this formula, the results of teaching spelling of French, grammar, reading and speaking were obtained, where the “Student’s T-Criterion” showed a value of 5 to 7, with an initial positive value of $t > 2$. The obtained value of “Student’s T-criterion” showed the validity of this technology.

One of the peculiarities of the corrective technology “Techno – R” is the generalizability of the learning objectives, which allows to ensure the transfer of linguistic actions to new conditions. The next peculiarity of this technology is the level-by-level formation of speech independence in the humanistic paradigm of an attitude toward the learner.

Keywords: Technology, method, training, competence, grammar, vocabulary, phonetics, spelling, listening, speaking, reading, writing.

Introduction

The current period of development throughout the world is characterized by the influence of information flows of the media, the global computerization of the society’s life. Against this background, it is necessary to look for the new approaches to education. We are eye-witnesses of the emergence of new educational technologies that correspond to the spirit of the time in the field of teaching of foreign languages. In Russian educational space, since the 60s of the 20th century, the communicative technology of learning the types of speech activity has been widely used: speaking, listening, reading and writing, when the speech sample at the sentence level, instead of an isolated word, was accepted as the basic unit of education. During this period, there was an orientation towards the practical knowledge of a foreign language. The communicative technologies permeate the whole educational process in foreign languages, interacting with other learning technologies. The well-known information and communication technologies in the form of Internet technologies and the technologies for the use of teaching computer programs. For example: “WebQuest”, “Hotlist”, “Treasurehunt”, “Subjectsampler”, “Multimediascrapbook” are the variants of the Internet technologies [1, 14, 15, 16]. These technologies have become widely used in Russian educational institutions. The attention of Russian researchers and practitioners was attracted by “podcasting” technologies [2], which are sound tracks or video files intended for listening and browsing through the Internet.

The effective Internet technologies also include TED videoconferences and video blogs [2], which represent a modern educational multitopical resource that can be used for broadening the mind and forming speech skills.

There is no escape from mentioning the technology “Portfolio”, which came to Russia from the West and began to be introduced into the educational process as individual educational achievements of students. Within the framework of pedagogical technologies, training interactive technologies have been developed. These are project technologies, case technologies that stipulate for the learners to work in a team. Modular technologies are also known as forms and methods of organizing the educational process. Although, as noted by the researchers [3], according to the report of the European Association of Universities, today there is no single concept of “modular training”. The module is viewed either as an educational unit or as a system of interdisciplinary elements.

Concluding the brief overview of modern technologies, we note the game technologies for the formation of skills and abilities, as well as test technologies for control activities.

Each of the above technologies has its own purpose for specific pedagogical activity - the formation of language, speech, socio-cultural competences, which are the part of communicative competence, for expanding the outlook of students, monitoring the educational process and other purposes.

Basically, innovative technologies are applied when the students already have a certain level of communicative competence, which enables them to work with information, project and other technologies.

Discussions

The reasons that prompted us to carry out the development of correctional technology are the following:

- A) none of the existing technologies is universal;
- B) both in schools and in universities there are many students who cannot achieve the expected result in mastering a foreign language for various reasons;
- C) currently, the development of psychological science makes it possible to find didactic ways of influencing the learners to get the desired result.

These reasons led to the search for a learning technology with guaranteed results. We called the technology “Techno-R”. The first part of the abbreviation “Techno” stands for “technology”, the second part of “R” - stands for “result”.

Before showing the structure of the technology being developed, we will briefly outline its methodological justification.

The system analysis of students’ mistakes, both in the formation of speech habits and in the formation of skills, allowed us to identify their causes and outline the ways of elimination. As a result of the analysis of the methods used in the teaching of the French language, we have identified two points. Firstly, the weak link in training is the orientation basis of speech actions, which causes a large number of errors (phonetic, lexical, grammatical), as well as difficulties in fulfilling oral and written assignments. Secondly, the learners do not see the generality of the speech tasks assigned to them, so there is no transfer to similar speech tasks.

Two powerful theories cast light on the solution of this problem: the P. Y. Galperin’s theory of the internalization of mental acts [5], and the theory of transfer [6].

It is known that transfer is a complex phenomenon of the human psyche. It is transfer that allows a person to use knowledge, skills and habits (KSH) under new circumstances. The role of transfer in the learning process is very high, as the KSHs are constantly extended on the basis of already known material. The deduction is that transfer as a positive phenomenon needs to be taught, at the same time it is necessary to prevent its negative influence on the formation of communicative competence. For example, the transfer of phonetic and grammatical skills of the native language to the foreign language.

The way to transfer training shows us the theory of internalization of mental actions of P.Y. Galperin [5], to be exact its part about the types of the orientation basis of actions (OBA) and types of teaching [5].

We take as a basis the third type of teaching, which has a full orientation basis of speech actions, but it has a developing effect, because the orientation basis is grounded on generalizations that allow carrying out the transfer to the solution of new speech tasks. The rationale for choosing the third type of teaching is set forth in the article which concerns the psychological-didactic basis of the corrective technology of

teaching the French language [7]. The obvious connection of the above-mentioned theories allows us to develop the corrective technology on a scientific basis owing to deduction.

The third component of the methodological basis of technology "Techno - R" is the theory of methods of cognitive - practical activity, developed by the scholars of the Kazan didactic school [7, 8]. They have created and described the methods of cognitive - practical activity in teaching speech, reading and writing, which work on three levels of development of speech independence of the learners. It is copying, reproductive - creative and constructive - creative levels. The corrective technology "Techno-R" works at these levels depending on the object of correction. If it is a matter of correcting the pronunciation or technical skills in writing, then the copying level is used; the correcting of lexical and grammatical skills is at the reproductive and creative level, as well as speech skills with the help of didactic supports; speech tasks without didactic supports are performed at the constructive - creative level.

So, the psycho-pedagogical foundation of technology "Techno-R" consists of three parts and is represented by the theory of the internalization of mental acts by P. Y. Galperin, the theory of transfer and the theory of methods of cognitive-practical activities of the Kazan didactic school. All efforts, including the development of technology "Techno - R" are aimed at improving the quality of education in teaching foreign languages.

Technology "Techno-R" has a thematic and operational structure.

"Techno-R" consists of 8 blocks [4]. The first four blocks belong to the field of language competence and have adequate names:

Vocabulary	Grammar	Phonetics	Spelling
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The second four blocks represent the area of speech competence and are respectively named:

Speaking	Listening	Reading	Writing
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From the operational aspect, the structure of the technology is as follows:

- the formulation of the learning task (teacher);
- the study of the orientation basis of the linguistic phenomenon (the mutual activity of the teacher and the learner is obligatory);
- training in performing the task (the trainees perform the tasks independently, or under the guidance of the teacher, depending on the nature and complexity of the tasks);
- control actions of the trainee and the teacher (control utterances, test, paper and others, depending on the tasks assigned);
- the determination of the level of competence (it is fulfilled in the formulations "I can ...", "I am able ...").

In accordance with the content structure of the technology (8 blocks), each block has its own specifics in the formulation of learning tasks (in teaching vocabulary, grammar, phonetics, listening, speaking, reading and writing).

The orientation basis of speech acts, training stages, control actions also differ in content, but the operation aspect of the technology remains unchanged for each block. Moreover, a careless attitude towards the operational structure can lead to a negative result.

Materials and Methods

We have been conducting experimental studies in comprehensive secondary schools and universities, by the order of the Ministry of Education and Science of the Republic of Tatarstan the Municipal Budget Educational Institution "Gymnasium № 9" of the Moscow District of Kazan was appointed as a school experimental site, where the French language is studied as the first foreign language. In 2016, the school teachers conducted the experiments applying several blocks of technology "Techno-R": spelling, grammar, reading, speaking. The analogous experiments were held at the Kazan Federal University, at the Higher School of Russian and Foreign Philology, Lev Tolstoy IPIC.

To determine the objective pedagogical facts (the level of language, speech, socio-cultural competence of the trainees), the methods of mass survey, interviews, observations were used, the analysis of scientific

literature on pedagogical technologies was made, the test and laboratory experiments, the teaching experiment and the experimental training were carried out. To determine the validity of the empirically obtained results, the methods of mathematical statistics according to the "T-Student Criterion" were applied, and to determine the number of subjects, the statistical tables were used [17].

A pilot experiment on teaching spelling of French and speaking as a kind of speech activity was conducted in gymnasium № 9 of Kazan city. In order to test the experimental material and the technology of section removal to determine the level of competencies formed, a laboratory experiment was conducted with a small number of subjects (6 learners and 6 students). The value of the laboratory experiment consisted in that it was a "filter" for the use of the technology "Techno-R" under the natural conditions of the learning process. The laboratory experiment made it possible to determine the necessary time expenditures for the operational activities that are the part of the technology structure, to test the experimental material.

The training experiment was held in 2016 and is being held at the present time. The experimental studies on teaching spelling, grammar, reading, and speaking were conducted. According to the corrective technology "Techno-R", the first stage was a learning task depending on the material being studied. At the stage of the orientation basis of actions, the trainees explained the commonality of the learning tasks. For example, by having learnt to describe the geographical position of France, the trainees can characterize any geographical object by analogy. At the next stage there was organized the training, after which new learning tasks as control actions were set. The final stage included the assessment of the teacher and the obligatory self-assessment of the learner of the level of the competency being formed.

The experiment was carried out before and after training using the technology "Techno-R". The criteria for the success of the competency to be developed will be described using the example of teaching monologue utterance: the total number of phrases spoken, the number of grammatical, lexical, phonetic errors. Such criteria as the coherence of utterance and the use of connectors were assessed according to a ten-point scale. The use of digital indicators in accordance with the established criteria allowed us to apply mathematical statistics.

The evaluation using the "T-Student Criterion" was made by the formula:

$$t = \frac{M_1 - M_2}{\sqrt{m_1^2 + m_2^2}}$$

where M_1 and M_2 – the average values of the parameters being compared (M_1 is taken as a larger average value);

m_1 and m_2 – their average errors determined by the formula:

$$m = \frac{s}{\sqrt{n}}$$

where n – the number of observations, s – the standard deviation, determined by the formula:

$$s = \frac{\sum_{k=1}^K (X_{\max} - X_{\min})}{K}$$

where κ – the Ermolaev coefficient. For our number of observations $K = 56$, according to the Ermolaev table = 4,59 [17].

If the calculated value is less than n , then the difference between the mean values is recognized as random, statistically insignificant. This difference remains significant for $t > 2$ with a probability of 0,95, if $t > 2,6$, then the probability increases to 0,99, for $t > 3,3$ the probability is 0,999.

We have conducted 11 sections, where the "T-Student's Criterion" ranges from 3,49 to 6,48. The results of experimental studies are published in the materials of the International Scientific Seminar "Modern French Language and Innovative Technologies of Teaching" [9, 10, 11, 12, 13].

Results

The experimental study of technology "Techno-R" showed the effectiveness of pedagogical influence on the trainees, the result of which was the successful formation of communicative competence. A unique

peculiarity of this technology is the generalizability of the tasks. For example, when studying the topic "Sport" at the stage of the orientation basis of speech actions, the students are explained that having learned to speak on what kinds of sports each engages in, what sports they would like to go in for, what they know or do not know about the sports achievements of the school, the city, the learners will be able to talk about sports, family, school, city, country.

Summary

We were convinced that by having solved a speech problem on the basis of a generalized approach, the students carry out a transfer to solve new similar problems. Thus, the second peculiarity of Techno-R technology is the availability of transferring linguistic actions to new speech conditions. The next important feature is the level-by-level approach to the formation of verbal self-reliance of the trainees, adequate to the object of assimilation. The educational material can be assimilated at the copying level of speech independence, the reproductive - creative and constructive - creative levels. The final feature of Techno-R technology is an obligatory observance of its operating structure.

Acknowledgments

There search is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University.

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The Study of Conservation of Idioms in the Translation of the English Literary Texts

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Abstract

The relevance of this article is that idioms make up a vivid and original part of the national-linguistic world. And their translation into another language with a different view of the world causes a lot of difficulties. That is why many linguistic research works are devoted to this issue and different techniques and methods of the translation of phraseological units were suggested (the PU). A significant number of errors made by translators in the translation of phraseological units proves that the problem is quite acute. Also one of the most interesting and attractive area from a research perspective are changes occurring in the field of phraseology, largely reflecting the level of development of the language. Hence there is the rapid development of new classifications and methods of translation PU that should be explored. The purpose of this study is to examine the translation methods of English phraseological units in the literary works in Russian. The leading method of the study of this problem is the comparative method to identify common and distinctive features of the English and the Russian phraseological units. As a result of the comparative analysis of the literary texts were identified the following methods of translation of PU: idiomatic equivalent method; idiomatic analogue method; literal translation of phraseology (tracing); descriptive method and lexical translation. The theoretical significance of the study is that this study could contribute to the development of the problems of translation of PU in literary texts. The practical significance of the study is in the possibilities of using the results obtained in the preparation of mono- and bilingual dictionaries, training manuals on comparative phraseology, and developing of special courses for students and those who are interested in studying English.

Keywords: student, professor, education, language, idiom, translation, method.

Introduction

Every language is a reflection of culture. And phraseological units are the bright proof of it. They convey the history and life of the people. Idiom is highly informative unit of language. (Elzhurkaeva, 2013) That is why the problem of translation of PU is the subject of many scientific works.

There is no clear opinion in this research field. There are various ways and methods of how to translate the PU. For example, Pushkin thought that the expressed unit of the author should be re-expressed by a translator, and Tolstoy thought that the main thing is to express the impression.

The rapid development of any language, leading to a change in the existing rules, of course, enriches it, adapts it to irreversibly changing life as a whole and suggests that language possibilities are virtually limitless. Also one of the most interesting and attractive area from a research perspective are changes occurring in the field of phraseology, largely reflecting the level of development of the language. However, despite the large number of research works, this topic does not lose its originality and relevance, but on the contrary, it gives extensive material for research, as there are always new types of abnormalities that should be studied and classified. Such transformations are called occasionalisms (Kunin, 1986). For the first time the term "occasionalism" was introduced by one of the most prominent

researchers in the field of contextual transformation of FU in our country A.V. Kunin. Therefore, the appearing of new types of deviation from the norm leads to the new methods of translation of PU.

The translation practice originated in the 20-30s of the twentieth century. The translators of that time studied formal deviations from the original. In the 30s there was a school of literary translation, which was created by I.A. Kashkin, who was the theoretician and practitioner of translation. Later A.B. Fedorov's articles were released, there were the basics of translation "On Literary Translation", "Introduction to the theory of translation" (Fedorov, 1968).

Thanks to the works of A.D. Shveytser, L.S. Barkhudarov, V.N. Komissarov the theory of translation has been developed more intensive.

Concerning the translation of idioms they paid a lot of attention in theoretical works of such linguists as Komissarov, Vinogradov, Kunin, Shadrin, Telia, Bally.

According to Kunin, the English phraseological units are divided into two groups (Kunin, 1964):

phraseological units, which have equivalents in the Russian language;

phraseological units which have not got equivalents in the Russian language.

The methods of translation of idioms were identified by many scientists-linguists: A.V. Kunin, V.N. Komissarov, N.F. Smirnova, etc. There are following methods of translation of idioms: idiomatic equivalent method (this method helps to conserve the whole complex of the translated unit, in other words between phraseological units should not be differences in the metaphorical and emotional-expressive color and semantic content); idiomatic analog method (idiom with the same figurative meaning, based on another image); literal translation of phraseology (tracing can be used only if the result can be easily perceived by Russian readers and does not create the impression of unnatural and unusual norms of the Russian language); descriptive method (translation of the meaning of PU); lexical translation (phraseological unit is translated with lexical means) (Komissarov, 1965).

In this article, we will study these translation methods of the English phraseological units in the literary texts into the Russian language.

Materials and methods

2.1. Research methods

During the study the following methods of research were used: the method of comparison and generalization, continuous sampling method, method of quantitative analysis, method of categorical sampling, descriptive-analytical method, contextual method.

2.2. The experimental base of the research

Experimental work was based on the texts of the English literature: Tolkien, J.R.R. "The Hobbit or There and Back Again" (1937), "The Lord of the Rings: The Fellowship of the Ring" (1954), "The Lord of the Rings: Two Towers" (1954), J.K. Rowling, J. Tiffany, J. Thorne "Harry Potter and the Cursed Child" (2016).

2.3. The stages of the research

The study was conducted in three stages:

At the first stage (preparatory stage), modern condition of the problem under study in linguistic theory and practice was analyzed; the program of the study methodology was developed.

At the second stage (the main stage), comparative method was introduced in order to identify frequently used methods of translation of phraseological units in the English literary texts into the Russian language.

At the third stage (the final stage), systematization and generalization of the research results were carried out, the theoretical insights were refined; the processing and clearance of received research results were carried out.

Results

3.1. The structure and content of the study

This study researches the translation methods of phraseological units of English literary texts into Russian. The rapid development of any language, leading to a change in the existing rules, of course, enriches it, adapts it to irreversibly changing life and shows that language possibilities are virtually

limitless. One of the most interesting and attractive from a research perspective are changes occurring in the field of phraseology, largely reflecting the level of development of language. A significant number of errors made by translators in the translation of phraseology indicates that the problem is quite acute. With the development of language can be seen the rapid development of new classifications and methods of translation of PU that should be explored.

3.2. The stages of the research

The study included the following stages of the experimental work:

- make a selection of phraseological units of the English-language literary texts of Tolkien, J. R. R. "The Hobbit or There and Back Again" (1937), "The Lord of the Rings: The Fellowship of the Ring" (1954), "The Lord of the Rings: Two Towers" (1954), J.K. Rowling, J. Tiffany, J. Thorne "Harry Potter and the Cursed Child" (2016).
- make a selection of the translation of these phraseological units in the Russian language;
- analyze these PU;
- define the method of translation;
- identify the methods of translation of PU, which are used more frequently

3.2.1. Summative stage

On the summative stage, it was conducted the analysis of the methods of translation of idioms of the English literary texts, such as Tolkien, J.R.R. "The Hobbit or There and Back Again" (1937), "The Lord of the Rings: The Fellowship of the Ring" (1954), "The Lord of the Rings: Two Towers" (1954), J.K. Rowling, J. Tiffany, J. Thorne "Harry Potter and the Cursed Child" (2016).

These novels were selected not by chance. Firstly, the novels of J.R.R. Tolkien and J.K Rowling have one genre - fantasy, therefore, they have similar imagery of PU; secondly, J.R.R. Tolkien is not only a writer, but also a linguist and philologist, the creator of artificial languages and lover of deviations from standards of the language, including the occasionalisms. From the research point of view it is interesting to study these deviations. Thirdly, the novel of JK Rowling, Tiffany D.D. Torn and "Harry Potter and Cursed the Child" has been selected because the translation of the book was released recently, December 7, 2016, which is enough fresh material for research.

Table 1. Analysis of some phraseological units of J.R.R Tolkien's novel "The Hobbit, or There and Back Again"

The English idiom	The translation of this idiom	Analysis	The method of translation
<i>The hobbit jumped nearly of his skin when the hiss came in his ears, and he suddenly saw the pale eyes sticking out at him.</i>	У хоббита чуть сердце не выпрыгнуло , когда он вдруг услышал шипение и увидел два бледных, уставившихся на него глаза.	The translation of this idiom saves the figurative meaning, but it is based on the another image. If the English version has the image of the skin, that is literally to jump out of the skin, in the Russian translation the heart jumps. The emotional and stylistic meaning of the idiom was saved.	idiomatic analogue method
<i>"Well, it is the first time that even a mouse has crept along carefully and quietly under my very nose and not been spotted," said Balin.</i>	Даже мыши не удавалось прокрасться у меня под носом и остаться незамеченной, - проговорил Балин.	It is remained the whole set of values and the it is the same in all options.	idiomatic equivalent method
<i>"Not that I venture to disagree with Thorin, may his</i>	Упаси Бог, чтобы я осуждал Торина, да	This case is a vivid example of a pun, in other words a wordplay.	descriptive method

<i>beard grow ever longer; yet he was ever a dwarf with a stiff neck.</i> "Not as stiff as my legs," said Bilbo. "I am tired of stairs and stone passages. I would give a good deal for the feel of grass at my toes."	растет его борода беспрельдно, а только он всегда был упрямым и не отличался гибкостью. -С гибкостью и у меня сейчас неважно.	The English version of this image is easy to beat, stiff neck -this stubborn and stiff -is inflexible. A translator used descriptive method to preserve the pun.	
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Table 2. Analysis of some phraseological units of J.R.R Tolkien's novel "The Lord of the Rings: The Fellowship of the Ring" (1954), "The Lord of the Rings: Two Towers" (1954)

The English idiom	The translation of this idiom	Analysis	The method of translation
<i>A witless worm have you become. Therefore be silent, and keep your forked tongue behind your teeth.</i>	А тебе, неразумному червяку, лучше бы держать язык за зубами.	It is remained the whole set of values and it is the same in all options. In this case, the author used such transformation as wedging. Due to the word forked it is intensified the emotional impact on the reader. But in the Russian version it is has been omitted.	idiomatic equivalent method
<i>Did you really think you had thrown dust in all our eyes?</i>	Да неужто ты и впрямь надеялся, что сумел задурить нам головы?	The translation of this phraseologism retained a figurative meaning of PU, but the stylistic properties have changed. The Russian version is colloquial. Therefore we can not assume that this is a complete analog.	idiomatic analogue method
<i>It's a fine view, no doubt, Mr. Frodo, but chilly to the heart, not to mention the bones.</i>	Вид отсюда, конечно, красивый, но даже на сердце становится холодно, не говоря уже о костях.	Imagery of this phraseological unit is easily perceived by the Russian readers and does not create the impression of unnatural and unusual norms of the Russian language. Wedging of the additional components leads to an expansion of structure of the idiom.	literal translation of phraseology (tracing)
<i>-You'll keep an eye on Frodo, won't you? -Yes, I will two eyes, as often as, I can spare them</i>	-Ты уж, пригляди за ним хоть одним глазком. -Обязательно. Пригляжу в оба, хоть и других дел по горло.	In the original text it is a pun. The pun in the translation is preserved. There are slight changes in the components.	idiomatic equivalent method

Table 3. Analysis of some phraseological units of J.K. Rowling, J. Tiffany, J. Thorne "Harry Potter and the Cursed Child" (2016).

The English idiom	The translation of this idiom	Analysis	The method of translation
I'm not going to rise to your bait , Albus Potter.	Я не попадусь тебе на крючок , Альбус Поттер.	The the translation of this phraseological unit saved the figurative meaning, but it is based on another image. If the English version has the image of the bait, the Russian translation has the image of the hook. The emotional and stylistic value of the idiom is saved.	idiomatic analogue method
Albus, you just know how to get under my skin ...	Альбус, ты просто очень хорошо умеешь довести меня до белого каления ...	The translation of this phraseological unit saved the figurative meaning, but it is based on another image - "a very strong heating of the metal". The English idiom literally is translated as "get under the skin."	idiomatic analogue method
Have I just put my foot in it ?	Не то ляпнула , да?	In this case, the Russian translation has not saved the idiom.	lexical translation
The weight of the world upon his shoulders .	Груз мировых проблем давит ему на плечи .	Saved image load and shoulders in both languages.	idiomatic equivalent method

In this novel, most of phraseological units are used in the usual form, but it is not always possible to preserve in translation the phraseological unit, which leads to the use of descriptive or lexical methods, i.e. the idiom in translation is not saved. Of course, it simplifies the language and deprives him of expressivity. But there are not always equivalents or analogues of phraseological units in both languages.

3.2.2. The forming stage

According to the results of diagnostics and comparative analysis of the translation of the English phraseological units into the Russian language, it can be assumed, firstly, that the translators of these novels N. Rakhmanov ("The Hobbit, or There and Back Again"), M. Spivak ("Harry Potter and the Cursed Child"), V. Volkovsky, D. Afinogenov ("Lord of the Rings") tried to use the methods that allow to save phraseological units. Since idiom is a bright expressive means.

Secondly, it was found occasional use of phraseological units. Such changes of idioms as wedging, phraseological pun, phraseological context saturation and others. The translators save pun, choosing equivalents, where it is possible, or using the descriptive method of translation because the pun should be understandable to the readers of the translated language.

Thirdly, in the most cases, the stylistic and emotional character of the phraseological units are saved. There are some examples where the translators can change the stylistic properties of PU in conversational lines of characters. The Phraseological units with national color were not identified.

Table № 4. The percentage ratio

№	The method of translation of the phraseological unit	The amount of the phraseological units	Percentage
1	Метод фразеологического эквивалента	67	22%
2	Метод фразеологического аналога	170	57%
3	Калькирование g g g g	11	4%
4	Описательный метод	21	7%
5	Лексический перевод	31	10%
Total: 300			

Discussions

The previous researches, which made by V.N. Komissarov (1990), A.V. Kunin (1964), L.S. Barhudarov (1975) are devoted to mentoring forming historical aspects of study. Phraseology was examined in works of such scientists as N.N. Amosova (1963), E.F. Arsentyeva (2009), A.V. Kunin (1964), A. Naciscione (2010).

However, this topic does not lose its originality and relevance and gives extensive material for research, because there are always new stories and novels, the types of abnormalities that should be studied and classified.

Conclusion and recommendation

The study confirmed that the translation of the phraseological units is a laborious process, because it is necessary to take into account the stylistic features of idioms and save its lexical meaning. The translation of the phraseological units were analyzed and during the study, it was concluded that all the methods of translation of idioms were actively used by the translators. The most commonly used methods include such methods as idiomatic equivalent and idiomatic analogue. In the translation of phraseological units the translators try to save the idioms and its the emotional and stylistic features. The translators can not afford to lose in the translation such technique as a pun, because this wealth of works of literature. Such methods as a method of tracing and descriptive translation may not always be understandable to the readers of different cultures, and when the translators use the descriptive method, idioms are lost, that is great loss as a means of expressivity of literature.

This article could be useful in the theoretical terms, because it makes a contribution to the development of problems of translation of the phraseological units in the literary texts. In practical terms it is the possibility of using the results of the article in the preparation of mono- and bilingual dictionaries, training manuals on comparative phraseology, and development of special courses for students and those who are interested in study of English.

Acknowledgements

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

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The teachers' strategies of identifying and development of gifted students in foreign countries

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Russian Federation.**Abstract**

The urgency of the problem under investigation is demonstrated by the fact that the issue of identification and development of gifted students is regarded as one of the most important aspects of gifted students' education worldwide. The purpose of the article is to reveal the modern international approaches to identification and development of gifted students and apply them to the Russian education system. The leading approach in the study of this problem is the systematic methodological principle, which allows us to take into account a variety of factors and to exclude one-sidedness. The main result of the study is systematization of the areas of identification and development of gifted students in foreign countries. Different pedagogical innovations have been analyzed to be applied to the Russian national education system. The materials of the article can be used in different researches and will be interesting for a wide range of readers dealing with the problems of teacher training for work with gifted students.

Keywords: education, university, gifted students, identification, development, psychological problems, international educational experience

Introduction

The analysis of the research literature shows that the issue of gifted students' education is constantly attracts the attention of educators and psychologists. Nowadays the organization of work with gifted students reveals a number of problems which require special attention. It should be noted that there are still many issues to work with gifted students, the specific conditions relating to the definition of training, education and development; determining the content, forms and methods of working with them to maximize the educational and developmental effect.

The problem of gifted students' education appeared at the end of the XXth century and affected many countries such as the USA, the UK, Germany, France, Japan, and others. This is due to the dynamics of the development of modern society, which, in turn, changed the view of gifted students' education.

But, at the same time, the review of scientific literature also suggests that only a small amount of gifted children are able to realize their abilities at the appropriate level, as the gifted children do not have enough experience to overcome the difficulties in training, as well as overcoming their personal development difficulties, the problems of communicating with their classmates, lack of formation of self-control skills, which lead to considerable difficulties in the professional development when they grow up (Porter, 1999). According to V.S.Yurkevich (2000), the task of working with gifted students includes the formation and development of their capacity for self-actualization, the effective implementation of high abilities in the future, in a mature professional activity that implies the development of the psychopedagogical method which takes into account all the peculiarities of the development of gifted students and would decide the high success of their future professional activity (Yurkevich, 2000).

Materials and Methods

The objects of our investigation are: 1) to define the priority trends of identification and development of gifted students; 2) to determine the current requirements for work with gifted students; 3) to study the international experience of working with gifted students to enhance the effectiveness of gifted students' education in conditions of the national education system.

For confirmation of the hypothesis we need to turn to a variety of methods:

- the method of historical and logical analysis of regulatory documents of foreign governments and research papers of leading scientists connected with educational issues of gifted students' education;
- study and theoretical analysis and synthesis of social, political and psycho-pedagogical literature;
- analysis, comparison, synthesis and generalization of innovative foreign and domestic pedagogical experience;
- comparison of data of foreign and domestic research on this issue.

The fundamental works of foreign and Russian scientists in the field of pedagogy and psychology (J.Frimen (1999), D.Parker (2011), J.Renzulli (1982), E.Torrens (1995), V.I.Andreev (2010), D.B.Bogoyavlenskaya (2002), N.S. Leytes (2004), A.M. Matyushkin (1988), V.I.Panov (2007), A.I.Savenkov (2004), F.L.Ratner (2009), etc.) were the theoretical basis of the study.

The usage of the methodology and methods of existing research contributes to the development of scientific thought in education for gifted students, methods and techniques of research in this area.

It provides the opportunity to comprehensively address the problem of identification and development of gifted students.

Results

As we mentioned above, the interest in gifted students, as future intellectual and creative elite, increased significantly at the turn of the century. In this connection it should be noted that there appeared a broad discussion of issues related to the identification and development of gifted students; with the possibility of building a competent forecasts and effective ways to correct problems that may have gifted students.

It should be pointed out that there is an extensive practice of the selection and identification of gifted students abroad. In some countries the selection and training of gifted children begin in kindergartens, where special attention is paid to the child's inclinations to different types of work. Then inclinations are tracked at schools. In the process of identifying the main role is given to teachers and parents. According to many foreign researchers, a teacher has to be trained on special training courses in colleges and universities to identify gifted students (Porter, 1999). English teachers and psychologists consider that talent should be discovered in an elementary school, to avoid the problems of behavioral models, disappointment and failure. They also believe that the first condition for the identification of a gifted child is to have a creative atmosphere in the classroom, and the founder of the situation is the teacher's creativity (Identifying Gifted and Talented Pupils – Getting Started, 2006).

There is a great interest should be given to the US experience in identifying gifted students, where there is a complete system of searching for gifted children and has its own distinctive features. Qualified teachers and psychologists deal with the selection of gifted students. One of the modern approaches to the system of identifying of gifted students in the United States is the use of an integrated approach, that is, the identification of both intellectual and creative endowments. The main approach in identifying in the US is the use of different methods of pre-selection of children and continuous monitoring of their successes from the moment of entering the kindergarten or school, that is, the problem is solved by constant monitoring and analysis of the child's success.

In this connection it should be noted that critical-oriented tests also became very popular in the USA. The main purpose of these tests is to identify the level of mastery of certain concepts and skills. The main emphasis is made on what the child knows how to do and what he knows. This method allows teachers to track the dynamics of the child's development, which is a valuable source of information in the preparation of an individual training program for each student.

In Germany, gifted students are identified at 10-12 years, using special techniques. It is very common to segment gifted students into separate groups by means of early specialization in gymnasiums.

In Israel, there has been a developed system of work with gifted students for years. In the second grade of primary school, the Ministry of Education conducts an unified test for all schools to identify the most gifted students. Depending on how successfully the child passed this test, he either gets the right to study under a special program, or receives an invitation to participate in the faculty on special topics.

In Japan, gifted children are identified from a kindergarten and then tracked at school.

It should be noted that the identification of gifted students is a long process. The effectiveness of the identification of giftedness is impossible through a one-time testing procedure. It is much more important to use an integrated approach. In this case, a wide range of different methods can be involved: various options for observing students; special psychodiagnostic trainings; expert assessment of students' behavior by teachers, parents, educators; conducting "trial" lessons on special programs, as well as the inclusion of students in special game and subject-oriented activities; expert evaluation of specific products of students' creative activity by professionals; organization of various intellectual and subject olympiads, conferences, sports competitions, creative competitions, festivals, reviews, etc; conducting psychodiagnostic research using various psychometric techniques, depending on the task of analyzing of a specific case of giftedness (Perleth, 2004, Hartas, 2008).

It must be admitted that nowadays the great importance is attached to the problem of early identification, education and upbringing of gifted children, since such children remain misunderstood in the early stages of their development, and sometimes the parents' reaction to the active cognitive abilities of the child can be negative. Often parents want to see their child like everyone else. Active creative abilities are combined with increased neuropsychic excitability and it leads to disorders of appetite, sleep, often arising headaches, restlessness, etc. Untimely medical and psychological correction of these manifestations leads to the development of neuroses and other psychosomatic diseases (Gubaidullina, Hakimzyanova, 2014).

In this regard, it is important to note that very often enthusiasm for the methods of identification of giftedness leads to the fact that the study of the characteristics of the mental development of gifted children recedes into the background. But it is the psychological characteristics of the gifted which place certain emphases in understanding of the basic goals of education and upbringing.

Special attention should be paid to the failures of gifted schoolchildren in education. They are generated by a complex interlacing of various causes, both internal and external. Among these reasons, psychologists emphasize the impact of socio-economic and national-cultural conditions. The gifted students from families with low economic status and an unfavorable socio-cultural environment are usually faced by these difficulties. In some countries, the development of gifted girls can be strongly influenced by national and cultural stereotypes of the environment (Fakhrutdinova, E., Fakhrutdinova, A., Severyanov, O., Valeev, E., 2013).

The next problem is that gifted children feel obvious or hidden ill-will and distrust on the part of their peers with average abilities. As a result, talented students are prone to not to stand out, not to look like a "black sheep", and their creative abilities are eventually leveled off (Baum, 2014).

There are also problems in the gifted children's education with physical limitations, but at the same time, it must be emphasized that often serious physical defects are a strong incentive to higher achievements (Fox, 2012, Ellston, 2003).

One more interesting detail is that children with high creative potential have also problems at school. The creative energy that dominates in the life of such children determines the independence and unconventionality of their behavior. They often interfere with the lesson, cause concern to the teacher, their behavior may be considered undisciplined. Frequent confrontation with the environment requires them to learn either to cope with the arising tension, or to suppress their creative needs and try to be "like everyone else", which can lead to personal destruction, aggression or apathy. Accordingly, it is difficult to expect a high motivation for learning and notable successes from such children (Shcheblanova, 2003).

It is also necessary to note perfectionism as a problem of gifted students. This term is used to refer to a healthy aspiration for excellence, which contributes to the achievement of peaks of professional skill, and to a neurotic, obsessive obsession with the achievement of a certain ideal, when the heightened exactingness can turn into an excruciating dissatisfaction with oneself and the results of one's labor, which negatively affects the creative process. This phenomenon is especially manifested in gifted people (Panov, 2007).

Speaking about the problem of giftedness, it is also necessary to mention the social and emotional consequences that can be quite destructive if there is no assistance from teachers, psychologists and parents. Often gifted students have problems in emotional development. Most of them have increased sensitivity.

F.Ratner (2009) points out the following aspects in the sphere of psychosocial development of gifted students:

- a strong sense of justice;
- the existence of a personal value system;
- a vivid imagination;
- developed sense of humor;
- a tendency to exaggerate fear;
- ability to extrasensory perception;
- the ability to understand and feel without words;
- slight vulnerability " (Ratner, 2009).

Based on these aspects, it can be concluded that gifted students are at a high risk of social exclusion and have difficulties of communicating with peers. The real level of abilities of gifted people is not understood by others, and the development process which is normal for such child is seen as an abnormal inability to live in society. These children have difficulties in finding friends who are close in spirit, there are problems of participation in peer games that they are not interested in. The complexity of the situation is aggravated by the fact that the children themselves realize that they are not like others.

The problems mentioned above make us think about the need to develop effective forms and methods for preserving the intellectual and spiritual potential of gifted children, understanding the issues of the psychological security of the educational environment at all levels of learning. It becomes obvious that evaluating a child as a gifted person should not be an end in itself. The identification of gifted children must be linked to the tasks of their education and upbringing.

In addition to the problems of diagnosis and development of a gifted child it is necessary to emphasize the problem of a teacher's training who has to support children's giftedness in the process of socialization. The personality of the teacher is the leading factor of any learning. Teachers working with such children should undergo special training. As studies have shown, it is the children with high intelligence who most need their "own" teacher. It should be noted that a successful teacher for the gifted is, first of all, a wonderful teacher-subject, who knows and loves his subject deeply. In addition to this, he must have such qualities as are essential in dealing with any gifted schoolchild (Gali, 2011).

Discussion

The basic reason to make a detailed analysis of identification and development of gifted students in the different countries is the specificity of gifted education. The research has shown that the problem is considered as one of the most important in the world. It can not be denied that the special teacher training, i.e. professional and personal qualifications of teachers contribute to effective solution of the problem of training, education and development of gifted students.

The fundamental works of foreign and Russian scientists in the field of pedagogy and psychology (S.Baum (2014), B.Bloom (1956), F.Galton (2001), L.Hollingworth (1941), M.Karnes (1980), A.Passow (1982), E.Perrot (2012), L.Porter (1999), J.Renzulli (1998), D.Sisk (2008), A.Tannenbaum (1972), F.Taylor (1994), L.Termen (1987), J.Whitemore (2014), D.B.Bogoyavlenskaya (2002), N.S.Leytes (2004), A.M.Matyushkin (1988), I.V.Panov (2007), F.L.Ratner (2009), A.I.Savenkov (2011), N.B.Shumakova (2013), E.I.Scheblanova (2003), N.P.Pomortseva (2005), N.N.Seldinskaya (2007), G.V.Tarasova (2001),

I.I.Ushatikova (2016)) deal with the problems of working with gifted students, emphasize the problem of identification and development. But pedagogical conditions of teachers' activity with gifted pupils are still insufficiently developed. The author reviewed and systematized current trends in identification and development of gifted students in different countries which allowed the author to identify and present the most interesting approaches that are acceptable in our national education system, with innovative value for the Russian education system.

Conclusion

Thus, the analysis of research on the problem of diagnosis and development of gifted students has shown that gifted students experience a number of problems as a result of their exceptional abilities: difficulties in dealing with peers; unrealistic assessment of their abilities; pressure from parents and teachers; inflexibility of the curriculum; low motivation for reproductive activity; lack of effective teaching style; school failure; conflict between individual psychological needs of the individual and insufficient opportunities for appropriate training.

All this allows us to conclude that working with gifted students is multifaceted. It requires further research. This problem should be solved taking into account specific socio-psychological circumstances. In our opinion, giftedness is so individual and unique that the question of the optimal conditions for the development of each child should be considered separately. Accordingly, it is very important in the family and at school to find children with bright abilities in time and create favorable conditions for the development of each child. To do this, it is necessary to unite the efforts of all the participants in the educational process (a psychologist, a teacher, parents) and their central task is the formation and development of the talents' ability to self-actualization, to the effective implementation of increased opportunities in the future, in mature professional activity.

Recommendations

The results of this research can be used to enrich theoretical courses with information about the theory and practice of identification and development of gifted students. The materials of the article can be used by professors, teachers, psychologists and other participants of the process of gifted students' education.

Acknowledgements

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

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To The Problem Of Peculiarities Of Teaching Disciplines In Religious (Muslim) Educational Institutions

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Abstract

A number of problems determines the relevance of the topic. Firstly, the system of higher education in the Russian Federation has undergone significant changes over the past decades. Along with the traditional secular system, there was a confessional higher education. Secondly, the modernization processes in education reflect in the federal state educational standards. Modernization involves improvement, renovation of the facility, bringing it in line with new requirements and norms, technical conditions, quality indicators. And, thirdly, education not only directly affects the values of a person, increasing the level of confessional tolerance of Muslim educated people, but it is, especially in the case of training a Muslim in a non-Muslim region, a powerful factor in his integration into a foreign culture environment.

The purpose of this study was the investigation of the development of manuals on historical disciplines for the training of students of the Russian Islamic Institute (Kazan, Russian Federation), and examined the methodological advantages of teaching historical disciplines with information technology and problem-based learning. The main approaches to studying the problem posed were comparative-analytical and statistical approaches.

The importance of introducing adapted manuals on historical disciplines in a confessional higher educational institution for providing advanced training to religious figures was revealed. The materials of the article can contribute to further study of the experience of creating and implementing humanitarian cycle programs in religious educational institutions of various types, as well as to develop approaches for fostering mutual respect between representatives of different worldview systems.

Keywords: education, methods of teaching, religious educational institutions, confessional worldview, interpretation of historical knowledge.

Introduction

The system of vocational education in Russia over the past decade has undergone significant changes, but the modernization process has not yet been completed. The study of the experience of regional educational systems in Russia, including confessional ones, acquires special significance, since it allows us to critically comprehend and borrow all the most advanced for the further development of modern scientific thought and the improvement of the education system.

The relevance of the problem of the dialogue of cultures, including the sphere of education is connected with increasing attention to religious factors, has great influence on the life of modern society. Modern society is experiencing a number of important interdependent processes. The process of informatization has a connection with the globalization of socio-economic relations, which in turn have a serious impact on the state of spiritual culture. Contrary to the forecasts on minimizing the role of religious outlook during the heyday of scientific and technological progress, it has become one of the leading trends in the spiritual sphere. Quoting E.E. Vyazemsky «Social and humanitarian education in its nature is most vulnerable to changes caused by changes in society, the reaction of a person to the comprehension of social processes" [1].

Particular attention is given to such a discipline of pedagogy as confessional. The legalization of religion led to the growth of newly opened Islamic educational institutions and religious buildings [2]. The onset of globalization and the information revolution, the problems of growth and even the "revival" of the religious worldview have not only been minimized but became one of the leading trends in ethno-social

processes. The importance of these processes has acquired in modern Tatarstan whereas in recent decades great attention has been paid to supporting the dominant confessions of Russia - Orthodoxy and Sunni Islam. The striking fact is that traditional Muslim values are promoted in the media, aimed at establishing social peace and traditional values. The same trend of a positive evaluation of these processes is observed in modern scientific publications [3, 4, 5].

In the regions of the Russian Federation with compact living of the Muslim population (the North Caucasus, the Volga region, the Urals, etc.), educational institutions of various levels (mektebe with mosques, madrassas and higher educational institutions) are opened. These educational institutions coordinate their programs with the Federal Law of the Russian Federation "On Education" and are forced to include in their curricula disciplines of not only religious but also secular content that must comply with the Federal State Educational Standards. At the same time, there is often a combination of these subjects, which are designed for interdisciplinary courses ("Fundamentals of Muslim Philosophy", "History of Islamic Law" and several others). Therefore, for instance, in the curriculum of training bachelors of the theological faculty of the Russian Islamic Institute (Kazan) - the profile of "Islamic theology", secular subjects are studied within the basic and mandatory disciplines of the variable part [6]. The revival of the traditional culture of upbringing and education is directly related to the revival of the national culture. As Garunova N.N. states: "Recognition, respect for other peoples, their culture, history, rights, interests, traditions, awareness of belonging to the all-Russian nation, the common state, which is the result of the centuries-old joint struggle of various peoples against foreign invaders for independence and Prosperity" [7]. All these priorities are clarified primarily in the course of studying courses in historical disciplines.

Research Methods

One of the important methods is the method of comparative analysis, which allowed us to reveal the general and distinctive characteristics of the phenomenon. This method compares only the characteristics that have similar attributes within the chosen scientific research. Thus, it is possible to reveal the general, which is manifested in similar processes and has become an indispensable stage on the way of revealing the regularities of the processes under study. Comparing the results from studies at different times during the classroom, it is possible to identify the objective dynamics of changes in discipline by students, to identify more or less mastered topics, to reveal the students' interest in the studied subject.

The method of comparative analysis is based on statistical analysis, which allows giving objective results on the state of trends of change. The empirical basis of the article was distinguished as the results of students' own surveys in the Kazan Islamic University and the Russian Islamic Institute (Kazan) in 2014-2017.

Results

One of the pedagogical problem is the preparation of students with a confessional worldview to study non-religious subjects, which in most cases are perceived by them as "non-considerable". It is assumed that due to the study of historical subjects the graduate of the bachelor's program should have such a general cultural competence as the ability to analyze the main stages and patterns of the historical development of society and the laws of historical development of society for formation (educational competence-2) [8].

The classical approach to the teaching of historical and social science disciplines rarely takes into account the confessional component, which causes the problem of the perception of didactic units by students receiving religious education. Moreover, there arises the conviction that the processes, phenomena and facts studied do not have any value for them, but are an extra information background that even interferes with the perception of "true knowledge". Sedankina T.E. mentions "A false idea is formed that the modern economy, political science, jurisprudence, sociology, psychology are the sciences, built only on the works of European scientists, on the study and analysis of only European society. Such a picture of the world during the years of complete "Westernization" of science, culture, and the education system has

been cultivated in the minds of most Muslims, who, unfortunately, know practically nothing about their great predecessors"[9].

An important task for the lecturer is to increase the interest of students in the taught discipline. Teaching experience at the Kazan Islamic University shows that the tendency of the archaization of the world outlook, religious youth actually rolls back for a century. Jemalutdin Validi is a well-known teacher and researcher of the first half of the 20th century, noted that the shakirds had a thorough knowledge of the Koran and its interpretation, many mythological subjects and legendary legends, but they were unacquainted with information from the secular sciences [10]. Therefore, teaching historical disciplines such as History, History of Islamic Civilization, History of Tatarstan and the Tatar people, special attention is paid to the development of topics that are somehow related to the area of vital interests of believers. Some taught disciplines for studying the problems of anthropogenesis, ancient history are often met with misunderstandings among students of religious educational institutions.

Teaching historical disciplines in a religious institution is necessary to take into account the ethnic composition of the students. As the results of the admission campaigns of recent years show, citizens of the countries of the Commonwealth of Independent States - Kazakhstan, the Kyrgyz Republic, Uzbekistan and Tajikistan - show great interest in obtaining religious education. In this regard, when preparing didactic materials, students' needs should be taken into account by linking the processes and phenomena occurring within modern Russia to events in the Great Steppe or Central Asia. When studying the problems of the spread of Islam in the early Middle Ages, one can make a comparative analysis of the conditions and nature of the spread of this religion in the Caucasus, the Crimea, the Volga region and in Maverannahr. An important educational effect is achieved through the demonstration of the main stages of the spread of this world religion; one can show the ambiguity of these processes. Missionary activities were controversial, and the attitude of the neophytes often changed depending on the socio-political conjuncture. These and other facts force us to reconsider the initial attitude to the subject of history without affecting the ideological foundations and increasing tolerance among students first within the framework of interregional communication, and then in the sphere of inter-confessional contacts. One of the most effective components in teaching these days is the creation of electronic and educational resources and distance education, which allows to effectively solving the above problems.

Now history as a learning subject, which has a decisive influence on the formation of the world outlook and the self-identification of the younger generation, has become the object of a series of "educational experiments," which by now have reached an absurd state. This is especially evident in the volume of training sessions which compared with the end of the twentieth century has decreased by 50%. There is a "subjectization" of historical processes under the paradigm of the "new historical turn" is persistently inspired that history, i.e. that is not so much a science as a set of opinions of individual independent researchers about specific events. All this is superimposed on the nihilistic attitude among the confessional youth towards historical disciplines and other secular sciences as "useless knowledge". Therefore, the creation of interdisciplinary links not only between these subjects but also other secular disciplines (philosophy, sociology, religion and science) is an important moment in the teaching of historical disciplines. All this requires the consolidation of teachers, consideration of which is a separate problem. Special rejection of students is met by topics fixed in educational standards, and therefore obligatory for studying as "Anthropogenesis problems", "History of ancient civilization" and others. On the one hand, the topic of the evolution and the origin of man is studied within the framework of the synthetic theory in biology, which unites Darwinism and genetics. However, in view of the world perception of the audience, the teacher has to use the creationist approach "the idea of the creation of Allah". On the other hand, using the law of denying the negation of F. Hegel, an understanding is reached that "evolution is one of the ways of creation" and therefore, no matter how Muslim students treat the person of Charles Darwin, his theory needs to be known and not rejected "Godless".

A certain vigilance is met coming across the topics where the history of Ancient India and China is being studied. But thanks to the extensive literature on the philosophy and religion of these civilizations, accumulated over the last century, it becomes possible to compare them with Muslims, while appealing

from the Koran and Sunnah about the need to accumulate "positive" knowledge. An important way to increase interest in the events of ancient Greek history is to compare the description of the Judgment Day in the Qur'an, Qur'an (73:17) [11]: "How will you be saved if you do not believe in the day that makes babies grow gray", and "Iron Century" by Hesiod in his poem *Proceedings and Days* (180-181) [12]: "Zeus the generation of people who talk will be ruined and this after the birth they will be born gray". As a result, the proximity of these stories and the fact of the emergence of Muslim philosophy and history from ancient Greek models compels students to treat the ancient heritage differently. Through this approach ensures adaptation of students of religious outlook to the requirements of modern scientific knowledge.

Discussions

Historical education helps each person to master three sets of values: ethno cultural, nationwide (Russian) and universal human planetary. Such courses as "History", "History of the Tatar people and the Tatar people", "History of Islamic civilization" are an integral part of the system of historical education. The program provides the achievements of modern science, based on historical synthesis, a combination of sociological, anthropological, cultural and psychological approaches while preserving a systematic exposition of history, taking into account the world outlook of students.

The study of these disciplines should help the future specialist to master the skills of historical analysis, the ability to penetrate into the essence of historical phenomena and events. The peculiarity of these courses is the inclusion in the outline of the history of the multinational state of the issues of the history of Islam and the Muslim culture of the peoples living not only in the territory of the Russian state but all over the world, which is relevant in the context of globalization. These issues are considered as a concretization and deepening of the already existing didactic unit of the State educational standard. This approach allows us to raise and solve the problems of education and upbringing in a new way, to create high civil, patriotic feelings, interethnic tolerance among the students, respect for the culture, customs, traditions of other peoples, and a sense of pride in belonging to the great and complex culture of our people. Students should be maximally involved in the learning process as active and independent researchers of the past.

These guidelines for the conduct of studies on historical subjects were studied in the Kazan Islamic University and the Russian Islamic University of Kazan. After passing historical courses students more objectively assess the processes and phenomena of the past, they may see in them instructive examples (gybroth), which can be used in practice, for instance, in the preparation of sermons or better mastery of disciplines of a purely religious nature "The History of the Prophets", "The Lives of the Prophet Muhammad" and others.

Conclusion

Teaching and studying historical disciplines is an important factor in the formation of civil identity and adaptation of various worldview systems among students of Muslim educational institutions. The building and development of a system of electronic and educational resources for teaching creates the necessary conditions for the development of quality, increasing interest in the subject (in this case, history).

Acknowledgments

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

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Training Of Future Specialists The Professional English Language In The Field Of «Advertising And Public Relations»

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Abstract

The article makes an attempt to analyze the content and various forms of education in the auditorium classes of Baccalaureate (undergraduate students) in the direction of "Advertising and Public Relations". Relevance is determined by the need of society in the preparation of active, independent and enterprising people, able to navigate in the modern conditions of life and the labor market.

This article discusses the potential possibilities of the subjects "Foreign Language" as well as "Professional Foreign Language" in educating the younger generation, oriented to self-determination, self-realization, developing personality, individuality, creativity, independence and initiative of every student. The necessity of the educational process construction not from a position of logic and systematic assimilation of the subject learning, but in terms of the student's personality logical development, his subjective inner state is emphasized.

The purpose of the article is to consider the issues of theory and practice of using authentic materials in the process of learning a foreign language in high school. There are examples of working with thematic lecture-excursions, presentations «brainstorming», quizzes in English and communicating activity tasks. Particular attention is paid to the development of listening skills by using authentic materials.

The authors summarize the practical experience of teaching, proving that the multidimensional nature of the tasks and functions of the future specialist dictate the need for a variety of methods and content of teaching.

Then on this basis we systematize educational and educational goals, applying the taxonomy of B. Bloom. We made an attempt to rank the aims of education and upbringing and highlight the specific actions of bachelor students in the direction of "Advertising and Public Relations" in achieving these goals.

Keywords: Professional English; general cultural competencies; Professional competencies; Forms and methods of teaching; Business intercultural communication; education; educational process; foreign language; technologies; personal development; self-determination; creative personality; communication.

Introduction

The article makes an attempt to analyze the content and various forms of education in the auditorium classes of Baccalaureate (undergraduate students) in the direction of "Advertising and Public Relations". Relevance is determined by the need of society in the preparation of active, independent and enterprising people, able to navigate in the modern conditions of life and the labor market.

In the conditions of global globalization, when students and graduates of Russian universities face the highest competition in various fields of science, economics, and technology, the requirements to the quality of language training in higher education establishments are increasing. Strong proficiency in English of future bachelors in most areas of professional training makes them more competitive and less vulnerable in the modern labor market.

Future specialists, according to Federal state standard of higher education (FGOS VO) in the direction of preparing bachelors in the direction of "Advertising and public relations", are appealed to solve multitasking connected with the organizing managerial activities (Participation in the organizational work of advertising services in order to promote the company's products and services to the market,

participation in the planning, preparation and conduct of communication campaigns and events in the field of advertising and public relations, the ability to participate in the creation of effective communication infrastructure of the organization, the provision of external and internal communication), organize, including government services, media, public and commercial organizations), advertising and information, as well as market research and forecasting and analytical activities. The problem of the formation of a competent specialist should be solved, including in the process of teaching the discipline "Foreign Language" [1].

Methodology

The whole methodology of teaching languages can be divided into two main currents: traditional and alternative methods.

Traditional methods involve working with texts, this method is based on a thorough study of grammar and the comparison of the language with the native language. Much attention is paid to the exercises for translation, which almost replace the task for the development of speech skills.

Taking into account the tendencies towards integration and globalization, and, consequently, the growing interest in the study of languages, in our article we pay more attention to alternative methods of teaching the language. Among the alternative methods can be identified communicative method, based on immersion in the language environment. Much attention is paid to role-playing games: each learner gets his "role" (name, profession, age ...) and for the entire period of his education he turns into a character, on behalf of whom he participates in dialogues and played scenes, in discussions, in presentations. Turning to the problem of teaching grammar, we note that, for example, when working on the training of interrogative and other speech structures, the teacher sets the task of creating a questionnaire for members of the future target audience of consumers of a new product (for example, for a new model of a cellular phone), writing a telephone interview script, video presentations, as well as business letters, mailings, main pages of websites, etc.

Learning to perceive a foreign speech by ear is one of the most important types of speech activity in the process of teaching foreign-language communication. The themes of so-called realistic listening / real listening, which is necessary for introduction into the language environment, are thematic excursions-lectures; oral presentations of both the company and the product (product or service) being introduced to the market; telephone conversations between the representative of the company-customer of promotional products (for example, a travel company, a manufacturer of a certain product) and an advertising agent; discussion of the company website design. These alternative methods provide not only a purposeful perception and comprehension of the phenomena under study, their emotional-personal evaluation, creative processing in the course of performing speech actions, active application in practice, but also the development of personal qualities among students.

Results

Russia's entry into the international educational space, as well as expansion of cooperation in the field of economy and politics, the adoption of new GEFs force teachers to systematize educational goals. That is why "in his work a teacher should use such methods and means that would ensure not only a purposeful perception and comprehension of the phenomena under study (the cognitive component), their emotional-personal evaluation, creative processing in the course of performance of speech actions, active application in practice(the practically effective component), development of students' personal qualities of along with traditional methods" [2].

In this regard, the need for a combination of a variety of methods and forms of presentation of material in the classroom is traced [3].

The Development of the Competencies

An active usage in practice of the communicative approach involves immersing the student in the language environment, which provides him with a more natural perception of foreign speech, rather than the traditional organization of classes with the dominant role of formal grammar. However, many

methodologists and university lecturers express the opinion that students often experience difficulties in the situational use of grammatical phenomena, strive to use only very simple grammatical structures, do not possess sufficiently developed skills in using grammatical forms. Therefore, an English teacher, who aspires to develop a communicative competence from a future specialist in the field of advertising and public relations, is forced to clearly structure the content of the training and the material studied, and to develop the so-called modules. Each of the modules is built on the subject content of the specialty, involves the use of knowledge obtained in the classes in special disciplines, and aims at an integrated study of a foreign language and a new professionally oriented material. The topics of such modules can be the following: introduction to marketing and advertising, customer search, marketing strategy planning, creating ads, promotion tools, public relations channels, marketing through trade fairs, etc.

All components of the educational space are aimed at mastering the basic educational program (OPOP) by students. Disciplines, which are included in its basic and variable parts, are aimed at forming competences reflected in the Federal state standard of higher education (FGOS VO). So, FGOS VO in the direction of preparing bachelors "Advertising and public relations" is a kind of starting point in the process of determining the goals of teaching. Ability to communicate in oral and written forms in Russian and foreign languages for solving problems of interpersonal and intercultural interaction. In the list of professional competencies (hereinafter referred to as "PCs") the following two the most important for us are: "the ability to participate in the planning, preparation and conduct of communication campaigns and events (PC-7)", "the ability to participate in the creation of effective communication infrastructure of the organization, the provision of external and internal communication (PC-6) [1]. "Ability to prepare, organize and conduct questionnaires and opinion polls of consumers and public opinion; Perform processing and preparation of data for analysis (PC-32)" [1]

We suppose, the development of these competencies in classroom activities in the discipline "Foreign Language" or "Foreign Language for Professional Communication" requires the application of a practice-oriented approach, the development of independence and creativity of thinking, the formation of motivation for interaction within the framework of the communicative task [4].

It should be noted that more recently, teaching a foreign language in a non-linguistic university was focused on reading, understanding and translating special texts, studying syntax using the example of individual articles on the specialty. However, the adoption of new FGOS (Federal state standard of higher education) forces teachers to increasingly apply communicative techniques, thereby shifting the focus of development of speech skills for professional communication [4].

The Application of a Communicative and Practice-Oriented Approach and Usage of the Educational-Authentic Materials

The development of these competencies in classroom classes in the discipline "Foreign Language" or "Foreign Language for Professional Communication" requires the application of a communicative, practice-oriented approach, the development of independence and creativity of thinking, the formation of motivation for interaction within the framework of the communicative task. Training and development of speaking skills are conducted on the following communicative tasks:

1. Discuss the brand values of your company (for example, the state railway network) with your colleague in the department, present your ideas on the three main ones on the board of directors, justify your opinion.
2. You work for a European budget airline that carries out passenger transportation in the following areas: London, Paris, Rome, Berlin, Barcelona and Amsterdam. You want to add two new destinations next year and negotiate with the marketing firm about the definition of these points. Discuss with your colleague what methods of data collection each of you can recommend. Then prepare a survey sheet for the target audience (a list of survey questions).
3. You and your partner are colleagues in an advertising agency. Organize the meeting and discuss how to spend the budget allocated to the advertising company of travel agency Joys of Germany, which aims to make Germany a more popular country among tourists.

Bachelor students are involved in the process of marketing research in a professional foreign-language environment, learn to choose and justify pricing models (captive product pricing, economy pricing, penetration pricing, price skimming, geographical and premium pricing). They discuss in groups the advertising mix (four Ps) of the goods introduced to the market, leading weighty arguments in defense of their point of view, following the advice of experienced advertising agents, make up so-called mail-letters in English (Direct Mailing) and much more.

Thus, "there is a purposeful perception and comprehension of the phenomena studied, their creative processing in the course of performing speech actions: from conscious mastery of the action to the automated implementation of it." [5].

Many researchers have noted that the teaching of a natural, modern foreign language, including in the context of professional communication, is possible only if materials taken from the lives of native speakers are used or compiled taking into account the characteristics of their culture and mentality in accordance with accepted and used speech standards [6]

Educational-authentic materials are materials that are specially designed to take into account all the parameters of an authentic educational process and criteria of authenticity and are designed to solve specific learning tasks.

Teaching Listening, Reading, Communicating

In this regard, let's consider, in particular, teaching listening to by watching movies. Specially selected authentic films on various topics provide active students' reflection on the material presented. Upon termination of viewing of films discussion of a problem is supposed. Students have 4-5 minutes to summarize or discuss the material uncovered with a new formulation, a new answer, built on a more refined, thoughtful associations and their synthesis. The use of video and television films and shows precedes round tables, discussions and seminars. The discussion form is widely used in presenting various aspects such as sociology, jurisprudence, economics and welfare protection, protection of children, etc...[7].

Briefly we will give the examples of only some communicative tasks aimed at developing speaking skills: English speaking marketers polylogues between team members; Thematic excursions-lectures; Oral presentations of both the company and the product (or service) introduced on the market; Telephone conversations between the representative of the company-customer of promotional products (for example, a travel company, a manufacturer of a certain product) and an advertising agent; Discussing the design of the company's website - these are just a few topics of so-called realistic listening / real listening, which is necessary for introduction into the language environment. Of course, attention should be given to the development of short, preliminary steps to the listening of exercises aimed at removing possible difficulties in listening to dialogue (polylogue). These are short question-answer exercises, exercises for brainstorming, puzzles (quiz), etc. After listening to the dialogue (polylog), you should begin to perform separate exercises to activate previously heard lexical and grammatical material. Activation in speech and fixing useful phrases in the notebook (Useful Phrases) allow you to work on so-called partner cards (Partner Files). Each of them contains a case with a task simulating a language situation, encouraging the student to speak in the context of specific topics of professional communication [8].

One of the opportunities to replenish rapidly becoming obsolete knowledge of a specialist is to obtain information when reading foreign language publications on the appropriate speciality profile, which became available via the Internet. Thus, the global process of informatization of society becomes the most important factor of the modern educational process [9].

We share the opinion of E.M. Kargina that "working with specialized foreign language information contributes to the formation and development of professional interests of students, the activation of their cognitive activities, the readiness of the students to use purposefully the received language knowledge in the field of professional activity - and this is consistent with the goal of teaching a foreign language in a non-linguistic university" [10].

That is why in the foreign language curriculum for higher educational institutions one of the main goals in the training is reading the original literature on the specialty for obtaining the necessary information.

It should be noted that the multidimensional nature of problems in the process of preparation of the future of PR-specialist requires mastery of basic knowledge of corporate culture and ethics, since working in the advertising and marketing departments of companies and firms, the modern manager must not only feel part of a team, but also be able to create a unique the image of the organization, to strengthen the team, using the latest market research data, to effectively promote the brand values of the company, relying on science-based regulations on organizational and corporate culture of the company [11].

Students are interested in such forms of work with interest, do not hesitate to contribute their ideas, learn to formulate a marketing problem, develop constructive solutions, taking into account the opinion of other team members. Thus, the English language, as the discipline under study, contributes to the formation of such important general cultural competences (GCC) as: the ability to logically correct, reason and clearly construct oral and written speech (OK-2); Readiness for cooperation with colleagues, work in a team (OK-3); The ability to find organizational and managerial solutions in non-standard situations and the willingness to bear responsibility for them (OK-4) [1].

An important aspect of creating motivation for learning is the actualization and practical orientation of the selected material. Advertisements from weekly city newspapers, information from magazines, online advertising help the teacher and trainees build professional communication on real-world examples, to keep pace with the times, contributing to the enrichment of the professional vocabulary of a specialist. The motivation for using cliché phrases such as *We will guarantee that customers will have ... We will be reaching customers through ads on...*, *The key factors of our product are* and others allows us to bring the skill to automatism, gradually complicating and enriching the speech of the future professional.

Educational opportunities of the subject "foreign language" are concluded in the content of materials used, in the teaching methodology. The potential possibilities of the subject "Foreign Language" in educating of the younger generation are oriented to self-determination, self-realization, developing personality, individuality, creativity, independence and initiative of every student. The necessity of the educational process construction not from a position of logic and systematic assimilation of the subject learning, but in terms of the student's personality logical development, his subjective inner state is emphasized.

"The course of teaching a foreign language promotes intercultural communication, education and development of cognitive, emotionally-personal and practically-effective components" [12].

Problems associated with the formation of intercultural competence of future public relations specialists touch upon the need to form such a "language personality" who needs the foreign language "for life", for "communication in real situations". And many researchers note the need to create such organizational and pedagogical conditions that would help attract representatives of business culture to the educational process as teachers and mentors. This is especially true for foreign specialists working in the field of PR. Moreover, a foreign specialist will form professional skills taking into account the requirements of international practice. At the same time, the skills of foreign-language communication will be improved, the dialogue of cultures will be actualized [13].

Thus, the multidimensionality of the tasks and functions of the future specialist in the field of advertising and PR stimulates the teacher to a thoughtful and creative approach to the content of training, as well as the development of a wide variety of forms and methods of classroom work that are practice-oriented, aimed at the final result associated with The formation of both general cultural and professional competences.

conclusions

For the systematization of educational purposes in training professional English for future specialists in the field of advertising and PR, we applied the of B. Bloom' taxonomy. The Bloom theory is a visual and accessible theory, which helps teachers in the effective and systematic development of thinking skills of their students. Applying the taxonomy of B. Blum [14, 15], which distinguishes three areas of goals: cognitive (cognitive), affective (emotional-value) and psychomotor, we ranged the goals of education and identified specific actions of bachelor students of the direction of training "Advertising and Public Relations" in order to achieve these goals. The results of our scientific research we presented in Table 1.

Table 1. Taxonomy of educational purposes.

Goal categories	Training and educational goals	Specific actions of students to achieve goals
1. Knowing	To remember and reproduce lexical material, grammatical phenomena, structures. Form a culture of educational and intellectual work.	The student will reproduce terms, basic concepts, rules, uses grammatical rules. Participates in round tables, uses cases, brainstorming.
2. Understanding	Transform and interpret the educational material for use in communicative situations. Develop interest in working with new information materials.	The student will explain facts, converts verbal material into graphics, charts, tables. Creates websites to promote the advertising product. Forecasts future results and consequences.
3. Application	Use the material studied in specific conditions and in new situations. Develop a conscientious, responsible and creative attitude to professional activities.	The student will apply the acquired knowledge and skills of speech behavior in specific practical current and new situations. Prepares, organizes and conducts promotional events, questionnaires and opinion polls of consumers and public opinion.
4. Analysis	To be able to distinguish parts of the whole, the interrelations between them, to see errors and omissions in the logic of reasoning, to distinguish between cause and effect.	The student will know how to interpret the information, makes a distinction between the facts, designs programs and individual events in the field of advertising and public relations, conducts market research.
5. Synthesis	To be able to combine elements in order to obtain a whole that is novel. Develop independence, breadth of outlook, the ability to be creative.	The student is able to write an essay, a speech, a report, an abstract. Prepares the material for the presentation, describes the advertising product: booklets, invitations.
6. Evaluation	To be able to assess the value of a particular material, and human behavior in different situations.	The student will evaluate the logic of the structure of a written text, the correspondence to the fact that the latter is recognized, the significance of this or that advertising action.

As you can see, to achieve educational goals most of the thinking processes characteristic of learning activity correspond to the levels of knowledge and understanding, are the most common of the thinking skills. They serve as the base or foundation on which all higher-order thinking skills are built. With each successive level, the cognitive skills become more complex and are used less often.

Acknowledgements

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

We express our colleague gratitude to the professor, Doctor of Philological Sciences Mustafina Dhamilya Nasykhovna and Kazan Federal University.

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Types Of Semantic Relations In The Medical Terminology Of The English And Russian Languages

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Abstract

The article is devoted to the analysis of types of semantic relations of medical terms in the English and Russian languages. The phenomena of synonymy, antonymy, polysemy and homonymy of terms of human diseases in the studied languages serve as the subject matter of analysis.

Thematic justification is stipulated by insufficient knowledge of medical terminology on the material of multi-structural languages; underinvestigated semantic features of medical terminology and patterns of their functioning in the studied languages.

In the given study there were analyzed 1320 medical terms of disease names in English and Russian (648 nominations in the Russian language, 672 nominations in the English language). The total number of terms involved in different types of semantic relations amounted to 189 terms in the Russian language, and 219 terms in the English language.

The phenomenon of synonymy was found in 120 terms in English and 106 terms in Russian, which is 54% in English and 56% in Russian from the total number of terms involved in different types of semantic relationships. The phenomenon of antonymy is typical both for English terminology and for Russian, practically in the same quantitative ratio: 68 terms in English and 63 terms in Russian (32% in English and 33% in Russian from the total amount of terms involved in different types of semantic relations). The phenomenon of homonymy was found in 8 terms in the Russian language and in 12 terms in the English language (correspondingly 4% and 5% from the total amount of terms involved in different types of semantic relations). In the Russian terminology of disease names the phenomenon of polysemy is less common than in English: 12 terms in Russian and 19 terms in English (7% and 9% from the total amount of terms involved in different types of semantic relations, respectively).

The considered processes in medical terminology differ from those in common-literary vocabulary. The difference is that these processes do not affect the characteristic lexical and semantic features of terminology.

Keywords: term, term system, medical terminology, types of semantic relations, synonymy, antonymy, polysemy, homonymy.

Introduction

The terminology of any language is not only a collection of terms and word-combinations. Scholars believe that "terms that are part of one system have a semantic consistency" [1, p. 44]. Semantic consistency is also a characteristic feature of medical terminology, since it is a systemic organization that is the result of the interaction of extralinguistic systemacity, that is the consistency of realities and concepts, on the one hand, and the linguistic systemacity proper, which finds expression in a certain relation to semantic processes and peculiarities of term-formation models [2].

The question of the systematic nature of vocabulary is concerned by many linguists, including O.S. Akhmanova [3], A.A. Reformaty [4], V.M. Leichik [1], etc. Since the most controversial to terminology is the question whether the main lexical and semantic processes such as polysemy, homonymy, synonymy, and antonymy are conceivable in it, then the same question can be considered relevant for medical terminology.

Research Methodology

Terms and terms-collocations selected from single and bilingual dictionaries, medical encyclopedias of English and Russian serve as the subject matter of analysis. In the course of the study there were analyzed 1320 medical terms of disease names of the English and Russian languages (648 nominations in Russian, 672 nominations in English).

The analysis of theoretical and supporting data comprise the usage of such methods as continuous sampling method (selection of factual data); inductive-deductive method (comprehension and integration of theoretical information and observation); comparative method (the identification of similar and distinctive features of the terminology of two languages); lexicographic analysis (defining semantic features of terms by studying vocabulary definitions); method of statistical analysis (statistical calculations).

Study Results and their Discussion

The question of synonymy, both in common-literary language and in terminology, has attracted the attention of researchers long ago.

In the appendix to the "Encyclopaedic dictionary of medical terms" M.N. Chernyavsky distinguishes two types of terms-synonyms: equivalent and interpretative. The scientist includes synonyms with the same motive feature in sound complexes to the first type, which is fixed by different root or word-building elements with the same or similar meanings. To the second type, the scientist refers to synonyms with a different motivate attribute [5].

The analysis shows that both the Russian and English languages are characterized by the presence of medical terms denoting the names of human diseases, which are pairs of alternatives consisting of terminology elements of Greco-Latin origin. For example, trench mouth – Vincent's disease, spotted sore throat – angina follicularis, poor blood – anemia – deficiency of blood, chronic bronchitis – winter cough, gastroenteritis – stomach flu, etc.; Rus. tuberkulez – chahotka, stolbnyak – katalepsiya, ishuriya – zaderzhka mochi, aktinicheskij dermatit – luchevoj dermatit, bulleznyj dermatoz – puzyrnyj dermatoz, gemohromatoz – bronzovyj diabet – pigmentnyj cirroz, kosoglazie – geterotropiya – strabizm, detskaya krapivnica – strofulus, etc.

Less often among the synonyms of the first type (equivalent) one can find complete and brief versions of the same sound complex having the same meaning. The abridged version of the term is formed in different ways: 1) creation of a shortened word from the components of the term-phrase: adenoid tumor – adenoma, alveolitis – alveolar osteitis, rheumatic arthritis – rheumathritis, herpetic angina – herp-angina, etc.; Rus. revmicheskij kardit – revmokardit, kistochnaya adenoma – cistadenoma, fibroadenoma – adenoma fibroznaya, psichicheskoe rasstrojstvo – psihoz, vegetativnyj nevroz – vegetonevroz, etc.; 2) creation of abbreviations: GERD (gastroesophageal reflux disease), GERD (gastro-esophageal reflux disease), CAD (coronary artery disease), ALS (amyotrophic lateral sclerosis), ALS (amyotrophic lateral sclerosis) and others.

Attention should be paid to synonyms of the interpretation type. Both outdated and modern terms can be applied for the designation of the same disease: scanty sweat – anhidrosis, spotted sore throat – angina follicularis, stomach flu – gastroenteritis, brain fever – meningitis; Rus. svinka i ehpidemicheskij parotit, zaeda i angulyarnyj hejlit, pochesuha i prurigo, etc.

When a new classification appears, interpretational synonyms may also arise: allergy to pollen – nasal allergy, monocytic tonsillitis – glandular fever – infectious mononucleosis, parenchymatous tonsillitis – follicular tonsillitis, Bamie disease – Bomholm disease – epidemic myalgia; Rus. bolezni Botkina – gepatit A – infekcionnyj gepatit, poliartikulyarnyj artroz – generalizovannyj artroz, taezhnyj ehncefalit – vesenneletnij kleshchevoj ehncefalit, belaya ospa – alastrim – ospa kafrov, strigushchij lishaj – dermatomikoz – dermatofitiya – trihofitiya, etc.

Synonymic relations of interpretative synonyms are based on different features of the same disease: blue fever – mountain fever – Rocky Mountain spotted fever, pappataci fever – mosquito fever – dog disease; Rus. finikovaya bolezni – lihoradka denge – kostolomnaya lihoradka – lihoradka zhirafov – sustavnaya lihoradka, etc.

Eponymic terms can be considered as a special group of synonyms in medical terminology [6]. Term-eponymy is a kind of term, on the one hand, and it is a certain class of names, the differential peculiarity of which is an indication of the author's name, on the other hand. For example, the disease of Bermann, named after the name of the French doctor, has in the medical terminology the term synonym "sporotrichosis" – "chronic mycosis caused by parasitic fungi *Sporotrichum*" [7, p. 145]. This series of synonym terms can be continued: Henoch's angina – necrotic tonsillitis, Cooley's anemia – thalassemia, Pfeiffer's disease – infectious mononucleosis; Rus. bolezni Fagge – kretinizm; bolezni Bryusa – brucellose; bolezni Kerlyu-Urbaha – ksantoz; opuhol' Vil'msa – nefroma, etc.

The phenomenon of synonymy was found in 120 terms in the English language, which is 18% from the total number of analyzed terms and 54% from the number of terms involved in different types of semantic relationships. In Russian the phenomenon of synonymy was revealed in 106 terms, which is 16% from the total number of analyzed terms and 56% from the number of terms involved in different types of semantic relationships. The total number of terms involved in different types of semantic relations amounted to 189 terms in Russian, 219 in English. In English and Russian the average length of a synonymic series is 2-4 terms.

The analysis of the terminology of English and Russian on the material of terms denoting human diseases showed that the antonymic relations are not so numerous in comparison, for example, with synonymy.

In the medical terminology of the English and Russian languages, one can distinguish antonymy obtained by using antonymic morphemes and terminological elements.

Among the antonymous pairs of prefixes one can distinguish the following: hypo- (hyper-), oligo- (poly-), macro- (micro-).

Thanks to these antonymous prefixes, the term-antonyms are also formed. For example, hypotonia – gipotoniya (decreased muscle tone or muscular layer of the hollow organ) and hypertonia – gipertoniya (increased muscle tone or muscular layer of the hollow organ); Hyperglycaemia – giperglikemiya (high blood glucose) and hypoglycemia – gipoglikemiya (low blood glucose); hypoxia – gipoksiya (oxygen deficiency) and hyperoxia – giperoksiya (increased oxygen content in the body's tissues), etc.

Antonymy is also common among the names of human diseases, which is achieved due to the contrast of the initial terminology such as macro- (micro-). These antonymous pairs of terms are based on the opposition of the seme "big – small": micropsia – mikropsiya and macropsia – makropsiya (Greek opsis (vision)); microcornea – mikrokornea and macrocornea – makrokornea (anatomy cornea (keratoderma)); microcephalia – mikroencefaliya and macrocephalia – makroencefaliya (Greek enkephalos (brain)), etc.

The semantic contrast of medical terms-names of diseases can also be traced to the example of terminological prefixes such as "oligo- / poly-". The terminology element prefix "oligo- / oligo-" is formed from the Greek word oligos (small) and has the meaning "not numerous", prefix "poly-" from the Greek polys (many), its meaning is "greater in comparison with the norm" [7, p. 255, p. 348]. Here are some examples: oligodontia – oligodentiya and polyodontia – polidentiya (Latin dentis (tooth)); oligomenorrhea – oligomenoreya and polymenorrhea – polimenoreya (Greek men (month), rhoia (flow)); oliguria – oligouriya and polyuria – poliuriya (Greek uron (urine)).

Some terminology elements may have more than one antonymous prefix. For example, "poly-" is contrasted by its meaning not only "oligo-" but also "mono-" (Greek monos – single). This is confirmed by the following pairs of terms: polyarthritis / poliartrit – monoarthritis / monoartrit; polysomy / polisomiya – monosomy / monosomiya; polyneuritis / polinevrit – mononeuritis / mononevrit.

The phenomenon of antonymy is typical both for the English terminology and for the Russian language, practically in the same proportion: 68 terms in the English language, which is 10% from the total number of analyzed terms and 32% from the number of terms involved in different types of semantic relations. In the Russian language the phenomenon of antonymy has been identified in 63 terms, which is 10% from the total number of analyzed terms and 33% from the number of terms involved in different types of semantic relationships.

The phenomenon of polysemy in the field of human diseases is unproductive, however the analysis shows that polysemy is observed in a number of cases in both studied languages.

As an example of polysemy we can bring the convergence of the meaning of an organ or a part of it and the disease of that organ. For example, "angina" has two meanings: 1. an inflammatory infection of the throat, such as quinsy; 2. a chest pain or shortness of breathing with the lesser degrees of arterial blockage [8]; 1. acute or chronic inflammation of the mucous membrane of the throat, especially the amygdala; 2. heart disease, expressed in severe attacks of heart pain [9]. In Russian the term "nevrit" is also used in two ways: 1) the nerve cell process, through which nerve impulses pass from the nerve cell to other cells or muscles; 2) inflammation of the nerve [9].

The term "hypotrophy" in English is polysemic and has the following meanings: 1. a degeneration in the functioning of an organ due to the loss of cells; 2. a condition in which growth occurs more extensively on the underside of a branch or other organ [8, p. 245]. "Gipotrofiya": 1. a set of degenerative processes in tissues. 2. microplasia, weight loss [9].

The word, expressing the generic concept, has a great opportunity to turn into a multi-valued term. Indicative in this respect is the polysemy of the word "fever". This term is both a generic word, and a medical term-hyperonym. In modern scientific medicine, the term "fever" is a hyperonym of a group of diseases and is used in a number of polylexemic medical terms for disease names.

The phenomenon of polysemy is less common in the Russian terminology of the names of diseases than in English. As a result, we found out 12 terms that have more than one meaning, which is 2% from the total number of analyzed Russian terms; in English – 19 terms – 3% from the total number of terms. This amounted to 7% from the number of terms involved in different types of semantic relationships in Russian and 9% in English.

The question of the presence of homonym terms is also relevant for the medical terminology of diseases. The presence of relations of homonymy in terminology is recognized by many scientists. For example, K.Ya. Averbukh believes that the phenomenon of terminological homonymy is generated in most cases by three factors:

- 1) existence in various conceptions and terminologies that are far from each other of the equally sounded and written units of nominations, the semantics of which are absolutely different;
- 2) the metaphorical use of a term in another special language (i.e., entry into another terminology system);
- 3) the existence of one object, identical names denoting different concepts in each of the special languages, depending on the angle of view of the given reality [10].

The examples of homonymy, caused by the first two factors are found among the terms of the investigated field.

As an example of the use of the same sound complex for the designations of different concepts can be taken the lexical unit "cancer". As the medical term "cancer" is a linguistic calque from Latin word cancer that is a "malignant tumor".

In the medical terminology of the English language, the terms "diffuse epithelioma", "carcinoma" or the abbreviation "Ca" are used instead of the commonly used "cancer".

The nomination "cancer" in Russian is not included in the active dictionary of health workers, it is replaced in it by the special name of a tumor (f.e., lipoma, sarcoma, leukoma, etc.). Basically, "cancer" is used in modern Russian in everyday speech, and necessarily with the indication of a sick organ – stomach cancer, lung cancer, etc.

Some scientists, for example, A.A. Reformatsky believe that the broad, complex definition of the phenomenon of homonymy of common-literary language in the terminology is represented by one of its kind, namely when the polysemy is so divergent that it becomes homonymy [4]. These are the cases when the same term may be included in different terminology of the language, which is an inter-scientific terminological homonymy.

The following terms can be related to the inter-scientific homonyms: erosion / ehroziya, anthrax / karbunkul. Their peculiarity is that they function in different scientific fields.

Erosion / ehroziya means a defect in the mucous membrane or epidermis in medicine, and in mining it is defined as the process of destruction of the surface of metal products.

Anthrax / karbunkul in medical terminology refers to rapidly developing purulent inflammation of the skin and subcutaneous tissue, and in jewelry – the name of the red gem.

In Russian the term “nefrit” and “keratit” also refer to inter-scientific homonyms. In English the term “keratitis” corresponds to the term “keratitis”, which does not have homonyms, and “nephrite” is translated as “nephritis” in the meaning “inflammation of kidneys” and “greenstone” in the meaning of “green mineral”.

The boundaries between polysemantic and homonymous words are very conditional.

Speaking about the term-homonyms, which call human diseases, we should note the homonymy of eponymic terms. Homonymy in this case appears as a result of the fact that scientists, doctors, on behalf of whose names the term is formed (as a rule, compound) are the namesakes.

Let us bring the examples of such homonymy.

Alexander disease / Aleksandera bolezni' (B. Alexander, the modern American physician) is a family-hereditary hemorrhagic diathesis.

Alexander disease / Aleksandera bolezni' (W.S. Alexander, the modern English neuropathologist) is “a hereditary disease of the central nervous system, clinically manifested by convulsions, central paralysis of hydrocephalus” [8, p. 54; 6, p. 38].

Mendel's symptom / Mendelya simptom (K. Mendel, 1862-1946, the German neurologist) – “soreness by pressure on the anterior wall of the anterior external auditory meatus, a sign of meningitis”.

Mendel's symptom / Mendelya simptom (K. Mendel, 1862-1912, the German doctor) – “tenderness of anterior abdominal wall with percussion, a sign of peptic ulcer” [8, p. 283; 6, p.165].

As a result of the study, the phenomenon of homonymy was found in 8 terms in the Russian language and in 12 terms in the English language, which amounted to 1% from the total number of analyzed terms in the Russian language, and 2% from the total number of analyzed terms in the English language. This amounted to 4% from the number of terms involved in different types of semantic relationships in Russian and 5% in English.

Results

The examples of synonymy considered in medical terminology, particularly among the names of various diseases, indicate a large representation of this process in a special vocabulary.

In the terminological antonymy of the study group, the word-formative type of antonyms predominates due to the terminology elements of Greek-Latin origin that are opposite in meaning.

The polysemy of medical terms that define human diseases during their functioning is natural due to the asymmetry of the linguistic sign, “the same form can be used to designate different objects and perform different functions” [11, p. 109].

The phenomenon of homonymy in the field of medical terms, denoting certain human diseases, also takes place and it is a semantic process, characterized by the same features as in common-literary vocabulary.

Conclusion

Speaking about the semantic processes, we can conclude that the phenomenon of polysemy, homonymy, synonymy, antonymy in terminology is different from similar processes in common-literary vocabulary. The difference is that these processes do not affect the characteristic lexical and semantic features of terminology. They proceed in those limits that do not violate the semantic distinctness of the term. The full scope of the concept (term) is determined only by taking into account the comprehension of its place in the system of concepts of the relevant branch of knowledge, that is a bank of terms, their definitions and specific usage.

Acknowledgement

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

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Using Fiction to Develop Intercultural Competence in Teaching Foreign Languages

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Abstract

The article is devoted to the problem of developing students' intercultural competence (IC) by means of interpreting a literary text as a part of teaching a foreign language. The objective of the article is to study fiction as a unique source of culture-biased authentic information suitable for structuring a lesson in a way that can reveal explicit and implicit cultural concepts, find the difference between teaching reading as a language activity and an interpretational reading for developing intercultural competence, review the didactic criteria for choosing literary works for the language learning class in order to develop students' IC. The article uses the methodology of the analysis of recent research in the field of developing IC, comparison, classification and generalization. The materials of the article can be useful for the scientists in the field of intercultural studies and the teachers of a foreign language working in a culturally diverse environment.

Keywords: education, students, foreign language, intercultural competence, fiction, teaching, literary analysis.

Introduction

Numerous theoretic research in the field of developing intercultural competence [IC] through literature has been made by Claire Kramsch [1], Michael Byram [2, 3], Adam Nichols & David Stevens [3], H.E. Hoff [4].

Working with fiction is a unique way to develop many culture-related competencies. If we consider fiction from the point of its possibilities to build IC, we may find that it might be a really effective way as it is based on contrasting two or more cultures, accepting other cultures which is highly demanded in today's intercultural communication. Nevertheless, the ways of teaching IC are still under discussion in pedagogical science both theoretically and technologically due to the insufficient research of the interrelation between this process and the structure and content of pedagogical interaction.

Methodological Framework

At present, teaching a foreign language is arranged within the communicative approach: developing students' communicative competence is considered to be the most important objective. It is necessary to form in students such ability to verbalize a thought or idea proficiently, to confirm it with the facts, to put arguments forward, and not just to communicate "in contact", through "Facebook" and other social networks but with each other [5]. The communicative linguistics discovered that people communicate through sentences - not text, and this is the reason for the text to be considered a communicative piece. A speech act has such aspects as a speaker, a listener, time, place, purpose, etc. [6]. Therefore, working with this text can become a source for developing communicative skills in a foreign language and it can become a way to build IC.

A broad definition explains a text as a whole communicative unit that has a structural-semantic, functional and compositional and stylistic unity and a number of text categories such as informational content, cohesion, linear development, integrity, and excursiveness. As an objective of scientific research a text is perceived as "a speech act or a consequence of connected speech acts performed by an individual in a particular situation represents a text [oral or written] [7]; as a fundamental unit of semantics that cannot be defined and then it comes to "the actualized potential" [8]. A. Greymas considers text from the point of semantics. Discourse (as text) is a unity that splits into the utterances and is not the result of their concatenation [9].

Today literary texts are used in the linguistic description, scientific interpretation, and didactics [10, 11, 12]. H. Mrozovska names the most important features of a literary text:

- aesthetic value/beauty/ morality as the fact that it belongs to the culture of the language under study;
- the pragmatic value as a source of unauthentic information that makes the study more interesting and engrossing [13].

The research in the fields of pedagogy, methodology, linguistics and culture shows that introducing literary texts into the language learning classrooms is reasonable for a variety of reasons: (1) literary texts include various language norms and (2) they are the important sources of socio-cultural information and culture-oriented linguistics. (3) They develop lexical and grammar skills in receptive and productive language activities. (4) A literary piece influences readers' morality in one way or another, i.e. it has a disciplinary effect. (5) It stimulates critical thinking over the world and events around.

The didactic function of the literary text is that it is the objective of the study; a means of education; an object for interpretation; a means of developing language skills and a source of discussion.

Following the research by Rakhimov A.Z., we also consider a foreign literary text as a part of culture; a means of transmission of social-cultural experience; codified information that demands to be decoded by particular instruments; an object of understanding and perception; a means of intellectual development; means of reflexive thinking; a means of goal-oriented development and creative thinking implementation; an ideal objective of the creative activities [14].

A literary text that has not been adapted, abridged or transformed for particular reasons represent authentic textual material. We consider "authentic" literary material as the material which has been produced by native speakers, which has not been altered in any way and the purpose of which was not language teaching [15]. These literary pieces are highly informative with various kinds of information: factual, emotive, motivational, evaluative and conceptual. They reflect the linguistic and national worldview of the author and the nation. A foreign book allows intermediary communication with the author as a culture representative. Therefore, reading foreign literature can be considered a way of intercultural communication.

The theory of developing IC discusses the components that are essential for IC: knowledge, attitude, skills, values, and reflexion [16]. If we look at these components through a literary text we can find a pedagogical way to develop them productively.

To be successfully applied in a language class in order to develop IC the text should meet some requirements. Being a speech unit and educational unit at the same time the text should satisfy the requirements of extra-linguistic, linguistic, methodological and psychological character. In our research, we deal with such kind of analysis as literary interpretation, which teaches students to read and understand the message. Interpretation seems to be the most intricate yet the most interesting aspect of literary perception. A literary text can be perceived only as a succession of events, but resonating with the public due to the emotions it makes the reader turn back to interpret it. "The basic objective of interpreting a text as research and learning practices is to maximize the information coming from it and to perceive not only the author's message but also the content that was put inside unintentionally. Not only take it for oneself but to explain to others". [17].

Results

The research in the field of developing IC shows that the most important issues for literary analysis and interpretation are:

- the background information, i.e. socio-cultural facts that are intrinsic for one nation or nationality, accepted by the majority of them and reflected in the language of this nationhood; specific realities (objects and notions inherent to one culture and missing in another);
- connotative and nation-biased units (the words that coincide with the basic meaning but different in cultural and historic associations or different with national peculiarities of form, functioning, usage, etc.);

- grammar peculiarities of expressing identical notions as a unique way of perceiving and fixing the reality;
- structurally- notional particularities of the text organization.

The process of literary analysis supposes discussing the text at different levels: the lexical, syntactical and compositional levels. Moreover, we should pay attention to highlighting implicit "elements" inside the text. The order of considering these text levels is not strict and is determined by the particular literary work.

A compositional - conceptual structure of the text is the specific objective of teaching the analysis of a literary text regarding coherence/cohesion, informativity, integrity, modality, organization, prospection and retrospection, anthropocentricity, conceptuality, and local-temporal relations in the text. The issue that needs explanations here is informativity. Text informativity can imply four types of information:

- thoughts and ideas of the author of the text;
- the implicit information that the author intended to express, but that is not obvious and the reader should discover and understand the implication;
- the information that the author did not intend, but it was discovered by the readers within the time;
- the information that can be found not in all fiction books, but in some of them. These are the culture-biased facts that may or may not play the role in the story, but the reader can notice them and interpret as well.

All mentioned categories of the compositional and conceptual structure of the literary text are variable and depend on many factors: the personality of the interpreter, the model of interpretation, the objectives set by the reader or teacher and on the text itself.

The intention to build IC through teaching a literary analysis has such peculiar didactic features as:

1. Difference between reading for the purpose of literary analysis and reading for the purpose of language activity;
2. The selection of reading material;
3. The role of the teacher in developing IC among students while reading a text.

The scientists have proved the direct relation between understanding and compositional-conceptual structure of the text. It depends on the way the main idea is presented (the complex of various problems and events that the writer depicts and those emotions caused by them); its placement in the text; the title; the manner of writing (the composition and system of images); the comparison that exists in the text; an outline of the text (lexical and grammar expression of the images/personages, text phonation and its graphic presentation).

All these aspects and other elements are studied in the theory of text interpretation and provide deep immersion into the text and its understanding. Meanwhile, personal characteristics of the reader (age, interests, language fluency, experience in working with texts and other) can interfere with the reading as well, therefore we should be aware of how understanding works (Table) [18].

Table 1. The levels of understanding a text.

1.Level of reading ability	The result of education
2.The level of speaking skills on the whole and reading particularly	
3. Comprehension task	The teaching process organization
4. The level of text complexity	
5.The awareness of the field/ theme under discussion, experience in the field	Unaffected by the teacher
6. General intelligence	

So the process of teaching is structured in a way so that it presents some difficulty for a student and raises some problem. The task of the teacher is to select and organize the student's activity. It includes awareness, goal setting, planning activities, its organization, evaluation, and introspection [19]. This is

influenced mostly by the reading ability, speaking skills and reading as a language skill particularly. But despite the teacher being fully prepared for the class, such factors as background knowledge and general student's intelligence should be taken into consideration. In teaching reading, we find two levels of understanding: 1. Understanding the message at the level of textual landmarks, their relation and understanding the plot. 2. Understanding at the level of meaning including the implication and author's intention. And if the first type of understanding concerns teaching to read, the second type depends on life experience and is hard to be taught. Therefore we find out that interpretation is possible at different levels of understanding, but the objectives of interpretation at these levels are different. So the difference between reading for analysis and reading as language activity is presented in Table 2.

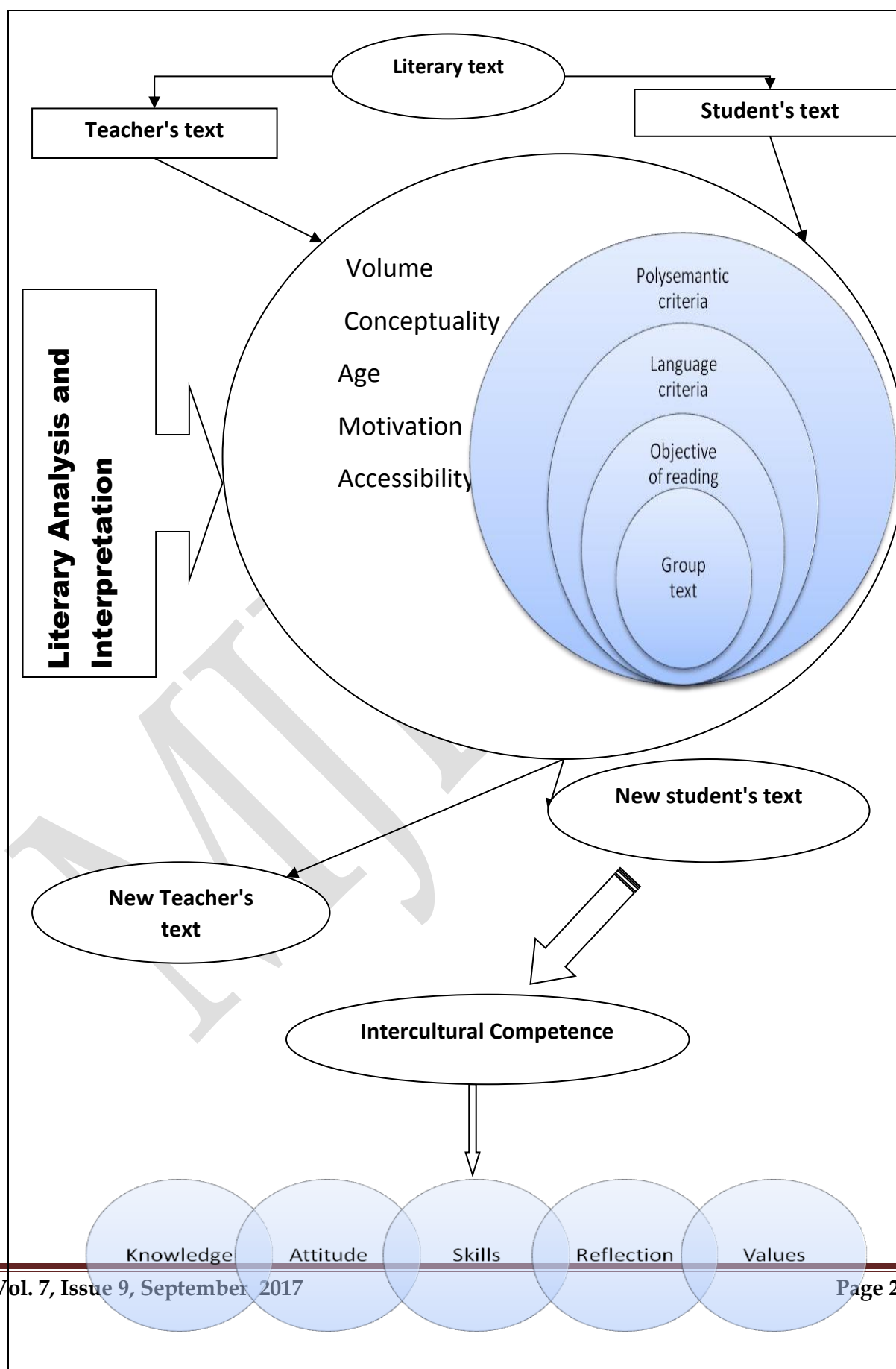
Table 2. The objectives of reading as language activity and the objectives of reading for interpreting a literary text.

Reading as a Language Activity	Reading for Interpretation
<ul style="list-style-type: none"> • Development of perception; • Teaching recognition of the structural and semantic written language • Developing the ability to read; • Developing active attitude towards the expressed ideas. 	<ul style="list-style-type: none"> • Presentation of the linguistic and sociocultural material for its further usage in speech; • Mastering skills of skimming and scanning [methodologically it is reasonable on account of various types of information in the text - factual, implicit and conceptual]; • Representation of cultural heritage of the nation whose language is studied and, consequently, motivation for further studying not only the language but also history, geography, culture, art, etc. that may also bear the impress of significance, as the culture of one nation is a sign in the system of world culture heritage; • Building up IC of the student, especially those aspects that concern knowledge and attitude.

In the language class, the teacher has a "teacher's text" [20] that means his/her interpreted variant of the text, while a "student's text" represents another version of the same text. The analysis, explanation, background facts discussed and growing awareness influence both variants of the initial readers' texts. The task of the teacher is to plan a methodological basis unifying the multiplicity of "students' texts" and "the teacher's text" to get "a group text" that includes all the discussed features. (Picture 1).

For effective developing IC the analyzed fiction as a means of teaching is considered within the following parameters: 1) volume; 2) age of the students; 3) conceptuality of the literary work; 5) motivation; 6) language fluency; 7) linguistic accessibility of the text. The teacher should have a clear idea of what students should understand after reading. The aim can vary from an introductory work to a thorough discussion of the extract. The difference lies in the result that crystallizes into a piece of knowledge, the shift in students' perception of the language, the story or even their view of the world. All these lie inside the boundaries of complete ignorance (before the text was presented) to acquired experience (after reading).

Picture 1. Understanding a text within specific criteria for developing IC.



We have developed the criteria for selecting a literary text for its interpreting with the students during a foreign language class:

1. The objective of reading is likely to become clear only after reading, especially at the beginners level to provide comprehension and introduce the students into the process of analysis easier.
2. A short-story form is preferable, but it should be long enough to provide the word-usage frequency. It is also desirable for the extracts or stories to have a logical complete idea.
3. Polysemantic nature of a story or extract presupposes the variety of personal senses and desire to compare them to other people's ideas. The motivational potential of the piece helps to understand the practical value of the story, stimulates interest and prompts speaking.
4. The language criteria of selecting a literary piece for analysis is closely connected with the age and level of education as well as with the conceptual criteria. Understanding at every level should be based on somewhat intricate, but accessible. The implicit level of text should also be considered.

Trying to combine all the findings of developing IC through fiction texts for a literary analysis we designed a scheme that shows what variable and invariable factors influence a literary "group" text influenced by the didactic and goal-oriented criteria to develop students' IC (Picture 1).

Discussion

The amount of research devoted to developing IC is growing every day [21, 22, 23] and the process of forming IC in pedagogy is still under discussion in both theoretic and methodological aspects due to the lack of study of the relation between the process of developing the IC and the structure and content of the pedagogical interaction. Moreover, despite thorough and multiple research studying the essence and constituents of the IC [3; 24, 25, 26], the ways and conditions of its development, the problem of developing students' IC by means of the linguistics-related disciplines seems to be understudied in the course of pedagogical interaction.

Here we come across a contradiction: the society requires the professionals with a high level of IC, feeling confident in socio-cultural, cross-cultural environment, ready to communicate professionally with the representatives of other cultures on the one hand, and insufficient development of the educational approaches to this objective on the other. Authentic literature as a means of developing students' IC has almost unique opportunities and we just need a scientifically grounded system for practical application of this potential. Therefore we have made a step towards the problem of developing IC by means of the literary analysis in course of a foreign language study.

Conclusion

The author's intention was to discuss fiction as an endless resource for cultural information that could be applied while developing students' IC through a literary analysis and interpreting foreign literature. The article found the difference between teaching reading a foreign text as an activity and teaching interpretational reading to understand the background and implication of the literary text that would provide knowledge, skills, the system of values, reflection and positive attitude to the culture. The carefully chosen literary works are preferable for building IC than the adapted ones. Moreover, we found that the result of reading (for building IC) depends not only on the text and the reader but on the teacher immensely as he leads the readers to an improved "intercultural" understanding. Then we discussed the most important didactic criteria for selecting fiction for a foreign language class. The results of the study are visually presented in Picture 1.

Recommendations

The article can be useful for the explorers of intercultural and other culture-related competencies, to foreign language teachers and teachers of literature and linguistics as the results of the study are practically applicable in any language classroom and can help solving the actual problem of bringing up a personality for today's rapidly changing multinational world to communicate effectively in intercultural environment.

Acknowledgements

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

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Using The Technology Of Podcasting In Modern Foreign Language Teaching

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Abstract

The relevance of this problem under investigation due to the fact that modernization of the learning process is directly related to the introduction of innovative educational technologies using a variety of means. First, we should mention the possibility of a global network with unlimited Internet offers cutting-edge resources. The whole arsenal of innovative educational technologies is at the disposal of a foreign language teacher. It should be noted that information technology is developing at a breakneck pace, so teachers need to keep pace with the latest advances in order to use them in the foreign language classroom. Undoubtedly, the teacher must himself be able to use resources on the Internet and stimulate cognitive activity of students in this direction, as Internet technologies are helping to save time both in the classroom and during individual work of students. Of course, online dictionaries, encyclopedias and electronic search engines to help perform tasks much faster than traditional paper media. The purpose of this article is to understand the importance of this innovation in the language learning education. The main approach to the study of this problem is the study of the theoretical sources of educational and methodical literature on the subject. As a result, using podcast brings variety to the learning process, thereby increasing the motivation of students to study a foreign language. Students enthusiastically respond to the use of podcasting in the classroom method. This helps students to succeed in learning a foreign language, as if the material presented is of interest, it is stored and it is easier and faster.

Keywords: education, university education, language teaching, modern learning technology, podcasts, interaction, innovation.

Introduction

The 21st century has already introduced so many innovations into different spheres of human activity that the only thing a man can do now is to adapt to those changes which follow any progress. They cover all aspects of our life including work, leisure, interpersonal relations, education etc. One of them is the global informatization and computerization that influence our society in such a way that every person has to meet new requirements in order to keep up with the time. The leading method to the study of this problem is the study of the theoretical sources of educational and methodical literature on the subject. The main role in helping people to do it belongs to teachers who face now such challenges as to provide students with the knowledge appropriate to the new conditions and to use modern technologies in the educational process to solve the first task. So in this article we would like to focus on the second challenge relating to the language education and its effect on the development of University students' competences. At present, priority is given to foreign language teaching communicative, authentic communication, language learning in a cultural context, autonomy, and interactive learning. The use of Internet technologies in teaching foreign languages not only helps in the formation of speaking skills, but also in teaching vocabulary and grammar. One of the important principles of learning stated the principle of interactivity, which means the ability to communicate effectively in a spirit of cooperation. And that information technology is the best promote the realization of this principle. It plays a role not only new facilities but also new forms and methods of teaching, new approach to teaching that is associated primarily with the mental operations of analysis, synthesis, abstraction, identification, comparison, comparison, verbal and semantic prediction.

Methodological Framework

The methodology of research approaches allows broadening understanding of the methodological concept and essence of using the podcasts in language learning, its advantages and features, the application in practice.

The leading method to the study of this problem is the study of the theoretical sources of educational and methodical literature on the subject.

Results

Today one of the important principles of learning stated the principle of interactivity, which means the ability to communicate effectively in a spirit of cooperation. And that information technology is the best promote the realization of this principle. Among the large number of innovative educational technologies we would like to dwell on one of them, called the technology of podcasting. The term "podcasting" has appeared due to the combination of two words «iPod» (English - Of mp3 player company Apple) and «broadcasting» (English - TV, broadcasting). The New Oxford Dictionary of American English podcasting is defined as a digital recording of broadcast or similar program, available on the Internet for downloading to a personal audio player [3]. However, to play podcasts iPod is not obligatory. Podcasting is the process of creating audio files or video files called podcasts and distributed free of charge on the Internet. The word "podcast" combines two English words - "iPod" and "broadcast" (radio). Required podcast can be downloaded to a computer or mobile phone in MP3 format. To find podcasts of interest subjects, please refer to the podcast directories that are on certain websites.

Service of podcasts allows students to listen and view posted on the Internet podcasts and to record and place on one of the servers their own podcasts on any topic. The most popular is the podcast server YouTube. On YouTube every registered user can post his or her video podcast, browse other podcasts posted on the service, as well as participate in discussing/ commenting podcasts in micro-blogs. With regard to educational podcasts available for free download, the most famous and popular directory is available at www.bbc.co.uk. The main value of these podcasts is their authenticity, making the learning process more effective. It is well known that fluency in a foreign language means, including the ability to understand authentic speech at the hearing, in response to the proposed communication situation. Thus, students can listen to the real voice of native speakers, which develops the skills of perception and understanding of foreign speech by ear and improves pronunciation skills. Working with the podcasts helps to get used to fluent English speech, immersing the student in a foreign language environment. Another advantage of the above-mentioned educational podcasts is to highlight the most relevant topics that perform along with educational and even educational function. Then, consider the opportunities offered by using the method of podcasts. Undoubtedly, this technique provides unlimited possibilities for all those wishing to improve their knowledge of a foreign language. Using podcasts carries the whole process of learning a completely new dimension, offering ample opportunities for creative realization of both teachers and their students. With podcasts, you can not only develop students' ability to perceive foreign language speech at the hearing, but also to form and develop phonetic skills grammatical skills and enrich their vocabulary and develop the skills monologue speech and writing. Thus, the teacher can solve various problems of training, resorting to the use of educational podcasts. Nowadays, much attention is paid to the formation in the intercultural competence of the students, which means students get acquainted with the regional geographic realities of the country of studied language that includes speech etiquette in real communication situations, cultures and traditions of the people living in the country of the target language. This task can easily cope technique of using podcasts as Internet Audio Texts easy to find on any subject, including cross-cultural and intercultural subjects. In this case, the main advantage of the use of podcasts is to create the atmosphere of foreign language communication in class. Using podcast brings variety to the learning process, thereby increasing the motivation of students to study a foreign language. Students enthusiastically respond to the use of podcasting in the classroom method. This helps students to succeed in learning a foreign language, as if the material presented is of interest, it is stored and it is easier and faster.

Of course, teachers of foreign languages should be added to its piggy bank methodical innovative methods podcasts method. The teacher has the opportunity to sign up to receive fresh releases podcasts,

select Podcasts suitable for the theme of the particular class, develop a task and use them in a foreign language class. There are podcasts already designed tasks, which significantly saves time teacher.

Discussions

A problem of interaction, cooperation has received considerable attention in the scientific literature. However, despite the rapid development of modern information environment in our country, the computerization of the growth of all sectors of the economy and the education system, private users computer equipment interfaced to the development of the Internet and the increasing number of its members may be noted that higher education in the use of modern information technologies currently lags behind the real possibilities and technologies are actively introduced in the education system abroad, primarily in the US and European countries. Bridging this gap is an urgent problem of pedagogical theory and practice, including in the field of higher education in Russia. Today, in a pedagogical science is widely considered the various aspects of the use of information technologies in educational process of high school. Conceptual and psychological-pedagogical bases of informatization of education system investigated by V.P. Bepal'ko, A.A. Verbitsky, B.S. Gershunskogo, V.V. Davydov, A.P. Ershov, E.I. Mashbitsa, E.S. Polat, S. Papert, N.F. Talyzina etc. [2, 6, 7]. Currently, the information resource is considered by researchers in the study of the characteristics and properties of information 6 educational, didactic computer environments (J.A. Vagramenko, A.A. Kuznetsov, I.V. Robert, A. Petrov and etc.). As part of the information approach, the functions and didactic potential of information educational resources. Podcast service has the following didactic properties:

- the possibility for placing on the Internet at the podcast service personal podcasts of the users;
- the possibility for creating the user's personal area at the podcast service (user's personal area is necessary for organizing a network discussion of podcast);
- the possibility for organizing a network discussion of a podcast in the user's personal area in the micro-blog;
- creation of user's personal area, its approval is carried out by the author of the podcast;
- placement of comments under the network discussion of a podcast is done chronologically;
- availability of a podcast for all registered users of the service. Didactic and methodological properties of a podcast service that must be considered when developing a method of teaching a foreign language through podcasts are presented in the Table 1 (based on the generalization of works by P.V. Sysoyev, M.N. Evstigneev, A.G. Solomatina) [12].

Conclusion

So, as it follows from the above material, the method of podcasting is effective because the subject is vast podcasts and creativity of the teacher, this method can be used at different stages of learning a foreign language. Podcasting teaches students to work independently on language, helping to overcome the language barrier. In addition, this method improves the quality of training of students at the same time making the learning process interesting and informative. Also e can conclude that a podcast is a media vehicle, along with other resources, an essential technical means of learning a foreign language, which allows solving complex problems of foreign language education. Skills generated using podcasting technology, beyond the foreign language competence, even within the linguistic dimension. Internet develops social and psychological characteristics of students: their self-confidence and their ability to work in a team; It creates a favorable atmosphere for learning, speaking as a means to an interactive approach. In addition, the use of podcasts in the training demonstrates the mobility of the modern education system as a whole, its adaptive nature, i.e., timely adaptation to innovative technologies. Thus, the use of podcasts in learning the English language can solve a number of methodological problems, such as the formation of skills and abilities of understanding of foreign speech at the hearing, establish and improve hearing and pronunciation skills, expansion and enrichment of lexical dictionary, establish and improve grammatical skills.

Recommendations

The contents of this article may be useful in a wide range of professionals: teachers, teachers of vocational education institutions at various levels of educational psychologists to students of humanities and pedagogical skills masters, graduate students, as well as all those interested in the problem of the introduction of modern language teaching technologies in educational process.

Acknowledgements

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

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Designing Of Content Of The Bilingual Elective Course "Information And Communication Technologies (Ict)"

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Abstract

The article describes the results of the research work devoted to the designing of content of the bilingual elective course "Information and Communication Technologies" for high school students by means of Russian and English languages. According to the Concept of profile education at the senior stage of general education in the Russian school (2003) elective courses are associated with the satisfaction of individual educational interests, needs and inclinations of each student. Content and Language Integrated Learning (CLIL), that has become widespread in Europe, was taken as the bases of bilingual education. Thus, the use of a foreign language (English) along with the Russian language becomes a way of comprehending knowledge from different subject areas. The introduction of bilingual elective course by means of Russian and English languages allowed students to form additional linguistic and information competence. It was formed at a sufficiently high level in 35% of students during the first year of study and during the second year in 26% of students. Also, mathematical processing of the results of experimental work showed that for the first and second academic years CLIL had provided the necessary quality of knowledge and skills of students in the field of information and communication technologies and simultaneously had improved their knowledge and skills in English. The presented research work expands the theoretical views of the pedagogical science on the actual problems in the field of bilingual education, the solution of which will open new opportunities for the development of Russian education.

Keywords: bilingualism, bilingual education, information and communication technologies, Content and Language Integrated Learning (CLIL), linguistic and information competence, elective course

Introduction

The development of the theory and practice of bilingual education provides important impulses for an intensive innovative search in this direction in Russian schools. It is a question of deep comprehension and application of the most productive foreign ideas of bilingual education in similar socio cultural conditions and the use of the national historical and pedagogical experience of bilingual education in schools with the teaching of a number of subjects in foreign languages [1, 2].

The relevance of these ideas for Russia is linked to its desire to interact with the world community in solving global human problems, in implementing humanitarian projects and in other areas of international cooperation. Such interaction caused the emergence of a "language boom", which affected the status of a foreign language as an object, which makes it possible to take the advantages of an open society.

Usage of foreign language is a way to comprehend the world of special knowledge, to familiarize the culture of different peoples, to dialogue various cultures, which contributes to the comprehension by people of belonging not only to their country, a certain civilization, but also to the planetary cultural community, is of great importance for the modern Russian schools. However, teaching of a foreign language as an academic subject in the school keeps remaining to be isolated from the subjects of the non-linguistic cycle. In this regard, one of the ideas laid down in the Federal State Educational Standard for Basic General Education (2010) is to use a foreign language as a means of obtaining information that would allow students to expand their knowledge in other subject areas and gain benefits in the course of socialization and adaptation in modern conditions. In our work, the possibilities of Content and Language Integrated Learning (CLIL) are revealed, when the content of the subject is the leading, while

in other methods of teaching a foreign language the content of the academic discipline serves as an illustration of language structures studied [3].

Materials And Methods

As the subject area for bilingual education was chosen Informatics and Information and Communication Technologies (ICT). Why? The terminology, symbols, methods of studying are international. Our daily speech is supplemented by many anglicisms: Internet, website, blog, interface, account, etc. Many English words are used in professional slang: to google; software; user (a user), etc. In addition, for example, we use a keyboard that contains commands in English. To download a web page on the Internet, you need to write its address (URL) using the English keyboard layout. No matter how well the operating systems and software are adapted, there are often cases when a computer program generates a message in English. There are a large number of online programs with the English-language interface in the Internet. Moreover, school Informatics and ICT subject curriculum can't include all the variety of information that make up the content of the actively developing area called Computer science.

We developed a questionnaire for high school students to determine student's usage of ICT in their daily lives and educational activities. The results are presented in Table 1.

Table 1 The results of the survey

Questions	Variants of answers	2009-2010	2010-2011
How often do you use the Internet?	Every day	55%	83%
	2-3 times a week	40%	12%
	Once a week	0	5%
	Very rarely	5%	0
Do you have an email address?	Yes	89%	92%
	No	11 %	8%
Did you use MS Power Point for presentations?	Yes	64 %	76%
	No	36 %	24%
What dictionaries do you use when translating unfamiliar English words?	Paper	87 %	80%
	Electronic	13 %	18%
	Online	5 %	2%
Did you work with the English interface of the program?		90% answered negatively	95% answered negatively
Which operators of programming languages (in English) do you know?		13% could name several operators of the programming language	8% could name several operators of the programming language

While having conversations with the students, it was revealed a stereotype in relation to a foreign language as a general educational discipline that is taught at school "in a load" to important subjects, and the students lack on a clear idea of the demand of a foreign language in cognitive and educational activities. According to the results of a survey among students on what general subjects they could learn in English, it was revealed that preference is given to ICT, history and social studies.

According to the Concept of profile education at the senior stage of general education (2003) elective courses are associated with the satisfaction of individual educational interests, needs and inclinations of

each student. Their introduction is aimed at the realization of the personality-oriented educational process. Therefore, we developed bilingual elective course "Information and communication technology (ICT)".

Bilingual education at school was based on general principles, as well as on the private principles of bilingual education, had developed by Salekhova L.L. [2], that in our case were adapted for ICT. But the main principle was CLIL [1, 4, 5, 6]. CLIL allows focusing on the content of the subject, while in other approaches of teaching a foreign language, the content of the academic discipline serves only as an illustration of the language structures studied.

As the guide for designing of the content of the elective course we used textbooks "Basic English for Computing" and "Oxford English for Information Technology" [7, 8]. They are basically cover key computing functions, and especially targeted on developing learners' competence in all four skills in language. For our elective course we developed special textbook, which includes exercises and tasks on main elective course modules [9].

The strategic (integrative) educational goal of teaching was the formation of student's additional linguistic and information competence (LIC). LIC is understood as the willingness and ability of students to use foreign language along with the Russian language to implement information activities (collecting, processing, storing, reflecting, replicating and transmitting any amounts of information in various forms using ICT tools) effectively [10].

Figure 1 shows the structure and criteria of the formation of student's LIC

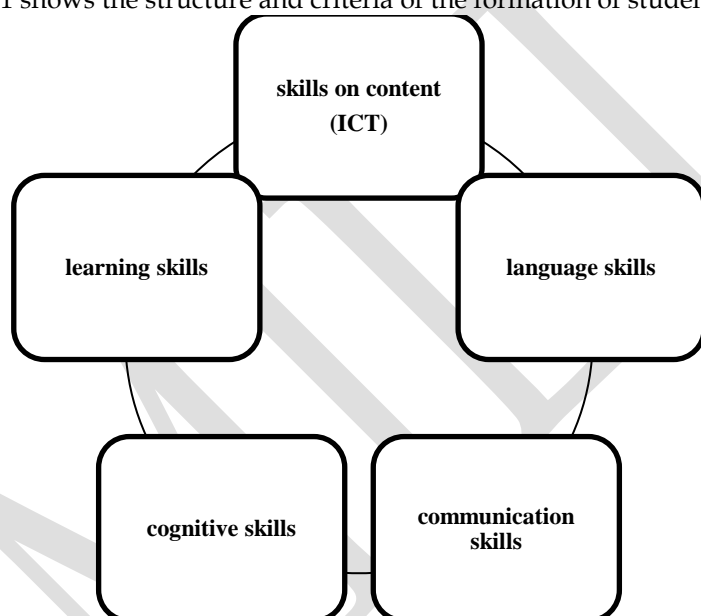


Figure 1 Structure and criteria of the formation of student's LIC

In accordance with the goal the main tasks were:

- to form student's knowledge on the subject in English and Russian languages, namely, the types and structure of computer equipment, skills in using software, etc.;
- to familiarize students with the widest possible range of ICT concepts and terms in English and Russian;
- to develop listening skills, reading skills (e.g. reading authentic texts with a general content coverage, with detailed understanding, understanding of specific information in English) etc.;
- to compare, present, express own opinions in English and Russian;
- to trace how CLIL contributes to the realization of the educational purpose of mastering subject knowledge, improves student's skills on English language and their personal development etc.

Such modules as types of computers, networks, The Internet, application software package (MS Office), career in IT and others were included to the content of the elective course. Themes were combined into blocks. Each module assumed the study of terms and concepts in English, the performance of oral and /

or written tasks (exercises), as well as the making and performance of laboratory work (lab) / independent work.

Labs and independent works allowed students to master skills in solving practical problems. Students practiced definitions (terms and abbreviations) on the subject area, so that the content of the basic terms, connections and relations between them are assimilated. Both during preparation for classes and directly on lessons, students actively used bibliography, online and offline dictionaries for performing tasks. The last could be used both for direct work with them as for the information base of the course. Thus, the purpose of lab was to increase awareness of the main problems of EC, to form (improve) the skills of working with various sources of information, to transform information and present it in various forms (theses, plan, citation, etc.).

Tasks for independent work included work with recommended literature, solving proposed problems with subsequent analysis of solutions, analysis of their activities, etc.

There were carried out general lessons in the form of a test after studying block of topics. Test included checking of knowledge on concepts and terms on ICT in English, working with text or dictation, questions on the topics studied, and performing lab on ICT by means of Russian and English. For example, on the general lesson "MS Office" students had to complete the following tasks:

1. Translate terms / phrases from Russian into English or vs. For example: font, bold, database, search, condition, cell, formula, save, plus, multiply, divide, equal, to drag etc.
2. Answer questions online [11]:
3. Fill in the table, answering the questions.
4. Make a lab on PC (e.g. solve the problem using the main functions of the table processor; perform text formatting according to the sample etc.).

Specificity of making lab was that student had to solve the proposed tasks, primarily, analytically, and then formalize it in electronic form.

In the process of practical implementation of CLIL the most appropriate form of training, which harmoniously combines with the existing forms of organization of the educational process and corresponds to the tasks of personal developing education, was project works. The purpose of student's project work was to develop projects (individual or paired) on various topics of Informatics and ICT subject area. Working languages for developing the project were Russian and English. The presentation on project work was created using PowerPoint or Prezi software, and then performed orally by means of Russian and English languages. At the stage of project organization and planning, the teacher presented the compositional diagram of the project construction, requirements, structure. Note that during project work students closely interact on native and foreign languages (work with information, analyze of concepts, prepare speeches, etc.).

After studying the elective course students had to:

- know basic terms and concepts on subject on English and Russian,
- own computer skills that will be used in the future for mastering other disciplines,
- know and be able to use software,
- be able to represent their knowledge with the help of ICT and use these skills in preparing bilingual reports and speeches

Results

The educational experiment was carried out for five years (2008 - 2013) and included three stages: ascertaining, formative and controlling. Experimental work was aimed at the formation of student's LIC and analysis of obtained results. In total, 108 students participated in the experiment.

At the ascertaining stage of the pedagogical experiment, we revealed:

- 1) not a high level of knowledge of ICT and English in the experimental (EG) and control (CG) groups;
- 2) low level of ICT use in educational activities in EG and CG;
- 3) a misunderstanding of the relationship between ICT and English;
- 4) a positive attitude in using English for studying elective course;

5) the coincidence of the initial state of knowledge on ICT and the English language in EG and KG with a significance level of 0.05.

Based on the results obtained, the tasks of the formative stage were:

- 1) to implement ICT teaching by means of Russian and English;
- 2) to select, adapt and structure the educational material in accordance with the constantly increasing level of student's LIC;
- 3) to organize educational activities based on the extensive use of ICT;
- 4) to conduct ongoing monitoring of students' knowledge.

In order to characterize the quality of forming student's LIC, a general average score was established, formed from three averaged assessments for the performance of checking of knowledge on concepts and terms on ICT in English, bilingual lab on ICT, and bilingual project on ICT.

We had identified three levels of mastering LIC (low, medium and high). We had received that the LIC was formed at a rather high level in 35% of students in the first year of studying and in the second year of studying in 26% of students. Also, the mathematical processing of the results of experimental work had shown that for the first and second year of studying and for the first year of the second academic year, CLIL provided the necessary quality of knowledge and skills of students on ICT and simultaneously improved knowledge and skills of students on English. With the help of the Spearman correlation criterion, it was proved that there was a pronounced connection between the foreign language and information components of student's LIC [3].

In general, the research showed the reliability of the results. It was ensured for all of the indicated criteria by the representativeness of the samples and the rigor of the applied mathematical apparatus. Also, it was revealed a positive impact of CLIL on the personal qualities of students, such as the development of speech-thinking mechanisms, thinking, general educational skills, creativity, a sense of confidence in communication in a foreign language, etc.

Conclusion

The current stage of development of society, characterized by the tendencies towards globalization, stimulates the need for students to use the English language for information activities. Knowledge of ICT, a foreign language and the ability to use them make it possible to strengthen information exchanges based on free access to information, create conditions for equal access to quality education, and strengthen the capacity of communication tools on the basis of innovative projects that make it possible to realize students' potential most effectively.

Teaching of ICT using CLIL is becoming topical, as a result of which students develop a linguistic and information competence. In this regard, one of the most important components of the preparation of students of high school is the introduction of bilingual elective courses. Mathematical processing of the results of experimental work made it possible to establish the formation of the linguistic and information competence of students in the experimental group without loss of quality of knowledge in Informatics and information and communication technologies.

Discussions

The overall results show the practical importance of the study. Research materials can be successfully used in the practical work of high school teachers, in institutions of secondary vocational education, in the system of training and professional retraining of educators.

It should be noted that great importance for the effective organization of bilingual education has the skill of the teacher to stimulate the motivation of students, as well as the development of their general educational skills. The process of differentiation of schools, profile education, bilingual medium of instructions present new requirements to the quality of the training of subject teachers, deeper knowledge of the subject and a foreign language, the best methodical training, which includes knowledge of a professionally-oriented foreign language. Currently, for subject teachers who are proficient in English and speak English at the level of B1, there is an opportunity to be trained in one of the Teaching Knowledge Test (CLIL) models that checks knowledge necessary for the teacher to teach one or more academic subjects by means of English language, as well as the ability to plan and conduct a lesson, use certain methods and types of educational activity during the lesson, and also control the mastery of the subject.

Acknowledgements

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

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Teaching Intercultural Communication to Would-be Translators

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Abstract

This paper describes the process of teaching Intercultural Communication to students would-be English-Russian translators (interpreters). After a brief review on the theory of Intercultural Communication Competence (ICC) the authors dwell upon the idea of distinguishing three levels in the process of shaping ICC (linguistic level, level of language mediation, behavioral level) also giving the list of disciplines this process is most closely related to. Emphasis is made upon the necessity of close collaboration of the teachers of these disciplines on teaching intercultural communication. The process of shaping the aforementioned competence on the language mediation and behavioral levels are given a very concise description, while as the linguistic level of it is described in details. The authors focus on teaching lexical and phraseological units with cultural information in their meaning with special attention on their introducing to students. The results of the experiment conducted by the authors highlight the importance of combining different methods of introducing these language units, among which applying pictures and videos demonstrating not only the meaning of linguistic units but also referring to their etymology are found the most effective.

Key words: Intercultural Communication Competence, linguistic level, level of language mediation, behavioral level.

Introduction

Active processes of globalization and interaction of people of different national and ethnic background make studying problems of intercultural communication more and more up-to-date. These problems have always been the center of attention of those who teach foreign languages and translation (interpretation). Usually it is scholars working in the field of methodology of teaching foreign languages and translation who make researches into the process of forming intercultural communication competence (ICC).

Most scholars among whom Cui & Van den Berg characterize ICC from three viewpoints: cognitive, affective and behavioural ones [1]. B.H. Spitzberg and W.R. Cupach [2] describe ICC as effective behavior suiting the given circumstances of communication.

According to L. Arasaratnam [3], a person competent in intercultural communication is the one who is capable of making communication a success, when it takes place under the obvious influence of difference of cultural backgrounds of interlocutors, which is also reflected in the way they use linguistic units [4]. ICC is vital when communicators are representatives of low contextual and high contextual cultures, to which English and Russian linguistic cultures refer, accordingly. As E. Hall claims [5], in high contextual culture many things are referred to as something obvious under the given circumstances, therefore they do not tend to describe in details each step of their business communication. Low contextual culture does not rely on the situation making anything clear, so it requires that everything be scrupulously revealed in the agreement or any other documents.

If several decades ago communication between representatives of different cultures took place quite infrequently and communicators were high-level officials, nowadays cooperation with foreign organizations can be routine even for small business. Therefore there is an ever increasing demand in the service of an interpreter with high level of ICC.

As "the knowledge about the world acquired empirically is processed through national worldview" [6, 36] of each participant of the communication process, for the success of intercultural business communication an interpreter should be competent not only as a language mediator, but also as a

mediator of human relations. Being aware of the expectancies of each member of the negotiation process an interpreter should prepare them to be more flexible to reach mutual understanding.

Material and Methods

The material of this research includes the curricula and linguistic units taught to the students for the purposes of making them competent in intercultural communication. The curriculum for would-be translators is elaborated viewing the process of shaping ICC as the center of attention. We believe that shaping ICC requires the work on three different levels:

- on the linguistic level, i.e. shaping skills of recognizing and using culturally marked linguistic units or words and word combinations with some cultural information in their meaning, e.g. *kilt, it rains cats and dogs* etc.;
- on the level of language mediation, i.e. shaping skills of translating culturally marked linguistic units;
- on the behavioral level, i.e. shaping skills of effective intercultural communication based on good knowledge of the culture and specificities of the national character of English-speaking people.

Shaping ICC on the behavioral level takes place mainly in the classes of Intercultural communication theory, History of England and the USA while studying the peculiarities of the national character and the factors influencing its formation, traditions and customs of English-speaking people.

Shaping ICC on the level of language mediation presupposes studying the ways of translating culturally marked linguistic units of the native language into English and those of the English language into Russian. Moreover, the most frequent word collocations and set-expressions of the English language and methods of their translating into Russian are learnt. "Permanent adding up of cultural encyclopedic information from as many fields as possible" [7, 163] is seen as an integral part of the translator training process. This knowledge is acquired in the classes of Translation Theory, Translation in the sphere of business communication and Practical classes of translating from English into Russian (or from Russian into English).

As Translation theory is a descriptive discipline, before a student begins to translate himself he should be provided with necessary amount of good quality translation executed by professional translators to analyze. Firstly, these texts should include necessary number of typical linguistic units and syntactic structures making up difficulties in the process of translation; secondly, these translations should exemplify high professional level of translation task solving.

Shaping ICC on the linguistic level – learning linguistic units with some cultural information in their meaning or realia, e.g.: *acre, Wall Street, Crooked sixpence* – takes place in classes of English Lexicology, Phraseology etc. Familiarizing students with such linguistic units, their etymology should be paid deserved attention. It is usually related to some events from the history of the people speaking the language, their traditions, customs and everyday life. The aforementioned linguistic units denote unique objects or phenomena of material or spiritual culture, which cannot come across in other linguistic cultures. Significant part of phraseological fund of any language can be referred to this category of linguistic units, especially if their etymology traces back to some historic event or tradition. Most of these words or phraseological units are first introduced to students in classes of History of England and the USA or English Phraseology, but skills of using them are shaped in Practical classes of English. That is why professors teaching these disciplines collaborate to be informed about the schedule of learning exact realia.

Since the current research deals with the process of teaching Translation and English as a foreign language, first of all, it applies major linguistic methods such as: method of component analysis, discourse analysis, semantic analysis; then, it applies experimental method to check validity of the hypothesis put forward; more over descriptive and statistic methods become the inherent part of our research.

Results

Methodology of teaching foreign languages includes realia to the group of units which are particularly difficult for learning [8]. Therefore teaching them one should take into consideration specificity of their denotational meaning. Though there exists the idea that "phraseological units are easy to memorize and

pick up, more over, motivating for learners” [9, 161] mastering this part of language heritage demands methodically adequate work of the teacher. So we hypothesize that when introducing culturally marked linguistic units it is important to apply the visual image of the object or phenomena denoted by them in some cases it is urgent that the image should be dynamic, not static. As it is widely acclaimed, “emotional perception of educational material increases the effectiveness of training” [10, 1283].

Validity of the hypothesis was checked by an experiment held in classes of Practical course of English as a foreign language (EFL). Participants of the experiment are two groups of the first-year students with Upper Intermediate level of English. In one of the groups – key informants group – when introducing new words with cultural information in their meaning besides explaining their meaning pictures or a videos with the visual images of their denotates are applied; when introducing idioms also the image of the denotate of the prototypical word combination or information about the etymology of these idioms is provided. In the second group – focus group – these words and set-expressions were introduced only by explaining their meanings. Practice exercises taken in both the groups were the same. The vocabulary learnt during the term included the same 15 words and 18 set-expressions or idioms with cultural information in their meaning.

At the end of the term students were given a test in which the part of the sentence, graphically distinguished by italics, describing the meaning of one of the words or idioms mentioned above. So the test shows the skills of the students not just recognizing the linguistic units under analysis, but using them. It showed the following results:

Table 1. Group 1.

	boatel	brunch	egghead	cowboy	pop-art	dime	downtown	foodie	hedge	kilt	sovereign	geek	hot-dog	sequoia	rancho
S1	+	+	-	+	+	+	+	+	-	+	+	+	+	-	-
S2	+	+	+	-	-	+	+	+	+	+	-	+	+	+	+
S3	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
S4	-	+	+	-	-	+	-	+	+	+	+	-	-	+	+
S5	-	+	+	+	+	-	+	+	+	+	+	+	+	+	+
S6	+	-	+	-	+	+	+	+	+	+	+	-	-	+	+
S7	+	+	-	-	+	+	+	+	+	+	+	+	+	+	+
S8	+	-	+	-	+	+	+	+	+	-	+	-	+	+	+
S9	+	+	+	-	+	-	+	+	+	+	+	+	+	-	-
S10	-	+	+	-	+	-	+	+	+	+	+	-	+	+	+
S11	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
S12	+	+	-	+	+	+	+	+	-	+	-	+	+	+	+

Table 2. Group 1.

	Drink like a fish			+ +
	Meet one's Waterloo		+ +	
	Punch line	- -	+ +	
	Brother Jonathan	- -	+ +	
	California blankets	- -	- -	
	Go Dutch	- -	+ +	
	Tired as a dog	+ +	+ +	
	Cat fight	+ +	+ +	
	From A to Z	+ +	+ +	
	Discover America	+ +	+ +	
	Cousin Betty	- +	+ +	
	Yellow rag	+ +	- -	
	Set the Thames on fire	+ +	+ +	
	Pleased as Punch	- -	+ +	
	New York finest	- -	+ +	
	Dowling street	- +	+ +	
	Old as Adam	+ +	+ +	
	Bury the hatchet	- -	+ +	
	Idioms	S1	S2	S3
		S4	S5	S6
		S7	S8	S9
		S10	S11	S12

group 2:	boatel	brunch	egghead	cowboy	pop-art	dime	downtown	foodie	hedge	kilt	sovereign	geek	hot-dog	sequoia	rancho
S1	-	+	-	+	+	-	-	-	+	+	+	-	+	+	+
S2	-	+	-	+	+	+	+	-	+	-	+	-	+	-	+
S3	+	-	+	+	+	-	-	+	-	-	-	+	-	+	-
S4	+	-	+	+	-	-	+	-	+	+	+	+	+	-	+
S5	+	+	+	+	+	-	-	-	+	-	-	-	+	-	+
S6	-	+	-	+	+	-	-	+	-	+	+	-	+	+	-
S7	-	-	-	+	+	-	+	-	+	-	-	+	+	-	+
S8	+	-	+	+	+	-	-	+	-	+	-	+	-	+	+
S9	-	+	+	+	-	-	-	+	+	-	-	-	+	+	-
S10	-	-	+	+	+	+	+	-	-	+	-	+	-	+	+
S11	+	+	-	+	+	-	-	+	+	-	-	+	+	-	+
S12	-	-	-	+	-	+	+	-	-	+	-	-	+	-	+

Idioms	Bury the hatchet	Old as Adam	Downing street	New York finest	Pleased as Punch	Set the Thames on fire	Yellow rag	Cousin Betty	Discover America	From A to Z	Cat fight	Tired as a dog	Go Dutch	California blankets	Brother Jonathan	Punch line	Meet one's Waterloo	Drink like a fish
S1	+	-	+	-	-	+	+	+	+	+	+	+	-	-	-	-	+	+
S2	-	+	+	-	+	-	+	-	+	-	+	-	+	+	-	+	-	+
S3	+	+	-	+	-	+	+	+	-	+	-	+	+	-	+	-	+	+
S4	-	-	-	-	-	-	-	-	+	+	+	-	+	-	-	+	+	-
S5	-	+	+	-	+	-	+	-	-	+	-	+	-	+	-	+	-	+
S6	+	-	-	+	-	+	-	+	+	-	+	-	+	-	+	+	-	-
S7	-	+	+	-	+	-	+	-	+	-	+	-	-	+	-	+	+	+
S8	-	-	+	-	-	+	+	+	-	+	-	+	-	-	-	-	+	+
S9	-	+	-	+	+	-	-	-	+	-	+	+	-	-	+	+	-	-
S10	-	+	+	-	-	+	+	-	+	+	-	-	-	-	-	-	+	+
S11	+	-	+	-	+	-	-	-	-	-	+	-	+	-	+	-	+	-
S12	-	+	-	-	+	+	+	-	+	-	+	+	-	-	+	+	-	+

Discussion

As it is seen from the tables, in the first group 2 students demonstrated that they remembered and were able to use 100% of all words, 2 students – 86,6%, 3 students – 80%, 4 students – 73,3%, 1 student – 60%. Among students of the second group no students were able to use 100% of all words, 2 students used correctly 80% of all words, 4 students – 60%, 6 students – 35%.

As for the idioms or set-expressions, they have more complicated structure, remembering and being able to use them require more work. In the first group 1 student demonstrated that he had learned 89% of all the units introduced, 1 student – 78%, 1 – 72%, 2 – 67%, 1 – 61%, 3 – 55%, 1 – 50%, 1 – 44%, 1 – 33%. The second group had the following results: 1 student could use correctly 55% of all set-expressions; 5 students – 50%; 2 – 44,4%; 3 – 38,8%; 1 – 33%.

It should also be underscored that students remembered better those units when introducing which brighter images were applied. And visa versa, those introduced by less obvious and bright images were remembered by less students.

Here we give some examples of familiarizing students with culturally marked linguistic units.

Introducing the word *boatel* – 1) *a waterside hotel equipped with docks to accommodate persons traveling by boat*; 2) *a boat or ship with sleeping accommodations that is used as a hotel* – first we explain its meaning as it is given above, then the following picture is shown. In our opinion, it undoubtedly provides correct comprehension of the word meaning.



The *busboy* – a waiter's assistant; specifically: one who removes dirty dishes and resets tables in a restaurant was also introduced by the explanation of the meaning, which was followed by a video called «9 minutes in the life of a busboy» retrieved from URL: <https://www.youtube.com/watch?v=IzsJktw55J8>, demonstrating how a person working as a busboy does his professional duties. In this particular case a static image as a picture could hardly be enough for the students to comprehend the meaning of the word.

The next linguistic unit is an abbreviation, therefore first of all we decipher it *BYOB* – Acronym: *Bring Your Own Beer*. Then the interpretation of the meaning is given *A party where the alcohol is not provided*. Though these two means of introducing would be quite enough for comprehending the meaning, providing the following picture undoubtedly contributes to students' better memorizing it.



Even in these three examples given above the role of various means is different in introducing each of the linguistic units.

Some of the linguistic units discussed in this paper can be familiar to the students even from the school program, nevertheless it is important for students to know their etymology which is really important when dealing with phraseological units. As the knowledge of the direct meaning of the prototype or homonymous free word combination contributes to students' better remembering such linguistic units.

The phraseological unit *it rains cats and dogs* – something that you say when it is raining very heavily is given the definition first, then the following pictures are demonstrated, one of which also contains a text explaining the etymology of the linguistic unit alongside with the picture of the direct meaning of the prototype.



From 16th century England:
"Houses had thatched roofs-
thick straw-piled high, with no
wood underneath. It was the
only place for animals to get
warm, so all the cats and other
small animals (mice, bugs) lived
in the roof. When it rained it
became slippery and
sometimes the animals would
slip and fall off the
roof....Hence the saying."



Conclusion

Thus, our experiment witnesses that:

- 1) applying visual image of the meaning of culturally marked linguistic units proves to result in better comprehension and memorizing them by learners;
- 2) the choice of the exact means of introducing each linguistic unit depends on the specificity of its meaning;
- 3) for some linguistic units it is enough to demonstrate the static variant of the visual image (a picture) of its denotate, for others it is recommended to choose a dynamic variant of it (video).

Shaping the skills of using culturally marked linguistic units requires that the exercises should be creating necessary communicative situation. Recommended texts for these purposes are those taken from mass media, fiction works and extracts from movies. Texts taken from contemporary mass media are found suitable, because they describe authentic situations and express opinion of the members of English linguistic cultural surrounding. What concerns texts from literary works and extracts from movies, though being fiction they are created by talented people trying to make their works as close to the real life as possible.

Acknowledgements

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

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New Approaches To Teaching Dialogic Speech At The Senior Stage Of Education

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Abstract

Relevance of the problem stated in the article is related to selecting and mastering the use of new methods of teaching dialogic speech avoiding the use of formulas of speech aggression in English to Russian students. The article aims to identify new ways of developing dialogic skills of the students at the senior stage of learning the English language. The leading methods are analysis of scientific works, empirical and experimental data, method of involved observation, modeling and experimental method. The experimental method is aimed to search new means of teaching dialogic skills to higher school students. The article presents an attempt to use the text materials from newspapers and magazines in English for improving dialogic skills using in discussing the basic content of the text. The experiment has been conducted on the basis of Grade 11 of the secondary school in Kazan (Russia). In it two groups of 34 people participated. On comparing the percentage of the quality of the first lesson of the experiment (30 %) and the last one (95 %) it can be concluded that the students have achieved good results in dialogic speech avoiding the use of formulas of speech aggression with understanding of the core content of the texts from newspapers and magazines, despite the fact that they did not own these skills before.

Keywords: reading skills, dialogue, aggression, newspapers, magazines, methods, means, content, efficient learning.

Introduction

Currently newspaper has become an important way of delivering information. It is widely known that the literary text abounds in various language means, performing primarily an aesthetic function [1]. Therefore schools need to make sure that their graduates are capable of reading and discussing newspapers on both native and foreign languages. The main task of reading is to fix ability of learning to draw useful information from the readable text, impart the pupil taste to independent reading literature in a foreign language [2]. Properly selected method of teaching how to read sociopolitical literature (especially newspaper articles) is a key to the ideological and political education. It also revives students' interest to the foreign language and contributes to the development of speaking skills.

Teacher of foreign language must clearly see what speaking skill would be formed during classes [3]. In accordance with State Educational Standard on foreign languages, a school graduate should not only be able to read a foreign newspaper and extract useful information from it but also retell its content, analyze what he or she has just read and express his or her opinion about it. According to Russian scholars, the main purpose of learning a foreign language is the formation of communicative competence, that is, the willingness and ability to carry out cross-cultural communication in a foreign language with native speakers [4].

People easily perceive information they are provided by the media without thinking about the accuracy of the facts [5]. Newspaper in modern life is the most important means of transmitting information. Therefore there is a task to teach high school graduates to read a newspaper, both in native and foreign languages.

The experiment was conducted on the basis of the secondary school in Russia (Kazan). Two groups of 16 students participated in the experiment. The purpose of the experiment is the identification of new methods and means of teaching dialogic speech avoiding the use of formulas of speech aggression in English to Russian students at the senior stage of foreign (English) language learning. During the experiment the attempt of using text materials from newspapers and magazines at the English lessons for

the development of dialogic skills with understanding the basic content of the text was conducted. Newspaper articles were taken from different Internet sites [6].

Modern school textbooks do not provide a sufficient number of texts and exercises that promote fast and efficient learning to understand dialogic speech using formulas of speech aggression [7]. Relevance of the topic is related to selecting and mastering the new methods and means of teaching dialogic speech of the students.

Newspaper in modern life is the most important means of transmitting information. In everyone's life, it plays a huge role [8]. When studying the use of expressing verbal aggression in Western mass media the following newspapers were analyzed: The Washington Post, the New York Times (USA); The Guardian, BBC News, Independent (the UK); and others. Every day we are confronted with verbal aggression while reading newspapers or watching the news on TV because usually journalists cover in their reporting adverse events and incidents that cause the audience's negative emotions [9].

According to P. Sanderson [10], the newspapers are essential because they include texts of different kinds and styles of the language, which is not so easy to find in conventional sources and textbooks in English.

According to the author of the book "Self-Access" by Susan Sheering [11], all texts for extensive reading should be authentic, taken from pamphlets, newspapers, magazines, etc., regardless of the level of the development of students' skills.

Solnyshkina and Kiselnikov [12] consider that the problem of the complexity of the text, its readability is relevant in many areas: the creation of educational materials designed for various audiences, in the development of tests in foreign languages.

This is the main reason for many students up to intermediate and advanced levels not to have skills of working with the press.

Hypothesis of research

Our hypothesis is that the students will be able to achieve good results in reading with understanding the main content of the text, discuss the content of the article, understand the expressions of aggression and try to avoid them during their speaking exercises if they are given texts from newspapers and magazines at the lessons of the English language and communication task at the pre-text and post-text stages of reading.

In order to check our hypothesis we have conducted some research. At first we analyzed the educational situation in the group of students of Grade 11. Based on the analysis of the characteristic of the group, the curriculum and questionnaires we concluded that the students were interested in improving the English language speaking skills, but they faced a number of difficulties because it was their first experience.

Additionally it should be noted that the content of the textbooks used at the English lessons only partially has communicative orientation. They do not contain the formulas of verbal aggression, which are so often found in the speech of native speakers, both in oral and in written form. The main task is to understand these words and avoid using them in their speech, so as not to sound rude and inappropriate.

Methods of study

Data has been collected by using the following groups of research methods: analysis, comparison, testing, questionnaires, interview, observation, modeling method, experimental work.

Methods of working with a newspaper at the lesson

Today foreign language proficiency in worldwide space is precondition for successful educational and professional activity, informal communication and cultural development [13]. At the beginning it is recommended to introduce students to the material which is familiar to them, such as texts about school life, studying, youth's everyday life, leisure time, politics, sports and cultural life [14]. During the study of new vocabulary, it is necessary to pay special attention to speech units containing crude informal vocabulary, to explain its meaning and origin.

At the early stages of working with a newspaper, it is teachers who decide which articles would be better for reading and discussion. These articles should be:

1) not too long (18-20 lines of a newspaper column);

- 2) thematically accessible and understandable on a lexical level;
- 3) interesting;
- 4) of current concern, full of sociopolitical and scientific information;
- 5) educative [15].

It has to be noted that dealing with newspaper is conducted at the level of a rehearsed speech. Finally a teacher is aimed to provide a talk exchange between students; lead the communication at the level of an unrehearsed speech.

Work on identification of formulas of speech aggression in a newspaper article is realized with the help of the teacher. The teacher should give the information about the aggressive vocabulary, which is often used in newspaper articles. Speech aggression is formulated as a rough, offensive, hurtful communication, a verbal expression of negative emotions, feelings or intentions in an unacceptable situation. There are several forms of expression of aggression in speech: insult, threat, rude demand, gross rejection, accusation, mockery. Aggression corresponds to negative emotions and attitudes. Verbal acts are characterized by assault, tension, but soft forms (irony, hint) can not be ruled out. Swearing has various forms: from "teasers" to insults. It is worth noting that they are negatively expressed, for example: rejection and the desire to hurt, humiliate.

Unprintable language is an integral part of the Russian language. No matter how one rejects this phenomenon, the fact is that nothing can be done with it. Recognition of "strong words" indicates that the foreigner has most adapted to life and communication in the country. This is an inseparable accessory of speech, which we use every day. Each person knows these words "in person", but not everyone uses them in his speech.

Also the same things are in the English-speaking countries, they also have their own profanity, of course, not as diverse as ours, but if you want to understand 100% of ordinary Americans or Britons, you do not need to say, you just need to know some obscene language in English.

Many foreigners may think that in English except "fuck", "shit" and "fucking shit" there are no other abusive words. But, in fact, all of the above words are the most common. The history of the English swear word "fuck" comes from the expression "For Unlawful Carnal Knowledge", which means "For the illegal knowledge of the flesh". In the Web's Largest Resource for Definitions and Translations we can find 13 definitions of the word "fuck"[16].

For example, in an expression such as: "- You are so fucking beautiful today! And it can be translated like this: "You're damn beautiful today!" The word "fuck" is one of the most rude expressions for representatives of other cultures.

For example, in a Russian speech environment for such a compliment, the girl would be offended. This is because the compliment could cause an aggressive state in the addressee of the speech, in this case, the girl who is the representative of another culture.

These words "fuck" and "shit" became almost literary Standard. But also it should be noted that the notions of profanity among Russians, Englishmen and Americans differ, but the difference is not significant and the English, unlike Americans, will slander comparatively rarely. Perhaps this is due to the specifics of their nature. The above abusive words are a counterbalance to a positive "cool" and "oh, boy". They express, respectively, negative emotions. As M. Goldenkov writes in his book "It's just that the English and Americans get away with this word at those moments when we say "damn it" [17].

As for students in the school, we believe that they need to know their "verbal enemies" in person. Teachers should teach students to differentiate informal speech and know what can be used in their speech and what not. Also, we should tell the students about such words, so that they can recognize them in a written form (in fiction or newspapers), when watching the movie in English, when talking with foreigners (because many now have the opportunity to travel abroad). That these words can help to recognize the status of the interlocutor (for example: the state of aggression). Teachers are obliged to explain that these are words that can not be used in their speech, and also help them to replace these words in later adulthood.

The experimental base of the study

The experiment was conducted during 2016-2017 years. The total number of participants was 34 students. Two teachers of the English language were involved in the experiment.

Results

We conducted 18 lessons aimed to developing speaking skills: sixteen ones were at the forming one and two lessons were at the control stage. At the first lesson after using the newspaper articles (the stating investigation phase) the results were not very good as only 30% of students were able to make up a dialogue after reading the article and 64% of students found it difficult or refused to answer at all.

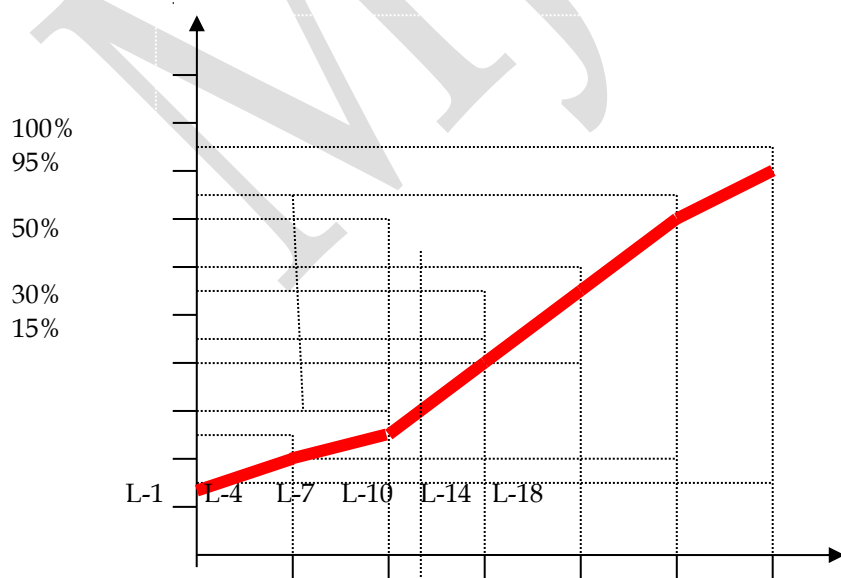
After the second and third lessons the results improved but not too much. At the fourth lesson the students were offered the task in the format "Give the description of the main character of the article" and only 57% of students in the group coped with it. They got marks "4" and "5" for it.

On the final stage the main goal was to teach pupils understanding, translating newspaper articles, finding the words with aggressive meaning, discussing and preparing short dialogues based on the newspaper material. The results on this stage surpassed all the expectations. 31 students were able to prepare a dialogue dedicated to the most important political events of the week in the life of foreign countries and to analyze cases of oral aggression in their conversation. The summaries did not contain words of aggression and expressions, the contents were logically arranged, all the most important facts were mentioned, no grammar mistakes were made. Only 3 students did the task with some grammar mistakes. Their statements were short, but without distortion of information. The results of the final test were the following: 95% of the students coped with the task and only 5% received unsatisfactory marks.

We have reflected the process of development of speaking skills with understanding the words with aggressive meaning by the students of Grade 11 in the diagram that shows the progress in reading, understanding and making up the dialogue after the fifth lesson of using the newspaper material with the words of aggression. Comparing the percentage of the quality at the first lesson of the experiment (30%) and at the last one (95%) it can be concluded that our hypothesis has been confirmed and the students achieved good results in summarizing the main content of the texts from newspapers and magazines despite lack of previous skills.

Fig.1. Dynamics of students' results while working with newspaper articles

The aim of our study was development of speaking skills after reading with understanding of the main content of the students in Grade 11 at the English lessons using newspaper materials. Based on all what has been written above we may conclude that our assumption was confirmed, we achieved our goal of using the authentic text materials from the modern newspapers and magazines in English, adapting it, using various types of communicative tasks both at the pre-text and post-text stages of reading.



Conclusion

The research indicates necessity to find new, interesting and useful reading material to supplement the English textbooks, as there are no perfect textbooks. They have become outdated with the information they have. But newspapers and magazines are always relevant sources of information, reflecting the reality of the world around us.

Working with newspapers is a type of educational activity in which the student is "forced" to work hard getting knowledge on his own. This is the work with dictionaries, different sources of information, exercises and teacher assignments, preparation of the report, the composition of the story according to the plan, etc. The knowledge obtained independently is the most valuable and strong.

Recommendations

Research materials and results may be used by the teachers of foreign languages to develop and improve the speaking skills of the students using newspaper articles at the lessons.

Acknowledgements

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

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English-Russian Academic Discourses: Points Of Convergence And Divergence

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Abstract

For the successful integration into the global research community, currently dominated by the Anglophone academic discourse, one needs to be proficient in conventions adopted in the English speaking academic world. This study conducted in the framework of corpus-based linguistics identifies and examines common and distinctive characteristics of two corpora, one of which comprises the texts of Russian scholars published in English journals on the topic of neurolinguistics, and the second consists of articles on the same topic by researchers from Great Britain and the United States published in the leading English-language research journals.

The study revealed that the texts of Russian scholars published in English-language journals indexed in Scopus and Web of Science generally match major lexical and syntactic characteristics found in high-quality research papers written by scholars from Great Britain and the United States. However, a comparison of the frequency of words, their contextual usage, as well as differences in the use of the personal pronoun "I" and parenthetical, linking words and demonstrative pronouns used for sentence cohesion speak for the influence of culture and the native language on the academic writing of authors who publish in English but for whom English is not their mother tongue. The results of the study are of particular significance for individual researchers and translators, as well as for national non-Anglophone sciences aimed at active inclusion into the global scientific processes.

Keywords: academic discourse, academic writing, EFL, syntax, semantics, Anglophone discourse community.

Introduction

The processes of globalization and internationalization have affected the world of science involving more and more international scholars into the communication with their colleagues including communication via research journals. Yet, as the academic world is dominated by Anglophone discourse community [1], knowing and being able to use conventions of academic English writing, becomes of primary importance for EFL researchers and/or for translators who transform a manuscript written within a national academic discourse into a work that would be interesting and understandable to the leading professional communities, research journals and individual scholars.

Linguistic conventions of academic English writing involve the use of particular words, lexical units and syntactic structures appropriate for a given discipline and research methodology and applied in the research article. Generally speaking, in the academic written style all the language tools are aimed at creating an unbiased description of events and phenomenon. English academic texts bear following characteristics: 1) use of set phrases and clichés such as *the extent to which*, *as a result of*, *at the end of*, *it is possible to*; 2) use of parenthetical (linking) words of a more formal style, such as *furthermore*, *however*, *nonetheless*; 3) use of terms and words in their direct dictionary meanings; 4) quantitative predominance of nouns and adjectives over verbs; 5) omission of articles, particularly "the", in places where in other texts it would be used mandatory; 6) use of a first person pronoun "I" for open expression of the author's presence (mostly in humanities and social sciences); 7) frequent use of passive constructions; 8) the existence of a logical sequence of utterances and developed system of linking words to achieve text coherence and cohesion; 9) use of composite verbs (linking verb + noun); 10) prevalence of complex highly informative sentences [2-5]. EFL researchers and translators of Russian origin should also keep in

mind tools of textual cohesion, particularly the fact that in Russian texts cohesion is often built by topic-comment articulation enabled by flexible Russian word order, which is less prominent in English with its rigid word order [6].

Potential authors of English-language publications regardless of their national affiliation and mother tongues must also adequately represent what could be called *the dominant scientific picture of the world*, formed by leading academic journals, usually Anglophone and often edited by British and/or U.S. professors and publishers. They determine topics, aspects and research methods of articles they publish, which in turn is directly reflected in the use of terms, phrases and expressions, i.e. in vocabulary. Therefore, a study of frequently used vocabulary can serve as a basis for analysis and comparison of texts written by different groups of researchers.

The main objective of this study is to analyze and identify common and distinctive characteristics of two corpora, one of which comprises the texts of Russian scholars published in English journals on the topic of neurolinguistics, and the second consists of articles on the same topic by researchers from Great Britain and the United States published in the leading English-language research journals. The hypothesis of the study was that English texts of research studies (original or translated) done by Russian authors may not conform to the lexical and syntactical parameters of English texts written by native English speakers due to the influence of the mother tongue (interference) or inadequate proficiency in Anglophone academic writing conventions.

Methods

Textual data for the study comprises of two sets of texts: articles by scholars affiliated to the leading universities of the Russian Federation published in English language journals indexed in two major databases – *Scopus* and *Web of Science* (*Frontiers in Human Neuroscience*, *The Russian Journal of Cognitive Science*, *Psychology in Russia: State of the Art*, *Cortex*, *Journal of Neurolinguistics*, *Human Physiology*, *Neuropsychologia*, *Brain and Language*, *Aphasiology*, etc.), as well as articles by scholars from Great Britain and the US published in journals of leading publishing houses, such as Elsevier (*Journal of Neurolinguistics*, *Cortex*, *Journal of Human Services: Training, Research, and Practice*, *Brain and Language*, *Aphasiology*, *Developmental Cognitive Neuroscience*). Both corpora include articles on neurolinguistics published in 2014-2017. The study was conducted using methods of corpus linguistics on the basis of 24 articles of British and American authors (hereinafter refereed as C-eng), totaling 161,972 words and 27 articles of Russian researchers (hereinafter referred as C-rus) totaling 162,197 words.

Results

The analysis of two corpora revealed a match of 11 lemmas (word families) in Top-20 most frequently used nominative words (Table 1), which speaks for the common vocabulary (i.e. research paradigms) used by both groups of authors – Russian scholars as well as those from Great Britain and the USA. The high frequency of the lemma “*aphas*” (*aphasia*, *aphasic*, *paraphasic*, *paraphasias*) could be explained by the fact that for many Russian neurolinguists aphasia (speech pathology) is the main focus of their research.

C-eng		C-rus	
N	Lemma	N	Lemma
1629	word	1345	verb
832	language	1100	aphas
779	stud	1028	process
761	semantic	970	active

749	differ	912	stud
744	learn	780	word
738	phon	729	us(use)
737	us (use)	706	differ
734	speak	676	language
689	particip	671	effect
670	process	616	group
631	effect	610	particip
534	cogn	573	test
515	task	571	time
461	lexic	546	task
379	read	498	cogn
352	result	473	noun
345	eng	411	lexic
269	brain	431	number
259	find	395	analys

Table 1. Top-20 Frequently Used Lemmas in C-eng and C-rus.

Major difference in frequency of matching top-20 lemmas is found in the lemma "word ": in C-eng it is used 849 times (52%) more often than in C-rus. Concordancing of this lemma showed no matches in contextual usage in two corpora. In C-eng one finds several collocations "*target word*" (Fig. 1), while in C-rus lemma "*word*" is often collocated with "*uses/used*" (Fig. 2). As there are no lexical violations in these collocations, the difference in usage should be attributed to the topic and aspects of the studies being under analysis.

Fig. 1. Collocations of lemma "word" in the C-eng.

lexical retrieval models.//Keywords//Aphasia; Anomia; Arabic
 Lexical retrieval; Syntax; Word grammar; Determiner; Noun
 is the inability to retrieve words after an injury to the language
 is spread to the target word's lemma node, at which the
 the syntax of the target word becomes available for grammatical
 environment for the target word. Information such as number
 allowing speakers to combine words to form sentences (e.g. Cleland
 of processing; semantic, word (lemma), and phoneme (phonology
 and phoneme (phonology). The [word layer] at which syntactic
 information of the target word is retrieved. This level is
 syntactic environment for the word in question (Dell et al.,
 the activation spreads to the word or syntactic level which mediates
 and in parallel in single word production. Caramazza (19
 representations and the word-form networks spreads simultaneously
 final phoneme of unavailable words during tip-of-the-tongue
 recognition of target words. This led the authors to
 other syntactic features of words are only accessed when produced
 to syntax can only occur when words are incorporated in a syntactic
 six patients in the treated words, but this did not uphold
 cues on word production in Maltese aphasia

Fig. 2. Collocations of lemma "word" in the C-rus.

activity efficiency.//KEYWORDS// Learning activity; mental
 numbers) and verbal (10 words with no contextual links
 and life in general.//KEYWORDS//Neuro-linguistic programming
 & Fond, 2014). In other words, by studying, for instance
 to the most frequently used words and predicates, with a view
 participles, and adverbs) are words that define the belonging
 predicates (polymodal) are words that do not reflect clearly
 when under stress, uses words that are mostly related to
 prone to guessing, uses words associated with auditory
 tasted, loves animals, uses words that describe feelings and
 school teachers.//KEYWORDS //Cognition, associative
 of thematically integrated words, but an art of the choice
 competence of use not all the words united on sense, but only
 relation "speaking - the wordworld". Communication will
 of the relations between words and surrounding reality,
 different real and nonce (nonword) verbs and to pluralize
 presented pairs of English words and nonce words, in particular
 of English words and nonce words, in particular, RV and IV
 regular and irregular real word trials in the connectivity
 them together and treating word category as the third factor

It is also important to note the overuse of collocation "cognitive process" in C-rus (Fig. 3). In C-eng native speakers when describing this phenomenon used such phrases as "cognitive mechanism", "cognitive performance", "cognitive task", for example, "... response associated with cognitive process," "... on the same domain general cognitive mechanisms that are engaged ...", "... brain function and cognitive performance," "... on some nonverbal cognitive tasks but poorer than ..." It seems that Russian authors (or translators) failed to use synonyms due to limited vocabulary, which speaks for the need to enrich authors' and/or translators' vocabulary to match the variety of words and collocations used by native speakers when describing the same phenomenon.

Fig. 3. Collocations with the Words "Cognitive" in C-rus.

between Mental States and Cognitive Processes in Academic
 between mental states and cognitive processes are especially
 well-grounded methods of the cognitive processes activation
 of the mental states and the cognitive processes in the course
 between states and cognitive processes. The article
 of the mental states and the cognitive processes of a person
 the mental states and the cognitive processes. They include
 activity; mental states; cognitive processes; interaction
 the mental states and the cognitive processes is necessary
 the "basic load" falls at the cognitive processes development
 concepts mental state and cognitive process allows to make
 literature approves that the cognitive processes and the mental
 . Strong interrelation of the cognitive processes and the emotional
 emotional tinge of the cognitive processes as well as
 the mental states and the cognitive processes (Mano and Brown
 intensive study of the cognitive processes and the mental
 the mental states and the cognitive processes with the aim
 other hand reflection is a metacognitive process performing
 the function of the cognitive processes regulation
 the mental states and the cognitive processes (Prokhorov
 of interrelation between a cognitive reflection and a mental
 intensiveness) and the cognitive processes (efficiency
 the mental states and the cognitive processes is associated
 the mental states and the cognitive processes in learning
 the mental states and the cognitive processes. In order to
 the mental states and the cognitive processes in the course
 states intensity and the cognitive processes productivity
 the mental states and the cognitive processes there was introduced
 parameters complies with the cognitive approach to the mental
 as the principal index of the cognitive processes productiveness

Lists of top-20 frequently used adjectives in two corpora (Table 2) showed that 11 words coincide, which speaks in favor of Russian researchers and translators as their terminology apparatus corresponds the terminology used in reference articles of British and American researchers.

Table 2. Top 20 Frequently Used Adjectives in C-eng and C-rus.

C-eng		C-rus	
N	Lemma	N	Lemma
657	semantic	411	cognitive
362	lexical	322	lexical
359	phonological	284	different
256	cognitive	265	semantic
245	different	255	fluent
194	visual	225	greater
190	neural	223	significant
189	significant	212	syntactic
176	orthographic	191	temporal
145	syntactic	182	phonological
144	previous	172	instrumental
135	temporal	166	agrammatic
132	bilingual	156	non-fluent
128	native	155	mental
125	greater	154	previous
122	similar	140	frontal
119	grammatical	134	experimental
115	consistent	133	neural
112	individual	131	non-instrumental
111	high	124	visual

Despite the differences in the frequency of matched adjectives, concordancing showed similar usage of these words in the context of both corpora. For example, both groups of authors used collocations "semantic features", "semantic system", "semantic level", "semantic category", "visual cortex", "visual modality", "visual inspection", "neural correlates", "neural system", "neural networks", etc. This again speaks for close correlation of terminology and topics operated by Russian scholars and their colleagues in Great Britain and the USA.

The analysis and comparison of some syntactical features also showed similarities and difference in two corpora. Among major similarities is the use of passive constructions: both corpora showed active application of passive forms.

C-rus also revealed adequate usage of finite verb forms in constructions where in Russian indefinite-personal or impersonal verb forms would be used, such as in "как показано на примере...", "в статье описывается, как...", "из анализа следует, что..." (Fig.4).

Fig.4. Finite Verb Forms in C-rus.

processes. The article shows that reflexivity and personal and the emotional states shows personal prejudice manifested on the studied problem showed that the NLP technology at different age. This study showed that junior schoolchildren models of many geniuses who showed their talent in this or notice, sight, view, opinion, show, appear, see, survey, sight scanning patterns //Figure 1 shows keys of eye access as if was defined. Diagnostics showed the insufficient level of audience develops. Students showed that they understood the activity. Research has shown efficiency of the choice and purposeful work have shown that the formation level and self-knowledge. Students showed possession of cognitive complementary information showing how these areas are functionally complementary information showing how these segregated brain on one hand, adults were shown to use the most frequent in different conditions) showed that irregular trials were effects and, as we hope to show below, gain a deeper understanding these major differences shows that the observed regularity literature. Numerous studies show that this part of the basal As the discussion above shows, the source of this processing

One of the most exemplary illustrations of differences between C-rus and C-eng was found in the use of first-person pronouns "I" and "we". While "we" were found in both corpora, no "I"s were located in C-rus as opposed to 58 instances of "I" in C-eng. This speaks for inability of Russian scholars and translators to adopt a convention currently quite often applied in articles in humanities and social sciences. This could be due to the fact that Russia is a collectivistic culture where "I" should be dissolved within common "we" [7].

In order to examine the usage of tools used to achieve coherence and cohesion in English texts, we compared frequency of parenthetical and linking words and demonstrative pronouns (Table 3).

Table 3. Frequency of Parenthetical and Linking Words and Demonstrative Pronouns in C-eng and C-rus.

Parenthetical and Linking Words and Demonstrative Pronouns	C-eng	C-rus
<i>However</i>	213	191
<i>Moreover</i>	46	36
<i>Furthermore</i>	29	29
<i>In sum / To sum up</i>	8	14
<i>Thus</i>	132	143
<i>Therefore</i>	78	102
<i>In other words</i>	8	14
<i>Finally</i>	49	29
<i>This</i>	920	747
<i>These</i>	500	329
<i>Those</i>	116	67
TOTAL	2099	1701

Table 3 reveals that Russian authors or translators used indicated tools of cohesion to 19% (398 lexical units) less frequently than their colleagues from Great Britain and the US. Given that in Russian texts cohesion is often presented by means of topic-comment articulation thanks to flexible word order, our findings suggest that Russian authors were unable to compensate for the lack of active use of this tool when writing in English by using more parenthetical and linking words and demonstrative pronouns. This however requires further investigation to avoid oversimplification of the matter.

Discussion

The study revealed that the texts of Russian scholars published in English-language journals indexed in *Scopus* and *Web of Science* generally match major lexical and syntactic characteristics found in high-quality research papers written by scholars from Great Britain and the United States. However, a comparison of the frequency of words, their contextual usage, as well as differences in the use of the personal pronoun "I" and parenthetical, linking words and demonstrative pronouns used for sentence cohesion speak for the influence of culture and the native language on the academic writing of authors who publish in English but for whom English is not their mother tongue. This confirms previous studies that demonstrated cultural variations in English academic writing done by non-native English speakers [1, 8-10].

The study results also show that Russian scholars are now going (in many cases quite successfully) through the process of "*secondary socialization*" [11, p.184] by developing new academic identity as global scholars. While the fairness of the imposition of the dominant Anglophone academic discourse conventions remains questionable [1], those willing to publish in leading research journals should learn and follow these rules and norms of academic writing.

Conclusion

The results of the study confirmed the hypothesis that English texts of research studies written by Russian scholars differ in their lexical and syntactical parameters from the texts written by native English speakers due to 1) interference of the Russian language and 2) the discrepancy between the scientific pictures of the world of researchers from different countries.

The results of this study are of particular significance for individual researchers and translators, as well as for national non-Anglophone sciences aimed at active inclusion into the global scientific processes.

Further comparative analysis of non-Anglophone and Anglophone academic discourse would be beneficial as the findings from larger sized corpora could be more illuminating of the phenomenon in question.

Acknowledgements

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

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Cross-Linguistic Influence In Teaching English To Bilingual Students

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Abstract

The needs of teaching foreign languages increasingly require a scientific approach, namely the scientific study of the main typological features of native and foreign languages. To understand foreign speech and correctly express one's thoughts in a foreign language, one must have certain knowledge about the phonetic system, the basic phonetic phenomena, and laws of the given language. Insufficient mastering of pronunciation skills can cause many errors, which may lead to incorrect interpretation of the meanings of many words, which, naturally, will interfere with communication.

The article deals with linguistic as well as methodological aspects of preventing and overcoming cross-language influence while teaching English to bilingual students. The problem of linguistic influence or interference is manifested most brightly in bilingual audiences.

One can see how the native language affects foreign, and what mistakes, caused by the influence of the native language, students make studying English. The focus is on the phonetic level deviations since one of the main difficulties for students of English is mastery of the articulatory base structures of English pronunciation.

Key words: cross-linguistic, interference, language transfer, English as a foreign language (EFL), Tatar as the mother-tongue, phonetics

Introduction

Nowadays, the world becoming global, it has become more crucial than ever to prepare qualified multilingual specialists in different spheres of science. This preparation is impossible without taking into consideration positive and negative language influence, which occurs when students transfer items and structures that are not the same to the languages they study.

The research in the sphere of cross-linguistic influence is extensively underway. At the same time, many of its aspects are still insufficiently studied and lack experimental basis. It appears very difficult to distinguish between the psychological and linguistic aspects of speech, to deal with a great variety of language contacts.

The aim of this paper is to reveal the most typical mistakes made by bilingual students when pronouncing English words and indicate the ways to overcome them; and to contribute to building a more effective method of teaching English as a second or third foreign language.

The research paper is based on the fundamental works of linguists and phonetists in the sphere of general phonetics, from V.A. Bogoroditskiy and L.V. Tscherba to L.R. Zinder, R.I. Avanesov, L.V. Bondarko; works in the sphere of contrastive analysis of phonetic systems from V.D. Arakin and V.V. Vinogradov to D.Kh. Bakeeva, R.E. Koulsharipova and others; works in the sphere of Tatar language and phonetics in particular, from V.A. Bogoroditskiy to M.Z. Zakiev, F.S. Safiullina and Kh.Kh. Salimov. We cannot but mention foreign researches also, such as Uriel Weinreich, Noam Chomsky, David Crystal and others.

Methodology

The aims and goals, as well as the research material and the general direction of the work determined the use of the following research methods: a) descriptive, presupposing sequential description of the vowels and consonants of Tatar and English according to their articulatory and acoustic characteristics; b) classifying, making it possible to divide sounds into certain groups depending on their characteristic features; c) contrastive, involving a sequential analysis of the sound systems of both languages, by means of their juxtaposition. Methods of comparative historical and functional analysis of the phenomena being investigated and the method of observation are also applied in the work.

Results

In this paper, English pronunciation of bilingual students is considered. The students of the Republic of Tatarstan with native Tatar language, second – Russian and English as a foreign language, develop an accent because of the differences in the articulatory base. To minimize it and to prevent pronunciation errors, it is necessary to use conscious approach to learning English phonetics. Following D.Kh. Bakeeva, we adhere to the same methodological guidelines: 1) identification of physiological data (articulation of English and Tatar sounds); 2) use of training exercises to create the correct pronunciation of English sounds; 3) automation of pronunciation skills and intonation patterns of foreign language [1].

The language is considered by the authors as a socio-historic phenomenon reflecting social events and the structure of the society [2].

The main distinctive features of articulatory bases are: a) the intensity of the lips muscles when pronouncing English sounds is stronger than when pronouncing Tatar; b) the intensity of the tongue muscles when pronouncing English obstruent sounds is also stronger than when pronouncing corresponding Tatar sounds; c) English voiced consonants at the end of the words mainly remain voiced (depending on the preceding consonant and sound combinations), while in Tatar they become devoiced; d) in English there exist no pairs of hard and soft consonants, but in Tatar they exist; e) the phenomenon of vowel harmony exists only in Tatar; f) the combination of two or more consonants at the junction of syllables is characteristic to English, but not to Tatar, which is the reason of Tatars inserting vowel sounds [e], [ə] between the consonants; g) there is big difference in prosody (stress and intonation) and unstressed vowels reduction in English and Tatar.

The comparative analysis of the sound system of the Tatar and English languages made it possible to reveal similarities and differences in the pronunciation system of contacting languages. We have specified that in Russian, Tatar and English languages there are phonetic phenomena:

- which are characteristic of all three languages: [b-b], [s-s], [f-f], [k-k], [l-l], [j-j], [m-m], [n-n], [v-v], [z-z], [sh-ʃ] almost do not differ in pronunciation;
- phonetic phenomena that are characteristic of these languages, but have their own peculiarities: [d-d], [ʒ-dʒ], [p-r], [t-tʃ];
- phonetic phenomena that are characteristic of the Tatar and English languages but not of Russian: [ə-æ], [w-w], [ʒ-ʒ], [h-h], [ə-ə:], [h-ɪ].

Observing both Tatar- and Russian-speaking students, we can say that it is sometimes easier for those whose mother tongue is Tatar to master English pronunciation. The results of the research have convinced us that Russian students confuse the sounds of the non-native language [æ], [w], [h], [ɪ], [z] with the similar native [e] [v], [h], [n], etc. which shows once again that interfering influence of the students' native language plays an important role in the perception of words, phrases and sentences.

Discussion

With the development of society, the knowledge of several languages becomes not only prestigious, but more and more vital. English occupies an important place in people's lives. And if previously it was just a foreign language, now it's an international language. As a result, a large number of people want to learn to speak, read and write English. However, at least half of the world population is bilingual [3]. That is why, teaching English, we must take into account the peculiarities of the learner's first language, as it is a

well-known fact that linguistic interference appears where two or more languages contact. It always manifests itself in different levels of the language when we deal with bilingualism or multilingualism.

Russian Federation, being a multinational country, has a great number of regions where people are bilingual, such as the republics of Altai, Bashkortostan, Tatarstan, Chuvashia, the Sakha republic (Yakutia) and others. Being bilingual means that a person has an equally good command of two different languages, speaks two languages equally well. Bilinguals use two different language systems to mediate not only their intra-personal (relation with oneself) but also their extra-personal (relations with others) life. Potential differences may be anticipated [4]. In fact, in most cases one language is dominant, and this dominance may be different for listening and speaking or for reading and writing. The term balanced bilingualism is used to describe individuals who possess about the same fluency in two languages, while semilingualism refers to those who have deficiencies in both languages compared with monolinguals. These deficiencies could be in a reduced vocabulary, incorrect grammatical patterns, difficulty thinking or expressing emotions in one of the languages, etc. Few people are truly balanced bilinguals in both languages in all situations [5].

Talking about cross-linguistic influence and linguistic interference one should begin with the definitions of the phenomena. Linguistic interference (derived from Latin *inter* - between and *ferio* - touch, hit) is an interaction of the language systems in the bilingual surroundings. The works of foreign authors give us different interpretations of the term "interference". Thus, E. Haugen defines interference as linguistic interweaving, in which the linguistic unit appears to be an element of two systems. Diebold sees interference as "language change, which is the result of the two languages contact," for Ch. Hockett, interference is "the individual effect of borrowing" [6].

Interference may be viewed as the transference of elements of one language to another at various levels including phonological, grammatical, lexical and orthographical (Berthold, Mangubhai & Batorowicz, 1997). Berthold et al (1997) define phonological interference as items including foreign accent such as stress, rhyme, intonation and speech sounds from the first language influencing the second [cited from: 7].

U. Weinreich in his work "Languages in contact" sees interference as "instances of deviation from the norms of either language which occur in the speech of bilinguals as a result of their familiarity with more than one language, i.e., as a result of language contact" [8]. In our opinion, this definition most fully reveals the essence of the phenomenon.

Communicating in the foreign language, an individual uses his skills of speech in the native language. Sometimes these skills help, but in other cases they lead to mistakes. The closer the two languages are, the more a person relies on his native language while speaking a foreign language.

Linguistic interference may be positive or negative. Positive transfer happens when the speaker produces correct structures in the second language because they are just the same in his own native language. However, positive transfer is usually not paid much attention to. It is negative transfer – the result of transferring items and structures that are not the same in both languages – that is discussed. Negative transfer becomes even stronger when the person studying English is bilingual. The mistakes in the speech in the first foreign language or the second foreign language, caused by the use of the native language means, are the display of the linguistic interference [9]. Students learning a second foreign language most often use structures and forms according to the norms of the first foreign language, and sometimes – of their mother tongue. They use the comparison and contrasting between two foreign languages in the same way they previously did it for phonetic, lexical and grammatical phenomena in their native and first foreign languages [10].

At the same time, we must remember that manifestation of the linguistic interference also depends on how well the students mastered their first or second foreign language, as obviously, errors in one language add to errors in another. This is particularly true in relation to phonetic peculiarities, as if the speaker does not master the peculiarities, he will have a foreign accent. As Zhluktenko noticed, every attempt to pronounce the word in a foreign language requires a certain reconstruction of the articulatory habits. Under the conditions of permanent foreign language surroundings, the bilinguals have to learn

the articulation of completely new sounds and acquire new intonation models. More than that, bilinguals must have two parallel complexes of articulation habits ready at any time, and learn to switch quickly from one to another. Otherwise, there will appear deviations from the phonetic forms [11].

As an example of negative phonetic interference we would like to describe the following phenomena. In Tatar there is no opposition of phonemes according to their hardness – softness. For that reason Tatar students do not differentiate hardness and softness as relevant features of consonants in Russian. For example: «бить» bit' (instead of бит bit), «мяль» myal' (instead of мял myal), «ходить» hodil' (instead of ходил hodil), «шалфей» shal'fei (instead of шалфей shalfei), «Людмила» Lyud'mila (instead of Людмила Lyudmila).

Sibilants [ch] and [shch] are assimilated by the Tatar language through Russian borrowings and can be met only in borrowed words. In indigenous Tatar words only the sound [sh] is found. This is the reason for Tatar students using their usual [sh] instead of [ch] and [shch]. For example: «шукa» shuka (instead of шука schuka), «плошадь» ploshad' (instead of площадь ploschad'), «плаш» plash (instead of плащ plashch), «враш» vrash (instead of врач vrach), «шасы» shasy (instead of часы chasy) and so on. The same thing can be seen when pronouncing the sound [ts], which is also not typical for the Tatar language. Students often pronounce [s] instead of [ts]: «сирк» sirk (instead of цирк tsirk), «стансия» stansiya (instead of станция stantsiya), «огурес» ogures (instead of огурец ogurets).

More than that, articulation of the English sounds is not characteristic for Russian speaking population also. As an example we would like to describe the peculiarities of the English articulatory patterns in comparison with the Russian ones according to Vereninova Zh.B. [12]:

English:

- lips are stretched and tightly pressed to the teeth;
- the tip of the tongue is parted from the teeth, slightly raised and positioned across from alveoli (not touching them);
- the tongue lies flatly, touching the lower teeth with its sides;
- the soft palate is raised (like when you are yawning).

Russian:

- the lips are rounded and stay apart from the teeth;
- the tip of the tongue is put forward and touches the teeth, it actually rests on the teeth;
- the middle-front and back part of the tongue are slightly raised.

It would be unfair not to mention the examples of the positive transfer on the phonetic level. Some English sounds are more easily mastered by Tatar learners of English than by Russian ones. The sound [æ] (ə) exists both in Tatar and English languages, but not in Russian. Consequently, it does not present any difficulty for Tatar students to produce just the correct sound. For example: әни [æni] – “mother”, әти [æti] – “father”, мәктәп [mæktæp] – “school”.

One more example is presented by the sound [ɨ] – [ɪ], which is very similar in Tatar and in English, but does not exist in Russian: яңа [yaŋa] – “new”, зәңгәр [zæŋgær] – “blue”, бәрәңге [bæræŋge] – “potatoes”.

Conclusions

The process of mastering the English language by bilinguals causes many difficulties. First, as we have found out, the articulation of the vowels of the English language presents a certain phonetic difficulty. Secondly, many errors are consequences of assimilation of the native language. Therefore, while teaching English to bilinguals, the peculiarities of the native language should be taken into account. Comparison of vowel and consonant sounds articulation, peculiar features of their pronunciation and modifications in speech made it possible to highlight the common and distinctive, on the basis of which one can identify errors occurring in the pronunciation of the sounds of the languages compared and develop an exercise system for their preventing.

Acknowledgments

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

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Derivational paradigmatics in Russian language: linguistic and methodical aspects

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Abstract

The subject of the study is the word-forming paradigms as special forms of intrasystem organization for derived words, as well as the main types of paradigmatic relations in the word-formation system of Russian language from the point of view of their linguistic-methodological relevance. The aim of the work is to prove that the presentation of word-forming laws and mechanisms, as well as all types of word-formative paradigmatics for related and unrelated words during the Russian language classes is an effective and an optimal way for student vocabulary expansion and activation. The theoretical and applied nature of the research is provided by the application of various methods, the main of which are analytical-descriptive and functional-communicative one.

Results. It was established that the mastering of communicatively appropriate skill use of Russian word-formative means in speech practice requires that the derived lexical units and their morphemic structure should be interpreted not formally and not in isolation, but in close relationship with other words.

During the process of linguistic competence development, different kinds of lexical unit paradigmatic relationships come into view of students: the relations of synonymy, antonymy, homonymy and paronymy.

It was established that the description of specific word-formation paradigms is one of the ways to understand the systemic organization of the word-formation level of the language, the structural-semantic complexity of derivative words and the complex units of word-formation, and also the specifics of linguistic nomination process in the minds of a particular people. Conclusion. The results of the study show that a consistent and a systematic methodological work on the study of Russian language derivational paradigmatics contributes to the development of necessary speech skills and communicative strategies among foreign students and to the active development of lexical knowledge.

Keywords: Russian language, paradigmatic relations, synonyms, antonyms, homonyms, paronyms, derivational paradigm, linguistic didactics.

Introduction

The sphere of the term "paradigm" use in modern linguistics is very broad: this concept is actively and fruitfully used in the description of phonetic, lexical, derivational, morphological and syntactic levels of language. The multiplicity of verbal paradigms, a wide range of their variations, the problem of typology, the specificity of such areas of the linguistic structure as word-change and form-building, suggest a constant extension of this term [Corbett 2010], [Lieber 2014].

As a unit of derived word structural and semantic relationship description, the word-forming paradigm provides ample opportunities for intralinguistic and interlanguage analysis. So from the end of the twentieth century this concept became firmly embedded in modern derivatology, see, for example, [Pounder 2011], [Antoniová, Štekauer 2015].

The subject of our research is represented by word-forming paradigms as special forms of derived word intrasystem organization, as well as the main types of paradigmatic relations in the word-formation system of Russian language from the point of view of their linguistic-methodological relevance.

The current stage in the development of Russian teaching methodology as a foreign language or as a non-native language, for example, for migrants [Rakhimova, Yusupova 2016: 316], is characterized by the development and implementation of a communicative-oriented and competence-based approach to the learning process. They contribute to the development of effective thinking strategies for students in the process of the language mastering. Considering that 90% of Russian words are derived ones, a teacher of

Russian as a foreign language should pay a special attention to the typological features of Russian language word-formation system and its "linguistic cultural potential" [Sadrieva, Erofeeva 2016: 206]. The awareness of paradigmatic relations between derived words, their formal-semantic links plays an important role in the subsequent semantization of new vocabulary. At that, the number of words to be memorized is significantly reduced.

The aim of the work is to prove that the presentation of word-forming laws and mechanisms, as well as all types of word-formative paradigmatics concerning related and unrelated words during Russian language classes is an effective and an optimal way to expand and activate the vocabulary of students.

Materials and methods. The theoretical and applied nature of research is provided by the use of various methods, the main of which are analytical-descriptive and functional-communicative one. The presentation of derivative groups entering into paradigmatic relations is carried out by didactic-methodical methods, which include word-formation analysis and synthesis, generalization, opposition and systematization.

Results and discussion

As a rule, there are two main types of relations in the system of natural language word-formation: syntagmatic and paradigmatic ones. Syntagmatic relations are subject to the logical principle of conjunctions and are directly represented in the word-forming structure. They can be called linear ones, i.e. "horizontal", since this type of relationship combines the word-formation base and the formant in one syntagma within a derived word. In particular, the derivational syntagma is developed by root and affixing morphemes - prefixes, suffixes, postfixes, interfixes: raz/grupp/ir/ova/t'/sya, par/o/khod/stv/o. In natural languages their set varies [Word-Formation 2015].

Paradigmatic relations (they can be called conditionally "vertical" ones) are revealed on the basis of exclusive disjunction logical principle. Being associative in nature, they are the relations of derived words with one-root and different roots and therefore they are not observed within one syntagma.

1. The interword paradigmatics (synonymous, antonymic, homonymous and paronymic relations of lexical units), being a traditional object of lexicology, is reflected in the word-formation system of the language. They are methodologically relevant for the practice of teaching Russian as a foreign language.

Word-forming synonyms are single-root derived words that have the same or similar derivational meaning, which is expressed in them by the means of various affixes (prefixes or suffixes): vy/dumyvat' - pri/dumyvat'; iz/muchit'sya - na/muchit'sya - za/muchit'sya; na/risovat' - za/risovat'; v/talkivat' - za/talkivat' - pro/talkivat'; volch/ikh/a - volch/its/a; proyektirova/niye - proyektirov/k/a.

Word-forming antonyms are single-root derived words whose opposite meaning is expressed by the means of affixes: nad/zemnyy - pod/zemnyy; nedo/solit' - pere/solit'; pri/yezhat' - u/yezhat'; pri/liv - ot/liv; ras/tsvetat' - ot/tsvetat'; odno/obraznyy - razno/obraznyy.

A particular difficulty for Russian language mastering is represented by such a type of paradigmatics as homonymy. Word-forming homonyms are single-root derived words whose formal identity is conditioned by affix homonymy or polysemy, for example: dozhdev/ik - 'waterproof raincoat' and dozhdev/ik - 'mushroom'; za/dut' - 'start to blow' and za/dut' - to extinguish: blow out a candle, a flame; chasovoy - (from the noun "chas") lasting an hour: chasovoy pereryv and chas/ov/oy (from chasy) - relating to some clock: chasovoy mechanism; see also "chasovoy" - an armed guard: change a sentry.

The sphere of lexical-word-formation paradigmatics also includes paronyms - the words with different meanings, similar in pronunciation, lexical-grammatical affiliation and by the kinship of roots, the similarity of sounding of which leads to their confusion in speech. For example: "ekspon/at" - an item exhibited in a museum or at exhibition: a new museum exhibit and an "ekspon/yent" - an entity or an organization that provides an exhibit: a well-known and respected exhibitor'; melodramat/ich/yesk/iy - related to a melodrama as a dramatic genre, peculiar to it: a melodramatic plot and melodramat/ich/ny - containing melodrama elements, unnatural, sensitive: melodramatic finale, melodramatic encounter'; reshim/ost' - courage, readiness to accept and implement an own decision: firm resolve and reshi/tel'n/ost' - "vigor, categorical nature, definiteness: determination of actions. Paronymic correlations

testify, on the one hand, to their semantic correlation and to the differences in lexical compatibility and usage, on the other hand.

Consistent and systematic work enriching the vocabulary of students on the basis of derived word paradigmatic relation consideration will help to make the mastering of new vocabulary more effective.

2. Paradigmatic relations underlie the complex units of word formation: a particular word-forming paradigm, a word-forming chain and a word-building nest. All of them are the abstract classes of derived words, united, first of all, on the basis of one root.

Each of the complex word formation units demonstrates its own type of paradigmatic relationship. For example, the relations of sequential production, forming a word-building chain stand out among them: pisat' → za/pisat' → zapis/yva/t' → zapisyva/yushch/iy → zvuk/o/zapisyvayushchiy.

A special interest for our study is represented by the relations of coderivation (equal derivation), which form the word-formation paradigm. A word-forming paradigm in linguistics is usually understood as a set of derivatives of the same production basis and located on the same derivation step, for example: hitat' → chitat'/sya, cht/yeniye, chita/tel', cht/yets, chita/l/k/a, chita/yem/yy, chita/yushch/iy, do/chitat', vy/chitat', v/chitat'/sya, za/chitat', nedo/chitat', pere/chitat', po/chitat', pro/chitat', etc.

As for the word-building nest, which is understood as the "ordered set of derivative words characterized by a common root" [Tikhonov 1985: 36], it demonstrates a special type of systemic relations - hierarchical ones, because it is the intersection of word-formation paradigms and word-building chains.

Let us now consider the word-forming paradigm in the traditional understanding for synchronous word-formation: "the aggregate of all directly derived words of a given derivative" (Tikhonov 1985: 41). As a rule, a word-formation nest can include several specific word-formation paradigms located at different stages of derivation - the first, the second, the third one, etc. In this case, the word-formation paradigm is a "set of single-root words" with identical motivators and different formants [Štekauer 2014: 355]. The concept of the word-forming paradigm has a lexical orientation, i.e. all the members of the paradigm contain general semantics transferred to them by a producing word. This is a kind of basis, a starting point for intra- and interlanguage analysis of specific word-building paradigms.

It is established in our study that the lexical composition of a particular word-forming paradigm allows students to focus on formal and semantic changes in the words participating in a word formation act, to reveal the word-formative and form-building functions of affix elements, to designate their role in the development of a derived word semantics.

Thus, the following word-forming paradigm is directly formed from the noun "vlaga" in Russian language using prefixation, suffixation, confixation, and word-formation: vlahz/n/yy, u/vlahzn/it', vlag/o/yomkiy, vlag/o/lyubivyy, vlag/o/mer, vlag/o/obespechenny, vlag/o/borot, vlag/o/otdacha, vlag/o/stoykiy, pyl/ye/vlag/o/zashchitnyy, etc. It should be noted that in this case, the majority of its constituent lexical units are special terms. Other words are formed from the adjective vlahzny on the second derivation step: vlahzn/o, vlahz/ost', vlahzn/ye/t', u/vlahzn/i/t'. In its turn, the verb uvlazhnit' serves as a motivating basis for the co-derivatives, forming the verbal word-forming paradigm in aggregate: uvlazhnit'/sya, uvlazhn/ya/t', uvlazhn/yeniye, uvlazhni/tel', uvlazhn/yenn/yy, pere/uvlazhnit'. For comparison, as an example, let's provide the word-forming paradigm from the adjective syroy: syr/ovat/yy, syr/o, syr/yets, syr'/yo, syr/ye/t', syr/o/yezh/k/a, syr/o/kopchenyy, polu/syroy, etc. The discovered derivatives syrye / syrets - extracted or produced material intended for further industrial processing, "syroezhka" - a mushroom with a plate painted cap indicate, on the one hand, the specificity of onomasiological processes in the nomination of objective world objects and phenomena and about the uniqueness of lexical meaning expressions on the other hand.

The word-forming paradigm allows a teacher to illustrate an exceptional variety of Russian word formation ways. Foreign students consider the functional significance of each word-formative type, its formal and content aspect are remembered, the ability to reproduction on the basis of analogy is increased. It seems that this linguistic method of teaching foreigners to Russian vocabulary with the support of the word-forming paradigmatics allows to optimize the learning process.

The most important aspect of Russian language word-forming paradigm study is the study of these units within the framework of certain lexical-semantic groups (LSG). The revealing of the derivational potential of words of a particular part of speech - a noun, an adjective, a verb - is almost impossible without taking into account their belonging to a particular semantic domain. "... By establishing the composition of word-forming paradigms of certain LSG, we create some scientific abstraction (a construct) that reflects the properties of a real object" [Zemskaya 1992: 18].

Let us consider the specific word-formation paradigms of *myagkiy*/ *tvordyy* adjectives that make the part of one semantic group of adjectives of tactile perception. According to the data of the "Derivative dictionary of Russian Language" [Tikhonov 1985], 25 words are formed from the first step of derivation of the adjective *myagkiy*, and 28 words are formed from the adjective *tvordyy*. Their comparative analysis makes it possible to reveal different correlations of single-model derivatives with the same word-formative meaning. These are, first of all, the derivative adjectives with a subjectively-estimated value: *myagen'kiy*/ *tvorden'kiy*; the adjectives with semantics of a feature manifestation incompleteness: *myagkovaty* / *tverdovaty*, *polumyagkiy* / *polutvordyy*; The adjectives with negation semantics: *nemyagkiy* / *netverdy*; The adjectives with the semantics of a sign intensity: *premyagkiy* / *sverkhtverdy*; Qualitative adverbs on -o: *myagko* / *tverdo*; Abstract nouns (syntactic derivatives): *myagkost'* / *tverdost'*; inchoative verbs with the meaning 'to show a sign': *myagchet'* / *tverdet'*.

The correlative adjectives with a metaphorical meaning, including those that differ in motivating attributes and their respective meanings are of particular interest: *myagkoserdechnyy*, *myagkonravyy* - kind, sympathetic / *tverdoserdyy*, *tverdokamennyy* - the one who can not be softened at all', *myagkotelyy* - the one who is easily influenced, without a character / *tverdogolovyy*, *tverdolobyy* - stagnant, conservative, stubborn.

The comparative word-forming paradigms reveal a large number of uncorrelated derivatives: they are terminology-type adjectives: *tverdonobnyy*, *tverdosplavnyy*, *tverdotoplivnyy*, *myagkoshorstnyy*, etc. Derived nouns have a specific internal form and, accordingly, national originality: *tverdynya* - a stronghold, a fortress, a fortification, a position; a strong support, a stronghold; *tverd'* - heavenly vault, the sky in church-religious discourse; (obsolete) the solid surface of the earth, the earth in general; *myakish* - a soft part of baked bread, bread products under crust', etc.

The identification of such nominations is important for the conceptual description of concepts and the development of lexical knowledge as a "linguistic cultural phenomenon" [Schuklina 2016: 50].

Conclusions and recommendations

Mastering the skills of communicatively appropriate use of Russian language word-formative means in speech practice requires that the derived lexical units, their morphemic structure, should be interpreted not formally and not in isolation, but in close interrelation with other words.

In the process of linguistic competence development, different types of paradigmatic relationships of derivative lexical units come into the view of students: the relations of synonymy, antonymy, paronymy and homonymy. Their methodological relevance during the study of Russian language as a foreign one or as a non-native one is obvious.

The word-formation paradigm is one of the ways to understand the systemic organization of the language word-formation level, the structural-semantic complexity of derivative words and complex units of word-formation, and also the specifics of linguistic nomination processes in the minds of a particular people.

The comparison of word-formative paradigms of different parts of speech, different semantic groups reveals pronounced differences in the word-generating abilities of certain classes of lexical units.

The results of the study show that the organized methodical work on the study of the word-formative paradigmatics of Russian language contributes to the development of necessary speech skills and communicative strategies, as well as to the active development of lexical knowledge.

Acknowledgements

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

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Didactic Approaches To The Projection Of Teaching Facilities: Problem Statement And The Ways Of Its Solution

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Abstract

The transition to a competence-oriented model of the education system requires bringing all the elements of the didactic system in operation (the goals of education, content, methods and means of instruction) in accordance with it. The teaching facilities (educational publications, on electronic or paper medium) as a component of the implemented didactic system are important tools of pedagogical technologies which must be prepared in such a way as to guarantee the given quality of education.

At the present stage of the development of the problem of the teaching facilities didactic projection we can say that it is not enough that the educational information should be presented in them clearly, completely and consistently. In addition, they must organize its effective mastering. Moreover, teaching facilities based on the general didactic, competence, personality-oriented and activity-oriented approaches should be prepared in such a way as to guarantee in advance the effective mastering of the subject methods of personally significant productive activity.

The results of analysis and generalization of scientific and methodological literature show that at present the educational system has faced a difficult and ambiguously solved problem of not only didactic projection in accordance with its requirements, but also with the definition of the pedagogical essence and the classification of teaching facilities. To create them, different researchers, unlike the traditional knowledge-oriented approach, different didactic approaches are used. In the purest form it is possible to single out a competence-oriented, activity-oriented, personality-oriented, and general didactic approaches. Some authors express the idea of a possible combination of these approaches to solve this problem (combined approach).

Keywords: teaching facilities, didactic system, personality-oriented approach, activity approach, general didactic approach, competence approach.

Introduction

The transition to a competency-based model of education requires the bringing of all the elements of the implemented didactic system (the goals of education, the content, the methods and the means of education) in accordance with it. The teaching aids (educational publications on electronic or paper medium) as a component of an implemented didactic system are important pedagogical tools that must be prepared in such a way as to guarantee a given quality of education.

Therefore, in order to realize the modern content of education, it becomes necessary to solve the problem of effective teaching aid design. First of all, there is a need to find the answers to the following questions. What is the state and the ways of solution concerning the problem of modern teaching aid didactic design? The presented article is devoted to the revealing of the answers to these questions, the results of which should be taken into account during the designing of teaching aids.

Materials and methods

The main method of research was the theoretical analysis and the generalization of scientific and methodological literature. At that the preference was given to the sources, revealing the problem under study in the course of modern education problem solution. In order to provide a sufficiently wide and in-depth analysis of the problem under study, the materials of the scientific works of the following authors were used in the following areas:

- 1) The works disclosing the general theory of the didactic approach to a textbook creation and use [1, 2, 3];
- 2) The works revealing the peculiarities of teaching aid didactic design use to achieve various

educational goals during the study of school subjects [4-7]; 3) Scientific articles of the authors, raising the issue of a university textbook didactic design in the light of competence-oriented education of bachelors [8-11]; 4) The works devoted to the didactic design of textbooks on technical education [12, 13]; 5) The publications of the authors in the form of articles touching on the issues of the didactic design for electronic textbooks and multimedia program-pedagogical teaching aids to solve various problems [14-19]; 6) The works of a general nature, representing the views and opinions of the authors concerning a place, a function, the approaches to the creation of a textbook to ensure a student-centered didactic process [20-22].

Results and their discussion. We present an assessment of the problem state concerning the didactic design of teaching aids (educational publications on paper or electronic media).

Z.A. Mendubaeva [9] notes the following problems of a university textbook design. The quality problem of a university textbook is studied poorly, the scientific and pedagogical foundations for a modern high school textbook design are not fully developed, the monographic type of a textbook prevails at a university, fulfilling only the role of educational information carrier.

E.I. Varaksina [4] draws attention to the fact that the theoretical information presented in a textbook does not provide an effective guide to the assimilation of project activities among schoolchildren.

According to [1-2], the overwhelming majority of educational literature, performs only informational and systematizing function and has a weak potential for a motivating function implementation and the mastering of subject activity methods.

A.A. Dorofeev [12] notes that in recent years a lot of educational literature on technical professions has been published, but its quality does not fully correspond to modern pedagogical requirements. This problem is studied poorly and requires systematic research.

Vasileva N.O. [8] notes the following: the scientific theory, and the practice of a university textbook creation are not developed almost. The scientific and pedagogical works devoted to this problem are not enough. The educational literature published by them differs by high-tech content. However, the didactic component of textbooks remains a "weak" side, an insufficient attention is paid to it.

V.P. Bepalko [1-2] notes that textbooks continue to demonstrate pedagogical primitiveness due to the lack of a complete understanding of their pedagogical nature, the most important product of pedagogy is produced without pedagogy, such a sad reality nowadays.

The works of authors express the idea of the need to create a new generation of educational literature [9, 22] more and more often, which is associated with the modernization of education, with the need to address its new goals and landmarks.

During the analysis of publications on the role of teaching aids it was found that all authors consider that the indicator of their effectiveness is when they are directed not so much to the assimilation of theoretical knowledge as to the development of competencies that allow to solve the practical problems of different nature with the use of available knowledge.

So, in the work [9] the designed didactic potential of a modern textbook is used to develop general professional competences, due to the inclusion of practical tasks on task basis.

In the studies by E.I. Varaksina, M.L. Isakova [4] the role of educational resources is associated with the possibility of their use for the organization of project activities.

According to N.O. Vasylieva [8] didactic resources should be directed to the training of competent graduates who can solve various practical problems.

The solution of the problem concerning the didactic design of teaching aids is carried out on the basis of the personality-oriented approach. So the monograph by M.A. Dubik [21] points out that "a textbook will become the means of educational practice informational provision if and only if it is one of the tools of the student's personality-oriented activity.

The theoretical statements of a personality-oriented textbook design are substantiated in the work by A.V. Khutorsky [20]. The author designates, it is necessary to create such a textbook structure which facilitates the organization of personally significant productive activity development in the studied subject area. The design of a textbook structure is seen in the form of paragraphs that provide for the

implementation of the educational process holistic model (the motivational unit, the self-determination and goal setting unit, the unit which reveals the content of educational material, and the unit reflecting the educational achievements). In the general structure of a textbook, a compulsory and a variable component are distinguished. A variable component is aimed at creative self-expression promotion in the studied area.

An important area of research in the field of teaching aid didactic design is the use of modern information technologies for their creation. Almost all researchers are unanimous in their opinion on the possibilities of teaching aid didactic potential increase based on the use of modern software and pedagogical technologies (for example, multimedia technologies, etc.). For example, the article by Shabalin Yu.E. [11] notes that a didactically designed electronic textbook is a powerful didactic tool that can really transform the educational process. This is achieved by the design of two structural components at least in the content of electronic learning aids. The first one is represented by educational information (text, graphic, video, sound), the second one simulates the educational process scenario for the assimilation of education content, usually based on the application of the programmed study methodology. Researchers emphasize the important role of the second component for further improvement of e-learning tools. Thus, Petrov P.K. [14] expresses the following idea: today the improvement of teaching aids consists not so much in the applied information technologies as in the awareness and the disclosure of the didactic and methodical principles of their use.

The analysis of these works [14-19] on the problem of e-learning shows that, without the reduction of their contribution significance to the education quality improvement using electronic teaching tools, it is also necessary to take into account the possibility of further didactic improvement based on a more complete and integrated implementation of the requirements for the didactic design of a textbook.

Encouraging prospects to solve the problem of teaching aid didactic design, make it possible to increase the effectiveness of teaching aid creation and application, introduces a general approach to the creation of teaching tools by V.P. Bepalko [1-2]. The researcher developed a modern theory of a textbook creation and application. The use of this methodology during the creation of teaching aids allows a stage-by-stage design of training means belonging to any didactic system (competence, personality-oriented, etc.). A textbook in his understanding appears as a comprehensive information model of a corresponding pedagogical system. Not only the educational information is disclosed in this model, but the didactic process itself is modeled for its assimilation. The specificity of a textbook is explained by this precisely, according to the scholar. The author reveals such a concept as textbook. This is an autonomous technical training tool designed for individual management of a student's cognitive activity in accordance with the diagnosed goals and ensuring the achievement of these goals within a set training time.

In the most general form the methodology of V.P. Bepalko's textbook design [1-2] includes the following stages: 1) The stage of setting the diagnostic purpose of a textbook use; 2) The stage of didactic study concerning the content of training included in the textbook; 3) The stage of the task in the textbook of the didactic process for content assimilation; 4) The stage of learning material level evaluation.

Conclusions

In the course of the study important results were revealed that characterize the state of the problem. It was noted that it was poorly studied, the level of correspondence of instruction means to modern pedagogical requirements is insufficient, the representation of their pedagogical essence is not full enough, most of the teaching aids perform only information function.

To solve the problem of modern teaching aid design didactic approaches are used unlike the traditional knowledge-oriented one. In the purest form, it is possible to single out a competence-oriented, activity-oriented, personality-oriented and general didactic approaches. The electronic didactic tools prepared in accordance with these approaches have a great didactic potential.

Summary

The problem of teaching aid didactic design needs to be solved in accordance with modern requirements for education results. The researchers comprehended sufficient theoretical and methodological material

on the use of teaching aid design in practice. Further solution of the problem is seen in the creation and the testing of modern teaching aids based on the application of an integrated approach. In accordance with it, the teaching aids should be designed in such a way as to guarantee the mastering of subject methods for personally significant productive activity in advance.

Acknowledgements

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

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Folklore Traditions In The Tatar Contemporary Prose For Children

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Abstract

Tatar literature for children is genetically associated with folklore. The influence of folklore on the development of Tatar literature for children took place in the form of artistic reception and the processing of children's folklore genres by the authors of works for children.

Folklore always played an important role for writers, being an inexhaustible source of inspiration and the way of learning the cultural heritage of the Tatar people. The elements of folklore, folk poetic subjects, motifs, images, archetypes, genre-stylistic forms, etc. enrich and nourish the modern literature for children even now.

And so, the article examines various approaches to the introduction of folklore material into an artistic text of the Tatar children's prose of the late twentieth and early twenty-first centuries.

It is proved that folklore acts as the indicator of ethnic-psychological characteristics of people, through which writers seek to disclose philosophical views and moral ideals. When referring to folklore, the authors strive to achieve such goals as: the reflection of hero's life specifics within the described reality, a reader's approach to the atmosphere of the narrated reality, the enrichment of the work semantic component, the awakening of associative feelings in readers. The works where the main theme is the raising of national consciousness, use folklore samples more often and more harmoniously with the main text.

Key words: Tatar literature, folklore, children's literature, genres, influence, methods, introduction, specificity.

Introduction

Oral folk art always played an important role for the Tatar writers, being an inexhaustible source of inspiration and the way of the Tatar people cultural heritage learning. The elements of folklore, namely folk poetic subjects, motifs, images, archetypes, genre-stylistic forms, etc. enrich and nourish the modern literature even now. In this article we aim to review some works by G. Gilmanov, R. Bashar, F. Yaarullin from the point of view of folklore traditions. In order to develop a more complete picture, it is necessary to establish what material is taken from folklore by an author and the way he works with it specifically; In the case of a taken storyline, a motive or an image change, it is important to find out whether they are changed, and the way they are presented in a text. The goals pursued by a writer during the use of folklore also require a detailed investigation: does an author succeed in a desired result achievement, how does the meaning of a folklore element converts in a work? Is harmony preserved in a text? The identification of folklore element role within the framework of a particular work is carried out through a detailed analysis, therefore we try to approach the subjects of our scientific research from different positions. We are interested in a structural and a semantic system of a text.

Methodology. The study of folklore in the writings of Russian writers was and remains an urgent problem of literary criticism. The issue of literature and folklore mutual influence was raised in the works by O.V. Oprya [Oprya 2003], N. Isanbet [Isanbet 1984], H. Yarmi [Yarmukhametov 1957], F. Urmanche [Urmanche, 2002], R. Yagfarov [Yagfarov, 1999], L. Mingazova [Mingazova, 2014], etc. The authors turn to the works of writers in their studies to find out the history of a literary text, to reveal a writer's method of work, to reveal the purpose of the authors' appeal to folklore motives, to establish the correspondence of the writer's ideological position and the folklore motives used by them, etc.

It is well-known that folklore contributes to the enrichment of a work text, and, the interpenetration of spiritual values occurs [Galimullin 2014; Sayfulina 2014]. When such works are analyzed, it is necessary to remember the influence of time and historical events. For example, the first half of the twentieth century is characterized by complex social, political and cultural processes that leave their imprint on folklore, language and literature [Nurmukhametova 2014; G.R.Gainullina 2017]. The works of the first half of the 21st century are marked by multifaceted and multilayered nature. Tatar children's literature is no exception. The works present the trends of English literature, but due to folklore, the reflection of the national outlook and national culture remains [Mingazova 2014; Safarova 2016].

Main part. Folklore occupies a special place in the works of Tatar children's writers of the late twentieth and early twenty-first centuries. For example, Galimian Gilmanov's favorite method is the introduction of Tatar folklore heritage samples into a work canvas. He refers both the very folklore and his genres. The author tales, beliefs, legends, etc. appear on the basis of the latter. For example, G.Gilmanov's story "Salty rain" has an author's legend, which is positioned as folk art within the framework of the work. Old man Khatmulla tells the chairman of the village council Rifkat the legend about their village establishment: two brothers, Duchan and Asan, plant wheat. The one who will have harvest will also have to stay here and set his settlement. Asan wins, who turns out to be more attentive to the signs, and his brother Duchan leaves these lands. Thus, the old man wants to say that the founders of this settlement were farmers, and only careful treatment of nature can become the guarantee of success. Asan becomes a sample of wisdom for the villagers, and the land becomes a shrine: "We have seen this holy elder near Syrganak-tau; Since then our lands have been famous for their fertility. It's all true, my son, it's true that our land is holy .." [Gilmanov 2012: 24]. The idea of the land holiness repeats itself several times: it is read both in the legend of the old man Khatmulla, and in the history by Khabir and Lyalli. G. Gilmanov can find not only author's legends, but also author's ceremonies, designed to reveal the vision of the world by the heroes of the work: "Old man Khatmullah was even delighted. According to the custom, those who went on mowing, were seen off by the whole village to the field gate, they wished a good harvest, sang ritual songs, waved their hands for them ... Eh, those were times. That's because the trenches of the war years are still in their place" [Gilmanov 2012: 24]. The last sentence seems not entirely appropriate. But in this way the narrator compares the positions of different memories in the history of mankind by an allegorical way: something important (for example, traditions) is forgotten, and something negative (for example, the echo of war) is imprinted into memory. The custom created by the author within the work plays an important role. It is necessary to convey to the addressee of the message the whole atmosphere of the described reality.

The children's prose from G. Gilmanov is full of all sorts of proverbs, sayings and omens. For maximum reliability and plausibility of the story, G. Gilmanov often resorts to the help of sayings: "Old age is not in joy" [Gilmanov 2012: 9]. The signs are also the examples of the folklore heritage: "If there are more mosquitoes, if fleas fly, if fish plays above the water, if the frogs sing, coming on land, if the roosters start to shout at the wrong time" [Gilmanov 2012: 13]. Their function is to reflect the specifics of the described reality: the author creates the mood and the atmosphere of his work.

The village is very attentive to dreams, to the interpretation of a sleep. The story "Salty rain" has the following detail of a sleep: "Lately I also suffer from nightmares. And I had a nightmare today ... As if I am on a meadow ... There is a lot berries there - like a red carpet on the ground! .. And suddenly I find myself near some water body, a river, or a lake. I looked closely, and there are even more berries on the other side of the river. I did not hesitate and stepped into the water. And suddenly I felt to be pulled down. I'm floating and drowning myself at the same time ... I did not have the strength left, I began to suffocate and lost consciousness. And in a moment I'm already on a dry land, crawling through the desert, and there is no water, no plants around! .." [Gilmanov 2012: 16]. The dream is described in a certain progression.

Sleep is an element that conveys the hero's mood, we understand this because of a short and expressive description. Such elements serve as certain guides that convey to us the spirit and the mood of the described reality. The addressee develops an associative perception: he recalls his experience in the past,

his feelings at the time this experience is realized, transfers them to the space of the work created reality. Someone can remember how he dreamed something disturbing; Someone will be touched by the proverb, often spoken by relatives; And someone will respond to the belief, which has some analogue in real life. The main tool of the author is feelings, an effect is made through them.

Sometimes authors resort to folklore subjects: some take them completely, and only specific elements are important for others. For example, the common Turkic and eastern literature there has the motive for a man and nature fusion: in fairy tales, myths and legends, people are turned into animals, stones, birds, etc. often, while some higher power participates. First of all, the element of the folklore plot serves to identify and strengthen the hero's positions in a work; Secondly, an author can add some qualities to the image of his characters.

In the work "Salty rain" Ak Babai is not a simple image. It is also taken from the folklore heritage of the Tatar people and it is an archetype. He is identical with the Old Slavic archetype of an old man: it is a sage who acts as a teacher, a mentor, appears at a turning point and helps to solve a problem. White color indicates the belonging to the higher powers. The author, giving the old man Hatmullah the status of "Ak Babay", initially positions him as a truth teller. In G. Gilmanov's story "The Child's Share", the protagonist old man Ahiyar also turns into a white old man when he reaches the truth. "His white face, lying on white cushions and in the midst of snow-white blankets, did not belong to this world any more. And his words, full of magic and told by some special spirit, were also from another world" [Gilmanov 2012: 97]. At the end of the twentieth century, as in its beginning, the number of similar works, familiar images and stories increased, and this, in its turn, led to the decrease of children's literature artistic value. But a new one was created together with an obsolete form: the authors, striving for diverse development, became the driving force of the literary process. During this historical period, the features of content and form, democratic, philosophical, aesthetic, psychological and social ideas, characteristic of adult poetry, become accessible to the child's consciousness. In their works, the continuation of romantic traditions, the "cult" of beauty, the criticism of individual "shortcomings" appears in a literary form that corresponds to a specific work. F. Yarullin was among the pioneers.

Fanis Yarullin, like G. Gilmanov, is a master of a word, who turns to folklore heritage for inspiration. The depths of his work have numerous examples of the harmonious use of Tatar folk art. The author works with proverbs, chastooshkas and games to convey the specifics of a work mood, to reflect the reality created in a text. For example, F. Yarullin's story "White horse" tells about the part of the wedding ceremony on behalf of Rakhimjan: "That's why brides who did not travel the streets of the village on a pair of horses decorated with bells, and brought by a car, can not get along with their husbands. This world is full of all sorts of secrets, which we do not know about, dear. If do everything in a fun way and to show to the whole world, then such things are doomed to a happy ending. Do you think that our ancestors did everything just for fun: bells hung on the arcs of horses, a bride show? No, there is some wisdom in this. For example, if I start remembering those days, then it seems that I can hear the sound of bells, silver threads on the crochet and the sounds of a harmonica. The heart becomes younger" [Yarullin 2002: 194]. Here the author pursues two main goals: first, he acquaints his reader with the rituals of the Tatar people. This is the educational function of folklore introduction. Secondly, through the prism of Rakhimjan's thinking, the idea of the need to preserve the cultural heritage of the nation is projected onto the addressee. The educational function of the text is represented in this.

In F. Yarullin's works proverbs and sayings perform various functions, among which the function of a reader's plunging into a text is the dominant one. For example, in the story "The Green Chest", Ayrat's mother says the following: "The girl is like a bird, as soon as she learns to fly you will not hold her, but we will live together" [Yarullin 2002: 189]. So, the proverb is used to enrich the image of Ayrat's mother, to convey the mood and the specifics of the characters' communication. Proverbs and sayings are capable to convey the character of a living spoken language, a national flavor. Most often we observe their use in the context of the dialogue between literary heroes.

F. Yarullin addresses to folklore genres actively. In his works you can meet author's literary tales. For example, in the story "The Green Chest" the tale is narrated by Ajihan, and in the story "The White Horse"

Rakhimjan tells it. Fairy tales begin with traditional words referring a reader to the past: "Once upon a time there was a shepherd. And day and night he pastured his horses" [Yarullin 2002: 190]. Such a clichéd introduction is an indispensable element of a fairy tale structure. But sometimes the authors deliberately retreat from it, for example, in the story "The Green Chest" such a retreat is justified by the narrator's intention to convince the addressees of the message in the truth of his story. The addressee tries to immerse a reader into the magical world of his narrative intentionally, in order to give an opportunity to awaken the associative sensations with childhood, when one could believe in everything that adults say.

In most cases, the emotional side is more interesting than the actual component of a text. The impact on a reader's emotions is the primary task of the narrator. With the allegorical nature of a text, an author sets two main goals: to entertain the main audience (children) and immerse the secondary audience (adults) in memories, triggering associative emotions and experiences with childhood.

We believe that author's prose also retains certain beliefs and rituals that have been inherited from the pre-Islamic period. Often they are penetrated into an author's text through myths, rituals and superstitions. Rashit Bashar's texts have some interesting folkloric findings, namely the following superstitious beliefs: "The grandmother says that this is a sacred water body. If someone drinks water from here and throws a coin, the things will be well. Throw a coin» [Bashar 2004: 86]. The belief originates from the pre-Islamic period, when people brought gifts to the spirits of natural elements. Such beliefs are often found in folklore. The authors of the works include them in the dialogues for a more complete transfer of the hero's picture of the world.

The writers' appeal to the traditional forms of consciousness, to its archetypal layers is determined by the search for mental constants that go into the national unconscious and set the basic archetypal models. The story by Rashit Bashar "The Voice of the Lost Bird" has the archetype of a wolf. The image of a wolf among the Turkic peoples is a symbol of a progenitor and a defending warrior. It can be found in folk art of Yakuts, Altaians, Turks, Kazakhs, Kirghiz, Tatars, etc. It is also actively used in the author's literature, for example, in Ch. Aitmatov's work "Executioner's block" the theme of wolves is traced, the death of which is equated with the death of people. In R. Bashar's story the image of a wolf is "marked" as a defending warrior, he retained his folklore value of the totem, and the episodic hero Musa is his "prophet": "The people whose poet is a coward can not be brave. Dad always said that. Abiy, do not be a coward!" [Bashar 2004: 40].

Conclusion. The studies of the literary material of the Tatar children's prose during the late XX - early XXI century using the example of the works by G. Gilmanov, R. Bashar, F. Yarullin led us to the following points of conclusion. First of all, folklore is an indicator of the ethnic-psychological characteristics of the people, through which writers seek to disclose philosophical views and moral ideals. Folklore helps the writer to develop humanism, humanity and moral convictions of the Tatar people preserved in folk art among young readers. Secondly, the introduction of folklore elements into the canvas of a work occurs in the following three ways: the use of folklore genres, the application of folklore subjects, the operation with individual elements of folk art (archetypes, general folklore epithets, sayings, proverbs, ditties). Thirdly, when they refer to folklore, the authors strive to achieve the following goals: the reflection of hero's life specificity within the described reality, approaching the reader to the atmosphere of the narrative reality, the enrichment of the semantic component of the work and the awakening associative feelings among readers.

Quite often there is the use of folklore genres by writers within the framework of the author's prose. Such elements often serve either to disclose the allegorical structure of a text, or to entertain the children's audience.

Fourthly, folklore samples are used more often and more harmoniously with a main text in the works where the main theme is the uplift of a national self-awareness.

Summary. Thus, according to the obtained results of the study, the Tatar children's prose of the late twentieth and early twenty-first centuries, has various approaches to the introduction of folklore material into an artistic text. The authors solve the issue of folk art experience use differently. This gives us the

opportunity to reveal the trend of particular author creativity more fully. The folklore heritage, introduced by the authors into a work of art, is a kind of key to the allegorical structure.

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

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Development Of A Chemistry Teacher Environmental Competence

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Abstract

The problem of a chemistry teacher ecological competence development is considered in the work. The importance of environment protection problem and the upbringing of student careful attitude towards nature is substantiated. All processes occurring in the environment must be studied not only from the point of view of chemistry, but also from physical, biological and anthropogenic aspects. Such training contributes to a deeper understanding of the processes occurring in the environment, their influence on a man's body. In this regard, within the framework of this study, they studied scientific literature, normative documents and practical experiments concerning the composition and the quality of spring water at Nizhny Kuzmes' village of the Kukmorsky district in the Republic of Tatarstan were performed to determine its suitability as a source of drinking water for population.

Key words: environment, ecological problems, hydrochemistry, chemical composition of water.

Introduction

People have always polluted the environment, but at low levels of civilization development pollution was not such a serious problem. With the development of large industrial cities, with the increase of the number of cars, the problem of environmental pollution became an urgent one [1]. The most important role in environmental problem solution belongs to education. From the earliest age, every person living on the Earth must know the consequences of a carefree attitude towards the environment. It is necessary to have an idea about the diseases and genetic deviations caused by environmental pollution, about the death of animals and plants, the reduction of soil fertility, the depletion of drinking water supplies and other negative changes in the habitat. And not only know, but also feel personal responsibility for its condition. However, modern school graduates are poorly oriented in global problems, including environmental ones, the problems of human health and the biosphere preservation [2].

In order to understand the importance of the world protection a teacher should familiarize the children with environmental problems, to develop stable feelings of respect for nature. The enhancement of environmental security implies the responsibility and an active involvement of all people, regardless of their social or economic status. It is necessary to learn how to save any natural resources - no matter whether they are scarce or not. At the same time, it is necessary to calculate all possible results of any activity in advance, taking into account not only the obvious but also the most improbable consequences, and also to realize that any violations of the ecological balance lead to natural disasters and health impairment [3].

In our country, the attention to the issues of environmental protection grows, and a number of regulatory and legal acts is developed in this regard. For example, the Federal Law No. 7-FL "On Environmental Protection" issued on 10.01.2002, Federal Law No. 96-FL "On the Protection of Atmospheric Air" issued on 04.05.1999, Federal Law No. 89-FL "On Production Wastes and Consumption" issued on 24.06.1998 [4]. At the chemical institute named after A.M. Butlerov K(P)FU the students of pedagogical profession (profile - bachelor of chemistry) study the discipline "Chemical processes in the environment" in order to form the ecological competence of future teachers. The feature of this course is its integrative nature. All processes occurring in the environment are studied taking into account chemical, physical, biological and anthropogenic factors that affect nature. Such integration develops a more qualitative competent superstructure, promotes an in-depth understanding of current environmental processes, including negative ones, and involves the development of practical skills to conduct the activities on the study of natural phenomena, as well as to prevent harmful effects of economic activity and improve the environment. One of the trends of such work is the analysis of scientific literature and practical

experiments on the study of water quality [5]. In the process of this course study, students perform various experimental tasks in addition to theoretical work. In particular, in the section "Hydrochemistry", they study the ecological status of water bodies.

Water is the most important component of our planet and serves as a necessary condition for the existence of all living organisms on Earth. Since the most ancient times the whole life of a man is related to the use of water and aqueous solutions [6]. According to the scientific literature, it is very difficult to find water without harmful impurities, as it contains dissolved salts of metal, iodine and fluorine, etc.

It was proved that a man's body contains a significant amount of water: a body of a newly born child contains up to 75% of water, and a body of an old man contains more than 50% of water. If the water content in a body decreases by at least 2%, then there is an immediate need for it. If more than 12% of water is lost, a person can not recover without the help of doctors, and the loss of 20% of water leads to death. The percentage of water content in the main organs of a man: brain - 90%, blood - 85%, lungs - 83%, kidneys - 79%, heart - 73% and muscles - 79% [7].

Water is the source of life for a man. One person consumes up to 60 tons of water during his life only for drinking. Water performs a transport function in a body, delivering oxygen and nutrients to every cell of our body. Due to the presence and polyfunctionality of water, our body can regulate body temperature. It also promotes food processing into energy, helps cells to absorb nutrients. Besides, water removes slag and waste from our body.

Water participates in a variety of mechanisms and life cycles on earth. First of all, the water cycle in nature allows animals and plants to obtain much-needed moisture for their existence. Secondly, seas and oceans, rivers and lakes play a major role to create the climate of a given terrain, and the high heat capacity of water provides a comfortable temperature regime on our planet. Thirdly, water plays an important role in the process of photosynthesis. Due to water, plants can process carbon dioxide into oxygen.

Against many useful functions performed by water, its pollution is an extremely serious problem and should concern the humanity. Water pollution is a process of reservoir saturation with harmful substances, production waste and household waste. Thus, water loses most of its useful properties and becomes unsuitable for further consumption. The main sources of pollution are the wastes from oil refineries, heavy metals, radioactive elements, pesticides, urban sewage and livestock farm drains. In this case, even a small amount of harmful impurities can harm health.

According to the World Health Organization, there are no sources on our planet with pure natural water. And this threatens with the catastrophe of our civilization, since humanity will not survive without water.

People constantly use water in everyday life, so the quality of water is extremely important. Even a relatively small amount of harmful impurities can harm health. However, it is impossible to visually determine the purity of water - many of the harmful substances dissolved in it are completely invisible, and they can not be detected without special instruments.

Materials and methods

Within the framework of the training course "Chemical Processes in the Environment", during the study of water research methods, we conducted the analysis of spring water at Nizhny Kuzmes' village in the Kukmorsky district of the Republic of Tatarstan in order to determine its suitability for drinking, in accordance with RF state standard "Drinking water. General requirements for the organization and the methods of quality control".

The object of the study is a sample of water extracted from the source.

The standard of comparison is distilled water.

Research equipment is a set of chemical glassware and chemical reagents from a set of analytical chemical laboratories.

Results and discussion

Experience № 1.

The study of water started with the study of organoleptic indicators: chromaticity, turbidity, the presence of odor, taste.

1. Chromaticity is a natural property of water, conditioned in nature by the presence of humid substances and complex iron compounds in its composition. It can depend on a reservoir location, its structure, and also on plants that grow around a reservoir, the animals living next to and many other factors [8].

A graduated cylinder with the capacity of 250 ml was filled with distilled water as a control sample, and the same amount of water was taken from the spring as another sample. The comparison of samples did not show the difference in color. Therefore, the water from this reservoir does not have a specific color.

2. Water turbidity is associated with the content of insoluble particles of different origin in it. If the water is turbid, precipitation can be detected during a chemical reaction. The sediment may be absent, weakly represented, be noticeable, large and very large [8]. A visual method was used in order to determine the turbidity of water. The purity of water taken for the studies was determined with a chemical beaker and a common newspaper. A small amount of water was poured into a beaker and a sheet of newspaper was attached to it. The letters written in a newspaper were clearly visible. This serves as a qualitative indicator of a sample transparency.

3. The smell of water is determined by the presence of volatile fragrances that enter the water in a natural way, or with sewage. Almost all organic substances (in particular liquid ones) have a smell and they transfer it to water [8]. The smell was determined at room temperature (20 °C) and at elevated (60 °C) water temperature. Under normal conditions, the smell was not felt, but a barely perceptible marsh odor appeared when heated in a water bath to 60 °C.

4. Taste of water. Water can be salty, bitter, sweet, sour depending on the chemical composition of substances, mineral salts, or the presence of organic compounds in it. The water taken for an experiment has a weakly perceived specific taste.

Experiment № 2. «Determination of water pH».

In order to determine the pH of water, a test tube with water and a universal indicator paper were used. Using a pipette, water was applied to the indicator and compared with the standard. The resulting pH = 6. Consequently, the medium is slightly acidic one.

Experiment No. 3. The study of water sample chemical composition. The study was carried out according to the methods of state standards determining the quality and composition of drinking water.

1. GOST 4245-72 Drinking water. The methods for chloride content determination; GOST 18190-72 Drinking water. The methods of residual active chlorine content determination [10].

When a solution of silver nitrate was added to a water sample, a white precipitate was developed, which means the presence of chloride ions in water [9].

2. GOST 4389-72 Drinking water. Methods for sulphate content determination [10].

The result of our studies showed the presence of sulfate ions in the sample.

3. GOST 4192-82 Drinking water. Determination methods of mineral nitrogen-containing substances [10].

Nessler reagent was used in order to determine the ammonium ions in water. "Trace" amounts of ammonium ions were detected, which manifested itself as a barely noticeable yellow coloration [9].

4. GOST 4011-72 Drinking water. Methods of total iron mass concentration measuring [10].

A reaction was carried out with potassium hexacyanoferrate (II). A dark blue precipitate of Berlin azure fell out. This confirms the presence of iron (III) ions in water [9].

5. GOST 4974-72 Drinking water. The methods of manganese content determination [10].

The performed experiment demonstrated the precipitation of brown color, which indicates the presence of manganese ions [9].

At home water can be cleaned in the following ways:

1. Boiling. During water boiling, it is sterilized and cleared of pathogens. At that, the vessels where the boiling occurs, should not be closed, because the harmful volatile compounds contained in it will be removed with the vapors. But there are also disadvantages of such cleaning. First of all, the chlorine compounds remain in boiled water. Such compounds are dangerous to health, as they turn into a carcinogenic substance - chloroform, which causes cancer. Secondly, the water is obtained during boiling in which the level of salts, nitrates and heavy metals becomes higher than in conventional tap water. This can be judged by observing the walls of dishes, in which water is boiled. Salts settle on them. Thirdly, boiled water is called "dead water", the use of which does not benefit a person.

2. Settling. A vessel with water should be left for 8-9 hours. At that, water can be stirred to evaporate the chlorine compounds that are present in it. The salts of heavy metals won't be evaporated - at best, they will just settle on the bottom of a vessel. Therefore, when you use such water, it is necessary to leave a precipitate developed on the bottom of the cookware.

3. The purification of water using sodium chloride (common salt). 2-liter container should be filled with tap water and 1 tablespoon of salt should be dissolved in it. After 20 - 25 minutes you can drink water. Such water will be freed from harmful microorganisms and heavy metal salts, but it is not recommended to drink it every day.

4. Freezing is another effective method of water purification. It is necessary to fill a vessel with water, but not in full, as the water expands during freezing. Clean fresh water will freeze faster than water with salt impurities. Therefore, when the water is frozen in a vessel halfway, the unfrozen water must be poured away (all harmful impurities are contained in it), and the frozen water can be melt - you can drink it and use for cooking. Defrosted (thawed) water, drunk immediately after defrosting, is extremely useful, capable of speeding up many recovery processes in a body. It may increase efficiency, alleviating the condition during allergies, dermatitis, itching, bronchial asthma and stomatitis.

There are also popular methods of water purification.

1. Purification with a cluster of ashberries: if you lower it in water for 2-3 hours, you get a clean liquid.

2. The cleansing with willow bark, onion husks, juniper branches and bird cherry leaves are also effective and good to obtain clean water, but the cleaning process will take 12 hours.

Chemical methods of water purification:

1. Ozonation is the most effective one. Ozonation is the process in which water maintains the acid-base balance in the norm, without the content of salt increase. Ozone is an allotropic modification of oxygen. The speed of reaction is explained by it: during the ozonation, the rate at which an oxygen atom is released to other substances is very high. Ozone is considered as the most effective metal oxidizer among the reagents used in water treatment [11].

2. Neutralization with the use of alkalizing or acidifying substances. Typically, this method is used in the purification of industrial wastewater, the hydrogen index of which is disturbed. This method is successfully used to remove heavy metals from water. The neutralization method is the interaction of alkalis, acids, which stabilize the level of the hydrogen index (it should not exceed the coefficient of 8.5 and fall below 6.5 by standards).

Conclusions

Based on the conducted studies, it can be concluded that water from the natural source at the village of Nizhny Kuzmes' of the Kukmorsky district of the Republic of Tatarstan meets the basic requirements of state standards for drinking water. This is evidenced by such signs as the absence of odor, mechanical

and organic impurities, the neutrality of pH environment, as well as the content of the basic mineral substances that determine the taste characteristics of water.

Summary

The results of the analysis concerning the qualitative composition of water make it possible to recommend water from the natural source under study for drinking and cooking.

Acknowledgements

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

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System-Activity Approach To The Organization Of Modern Lesson On Physics

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Abstract

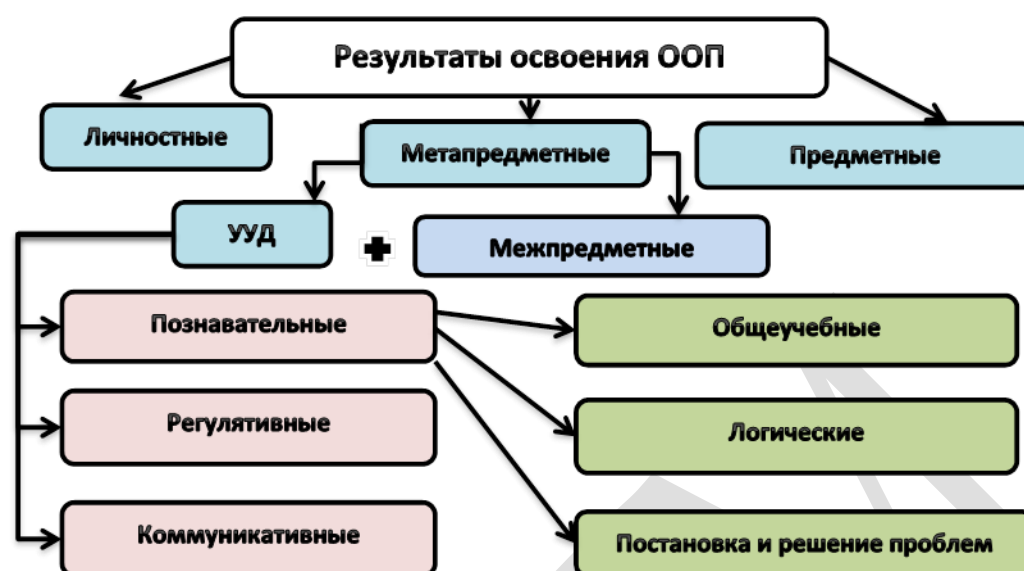
The article discusses the problem of a technological map development for a lesson within the framework of FSES second generation implementation of based on the system-activity approach in the Microsoft Visual Basic 2010 software environment.

The main blocks of the technological map for a modern lesson are examined, their content is studied, illustrated by the example of the physics theme "Atmospheric pressure" study within the 7th class course.

Key Words: system-activity approach, physics lesson, universal learning activities, lesson type, physics lesson, the generator of technological maps.

Introduction

The introduction of the Federal State Educational Standard assumes profound systemic transformations of the school entire educational process, starting from goal-setting to the evaluation of education results. FSES is based on the system-activity approach, the main result of which is the development of a child's personality on the basis of universal learning actions (ULA), which are divided into cognitive, regulative and communicative ones [1]. Cognitive universal actions include: general study and logical methods, as well as the setting of a problem and its solution.



Результаты освоения ООП - EPT study results / Личностные - Personal / Метапредметные - Metasubject / Предметные - Subject / УУД - ULA / Межпредметные - Intersubject / Познавательные - Cognitive / Регулятивные - Regulatory / Коммуникативные - Communicative / Общеучебные - General educational / Логические - Logical / Постановка и решение проблем - Problem formulation and solution

Fig. 1 EPT study results

The system-activity approach assumes the changes in the activity of a teacher and a student, all actions of whom are coordinated and logically related at each stage of a lesson. Passivity and the obtaining of ready knowledge for a student are replaced by activity and an independent discovery of new knowledge, and a teacher plays the role of a coordinator-mentor, who skillfully manages the process of cognition.

The logical-psychological and didactic structure of a modern lesson form a methodical structure based on the technology of problem-based learning, which is the derivative of a taught discipline content [6], and this makes it possible to provide the variability of the cognitive process and the original trajectory of learning.

Any cognitive process is a mental and (or) practical activity, which, in its turn, has a certain set of actions in its composition. An action not controlled by consciousness is a skill. Ability can be described as a set of skills and knowledge, the use of which is controlled by consciousness. Mental actions consist of separate independent units called logical operations [3]. Certain combinations of operations and their sequence are the way of mental (or practical action) implementation, the numerous repetitions of which are formed into a stable universal action. The result of ULA application is the product of thinking activity, various forms of thinking: such as concept, judgment and reasoning [5].

A technological map of a lesson is a modern form of pedagogical interaction planning between a teacher and students concerning the development of personal, meta-subject and subject results as a generalized graphical expression of a lesson scenario with project variability.

The object of our study: the system-activity approach to the organization of the educational process in physics.

The subject of the study: the development of a technological map for the physics lesson based on the system-activity approach.

Purpose: To substantiate theoretically and develop a generator of technological maps for a modern physics lesson within the framework of FSES second generation implementation based on the system-activity approach in the Microsoft Visual Basic software environment.

The lesson technological map includes the following units [4]:

The goal-setting unit contains:

1. The indication of a date, class and the N.S.P. of a teacher; A lesson topic according to a main educational program, Fig. 2.

Form1

Технологическая карта урок № 13

ФИО учителя: Петров Иван Иванович

Класс: 7

Тема урока: Атмосферное давление.

Дата: 24 января 2017 г.

Выберите тему

Добавить тему

Далее

$E=mc^2$

Технологическая карта: урок № 13 - Technological Map: Lesson № 13 / ФИО учителя: Петров Иван Иванович - Teacher's S.N.P.: Petrov Ivan Ivanovich / Класс: 7 - Grade: 7 / Выберите тему - Select a topic / Тема урока: атмосферное давление - Lesson topic: atmospheric pressure / Добавить тему - Add topic / Дата: 24 января 2017 г. - Date: January 24, 2017 / Далее - Next

Fig. 2 Interface of technological map generator

1. Development results include:

The activity, educational purpose and didactic tasks of a lesson, as well as the planned educational results, Fig.3.

Instrumentation unit includes:

1. Determination of a lesson type and its structure.

Four main types of lessons are highlighted on the basis of L.G. Peterson's classification [7]:

The lesson of new knowledge "discovery". The purpose of this type of lesson is the development of new knowledge and (or) the types of educational activities within a learning situation.

A lesson structure:

1. Motivational stage.

2. The stage of knowledge actualization on the proposed topic and the implementation of the first trial action.

Деятельностная цель: формирование способности у учащихся к новому способу действия, связанному с построением структуры изученных понятий и алгоритмов Добавить

Образовательная цель: расширение понятийной базы за счет включения в нее новых элементов Добавить

Задачи

Обучающая: изучение явления атмосферного давления, введение понятий: атмосферное давление, изоборы, барометр; изучение закономерностей изменения атмосферного давления в зависимости от высоты над земной поверхностью и температурой Добавить Очистить

Развивающая: формирование умение совершать сравнение как универсального учебного действия при изучении физических понятий и законов Добавить Очистить

Воспитательная: формирование мировоззрения и его основных компонентов: взглядов, убеждений, идеалов и физической картины мира Добавить Очистить

Планируемые образовательные результаты

Личностные: детьми старшего и младшего возраста, взрослыми в процессе образовательной, общественно полезной, учебно-исследовательской, творческой и других видов деятельности Добавить Очистить

Предметные: естественных наук, техники и технологий; научного мировоззрения как результата изучения основ строения материи и фундаментальных законов физики Добавить Очистить

Метапредметные: умение оценивать правильность выполнения учебной задачи, собственные возможности ее решения Добавить Очистить

Назад Далее

Деятельностная цель: формирование способности у учащихся к новому способу действия, связанному с построением структуры изученных понятий и алгоритмов. - Activity goal: the ability of students to develop a new way of action, related to the establishment of studied concept and algorithm structure. /

Образовательная цель: расширение понятийной базы за счёт включения в нее новых элементов. - Educational goal: the expansion of the conceptual base by the inclusion of new elements in it. / Задачи -

Tasks / Обучающая: изучение явления атмосферного давления, введение понятий: атмосферное давление, изоборы, барометр; изучение закономерностей изменения атмосферного давления в зависимости от высоты над земной поверхностью и температуры. - Teaching: the study of atmospheric pressure phenomenon, the introduction of concepts: atmospheric pressure, isobors, barometer; The study of the regularities concerning the change of atmospheric pressure, depending on the height above the earth surface and temperature. / Развивающая: формирование умения совершать сравнение как универсального учебного действия при изучении физических понятий и законов. - Developing: the development of the ability to make a comparison as a universal educational action during the study of physical concepts and laws. / Воспитательная: формирование

мировоззрения и его основных компонентов: взглядов, убеждений, идеалов и физической картины мира. - Educational: the development of a worldview and its main components: views, beliefs, ideals and the physical picture of the world. / Планируемые образовательные результаты - Planned educational results / Личностные: детьми старшего и младшего возраста, взрослыми в процессе образовательной, общественно-полезной, учебно-исследовательской, творческой и других видов деятельности. - Personal: children of the senior and younger age, adults in the process of educational,

socially useful, educational, research, creative and other types of activities. / Предметные: естественных наук, техники и технологий; научного мировоззрения как результата изучения основ строения материи и фундаментальных законов физики - Subject: natural sciences, engineering and technology; scientific world outlook as the result of matter structure foundations and the fundamental laws of physics study / Метапредметные: умение оценивать правильность выполнения учебной задачи, собственные возможности ее решения - Metasubject: the ability to evaluate the correctness of an educational task performance, the own possibilities for its solution / Назад - Back / Добавить - Add / Очистить - Clear

Fig. 3 Purpose setting unit

1. Identification of a difficulty: what is the complexity of new material, what exactly creates a problem, the search for a contradiction.
2. Development of a project, a plan for the escape from created difficulty, the consideration of a variety of options, the search for an optimal solution.
3. The implementation of a chosen plan to solve a problem. This is the main stage of a lesson, at which the "discovery" of new knowledge takes place.
4. Primary consolidation of new knowledge.
5. Independent work and verification by reference.
6. Inclusion in the system of knowledge and skills.
7. Reflection, which includes both the reflection of educational activity, self-analysis, and the reflection of feelings and emotions.

Reflection lesson. The purpose of this type of lesson is to develop the ability of learners to apply knowledge and (or) learning activities to solve practical problems.

Reflection lesson structure:

1. Motivational stage.
2. Knowledge update and the implementation of primary action.
3. Identification of individual difficulties in the implementation of new knowledge and skills.
4. The development of a plan to solve the encountered difficulties (the search for the ways to solve a problem, the selection of the best actions, work planning, a strategy development).
5. The implementation of a chosen plan and a problem solution strategy in practice.
6. Generalization of the identified difficulties.
7. The performance of independent work and self-examination according to a reference sample.
8. The inclusion in the system of knowledge and skills.
9. The implementation of learning activity reflection during a lesson.

A lesson of general methodological trend. The purpose of this type of lesson is to generalize, systemize and consolidate knowledge and skills to perform learning activities by each learner based on the results of a course section or a large thematic cluster study.

Structure of a lesson within a general methodological trend:

1. Organizational stage.
2. Motivation of students' learning activities.
3. Knowledge update.
4. Generalization and (or) systematization of knowledge. Preparation of students for generalized activities. Reproduction on a new level (reformulated questions).
5. Application of knowledge and skills in a new situation.
6. The control of assimilation, the discussion of mistakes made and their correction.
7. Reflection (summing up of a lesson).

Developmental control lesson. The purpose of this type of lesson is to monitor the abilities of students, to apply new knowledge and the ability to perform educational activities using diagnostic material of various kinds, as well as the development of learner ability to self-control, self-analysis and self-esteem.

Structure of developmental control lesson:

1. Motivational stage.

2. Knowledge update and the implementation of a trial action.
3. The record of local difficulties.
4. The creation of a plan for problem solution.
5. The implementation of the chosen plan in practice.
6. The generalization of difficulty types.
7. The performance of self-study and self-test using a reference sample.
8. Creative problem solution.
9. Activity reflection.

2. The educational-methodical complex includes:

1. Sources of information
2. Equipment.
3. Didactic support.
4. Materials for the cognitive activity of a student.

We give an example on the topic "Atmospheric pressure" from physics (the 7th grade) to illustrate this. Type: The lesson of new knowledge discovery. Fig. 4.

Этап урока	Источники информации	Оборудование	Дидактическое сопровождение
1. Мотивационный этап.	Наблюдение демонстрации «Перевернутый стакан» «Яйцо в бутылке».	Стакан с клапаном и пробкой, лист бумаги, Бутыл, сваренное яйцо.	Когнитивные и деятельностные установки; Проблемные вопросы.
2. Этап актуализации знаний по предложенной теме.	Эксперимент «Определение веса воздуха».	Технические весы, разновесы, колба; насос Комовского.	Проблемные вопросы.
3. Выявление затруднения: в чем сложность нового материала, что именно создает проблему, поиск противоречия.	Слайд.	ПК; видеопроектор, экран.	Проблемные вопросы.
4. Разработка проекта, плана по выходу из создавшегося затруднения, рассмотрения множества вариантов, поиск оптимального решения.	Литература для учеников.	ПК; видеопроектор, экран.	Понятийный аппарат. Логические схемы.
5. Реализация выбранного плана по разрешению затруднения. Это главный этап урока, на котором и происходит «открытие» нового знания.	Видеофрагмент; Натурный эксперимент «Раздувание резиновой камеры».	Барометр aneroid. Тарелка к вакуумному насосу. Насос Комовского. Резиновая камера.	Когнитивные и деятельностные установки. Географические карты с изобарами. Таблица: Усредненное давление атмосферы на различной высоте над уровнем моря.
6. Первичное закрепление нового знания.	Учебник.	Документ-камера.	Разноуровневые задания.
7. Самостоятельная работа и проверка по эталону.	Видеофрагмент; Газета.	Тонومتر.	Карточки для самостоятельной работы; Географические карты.
8. Включение в систему знаний и умений.	Учебник.	ПК; видео.	Когнитивные и деятельностные установки.
9. Рефлексия, включающая в себя и рефлексии учебной деятельности, и самоанализ, и рефлексии чувств и эмоций.	Слайд.	ПК; видеопроектор, экран.	Задания для самопроверки. Индикаторы обратной связи.

Учебно-методический комплекс - Training and methodology set.

1. Мотивационный этап. - Motivational stage.
2. Этап актуализации знаний по предложенной теме. - Stage of knowledge actualization on a proposed topic.
3. Выявление затруднения: в чем сложность нового материала, что именно создает проблему, поиск противоречия. - Identification of a difficulty: what is the difficulty of the new material, what exactly creates the problem, the search for a contradiction.

4. Разработка проекта, плана по выходу из создавшегося затруднения, рассмотрения множества вариантов, поиск оптимального решения. - A project or a plan development to exit from a developed difficulty, a variety of options consideration, the search for an optimal solution.
5. Реализация выбранного плана по разрешению затруднения. Это главный этап урока, на котором и происходит "открытие" нового знания. - Implementation of a chosen plan for a problem solution. This is the main stage of a lesson, at which the "discovery" of new knowledge takes place.
6. Первичное закрепление нового знания. - Primary consolidation of new knowledge.
7. Самостоятельная работа и проверка по эталону. - Independent work and the check according to a standard.
8. Включение в систему знаний и умений. - Inclusion in the system of knowledge and skills.
9. Рефлексия, включающая в себя и рефлексия учебной деятельности, и самоанализ, и рефлексия чувств и эмоций. - Reflection, which includes both the reflection of educational activity, self-analysis, the reflection of feelings and emotions.

Источники информации - Information sources

Наблюдение демонстрации "Яйцо в бутылке", "Перевернутый стакан" - Observation demonstration "An egg in a bottle," "An inverted glass"

Эксперимент "Определение веса воздуха" - Experiment: "Determination of air weight"

Слайд - Slide

Литература для учеников - Literature for pupils

Видеофрагмент; Натурный эксперимент "Надувание резиновой камеры" - Video fragment; Natural experiment "Blowing up of a rubber chamber"

Учебник. - Textbook.

Видеофрагмент; газета - Video fragment; newspaper

Оборудование - Equipment

Стакан с клапаном и пробкой, лист бумаги. - A glass with a valve and a stopper, a sheet of paper.

Бутыль, сваренное яйцо. - A bottle, a boiled egg.

Технические весы, разновесы, колба, насос Комовского. - Technical scales, weights, a flask, Komowsky's pump.

ПК, видеопроектор, экран. - PC, video projector, screen.

Барометр, aneroid. - Barometer, aneroid.

Тарелка к вакуумному насосу. - A plate to a vacuum pump.

Насос Комовского. Резиновая камера. - Komowsky's pump. Rubber chamber.

Документ-камера - Document camera

Тонометр - Tonometer

ПК; видео - PC; video

Дидактическое сопровождение - Didactic support

Когнитивные и деятельностные установки; Проблемные вопросы - Cognitive and activity sets; Problematic issues

Понятийный аппарат. - Conceptual apparatus.

Логические схемы. - Logical schemes.

Географические карты с изобарами. - Geographic maps with isobars.

Таблица: усредненное давление атмосферы на различной высоте над уровнем моря. - Table: an average pressure of the atmosphere at different altitudes above sea level.

Разноуровневые задания. - Multi-level tasks.

Карточки для самостоятельной работы. Географические карты. - Cards for independent work. Geographic maps.

Когнитивные и деятельностные установки. - Cognitive and activity sets.

Задания для самопроверки. - Assignments for self-examination.

Индикаторы обратной связи. - Feedback indicators.

Fig. 4. Instrumental unit. Training and methodology set

Organization and activity unit includes:

1. Table-diagram "Lesson plan", which determined all the actions of a teacher and a student in the development of universal learning activities step-by-step and homework was presented in Fig. 5 and 6. The testing of the software environment "Technological map generator" was carried out at the basic department of MEI the secondary school №33 in the city of Saransk of the Republic of Mordovia. The results of the research were presented at the republican seminar "The improvement of teaching physics at school and university" in 2017, at the International Scientific and Practical Conference "Evseevskiy readings" of 2017 [2].

Тип урока	Урок "открытия" новых знаний	Выберите этап
Этап урока	Мотивационный этап	Добавить
Деятельность учителя	Демонстрирует физический эксперимент "Перевернутый стакан" "Яйцо в бутылку" делает когнитивные и деятельностные установки	Добавить
Деятельность учащихся	Вводит наблюдение Делает выводы	Добавить
Познавательные УУД:	анализ объектов с целью выделения признаков (существенных, несущественных) наблюдаемого явления. Устанавливает причинно-следственные связи	Добавить
Коммуникативные УУД:	оценивания усваиваемого содержания, обеспечивающее личностный моральный выбор на основе социальных и личностных ценностей	Добавить
Регулятивные УУД:	целеполагание - как постановка учебной задачи на основе соотнесения того, что уже известно и усвоено учащиеся, и того, что еще неизвестно	Добавить

Назад Сформировать карту Сохранить Вперед

Тип урока: урок "открытия" новых знаний - Lesson Type: lesson of new knowledge "discovery"

Этап урока: мотивационный этап - Lesson stage: motivational stage

Деятельность учителя: демонстрирует физический эксперимент "Перевернутый стакан", "Яйцо в бутылке", делает когнитивные и деятельностные установки - Teacher's activity: demonstrates the physical experiment "An inverted glass", "An egg in a bottle", makes cognitive and activity sets

Деятельность учащихся: Ведет наблюдение. Делает выводы. - Student activities: Observation. Drawing of conclusions.

Познавательные УУД: анализ объектов с целью выделения признаков (существенных, несущественных) наблюдаемого явления. Устанавливает причинно-следственные связи. - Cognitive ULA: the analysis of objects in order to identify the signs (significant and insignificant ones) of an observed phenomenon. The making of cause-effect relationships.

Коммуникативные УУД: оценивание усваиваемого содержания, обеспечивающее личностный моральный выбор на основе социальных и личностных ценностей. - Communicative ULA: evaluation of the studied content, the provision of personal moral choice on the basis of social and personal values.

Регулятивные УУД: целеполагание как постановка учебной задачи на основе соотнесения того, что уже известно и усвоено учащимися и того, что еще неизвестно - Regulatory ULA: goal setting as the set of a learning task based on the correlation of the things already known and learned by the students and the things still unknown.

Сформировать карту - Generate a map

Сохранить - Save

Fig.5 Organizational-activity unit. Motivational stage

The screenshot shows a web-based form titled "Form4". It contains the following fields and buttons:

- Тип урока** (Lesson Type): A dropdown menu with the selected value "Урок "открытия" новых знаний" (Lesson of new knowledge "discovery"). To its right is a button "Выберите этап" (Select stage).
- Этап урока** (Lesson stage): A dropdown menu with the selected value "Актуализация знаний и осуществление первичного действия" (Actualization of knowledge and implementation of the primary action). To its right is a button "Добавить" (Add).
- Деятельность учителя** (Teacher's activity): A text input field containing "Организует проведение эксперимента "Определения веса воздуха"" (Organizes the conduct of an experiment "Determination of the air weight"). To its right is a button "Добавить" (Add).
- Деятельность учащихся** (Student activity): A text input field containing "Проводит эксперименты под руководством учителя (натуральный или имитирующий компьютерный), делает выводы" (Conducts experiments under the guidance of a teacher (natural or simulating, computer one), the drawing of conclusions). To its right is a button "Добавить" (Add).
- Познавательные УУД:** (Cognitive ULA): A text input field containing "выдвигает гипотезы и их обоснования" (putting forward of hypotheses and their justifications). To its right is a button "Добавить" (Add).
- Коммуникативные УУД:** (Communicative ULA): A text input field containing "планирование учебного сотрудничества с учителем и сверстниками - определение цели, функции участников, способов взаимодействия. Умения с полнотой и точностью" (the planning of educational cooperation with a teacher and peers - the definition of a purpose, the function of participants and the ways of interaction. Skills with completeness and accuracy). To its right is a button "Добавить" (Add).
- Регулятивные УУД:** (Regulatory ULA): A text input field containing "составление плана и последовательности действий" (making of a plan and a sequence of actions). To its right is a button "Добавить" (Add).

At the bottom of the form, there are four buttons: "Назад" (Back), "Сформировать карту" (Generate map), "Сохранить" (Save), and "Вперед" (Next).

Тип урока: урок "открытия" новых знаний - Lesson Type: lesson of new knowledge "discovery"

Этап урока: актуализация знаний и осуществление первичного действия - Lesson stage: the actualization of knowledge and the implementation of the primary action

Деятельность учителя: организует проведение эксперимента "Определение веса воздуха" - A teacher's activity: organizes an experiment "Determination of the air weight"

Деятельность учащихся: Проводят эксперименты под руководством учителя (натуральный или имитирующий компьютерный), делают выводы - Student activity: conduct of experiments under the guidance of a teacher (natural or simulating, computer one), the drawing of conclusions

Познавательные УУД: выдвигают гипотезы и их обоснования - Cognitive ULA: putting forward of hypotheses and their justifications

Коммуникативные УУД: планирование учебного сотрудничества с учителем и сверстниками - определение цели, функции участников, способов взаимодействия. Умения с полнотой и точностью. - Communicative ULA: the planning of educational cooperation with a teacher and peers - the definition of a purpose, the function of participants and the ways of interaction. Skills with completeness and accuracy.

Регулятивные УУД: составление плана и последовательности действий - Regulatory ULA: making of a plan and a sequence of actions

Fig.6 Organizational-activity unit. Knowledge actualization stage

Conclusions

1. The lesson technological map is a new type of document, describing the learning process, divided by lesson stages into coordinated teacher's actions and student's actions. The performed student's actions provide the development of universal educational activities, which makes it possible to implement the system-activity approach.
2. The technological map is a route, with an inherent variability on which the whole cognitive process develops, and it makes a lesson a modern and a creative one.

Summary

The generated technological map generator has a simple interface, each unit has its own functional window, which allows you to select the necessary information from a list or add your own. Once a teacher has filled in all the required fields, he can convert the form into a convenient Microsoft Office Word or Excell format and print out the finished project.

The generator of technological maps allows to optimize the process of variational design for a modern physics lesson on the basis of the system-activity approach in the Microsoft Visual Basic programming environment.

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About The Problem Of Nickname Separation From Other Onomastic Units

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Abstract

The review of scientific literature shows the lack of a common opinion in linguistics on the category of nicknames. In modern studies, the notion of a nickname is often used instead of the words nickname and pseudonym. Proceeding from this, we distinguished the characteristic features of nicknames as an onomastic unit: an oral form; the function of an individual isolation from society; territorial, temporal limitation; weak systematicity; variability; optionality; structural and semantic diversity.

Keywords: vocabulary, onomastics, anthroponym, nicknames, pseudonym

1. Introduction

In linguistic science, the term "nickname" has various interpretations. N.N. Ushakov noted quite rightly on this occasion: "... to start a serious, special study of nicknames should be ... with the clarification of the phenomenon understood as a nickname" [12, p. 158].

A well-known Russian anthroponymist V.A. Nikonov wrote: "The term nickname is turned into a bag for any non-passport names. The main lesson: it's time to understand the confusion, to justify scientifically the categories of naming, without dumping them into a bunch of nicknames". Moreover, V.A. Nikonov saw the problem in the fact that "the term nickname does not disclose, but hides the differences of anthroponymic phenomena, it needs a theoretical interpretation in the definition" [5, p. 141].

2. Official And Unofficial Anthroponyms

As you know, anthroponyms are traditionally divided into official and unofficial ones. An official name means "the name (or its specific form) accepted in official use" and an unofficial name means "officially unidentified, unapproved proper name or a name in an unofficial form" [6, p. 134].

Concerning the separation of official and unofficial names L.P. Kuznetsova notes the following: patronymic and family names are located in the near-nuclear space with different degrees of distance from the nucleus towards the periphery. These units are mandatory for the people of Russian-speaking community. Nicknames, group street names make up the anthroponymic periphery and are optional ones [4, p. 56]. In other words, formal and informal naming can be divided into mandatory and optional one.

Nicknames as unofficial anthroponyms originate from ancient times, and their formation is based on a clear system. In Russian language, the word nickname was equivalent to the modern word surname in a certain sense in ancient times. In Ukrainian, the word "прізвище" is still used instead of the word "surname", which was not included in the Ukrainian literary language [9, p. 18].

Until the 17th century, the word nickname was used as a synonym for the term personal name, referring only to Russian names, and from the 17th century it was more used in the meaning of an additional secondary naming of a person, often jokingly, to mock oneself [7, p. 86].

Historically, it is clear that nicknames are very closely related to official names, in some cases even there is the difficulty in the distinguishing of names or surnames from nicknames. This situation is complicated by the fact that in ancient times the nicknames passed into the category of name or surname, and there is a reverse trend at the present stage.

The next distinctive factor of official naming from unofficial ones is their record in documents. Official names preserved to the present day in archival data. Most of the ancient nicknames reached us verbally. It is worth noting that sometimes they indicated a nickname instead of a name in the documents.

A nickname is differed from a personal name by the fact that a child's name is chosen by parents. A nickname can be originated in any collective. A person remains uninvolved in a name assignment. Thus, a name has a character of good will basically, which should be achieved by the named in practice. A nickname traditionally has the character of description, which occurred in reality contrary to expectations.

A nickname is developed after an event, namely a real one. For example, a person lost sight and walks in glasses. A team can give him such nickname as Professor, four-eyed, nerd, etc. And the name is assigned right after birth with some good intentions. Personal names are assigned to each individual necessarily and officially. The change of a name is registered in official documents. In rare cases, an unofficial own name may also function, which is given by a religious minister.

In the past, nicknames were used to keep a name secret. Many peoples of the world have a taboo on names. In ancient times, the culture of renaming was applied to everything that could be dangerous for humans. In mythology, "name" played the most significant role. The name in the mythological consciousness is ontological and existential. According to beliefs, it was possible to influence an object by pronouncing his name.

So, in China it was not allowed to speak or write the names of emperors. Russians had surnames, formed from bad nicknames, the were produced for the guard against evil spirits. Turks replaced personal names with nicknames when children died often.

2. Personal Names And Nicknames

Nicknames are more mobile and are not recorded officially if they changed. Nicknames, in contrast to names, have territorial and sometimes temporary restrictions. One and the same person can have several nicknames that exist only in a given area and only in a narrow society. For example, a caller named Fanis has three nicknames: Kernis `Rat` - the consonance with the name, common in school environment; Karga `Raven` - a man has a dark skin, the nickname spread during a more mature period; Kaban `Wild boar` - with a large constitution, he had this nickname in a student society. A person may be silent on some nicknames. In the time space, some nicknames can be passed on from generation to generation, and others can disappear at once, as soon as they appeared.

From other official anthroponyms, nicknames are differed by weak systematicity, short duration, and variability. They are characterized by a structural-semantic variety: thus, any language unit can be used as a name - from a separate sound to a whole sentence.

A nickname, unlike a name that traditionally does not distinguish any features of a person, or indicates the features of appearance: Kalancha - for high growth; character: The beast - heartlessness, etc., or somehow related with a name: Davlat - from the surname Davletbaev; Name: Zinaida - from the name Zalifa; or it depends on special circumstances, where this nickname arose: Itexe `Shoemaker` - stole the boots from one neighbor and sold them to another. It identifies each individual in a team. For example, there may be several people with same names in a particular society, and they will have completely different nicknames. Thus, it can be concluded that a nickname has an auxiliary function to indicate the individuality of a person, the characteristic trait of his personality.

3. Separation Of Nicknames From Other Onomastic Units

Often the term "nickname" is perceived as a synonym OF other onomastic categories such as a nickname, a pseudonym, a label, a moniker, a rattle, a byword, etc.

The issue of distinguishing between nicknames, bywords, priests tried to be solved by V.I. Dahl: nickname - a name given to an animal, especially a dog, a bird; The byword - "to tease someone, a sneered nickname, but not personal one, but to a city, a region, a community: Kaluga people are needle makers; Astrakhan people are sour fish oil"; A nickname is a name that is attached to someone in jest or on an occasion [3, p. 118, 442, 485].

In modern studies, the category "nickname" is more often confused with the category of "pseudonym". Let's try to distinguish each of these concepts from nicknames.

Let's start with nicknames. In the various dictionaries, the following explanations of nicknames are given: Nickname - I. A name given to a pet; II. A nickname that is given to some person as a joke, a mockery, and also with some special, for example, secret goal [11].

So, the lexeme "nickname" in the first sense expresses the name of an animal. In the second meaning it denotes a nickname, which is given in mockery or to hide a real name. Sometimes they use the term zoonym for the first meaning in onomastics.

It is impossible not to agree with the opinion expressed by V.I. Suprun, that zoonymic nomination repeats nickname in many respects, since the dominant element of meaning is the characterological function in appearance, habits, an attitude to a certain species. Also zoonyms, as well as nicknames, are included in nuclear-peripheral relations, tending both to the core and to the periphery of the field. The zoonyms formed from the personal names of a person (Mashka, Borka, Katka, Yashka) and from the patronymics (Vanych, Sanych, Mikhalych) are closer to the core. The author argues that this phenomenon does not make it possible to draw a clear boundary between zoonyms and anthroponymy sometimes [10, p. 117].

In modern dictionaries of Russian jargon, the term "nickname" is used to denote the nicknames of people, explaining it by its "pejorative nature", "negative evaluation", which makes it possible to use the nicknames by prisoners [2, p. 7]. In argot slang such synonyms as "cliff", "klikuchka", "moniker", etc. are used.

Sometimes there is the confusion of "nickname" and "pseudonym" concepts in linguistics. Painters, writers, actors, public figures, etc. began to use pseudonyms to hide their own name. A real name of a person with a pseudonym is called autonym.

Common reasons for the use of this kind of aliases are: 1) the desire to replace a too long name with a shorter, memorable one; 2) the desire to take a "speaking" name; 3) the desire to conceal an origin; 4) the desire to have the same name with another person acting in this field. In addition to individual pseudonyms, there are collective pseudonyms in Russian language: Kukryniksy, Nicholas Burbaki, Kozma Prutkov, and others [1].

Apparently, both nickname and pseudonym are referred to an unofficial naming of the person, which gives rise to confusion among these concepts. The most basic difference between nicknames and pseudonyms is self-nomination. If a nickname is invented by society, then the pseudonym is chosen by a man.

The World Wide Web has given us new opportunities to create virtual onyms. Virtual communication has no restrictions on gender, age, profession, nationality, religious affiliation, etc. A new "virtual person" is born with the appearance of a new name - a nickname.

Unlike nicknames, pseudonym is closer to nicknames. The owner of a nickname (as well as a pseudonym) chooses his own name. Nowadays nickname (English nickname - the initial meaning "nickname", from the mid-English an eke name - "other name") denotes the network name used in the space of communication (in blogs, forums, social networks) [13, p. 68]. Apparently, a direct translation of this category introduced another ambiguity in the fields of informal anthroponyms.

A person with a network name is given the opportunity to create an image for himself, hiding his real "I". In this regard, you can consider a group of nicknames formed from nicknames. These nicknames can be conditionally defined as hidden egoistic nicknames (from the name of the psychological phenomenon "hidden egoism") or as auto-nicknames.

Nicknamed folklore is also called "bywords". This term was used by I.Yu. Kartashova (1985) and N.V. Drannikova (2004). The dispute between linguists and folklorists about the term "nickname" is still relevant. Linguists considered "byword" as a popular aphorism, and folklorists consider it both as group nicknames and as aphorisms.

It is also customary to use the word "nickname" to determine the unofficial names for inanimate objects: Piglet (the area of Salavat Yulaev monument in Ufa); A ship (a long building of a residential complex in Ufa); Urman `Les` (Forest Technical School), etc.

It is well known that an external or internal impulse is necessary for the development of nicknames. This impetus or motivation for nicknames depends on the imagination of nickname authors and a nicknamed person social status, it also shows their benevolent or hostile attitude to each other.

One can not but agree with A.M. Selishchev that the largest part of personal names and nicknames refers to a man's appearance and his traits. In this case, a nickname is given most often according to physical deficiencies and negative traits. In the old days, they were not shy about any meanings of words in respect of nicknames, so now they seem ridiculous to us often [8, p. 7].

Many researchers of nicknames rely on the definition by N.V. Podolskaya: "A nickname is the kind of anthroponym. An additional unofficial name given to a person by surrounding people in accordance with his characteristic feature, the circumstance accompanying his life according to some analogy" [6, p. 111].

5. Conclusions

Comparing various definitions, we came to the conclusion that a nickname is a name given to a person in addition to his name and that contains an indication of any noticeable character trait, appearance, activity of this person, applied in joke or for any occasion. As we know, nicknames are most common among rural residents.

Based on the analysis, we assume that the link between nicknames and ethnonyms forms a chain: nicknames - collective nicknames - ethnonyms. At the present stage of nickname development, the reverse trend is also possible: ethnonyms - collective nicknames - nicknames.

6. Summary

The dictionaries of different periods do not introduce any significant changes in the interpretation of the word nickname, limit its meaning, reducing the a nickname to the estimated and characteristic informal names. The dispute about nicknames continues to this day. In this regard there is no common interpretation of nicknames [14; 15].

Based on the vocabulary definitions and the opinions of authoritative linguists, we tried to distinguish the concept of a nickname from other onomastic units. So, the word "nickname" refers to zoonyms basically. The lexeme "zoonym" is used in scientific literature, and in common speech people use the word "nickname". Also a nickname is the nickname of criminal authorities, thereby indicating it as a negative phenomenon. Thus, the meaning of the word "nickname" has a negative connotation, shows a contemptuous attitude towards a person and offends him.

Unlike nicknames, a pseudonym referred to an unofficial anthroponymics, has a legal status. He has the right to intellectual property. The law does not allow the disclosure of an alias without an author's consent, except when a pseudonym is used to falsify authorship.

Practice shows that nicknames are often confused due to the incorrect approach of these categories translation. The most basic difference between nicknames from pseudonym is self-nomination. If a pseudonym is given by society, then in virtual reality a person chooses a nickname by himself.

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Cosmonyms In Turkic Languages (Linguistic Analysis)

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Abstract

In recent years there was a noticeable increase of interest in cosmonyms, which constitute one of the oldest lexical strata in Turkic languages. It should be noted that in many Turkic languages cosmonyms are studied insufficiently. This article is devoted to the identification of cosmonyms functioning in Turkic languages. The ethnolinguistic characteristics of celestial bodies among Turkic peoples is also given. Both literary and dialectal names are involved for analysis.

Keywords: lexicology, onomastics, cosmonym, names of celestial bodies, Turkic languages

1. Introduction

The systematization and preservation of unique ancient names in Turkic languages within the context of globalization is one of the priorities for modern science. The names of celestial bodies are studied by the section of linguistics called onomastics, and its special discipline named cosmonymy. The main object of cosmonymy are cosmonyms (the names of celestial bodies) distinguished among other names by the fact that heavens have always been a shrine and an object of worship among the Turkic peoples.

In Turkic languages one can find many cosmonyms common to all Turkic peoples. For example, the name Өлкәр in Bashkir language came from the common Turkic Ülker (the name of the constellation). In science this constellation is called the Pleiades, the cosmonym Өлкәр gives the meaning of "chief". In some dialects of Bashkir language, the name Иләк йондоз is common, which arose from the assimilation of Sito star. There are also cosmonyms like Өлкән йондоз, Күмәк йондоз. There are such rather interesting names as Сыңғы, Сыңға йондоз ("ring-shaped star" literally) among the Bashkirs of the southeast [1].

The cosmonym Етерән йондоз in Bashkir language is very ancient one. Folk legends testify that it keeps in itself even the echoes of the Tengrian era. There are also the variants Етген юлдыз, Етти юлдыз Among among other Turkic peoples. The dialects have such names as Өлкән йетегән, Кесе йетегән.

The cosmonyms һарат and Һырат mean the breeds of horses by color in Bashkir folklore. According to popular beliefs, they are "tied" to the North Star (in Bashkir version - Altyn Kazыk) on the sky. The forms of constellations indicate a characteristic figurative-legendary basis of a name. The cosmonyms Buhat and harat in the Saltyut dialect of Bashkir language return us to the motives of the legend about the star Етерән. They symbolize two horses, always galloping from the persecution of wolves [2].

The brightest stars have been served as a landmark for Bashkirs since the ancient times. The star Тимер казык, or Алтын бағана is a bright sign of the northern part of the world. The name Темир казык is common to the Turkic peoples and it is present even in Mahmud Kashgari's dictionary. It is especially widespread among Tatar, Kazakh and Bashkir peoples.

Turkic people (especially cattle-breeding ones) saw this star in the form of an iron stake with the horses tied to it. Allegedly, robbers were spinning around this stake to steal horses. For this reason, the celestial body was named as Тимер казык (Iron stake). The Mongols believed that this stake was made of gold, and it was hammered by God himself. Chuvash called this star the North Star [3].

The star, brightly shining at dawn and at sunset, is called Ай йондозо, Таңсулпан (Таң йондозо, Таңғы йондоз, Сулпан, Солпан, Таңғы сулпан) by Bashkirs. The scientific name is Venus. Bashkir dialects have such names as Әңер йондозо, Шафак, Шәфәк, Шапак йондоз, Әңер сулпаны, Әңерге йондоз.

The star Тансулпан was regarded by Bashkirs as a small satellite of the Moon and the Sun and was considered as the saint, bringing light to people. Bashkir dialects have another very sonorous name for this celestial object - Тандыса.

The following fact is interesting: some nations named all visible planets except the constellations. For example, the planet Venus received the following names: among Bashkirs - Sulpan, among Tatars - Cholpan, among Karakalpaks - Sholpan, etc. The ancient Türkic monuments keep the names of Sevit and Cholpan; The Arabic name of the planet, Зөһрә йондоз, is also present. The ancient Turkic monuments keep the names of other planets: Mars - Copper arrow, Mercury - Artsu, Jupiter - Black bird. Let's note that Kalmyks gave names to almost all planets: Mars - Mingmr, Saturn - Bemb, Jupiter - Purve, Venus - Basn, etc.

Among the celestial objects, named according to their location in the sky, the constellation Аржысак stands out. This name is common in Burzyan, Kizil, Ik-Sakmar dialects of Bashkir language. There are such variants of the cosmonym as Алгырсак and Аркосак in other dialects.

The purpose of this scientific article is the linguistic analysis of cosmonyms on the basis of Turkic languages, conditioned by the following tasks: а) to show the reflection of cosmonyms in folklore samples and in fiction (using the material of Turkic languages); б) to give an ethnolinguistic characteristics of the celestial bodies among Turkic peoples; в) to reveal the role of cosmonyms in personal names.

2. Ethnic-Linguistic Analysis Of Cosmonyms

There are up to eleven names of stars in Bashkir dialects common with many Turkic peoples, which have Arabic and Russian lexical parallels. They are named by color, location, by the time of entrance to the sky. The visible part of the cosmos is called by the same term йондоз. A common feature of all cosmonyms is their regional specificity and diversity, the influence of dialects on a name structure. It should be noted that until now the meanings of such cosmonyms as Кәрлә йондоз, һүнгән йондоз, Башмак йондоз, Олтан йондоз, һирән йондоз, һүрән йондоз are not clear.

The names of celestial objects are more common among the Bashkirs of south and southeast, the largest part of cosmonyms is collected from the representatives of the Bashkir clan Burzyan and Kipchak. The names common in the territory of the Republic of Bashkortostan are also found among the Bashkirs of Kurgan and Chelyabinsk regions: Йолдоз and Зөһрә йолдоз..

The diversity of the variants concerning the same constellation attracts a certain attention: Кош юлы (Milky Way) in different languages: ski trail, a snake trail, the back of the god, bristle on the back, the path of souls, where the bear was dragged, a sandy river, Chumatsky road, the road to Jerusalem /Rome, Kiev/ [6]. Kalmyks named the Milky Way as Тенгрин Уйдл ("heavenly seam").

In recent years, the layer of cosmonyms in Bashkirian language was replaced mainly by Russian or calque names. The vivid examples of this are the cosmonyms Үлсәу йондозлоғо - `constellation of Libra` and Балык йондозлоғо - the constellation of Pisces. However, in Bashkir dialects, for example, the name of the Milky Way Galaxy (Кош юлы) has the analogue - Каз юлы - `Goose way`. There are also other variants of names, for example, Кысала йондозлоғо - `the constellation of cancer` - һарат, Зодиак йондозлоғо - Zodiac constellation - Бузат. It turns out that there are the primordial names of constellations in Bashkir language, however, they were lost or did not enter the common dictionaries for some reason.

As is known, humanity observed the heavenly objects with admiration since the ancient times. Using them sailors and caravans found their way and determined an approximate time. Celestial bodies also served as a season indicator.

The stars always attracted people's attention with their mystery, many tales and legends were written about the Sun and the Moon. Different nations saw the features of universe objects differently and named them according to their own ideas. For example, the same constellation is called Horse by Russians, wagon - by Romans, cart - by Ukrainians, telega - by the peoples of the Lower Volga region, Zhetiarkar - by Kirghiz people (seven wild sheep), Chedihaan (seven khans) - by Tuvans, etc.

The etymology of the constellation Milky Way is interesting. Galileo Galilei discovered through the telescopic device that Milky Way consists of an infinite number of stars and resembles milk by color. In

general, the constellation Milky Way was already familiar to ancient scientists. For example, the Armenian mathematician, cosmographer and philosopher Anany Shirakatsy, who lived in the 7th century, noted in his notes that some authors of the ancient times called this constellation the Old Way of the Sun, others called it Persephone's veil; In the opinion of the third ones, Hercules took Herion's herd away along this road; The fourth ones claim that it is the milk shed from Hera's breast (Aramaz's wife). Ancient Armenians adhere to the following version: in winter, Vaagan stole the straw from Barsaam, and this is the road on which the straw fell.

Christians associate this constellation with religious ideas. There is the hypothesis according to which the souls of the dead rise to heaven or, on the contrary, return back along this road. The Milky Way is also called the Way of Jesus, the Way of the Virgin Mary, the Way of St. Peter, the Way to Jerusalem, the Way of St. Jacob, the Way of St. James and the Way of Paradise.

In most Turkic languages, the name of the constellation Milky Way is associated with a bird: the Bashkirs - Кош юлы (the Bird's way), the Kazakhs - Торна юлы (Crane Route), the Kirghiz - Кыр каззаны юлы (the path of wild birds), the Tatars - Кыек каз юлы (the way of wild birds), etc.

In Central Asia they call it the Straw path. In Hungary, Bukovina, Moldova they believe that the straw was stolen by gypsies, for this reason the constellation was called the Gypsy path.

The Mongolian peoples call The Milky Way as "The collapsed piece of the sky". The inhabitants of Chukotka have the following names: Dusty river, Silver river, Heavenly river; In East Africa it is called the Star Sea.

Traditionally the Caucasian peoples associate the name of the constellation with the animal world: Caravan path, Herd path, etc. Chechens call it the Bear Road, the Georgians call it the place where lambs are jumping. Indians and some Asian peoples call the Milky Way was called as the Serpentine River, Snake Path, etc.

Тимерказык йондозо (Polar star) is a bright star, located closer to the North Pole. In Bashkir language the name of the star is developed from two fused roots: the timer (iron) + казык (pillar). It was named for the reason that this star seems a fixed one from the Earth, standing in place. The Karahanid Uighurs name it Temir, the Turks - Demir kazuk, Demir-Kazyk, Turkmens - Demir gazyk, and so on.

Етерэн йондоз (Bear) consists of two constellations: Оло Етерэн (Big Dipper) + Кеце Етерэн (Little Dipper). The name goes back to the word ете (seven), as there are seven stars in these constellations. In separate dialects of the Bashkir language, the variants of Кәрлә йондоз (Dwarf star), Илэк йондоз (Sieve star), Сыңға йондоз (Star-ring), Олтан йондоз (Sole star), Башмак йондоз (Boot star) are recorded. In the northern and north-eastern regions of the Republic of Bashkortostan it is also called Сүмес, һүмес, Сирпәк, Сүмесбаш (The Plough); There are also the following phonetic variants: Житегән, Езэгән, Езерән. Russians associate this star, as the name implies, with a large beast - a bear.

According to R.Z. Shakurov, the study of astronomical terms must be started, first of all, with the analysis of the words күк (sky) and күк йөзө (heaven) [5]. In written monuments and some modern related languages, the word күк is used in two meanings: heaven and god. The lexeme тәңре is used in the meaning of Muslim God, the Lord. The meanings of the sky, the firmament are no longer inherent of the word in principle. The use of the word тәңре in the meaning of God is rooted in the distant past. This idea is confirmed by the words ай тәңре (the god of the moon), йашын тәңре (the god of lightning), йел тәңре (the god of the wind), күн тәңре (sun god), кот тәңре (the god of fortune), etc. The root of the word тең means "to rise". In Tungus-Manchurian languages, for example, in Even language, the word таңара is translated as "god", "icon". And in the ancient Sumerian language, the Turkic borrowing теңир sounded like дингер - "god."

3. Cosmonyms In Folklore Samples

The heavenly bodies played an important role in the life of all the Turkic peoples. The nomadic way of life among the Turkic tribes largely determined the significance of space objects as the sign of the forthcoming weather character or the ability to determine time accurately. Since ancient times, the Turks idolized heavenly bodies, which found its expression in a language in the form of appropriate winged words, phraseological units, proverbs and sayings.

Many cosmic names not only closely intertwined with other language layers, but also reflected the world outlook, the way of life, the traditions and customs of the Turkic peoples in the composition of folkloric samples and works of art. Thus, cosmonyms are of great value in the linguistic and cultural field. The associations related to cosmonyms reflect the mentality of the Turkic peoples, national-cultural and historical-cognitive concepts, and finally, the linguistic picture of the world in the representation of the Turks [7; 8].

It should be noted that the names of celestial objects (proper names) are found in the structure of stable linguistic units as the proverbs and sayings very rarely. Mainly these are the terms that form associative links with various value-cultural notions [1]. In the Turkic languages, these are three main terms: Кояш (Sun), Ай (Moon), Йондоз (Star). The first two cosmonyms refer to astronomical objects, in the third case it is the common name of all objects in the sky. In ancient times, many Turkic tribes deified heavenly bodies, so it is not surprising that they reflected in the popular experience of the world knowledge - in the aphoristic genres of folklore.

The first thematic group of proverbs, sayings and riddles is made by the units with the Sun component. The ancient Bashkir tribes, like the rest of the Turkic people, deified the sun. It had not only the meaning of light and heat for them, but it was also a symbol of good and mercy, therefore in many sayings the cosmonym Sun represents humanity and compassion, actualizing the conceptual understanding of "light" as the symbol of humanity and good. In this sense the cosmonym often acts as the most important part of the figurative association in proverbs and sayings, for example: `Кояш янында - йылылык, инә янында - изгелек` - "Warmth is near the sun, and kindness is near the mother"; `Кояш карағанда йәшәп кал, атаң карағанда йөрәп кал` - Live while the sun is shining; entertain yourself while the father keeps you; `Кояш тапһыз, ир ғәйепһез, ил дауһыз булмаҫ` - There is no sun without a spot, a man without a sin, a country without a war; Кояш юк - көн юк - "There is no sun without a day"; In the riddles the cosmonym Sun carries a bright figurative component in itself: Ай күрзе, кояш алды (ысык) - `The Moon saw, the Sun took away (dew)`.

The second thematic group of proverbs, sayings and riddles is developed with the cosmonym Ай. This heavenly luminary had the same meaning for ancient clans as the sun, personified by the Sun satellite. The moon (Ай) as a night satellite of the Sun in Bashkirs' understanding was surrounded by an exceptional mystery and was represented either by the smiling face of a young beauty Zukhra, or by the face of a lonely man sowing sadness and sorrow.

Bashkir cosmonym Ай is filled with such meanings as "beauty", "loneliness" and is present in many proverbs and sayings. For example: Айға карап ай булма - `Do not imitate the Moon`; Ай уртақ, көн уртақ, яҡшы кешенең эше уртақ - `The moon is common, the sun is common, a good man has a common job; Ай байыһа, йондоз бар, катын үлһә, балдыз бар - `the Moon is common, the night is common`; Ай байыһа, йондоз бар, катын үлһә, балдыз бар - `There is a star if the moon goes away, there is a younger sister-in-law if a wife dies'; Ай менән кояш берәр генә була `The moon and the sun are unique ones`.

The Bashkirs saw the bright star Таңсулпан (Сулпан йондоз) as an invariable satellite of the Sun and the Moon, it is also the symbol of beauty and light for them [6]: Таң күзе - Сулпан; Сулпан йондоз - өмөтлә күз. A large number of signs and beliefs related to Ай (the Moon) is associated with the physical and spiritual state of a man. Diseases and health, and the mood of a person - all this depended on Ай directly, according to the ancient Turks [3; 4], including Bashkirs. There are the signs that have arisen on the basis of observations concerning the nature of the moon. For example, in the genre һынамыш (omens), the warning preserved from the contemplation of the Moon: Айға озак карама, аяктарың бәйләнер - `Beware of the moon contemplation - it brings misfortune`. Or Айзың колактары булһа, аяктарыңды һаҡла, which means "the beginning of the cold season (when the moon will have "ears") one must put on warmer shoes". Or: "Канлы ай бәхет килтермәҫ", which meant "The red color of the moon brings misfortune".

The third group of proverbs, sayings and riddles is developed with "йондоз" component. As we noted Bashkirs called all the luminaries in the sky as a star, so often "йондоз" means the sun and the moon.

However, for the ancient Bashkirs, the night lights - the stars were also sacred celestial objects, in the cultural space they are the symbols of a path, search and hope. Examples: Алыстағы йондоз йылы була 'The distant star seems warm'; Эзләгән йондоз юлынан йөрөп 'A seeker walks along the way of the sun'; Өмөт караңғы төндә йондоз булып янып - 'Hope will shine with a star in the dark night'.

So, cosmonyms and the aphoristic genres of oral folk art revealing its essence provide the valuable material for the study of the world outlook, imagination, imaginative thinking of the whole people and the perception of heavenly bodies by them [3; 9]; therefore, the identification of such units, their comparative study is of great scientific importance for the further development of linguistics. In this case, the linguocultural significance of cosmonyms study can not be overestimated.

4. Conclusions

Summarizing the abovementioned, we note that the system of cosmonyms is very ancient in Turkic languages; This lexical layer is closely related with folk beliefs and folklore motifs. The systematization and the study of such names would help to reveal some points in the culture and the history of Turkic peoples. The roots of most cosmonyms go back to the pre-Islamic era, the close relation of names with many peoples, their common Turkic base testify to the importance of this layer for Turkic languages.

5. Summary

The meaning of cosmonyms in the works of art is not limited only to the figurative function. They have the features of mythological consciousness and mentality. The study of such Turkic cosmonyms as *кояш*, *ай*, *йондоз* and related proverbs, sayings, riddles also gives a valuable experience in the understanding of Turkic people mentality and ancient attitude.

Cosmonyms occupy an important place in the world outlook of any people. Nevertheless, linguists all over the world do not carry out consistent studies devoted to the purposeful analysis of the universe objects. We have to state that only simple people perceive them as they are, try to analyze, compare them to familiar objects, beings and, name them on this basis.

This phenomenon is peculiar to the Turkic languages unfortunately. When you study cosmonyms, the appeal to historical sources, folklore samples, and materials of dialectological expeditions justifies itself in our opinion.

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

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Abstract

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

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

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

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

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

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

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

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

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

Introduction

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

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

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

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

- maximum flexibility and nonlinearity of organizational forms of industry and social sphere;

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

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

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

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

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

Problem statement

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

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

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

The major transformations are required to take place in higher education, which ensures the production of new knowledge. An ordinary high-school graduate needs subject-sectoral competencies, a highly skilled graduate combines subject-sectoral and innovation competences, and an innovation-oriented specialist needs all the competences – the subject-sectoral, managerial, communicative and innovative ones.

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

Higher education, as well as economy, has passed through two global stages in its historical development: spiritual (religious) and scientific. Both of them refer to the so-called "supportive

education". They are based on fixed specimens of activity designated to solve recognizable routine problems.

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

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

Methods

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

Analysis of recent research and publications

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

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

Key findings

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Module 1. Virtual trainings in professional sphere:

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

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

Module 3. Interdisciplinary trainings:

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

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

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

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

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

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

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

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

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

Discussion

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

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

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

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

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

- formation of innovative university corporate culture and internal marketing system;
- formation of innovative human capital in companies;
- use of innovative teaching technologies;

- diversification of funding sources and active fundraising;
- development of infrastructure for the interaction of university with the external environment.

Conclusion

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

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

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

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

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Mental Spatial Images In Literary Text

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Abstract

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

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

Introduction

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

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

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

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

Methods

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

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

Results

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

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

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

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

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

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

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

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

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

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

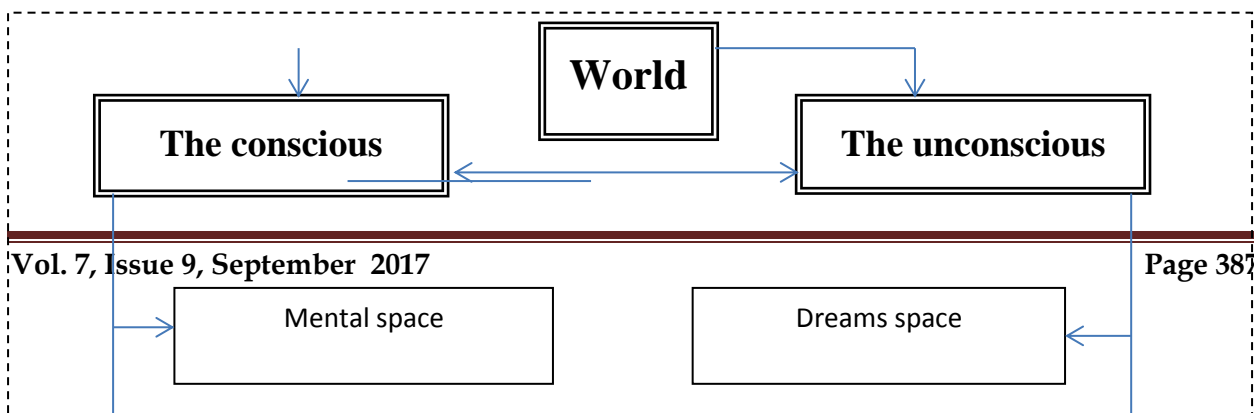


Figure 1 - Classification of mental spatial images

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

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

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

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

The narrator feels physically the border between these two spaces, as soon as he closes his eyes, appears a *"familiar and unusual image - a piece of blue wallpaper and untouched dusty decanter"* on his table - and when he opens them, he finds himself in the war reality once again, *"Sometimes I opened my eyes and saw black sky with some pretty fiery stripes, and then closed them, and again looked at the wallpaper, brilliant decanter, and I thought, why my son did not sleep: it was already night and it was time for him to sleep"* (ibid, p. 26).

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

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

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

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

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

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

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

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

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

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

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

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

that some accident occurred in the universe, some strange change and *disappearance of colors*: blue, green and other familiar and subdued colors disappeared, and *the sun lit up with the red sparkler*" (ibid, p. 29).

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

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

Among the tactile sensations described in spatial terms, the most profound are heat and cold, "Searing, scorching *heat penetrates into the depth of body, bone, brain*, and it seemed at times that it was *not the head that were wagging on the shoulders*, but some strange and unusual *ball*, heavy and light, strange and terrible" (ibid, p. 23); "And something terrible, intolerable, *like the fall of thousands of buildings, flashed through my mind*, and, *growing cold with terror*, I whispered, "Red Laugh" (ibid, p. 41); "Try my head, it's *very hot*. It's *fired*. Sometimes it gets *cold*, it all *freezes, stiffens, turned into terrible deadened ice*" (ibid, p. 49).

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

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

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

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

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

The examples of voluminous quotations from the text was intentionally provided in the analysis of mental space model in the novel by L. N. Andreyev, as they prove that throughout the narration the author uses the principle of an all-embracing subjective interpretation of reality. The characters get more and more immersed in the darkness of insanity, losing all the landmarks. Describing sensory and physiological feelings of his characters, L. N. Andreyev explores mental processes experienced by human in the existential situation: at the boundary between despair and hope, life and death, loneliness and unity, freedom and responsibility, absurdity and sense. In a similar borderline situation the inability of the characters to objectively evaluate the surrounding reality deprives the characters-narrators of the sense of integrity, and it preconditions the use of "broken composition" (fragments of facts, thoughts, feelings) and such techniques as abstractedness, fantastic grotesque and emotionality.

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

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

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

Soul space is portrayed as a home, from the windows of which the anguishes dashes into the wild, "into the night", "to the stars", the character perceives namely this outcome as a deliverance from spiritual sufferings. It is noteworthy that the author transforms the figurative folk expression "thorn in the soul (heart)" into the literal one by means of so-called metaphor: *One stamp of anguish on a bough, / Full moon won't be able to bear the stigma / And the marten's paw is raised with stigma / Saluting the Full Moon// Anguish passing its hand on the air / Leaned forward with might and main / To the night, to the stars, and prays from the last bough / To remove the thorn from the foot* (ibid, pp. 508-509). Reaching the peak of its anguish in the beginning of the poem, the ravenous marten turns into a weak beast with a pain in the leg, pleading for

help. Deep emotional wound is associated with a "loophole", and at the same time the lyrical character expresses the hope for salvation, linking it with the love of the woman, *I hope it will be removed. Then, come to the hole / Loopholes - glazier - insert it, / my soul, with a feminine secular name / Acidly corroded photo* (ibid, 509).

Anguish is the main theme of another B. L. Pasternak's poem "How soporific is life!" (1917), in which a strong mental anguish, anxiety and boredom are conveyed by sensory images – visual, auditory, tactile one, *"My grade", kefir, maenads. / I'm whining / Even flies in the window can make me weep / To the edge, that of the editors / I felt the smell of tobacco / The heat was falling prone. // Crossbills were chattering / from the ring in the chancelleries / and clouds in cucumbers / were shooting desperately // So that the afternoon could feel / In its sleep: in the afternoon they were shaking / By ringing of quisisanas / tables in empty presences* (ibid, 143). For the metaphorical expression of mental state B. L. Pasternak uses the realities of the world, so the inner space of the lyrical character becomes full with subjects. Asking himself "whether he can smash his anguish on the bridge caissons?" (ibid, p. 141), the poet is trying to distract himself by the impressions from the outside, by the memories, *"Where a signal drove the night away from the iron saved by a drop / and it fluctuates the sobs of stars / In apocalypse a bridge / Hardcover, chain collapse / beams, ribs, rail and sleepers..."* (ibid, p. 141). However, this attempt is futile, *Why should we make anguish more stubborn / Going over trifles? / Our memories play us false, / And the switchman drives off the rails* (ibid, p. 144).

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

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

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

The process of creating a poetic masterpiece is embodied in the variation of the poem "Stars were racing; waves were washing headlands" (1918). Imagining the night in which Pushkin's "The Prophet" was born,

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

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

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

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

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

Perhaps, the world of dreams and reveries created by Pasternak is even more ontological – “royal road” to the cognition of the unconscious (18). The poet describes the images he just dreamed about, at the same time he doesn’t distinguish between reality and unreality, “I dreamt of autumn in the window’s twilight, / And you, a tipsy jesters’ throng amidst. / And like a falcon, having stooped to slaughter, / My heart returned to settle on your wrist. <...> But time grew old and deaf. And you, the loud one, / Quite suddenly were still. This broke a spell.

The dreaming ceased at once, as though in answer / To an abruptly silenced bell. // And I awakened. Dismal as the autumn / The dawn was dark. A stronger wind arose / To chase the racing birch trees on the skyline, / As from a running cart the streams of straws. (“I dreamt of autumn...”, 1913) (ibid, p. 67). The frontier between the actual and the unconscious is accompanied by half-light and echo. The picture he saw in the window after waking appears to him as the continuation of his dream, “I dreamt of autumn... Dismal as the autumn”. Here, as in the previously analyzed texts, the basic techniques are comparison and metaphor through which the inner world of the persona becomes objectively full.

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

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

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

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

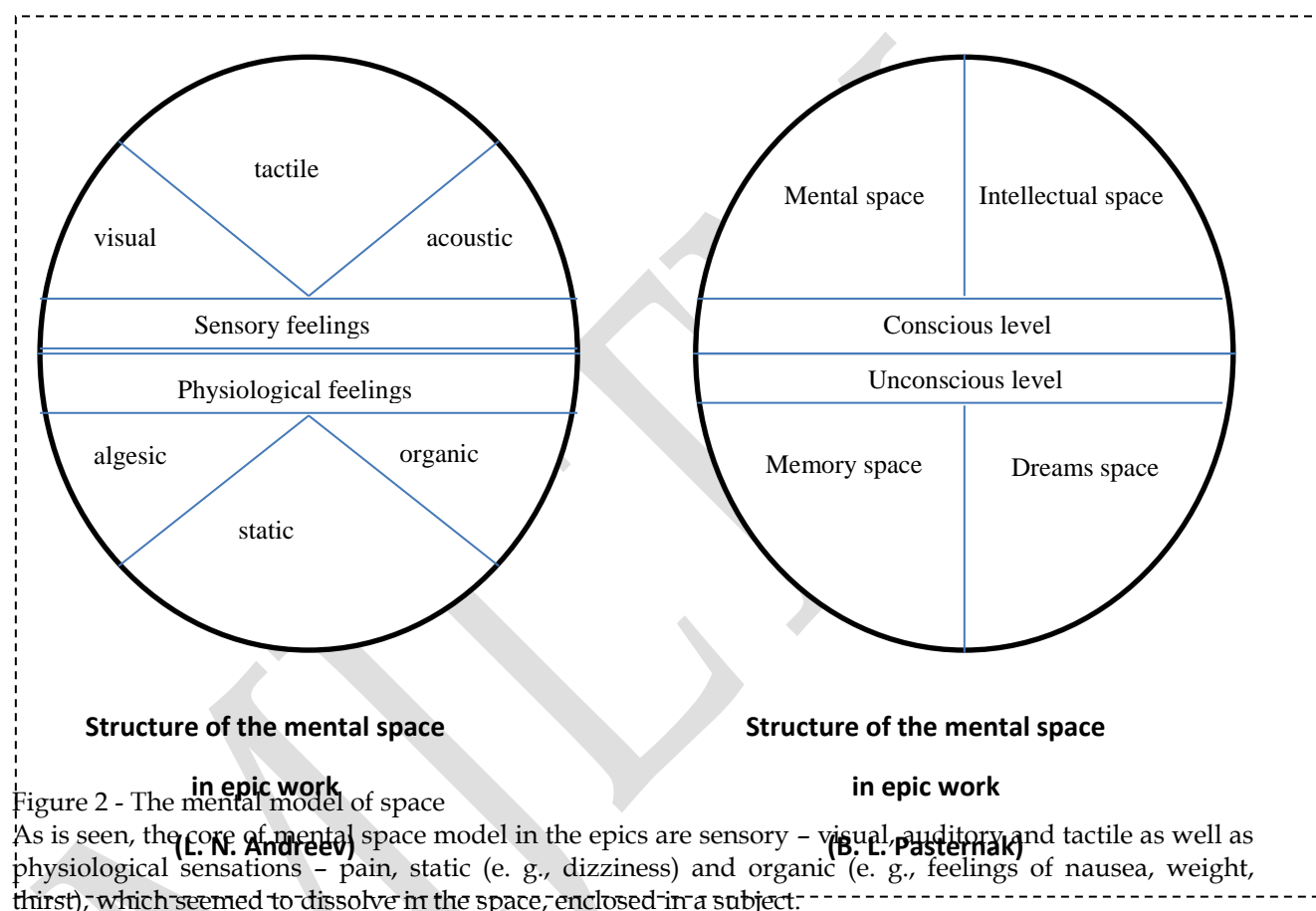
Discussion

The model of mental space images analysis proposed was developed on the material of Russian literature and it can certainly be corrected and complement, as each national literature, and each individual author are characterized by special language to describe the inner world, transformed subjective consciousness. Only extensive empirical basis will make it possible to speak of national space representation identity in

the literature, of those features, which are dictated by culture, time, creation method, type and genre, as well as of those essential properties of space which are common for any literary text.

Conclusion

The artists' opening of "inner universe" words group required special means for description of characters, one of which is the spatialization of all mental processes: conscious and unconscious. The structure of the mental space in the texts analyzed is presented in Figure 2.



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

Credits

The study was sponsored by RFBR and the Government of the Orenburg region in the framework of the research project number 17-14-56001

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

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Abstract

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

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

Introduction

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

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

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

Its consistency in the process of creating competency-oriented test and measurement materials for assessing competences is demonstrated by innovative methods and assessment tools that are oriented towards a comprehensive assessment of competences formed and borrowed from foreign practice (Laušević et al, 2017).

One of the most common forms of computer application for assessing the knowledge and skills of students studying in universities is testing, which serves as a means of objectively assessing the

knowledge of students and graduates of higher education institutions, as well as a measure of the quality of their competences (Gusyatnikov, 2013).

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

Results

Evaluation of the competence of students and graduates of universities.

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

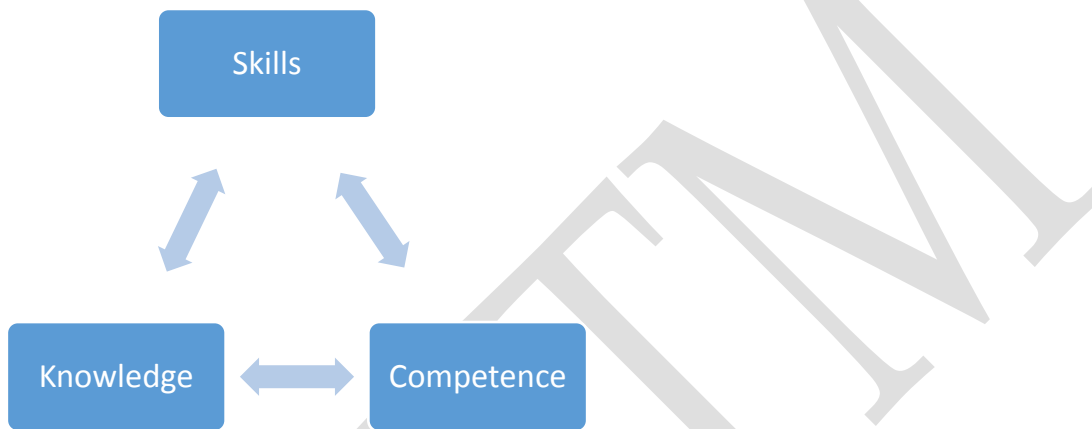


Fig. 1. Systemic triad of competence

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

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

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

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

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

- competences - are multifunctional and super-objective, which requires complex measurements, including various assessment tools, the possibility of integrating attestation scores on various quantitative and qualitative scales.

- the level of development of competences largely dominant abilities of the trainees, which leads to the need of the use of individual diagnostic techniques in the appraisal process not provided for in our country normative documents.
- qualification of the formation of competences should reflect the ability of graduates to apply the acquired knowledge, skills, and competences in practice.

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

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

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

The role and importance of computer testing of students and graduates

Testing has been used for a long time, but the foundations of methodological approaches began to be formed from the beginning of the 20th century. About 30 years have gone into the development associated with the tests of intelligence, psychological tests, as well as subsequent tests on the basic subjects of school programs. Since the 1930s, the stage of active formation of the system of testing, development and introduction of new methods, means and tools for testing and analysis of the results obtained has begun. In Russia, on the contrary, in 1936 the system of testing not only psychological, but also ordinary testing of progress was actually banned, which led to a significant lag in Russian education from world practice in this matter (Podlasyy, 2016).

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

With regard to the evaluation of learning outcomes, written testing provides much more possible variations. In the Russian education, traditionally there was a four-point assessment system, which actually was transformed into a three-point system (satisfactory-good-excellent, unsatisfactory assessment is not welcomed by the leadership of universities). Modern attempts to bring the evaluation system to world trends have so far been expressed in the introduction of scores that are transformed

according to a certain algorithm into a traditional scale. In addition, the universities do not have the opportunity to put the so-called. Intermediate estimates (with plus and minus signs). Such a system is a significant limitation in the teaching of students (Timofeev & Samochadin, 2015), since there is a significant difference in the scores between the traditional variants of scores, and in addition, the scores for basic and secondary subjects do not differ and are not taken into account when assessing the overall level of education, Despite the existing trend of individualization of education and the introduction of educational trajectories.

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

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

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

Now, the issue of comparing the effectiveness of testing in computer and paper form has not been resolved. A number of studies have been devoted to this problem, but unambiguous results can not be achieved. If the comparison of the oral questionnaire with the testing is already unambiguously determined (when testing the results are known to be worse due to the objectivity of the assessment), there is no such exact statistics within the testing itself (Sarkodie & Adom, 2015). Thus, computer testing should initially provide equal opportunities for test subjects; there is the possibility of discrimination the simplest example of which is the computer technology used in testing. Educational institutions with a small budget can not provide high speed access to servers, which slows down the response and reduces the student's time to think about the answer (Bennett, 2003). A study conducted by the same scientist showed that the computer test was more complicated than paper, and it was possible to predict the results of a computer test after carrying out a paper version based on the assumption of the degree of ownership of the computer technologies being tested in general (Bennett et al., 2008). The same

conclusions were reached by the National Center for Education Statistics (US), having conducted in 2014 a study of more than 50 thousand students. The main conclusion of this study was that the more the student spent time using the computer, the more teachers demanded the use of computer technologies both in the educational institution and outside it, the higher the result of testing. In 2015, the same organization found out that the effectiveness of tests depends on the level of preparedness of the test person. So students with high rates have written a computer test better than paper, and underachievers are worse. Thus, it was concluded that computer testing could even increase the gap in test results (Wells & Faulkner Bond, 2016).

Discussions

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

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

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

Conclusion

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

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

Acknowledgments

The article was prepared in the framework of the Grant of the **Plekhanov Russian University of Economics** "Development and approbation of a mechanism for assessing the qualifications of employees of the hospitality industry and graduates of universities based on the application of professional standards".

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

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Abstract

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

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

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

Introduction

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

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

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

Methods

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

Results and discussion

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

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

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

Literally Heine wrote the following:

H. Heine

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

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

[6]

line-by-line translation

They loved each other, but still
They didn't want to confess it;
They looked at each other hostilely,
They wanted to drive the love away.
Finally they parted and met
Again, only while in a dream;
They were dead since a long time,
And they hardly knew about it themselves.

M. Yu. Lermontov

Они любили друг друга так долго и
нежно,
С тоской глубокой и страстью безумно-
мятежной!
Но, как враги, избегали признанья и
встречи.
И были пусты и хладны их краткие речи.

Они расстались в безмолвном и гордом
страданье,
И милый образ во сне лишь порою
видали.

И смерть пришла: наступило за гробом
свиданье...

Но в мире новом друг друга они не
узнали [8, p. 118].

Translated by Yevgeny Bonver, June, 1998

Their love was so gentle, so long, and
surprising,
With pining, so deep, and zeal, like a crazy
uprising!
But, much like foes, they shunned their
meetings, confessions...
And were cold and empty their short
conversations.

They left each other in suffering, wordless
and proud,
And only in dreams, saw the image beloved,
farther.

Death had come and commenced their date
in the world, that is out...

But they didn't discern in this new world
each other.

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

Half a century before the above-mentioned work of H. Heine, the literary life of Germany (as well as of the whole Europe) was very deeply shaken by the publication of "The Sorrows of Young Werther" by Goethe, whose sentimental character commits suicide. The direct motive for Werther's volunteer leaving

for the next world is unrequited love. Almost two decades later (in 1792), the Russian author N. M. Karamzin published his famous story "Poor Liza". The fate of the heroine was to be perceived by Russian readership as a lofty revelation.

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

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

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

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

Goethe's characters (Werther and Lotte) also sometimes talk about their meeting in otherness, but somewhat differently, more dubiously. In her notes dated 10 September Lotte writes, "We will not disappear. <...> But will we see each other again, Werther? Will we recognize each other? What do you foresee, what will you say?" [4, p. 59]. And then (in September) and later, before his death, (in December), Werther will give an affirmative answer, "We will not disappear! We'll see each other! We'll see your mother! I will see, I will recognize her, and in front of her, in front of your mother, your double,

I will open my soul" [4, p. 115]. Let us note, that Werther has never seen Lotte's mother. That is, he had to recognize someone who he literally could not recognize.

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

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

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

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

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

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

О, ты вокруг сих мест плачевных
Носящая тень, постой!
Зри тьму страданий бесконечных –
Моею тронься ты тоской!
Смотри, о, Вертер! Как кончает
Стеня Шарлота жизнь свою;
К тебе как дух свой испускает,
В гробницу нисходя твою!... [14, p. 44].

Oh, you, around this place of sorrow
A shadow floating, wait!
See the darkness of the infinite suffering
Let my sorrow touch you!
Look, oh, Werther! Do you see
Charlotte dying;
Drawing her last breath to you,
Descending in your tomb! ...

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

(from the mountain), cast at the cemetery, at Werther's tomb, does not coincide either with the spatial descriptions of Russian texts, or, most crucially, with their semantic meanings.

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

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

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

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

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

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

Conclusion

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

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

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Abstract

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

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

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

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

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

Introduction

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

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

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

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

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

Materials and methods

Methods of research

The following methods were used in the research: analysis and review of the issue-related literature, simulation, design, pedagogical observation and experiment, design, questionnaire, test papers, diagnostic methods, interviews with teachers and pupils, analysis of activity products, forecasting, systematization and summary of the facts and theories, table interpretation of data.

Experimental database of research

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

Stages of research

There were three stages in the research:

- The first stage (preliminary one) was connected with the analysis of the research problem in pedagogical theory and practices. The purpose, object, subject, tasks of the research were found, the working hypothesis was articulated. The teachers filled in the questionnaires to find whether they were interested and ready to develop the ecological

responsibility in pupils in the extracurricular geography activities. We defined the methodology of ascertaining experiment, which was conducted in the Russian secondary general schools №№ 32, 26 in Dzerzhunsk city, №25 in Dzerzhinsk city, Babino settlement, № 9 Balakhny city.

- The second stage (the main one) systematized the theoretical and empirical materials with the base being used to develop and to introduce the pedagogical model of ecological responsibility development in pupils in extracurricular geography activities with the methodological condition for them to be implemented being the program of children geoeological association "Being ecologically responsible for my native land is my target". Teaching experiment to check the efficiency of the developed model was carried out.
- The third stage (final stage) was about the conceptualization and theoretical summary of the results of the pedagogical experiment: the conclusions and perspectives for further problem development were articulated and specified, the systematization and reporting the research results were done.

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

Results

Scientific novelty, theoretical and practical importance of the research

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

Theoretical methodological basics of ecological responsibility development in extracurricular geography activities

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

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

Theoretical methodological level is represented by a set of approaches: a) cultural ecological approach being the methodological ground for the geography education ecologization in terms of the sustainable development culture focusing on perceiving nature as an inherent value, as well as providing the selection and structurizing of the content; b) axiological approach focusing on the personality-perceived

system of ethical norms and values in attitudes towards nature; c) environment approach transforming the environment into an educational space and means to develop a child's personality; covering the interdisciplinary term "environment" and related environment ideas; d) personality activity approach considering the active role of the pupils in making the decisions for the educational tasks, giving them a freedom of choice, decisions and actions.

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

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

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

- The first content line "Education about environment" is focused on the information and cognition. It developed the geoecological content of the basic courses in geography. It impacts the emotional sphere of personality, helps in understanding and becoming aware of the importance of ecological responsibility as a personality quality and its role in supporting the sustainable development.
- The second content line "Education for environment" is concentrated on the communication and value standards. The content considers the questions of the ecological and responsibility ethics. It is represented by the ideas of sustainable development, coevolutional values and standards of the ecological ethics being the most important components of the ecological responsibility. It reveals the meanings of the ecological responsibility (for what and in the name of what the subject is responsible for), thus contributing into the awareness of the inherent value of nature, into the development of the value-conscious relations among the pupils.
- The third content line "Education through environment" is more about the practical creation and creativity. It involves the pupils into the practical responsible activities in solving the ecological problems of the native land.

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

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

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

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

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

Technology component includes a system of responsible actions developed by us on the basis of I.P. Ivanov team creative deed technology with a multi-way care about each other, about your team,

people and nature surrounding you through mutual search for the solutions of different problems, development, planning and organization of different actions, reflection of their own performance (Ivanov, 1989). Therefore, the responsible actions are done in micro-groups, which helps to identify the subject, object and sources of responsibility. The key principle in responsible action system is the principle of "free choice" which presupposes a voluntary and independent choice (made by the pupils) of the most interesting responsible action for the pupils.

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

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

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

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

4th stage - "Implementation". The responsible action is implemented.

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

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

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

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

Educational practice of ecological responsibility development in extracurricular geography activities.

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

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

Here the program of children geoecological association "being ecological responsible for the native land is my target" focuses on the pupils' "dive" into the sociological natural environment and life problems of the native land, on studying the integral system of "natural environment-society-person" with the

interactions and controversies, understanding of the nature inherent value, creating the conditions for the social activities of the pupils. The program is aimed at the 14-16 year old pupils.

The content of the program of children geoeological association is developed in accordance with the content lines of "education about environment", "education for environment" and "education through environment" and is connected with the stages of ecological responsibility development and a system of the responsible actions (Table 1).

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

№ п	Stages (after G.N. Karopa)	Program content	System of responsible actions (based on KTD of I.P.Ivanov)
1	Motivation- dependent stage	<p><i>Content line</i> "Education about environment"</p> <p>Section "Feeling, comprehending, diving into the ecological responsibility world"</p>	<p>Motivation-dependent responsible actions</p> <ul style="list-style-type: none"> ✓ Internet-project "Search" on the topics: "Ecological responsibility and irresponsibility in our life", "Popular aphorisms about ecological responsibility said by famous people". ✓ Project "Young orator" on the topics: "Future of nature is in our hands", "Ecological responsibility: to be or not to be?" ✓ Story-baton "Our understanding of ecological responsibility".
2	Intellectual value- conscious stage	<p>Section "Studying, communicating and becoming aware of the ecological responsibility"</p>	<p>Ecological educative responsible actions</p> <ul style="list-style-type: none"> ✓ Project "Advertising". Pupils are asked to create a slogan, verse or a video-clip advertising ecologically responsible behavior in natural environment; ✓ Project "Booklet" on the topics: "10 fundamental rules of ecologically responsible citizen"; ✓ Internet-project "I am a sociologist" on the topic "Ecological problems of our land"; ✓ Project "Small book" in creating a fairy-tale about the consequences of the ecological irresponsibility; ✓ Photo and picture exhibition on the topic "Mu choice: ecological responsibility", "Ecological irresponsibility: on the verge of chaos"; ✓ Tournament-quiz on the topics: "Friends of nature", "Behavior rules in nature", "Ecological problems of he native land". ✓ Project "Game is a serious thing".
		<p><i>Content line</i> "Education for environment"</p> <p>Section "Appreciating, observing and becoming aware of the ecological responsibility"</p>	<p>Value-conscious responsible actions</p> <ul style="list-style-type: none"> ✓ Project "Becoming aware" on the topics: "Law and ethical aspects of the ecological responsibility", "Ecological responsibility is a guarantee for the sustainable development of the native land"; ✓ Internet-project "Find and evaluate" on the topics: "Ecological irresponsibility in photo- and videomaterials", "Mass Media about ecological problems of our land". ✓ Project "Multimedia presentation" on the topic "What we value in the nature of our land"; ✓ Project "Photoreport" on the topic "In harmony with nature"; ✓ Relay "Do it together" in developing the rules of ecologically responsible behavior in an urban environment".
3	Activity action stage	<p><i>Content line</i> "Education through</p>	<p>Practical creation responsible actions</p> <ul style="list-style-type: none"> ✓ Ecological campaign on the topics: "Say No to

		<i>environment</i>	<ul style="list-style-type: none"> ✓ Garbage!", "Let's protect early flowers"; ✓ Ecological internet-campaigns on the topics: "Let's solve the problem together"; ✓ Social and ecological projects on the topics: "Impact of the chemical pollution on the city inhabitants' health", "My address if a micro-district "Health", "For passengers about ecological responsibility"; ✓ Labour attack "Plant a tree - make our life better", "Let's decorate the school with flowers";
4	Reflexive transformation stage	Section "Act ecologically responsibly, evaluate and analyse"	Reflexive evaluative responsible actions <ul style="list-style-type: none"> ✓ Project "Dive into yourself" ✓ Project "Self-evaluation". ✓ "Relay of achievements"; ✓ Project "Speculation and evaluation" on the topic "My route to ecological responsibility".

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

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

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

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

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

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

Table 2. Development levels of ecological responsibility

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

№ II	Levels	Characteristics of levels
<i>External level of responsibility</i>		

1	1 st stage - "participant".	low indicators of ecological responsibility, dominance of personal needs and interests, behavior is determined by I-want-principle. A pupil participated in the ecologically responsible activity under the influence of the external norms and requirements. The activity is unstable in nature, a pupil may not master the responsible task delegated to him/her.
2	2 nd stage - "executor".	"I-can" and "I-want" principles are divided, personal needs and public objective requirements are identified. Ecologically responsible activity of a pupil is un-initiative in nature and determined by the control from outside. A pupil is not able to forecast the consequences of these actions in nature, external circumstances are blamed for the negative result.
3	3 rd stage - "responsible executor".	Meaningful statements appropriate to this level can be defined by the "I-must-want" principle. The external requirements and norms are internalized into the internal structures of personality. A pupil understands the ecological responsibility in everyday life, worries about the responsible action delegated to him/her. Reflection is of situational nature. This stage is characterized by a high level of discipline and efficiency.
<i>Internal level of responsibility</i>		
4	4 th stage - "responsible initiator-creator".	Here the initiative and responsibility are mixed together. A person experiences moral meaningful feelings in the forms of commitment, conscience. A pupil voluntarily follows the norms and requirements of the ecological ethics and is initiative and independent. Pupils are characterized by high level of self-consciousness, constant interest and efficiency in all ecologically responsible actions.
5	5 th stage - "responsible leader".	It is the highest level of understanding the internal necessity of ecological responsibility. A pupil is a leader, points out the future trends and consequences of the future activities, organized the work of the friends in implementing the ecologically responsible actions. He/she realizes the responsibility for his/her performance and deeds and for the team on the whole.

Stages of model implementation

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

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

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

<i>No n</i>	<i>Components of the ecological responsibility</i>	<i>Criteria of development</i>	<i>Diagnostic methodology</i>
1	Motivation component	Social and individually important ecological motives	Testing diagnostic tasks based on the methodology of R. V. Ovcharova (2003).
2	Educative component	Depth, generality, awareness of the geoecological knowledge	Methodology to evaluate the knowledge quality (I. Ya. Lerner, 1978).
3	Value component	Dominance of ecological values	Express-methodology "Dominanta" (V.A. Yasvin, 2000).
4		Levels of voluntary	Testing diagnostic tasks based on the

	Praxiological component	performance of the responsible actions	methodologies of M.V. Matyukhina (1984).
5	Personal component	Internality - externality Development levels of ecological responsibility	Testing diagnostic tasks based on the methodologies of J. Potter (1966). Based on the research of K.A. Abulkhanova-Slavskaya (1985), V.N. Myasishchev (1998).

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

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

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

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

Ascertaining stage of experiment

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

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

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

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

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

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

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

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

Forming stage of experiment

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

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

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

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

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

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

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

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

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

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

Discussion

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

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

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

Conclusion

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

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

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

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Theoretical And Methodological Problems Of Developing Educational Innovations

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Abstract

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

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

Introduction

This article explores some of the key themes concerning innovative development of professional education in the Tatarstan Republic and the wider Russia (Khuziakhmetov et al, 2016). The article begins with a discussion of the possibilities and the necessity of the educational system modernization in Russia. This will be followed by a brief outline of the ideas of innovative process, the innovation sphere and innovative activities. The article will progress with a detailed examination of the educational innovations classification by a degree of intensity of an innovative change or by the level of innovation. The articles will then argue that for the purpose of the quality assessment system development, employers, professional associations and the organizations of professional community's representatives should be involved in the process of future competitive specialists' training. The article will conclude with a detailed overview of the scientific-methodical support in realization of innovative development of professional education in Russia.

Methodological Framework

Transformations which are happening in Russia now affect various fields of activities of a personality, including higher school educational space. Education reforms are carried out in many countries of the world as it is conventional that in the technological and information society of the XXI century, the level of the state development, its status and rating in the world will depend on education of the nation, on ability to create and realize progressive technologies. The history of education convincingly testifies that any country can't achieve the worthy status in the world without continuous development of the educational sphere (Becker & Zhuravchik, 2009; King, Joy, Foss, Sinclair & Sitthiworachart, 2015; Semenova & Semenov, 2013; Tregubova, Dautov & Katz, 2017).

In the modern conditions of social and economic changes in the society, and the Russian transition to a market economy, modernization of the contents, structure, and technologies of professional education is

necessary. For the first time during the last 25 years of the Russian history of higher education development, the need and the importance of psychological and pedagogical support of these processes have been declared at the state level (4).

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

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

Results and Discussions

The effective economy of countries with the developed market economy of the modern world is, in many ways, a consequence of the attention that is being paid to the problem of the innovative development of professional education, which is a result of science achievement implementation into the market economy. No doubt, professional education is the most important resource of development of the modern society, and its value is increasing in a high tempo (Brown & Lippincott, 2003; Maslennikova, 2016).

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

- fast obsolescence of the acquired knowledge puts a task of shifting the emphasis from the "pure" professional training on instilling the "culture of self-development" and on the development of instruments for life-long learning education;
- the establishment of unique global labor market determines the necessity of content standardization of educational programmes in the process of qualified specialists' training;
- the speeding of scientific and technological progress stimulates the development of educational structures in the way to prepare specialists on the basis of the latest technologies, demands the close interconnection with the powerful governmental structures who determine the developmental strategy, as well as with the scientific - research institutions and modern advanced enterprises;
- in the sphere of mass higher education there is a process of dynamic diversification in the institutional forms at all levels and in the education content;
- the tendency of education internationalization is gaining its strength;
- the use of computers and telecommunications, introduction of a flexible time-schedule of educating process, as well as module distribution of educational courses allow to receive a certain educational modification, without distinct boundaries of the education, that are inherent in the distance learning, such as: flexibility, modularity, parallelism, wide participation, profitability, and internationalism which are based on the modern pedagogical approaches and the usage of information and telecommunication technologies (Aynutdinova, 2017; Oblinger, 2006).

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

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

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

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

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

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

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

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

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

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

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

Innovations of a zero degree are practically reactivation of initial properties of a system (reproduction of a traditional educational system or its elements). Innovations of the first degree are characterized by quantitative changes in an educational system while its content remains the same. Innovations of the second degree represent a regrouping of educational system's elements and its organizational changes

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

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

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

In the leading higher education institutions, the mechanism of teachers' assessment by means of the international scientific community and with the focus on criteria of the international publication activity (publications in SCOPUS, Web of Science, etc.) has just become a norm, and also the mechanisms of the contract cancellation with the university teachers who do not conduct research work at a globally competitive level, and also with the school leaders (top-managers) who do not create conditions for such innovative activity as well as cooperation with the business and production sector. The necessary conditions for the engaging international specialists for a permanent or temporary job into Russian higher education institutions will be provided, and also international experts will receive an access to those sectors of continuing education where the programs of the Russian educational institutions are presented in a little amount or are not presented at all (Mazova, 2012).

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

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

These special measures will be taken within the Federal regulation of the activities of the Russian Ministry of Education and Science, and also due to the support of the regional complex projects of education modernization within the Federal Target Programme of Education Development for 2011-2020. Special value of education is determined by its place in the public life of people, the importance in social and economic, scientific progress in general, and in the opening of intellectual opportunities of a person.

Every historical epoch of any society is interconnected and defines the characteristics of educational process. And today, due to the rapid changes in all spheres of Russian life, special attention should be paid to the questions of reformation of the content and quality of education.

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

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

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

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

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

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

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

As a result, the role of system of scientific and methodical support of innovative development of professional education has been created significantly which is understood as the purposeful system of university staff activity that helps to solve analytically-reflexive, constructive and predictive, organizational questions about the activity and the corresponding regulating tasks of management of

achievement of results within individual professional innovative and pedagogical activity. Management of innovative education development has caused the appearance of new functions which are connected with the creation of organizational and methodical support of innovative processes.

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

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

Conclusion

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

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

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

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

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

Acknowledgments

The work has been done as part of "The plan of activities on the realization of the Program of competitive recovery of Kazan (Volga region) Federal University" among the leading world scientific and educational centers for 2013 - 2020".

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Advantages And Disadvantages Of Distance Education For University Students In Russia

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Abstract

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

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

Introduction

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

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

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

Here comes a contradiction between an individual and group approaches in education. On the one hand, Gen Z students prefer intrapersonal, autonomous, and independent learning styles to group work. Being adepts of web-based research and activities, they often feel they could easily self-educate with online sources such as YouTube or Pinterest (Kennedy et al, 2009). Indeed, the storage, retrieval, manipulation, transmission or receipt of digital data could be conducted individually. On the other hand, it is not the case with data sharing and exchange. Any interaction, be it virtual or face-to-face, calls for communicative behavior which could only be realized in a group or team. Besides, when studying these students like to do their solo work alongside others in a social manner. They also like their learning to be practical and hands-on and want their professors, tutors or instructors, as well as their peers to help them

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

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

Methodological Framework

The methodological framework of this research work rests on the comparative approach that allowed to discover and accumulate best practices and experiences of distance education employment at universities for their further dissemination worldwide. A comprehensive analysis of the technical, pedagogical and managerial issues of distance education as of efficient mode and technology of teaching university students has also been provided as an integral part of the research. We examined and study the broad international experience on distance education as a source of innovation with the exact aim to improve the system of university education in Russia. Our study has been supported by deep analysis and synthesis of the best scientific findings on the topic presented by prominent western and asian scholars

(Aoki, Keegan, King, Ragan, Warschauer, Wedemeyer, etc.). We also examined and analyzed the latest trends in the field of teaching and learning of university students in the ICT-based learning environment (Hurst, 2001; Reid, 2002; Fleming & Hipple, 2004; Warschauer, 2007; Jones & Hosein, 2010; Snart, 2010; Anderson et al, 2012; Ainoutdinova, 2015; Bonk et al, 2015; Jansen & Van der Merwe, 2015; Harshbarger, 2016; Maloy, 2016; Tregubova, 2016; Hsu, 2017); thematically significant historical facts (Leedham et al, 2009; MacDonald Czarnota, 2009; Moore, 2012; Diehl, 2012; Black, 2013); singled out some unique characteristics, elements and principles of distance education applicable for university students in Russia (Keegan, 1996; King, 2001; Sampson, 2003; Aoki, 2012; Moore, 2012; Ragan, 2012); examined major tools, drivers and start-ups for efficient operation of relevant distance education platforms, massive open online courses (MOOCs) and virtual worlds to gather ideas and then publish and disseminate them for public opinion (Meyer. & Kezar, 2002; Reid, 2002; Sampson, 2003; O'Donoghue et al, 2004; Warschauer, 2007; Kennedy et al, 2009; Snart, 2010; Jones. & Shao, 2011; Anderson et al, 2012; Moore, 2012; Ragan, 2012; Bonk et al, 2015; Maloy, 2016; Hsu, 2017; Sharipova et al, 2017). We also made an attempt to clarify the conceptual apparatus since there was an evident lack of a precise vocabulary in the domain of distance learning and distance education, which only limited the ability of researchers and practitioners within that field of knowledge to communicate clearly and succinctly with each other (Keegan, 1990, 1996; King, 2001; Meyer & Kezar, 2002; Sampson, 2003; Fleming & Hipple, 2004; Hannay & Newvine, 2006; Snart, 2010; Moore, 2012; Ragan, 2012).

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

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

Results

The main result of the study is the design of the model of an efficient ICT-based student-centered learning environment that involves distance education programs and enhances the quality of university education. In our vision, university environment should be a multilingual educational space based on inclusion of the native language and one or more foreign languages being taught to students (usu. English, German, French, or Spanish). Such a space functions in the interconnection and complementarity of all its components that are traditionally integrated into educational process of university. The learning environment should also be organized in accordance with the changing learning needs and styles of modern students, usually referred to as the "digital generation Z", their preferences and capabilities (Warschauer, 2007). The learning environment should thus be organized with a due ICT-based support

where educational tools and resources might function as adaptive, familiar and comfortable instrumental facilitators and drivers of the learning process. The ICT-mediated environment of university, supported by direct quick access to computers and the broadband Internet, should include the well-structured university's website, educational portal for electronic and distance learning offering inter alia access to massive open online courses (MOOCs), information-sharing crowdsourcing communities and virtual networking platforms, digital libraries, etc. Classrooms and lecture rooms should be equipped with all sorts of digital devices and multimedia equipment, adapted for work with both external, remote and internal ICT-based and other free and easily accessible educational resources (Brown & Lippincott, 2003). Moreover, universities shall not fear to integrate their institutions with the communities in which they exist and operate. Culture of sharing ideas for enhancements in educational context is receiving the increasing support today. The reason is obvious: distance education initiatives give universities better chances to hear from students, faculties and community members about their current advances and drawbacks. Distance education ideas help universities remain competitive, build their reputation, and enroll more new students. As a matter of fact, being receptive to ideas and change makes universities much more attractive to prospective students (Sampson, 2003).

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

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

Discussions

The history of distance education

The history of distance learning may date back to the early 18th century when the earliest distance education courses were publicly announced in the Boston Gazette advertisement in 1728 for "Caleb Phillips, Teacher of the new method of Short Hand," who sought students "who wanted to learn through weekly mailed lessons" (Leedham et al, 2009). The pioneers of distance education used the best technology of their day, the postal system, to open educational opportunities to people who wanted to learn but were not able to attend conventional schools. People who most benefited from such correspondence education included those with physical disabilities, women who were not allowed to

enroll in educational institutions open only to men, people who had jobs during normal school hours, and those who lived in remote regions where schools did not exist. An Englishman, Isaac Pitman, is credited as a person who was the first to provide distance education course in the modern sense. In the 1840s Sir Isaac Pitman taught a system of shorthand by correspondence in Bath, England. Students were instructed to copy short passages of the Bible, transcribed into shorthand on postcards, and return them for correction and grading (the element of modern student feedback – a crucial innovation of Pitman's system) via the new penny post system. This early beginning proved extremely successful, and the Phonographic Correspondence Society was founded three years later to establish these courses on a more formal basis. The society paved the way for the later formation of Sir Isaac Pitman Colleges across the country (Leedham et al, 2009).

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

The development of reliable long-distance telephone systems in the early 1900s also increased the capacity of distance educators to reach new student populations. But telephone systems never played a prominent role in education until the introduction of new teleconferencing technologies in the 1980s and 1990s. Teleconferencing systems made it possible for teachers to talk, hear, and see their students in real time with no delays in the transmissions even if they were located across the country or around the world. Distance education increasingly uses combinations of different communications technologies to enhance the abilities of teachers and students to communicate with each other. With the spread of computer-network communications in the 1980s and 1990s, large numbers of people gained access to computers linked to telephone lines, allowing teachers and students to communicate in conferences via computers. Distance education also makes use of computer conferencing on the World Wide Web, where teachers and students present texts, pictures, audio, and video. File sharing and communications tools like email, chats and audio and video conferencing are integral to the Internet model of education (Khuziakhmetov et al, 2017).

Conceptual apparatus: distance education or distance learning?

Most academic and scientific fields should operate within a common yet distinct vocabulary. Such precise vocabulary makes it possible for researchers and practitioners within that domain to communicate clearly

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

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

In the second edition, Keegan (Keegan, 1990) argues that distance education has the following characteristics: separation of a teacher and learner throughout the learning process; separation of the learner or learners from other learners or learning groups; provision of means for two-way communication so that the learner(s) can benefit from or initiate dialogue; and utilization of electrical means of communication to carry the content of the course. In this definition Keegan has articulated two important features that have come to distinguish distance education in the Information Age: first, in addition to the separation between teacher and learner, communication must be electronically based; and second, communication must be bidirectional (Fleming & Hiple, 2004). Not only do students receive communication from the teacher, but they also direct communication to the teacher and to other students. In his third edition, Keegan further distinguishes between distance education and virtual education (Keegan, 1996). He argues that virtual education, that is, education in which the interaction of face-to-face education has been recreated electronically (Keegan, 1996), such as interactive television classrooms linked by satellite or other transmission technologies, is really an extension of conventional education. Distance education, in contrast, is characterized by the separation of teacher and learner and of the learner from the learning group, with the interpersonal face-to-face communication of conventional education being replaced by an apersonal mode of communication mediated by technology (Keegan, 1996). Keegan's implication is that some forms of what is usually called distance education are more "distant" than others. By his definition, for instance, a language course carried over a two-way full-motion video network would qualify as virtual education since this mode of communication recreates the visual and aural presence of the participants to one another. In contrast, a television-based class in which one-way television transmission to students was supplemented by telephone communication and email would be distance education, as would a class conducted in a Web-based course environment where students and teacher exchanged information in online postings (Fleming & Hiple, 2004). In Keegan's view, the modes of two-way communication in these two examples are "impersonal" since neither telephone nor online posting recreates both the visual and aural presence of other participants (Keegan, 1996).

In his 1996 doctoral dissertation Keegan established the foundations of distance education as a distinct and separate area of practice and study from the main stream education. He stated: "Distance education is coherent and distinct field of educational endeavor: it embraces programmes at a distance at primary and secondary, technical and further, college and university levels in both public and private sectors. It has

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

Conceptual apparatus: modern approach

More than two decades have passed since Keegan posited his foundational issues in distance education. Research in the field has grown tremendously since then, and scholars have found tentative answers to some of his questions. However, as Keegan thought, more studies are needed to explore the phenomenon of distance education in support of the practitioners in the field and their students. The authors of California Distance Learning Project, CDLP (<http://www.cdlponline.org/>) support Keegan's vision of distance education in general. They do not draw distinction between the terms "distance education" and "distance learning" and give the following definition to this mode of learning: "Distance Learning (DL) – is an instructional delivery system that connects learners with educational resources; provides educational access to learners not enrolled in educational institutions and can augment the learning opportunities of current students. The implementation of DL is a process that uses available resources and will evolve to incorporate emerging technologies." They also highlight several key features characteristic of distance learning, namely: separation of teacher and learner during at least a major part of each instructional process; separation of teacher and learner in space and/or time; provision of two-way communication between teacher, tutor, or educational agency and learner; use of educational media to unite teacher and learner and carry course content; process of control of the learning pace by the student rather than by the distance instructor (Ainoutdinova, 2017). These features may apply equally to both high tech and low tech approaches to distance education. In any case, we could not eliminate the importance of the teacher – learner communication as well as the so called technology responsibly. Learners will not achieve the desired level of communicative competence by just using a computer, thus many variables should be taken into account, such as: students' interests, their individual styles and strategies of learning, students' needs and wants, as well as the major aims and goals of teaching and learning, the applicable safe content, tools and resources (Hsu, 2017). Likewise, the roles of both teachers

and students will change into "teaching how to learn" (coach) and "learning how to learn" (autonomous learners) (Maloy, 2016). Thus, we may assume that three elements are of paramount importance to any successful distance education program: high quality instructional design, safe and applicable technology, and constant well-structured support (Tregubova, 2016).

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

Prof. King and his colleagues in order to further clarify the issue provided a thorough research of the concept of learning. Recognizing that learning is a constant process that takes place wherever and whenever the individual is receptive, there must be accommodation made for the different purposes for learning or different learning intentions. According to Mariana Sanderson from SafetyNet Integrated Project: "Learning is any reasonably permanent change in behavior as a result of past experience where behavior may also be affected by maturation, physical damage and even disease" (Hsu, 2017). But with these definitions of "learning" the scholars were only half-way to their goal of defining "distance learning". Prof. King and his colleagues considered that there were more than one purpose for learning and tried to distinguish the separate stages of learning. They showed that learning of cognitive, manual and complex skills can be developed in three, broad phases, namely: the "knowledge" stage – in which the learner is inducted in, absorbs and understands the basic facts, principles and practices of a particular domain so that these become unconscious and automatic, that is, the learner acquires declarative knowledge; the "rule" stage – in which the learner develops the ability to apply, mainly consciously, the acquired declarative knowledge to a wide range of different situations, that is, the learner develops a set of operational rules and procedures or personal heuristics; and the "skill" stage – in which the objective is to have the trainees achieve fluid and automatic performance. Trainees learn to accomplish the "know-how" gained during the former levels, so as to achieve skills, practical and realistic "hands on" experience or practice through simulator training. Besides, the authors singled out formal learning in a separate category as being normally achieved through training and education. According to this approach, training is often considered as bringing the performance of a group of people up to a specific level appropriate to achieve a desired performance on a work task. That is, training has a specific objective and aims to minimize the differences between learners' behavior or performance. Education, on the other hand, has traditionally been seen to have broader objectives which maximize the differences between learners. Its aim is to instruct and encourage learners to maximize their individual potential and cognitive skills for future life. After all, the scholars came to conclusion that learning situations may be formal

(contrived) or self-directed in everyday settings (naturalistic). Learning thus may occur by design, or by chance. Therefore, with these possibilities in mind, the authors proposed three major subcategories of learning: instruction: objectives-driven learning; exploration: without objectives; and serendipity: unintended learning (King et al, 2001). Despite all the constraints present in each type of learning, it is obvious that traditional learning and distance learning become co-equal, each having its benefits and each having its drawbacks though.

At the same time we have to admit that the concept of "distance education" or "distance learning" is slowly losing its ground since it no longer adequately describes the range of educational options and delivery methods offered today. The evident change in the conceptual apparatus is mostly determined by the advances in science and technology, which in their turn influence the way people can learn and communicate with others in different countries in real-time or synchronously using technologies such as instant messaging, voice over IP (VoIP) or video-conferencing. People can also learn and communicate globally via asynchronous electronically mediated communication meaning that the participants do not communicate concurrently. Examples include email, chats, forums and bulletin board systems, where participants send or post messages at different times. Social networking websites, like Facebook, Twitter, Skype, etc. allow users from all over the world to remain in contact and communicate on a regular basis. Modern information and communication technologies have even created a "global village," in which people can communicate with others across the world as if they were living next door (Warschauer, 2007). In the era when ICTs have provided the world population with a vast array of new communication capabilities we more often use other terms such as "distributed", "hybrid", "blended", "online" education, etc. to describe distance courses that meet the requirements and needs of our rapidly digitizing world. Today, operation of most universities seems to some experts as susceptible to tech disruption as other information-centric industries such as the news media, magazines and journals, encyclopedias, music, motion pictures, or television. The technical affordances of cloud-based computing, digital textbooks, mobile connectivity, high-quality streaming video, and "just-in-time" information gathering have pushed vast amounts of knowledge to the "placeless" Web. This has sparked a robust re-examination of the modern university's mission and its role within a networked society. The transmission of knowledge need no longer be tethered to a college campus only (Anderson et al, 2012). According to Hurst, distance education is shifting from a peripheral activity on college campuses, to the center of many higher education institutions (Hurst, 2001). One major driver of the debate about the future of university centers on the increasing role of higher education in society in general and the diploma's ultimate value as an employment credential in particular. Besides, students and parents, stretched by rising tuition costs, are increasingly challenging the affordability of a college degree as well. Experts likewise expect more-efficient collaborative environments and new grading schemes to appear; they predict though that various ICT-based start-ups and initiatives such as massive open online courses (MOOCs), other forms of open educational resources (OERs), hybrid and distance learning spaces, virtual learning and crowdsourcing platforms, cyber schools and even virtual universities will shift students away from on-campus life (Evans & Fan, 2002).

Conclusion and Recommendations

Most educators and practitioners do recognize though the potential of distance education. It helps to overcome obstacles of distance, time, human and material resources that limit access to learning opportunities. However, if the purpose of a distance program is to teach, then the program must provide instruction that fosters creative interaction both among and between students and with their professional tutors. Briefly, when universities or teachers choose distance learning programs for any of many valid reasons, they should be very attentive in selection of didactic materials, teaching tools, resources, methods and technologies designed to meet the goals of quality education in the ICT-based university learning environment. To help online instructors establish best distance practices and achieve performance expectations of Generation Z students, the core principles of effective online teaching have been developed at Penn State's World Campus, contained later in the Special Report (<http://www.worldcampus.psu.edu/>) presented by Faculty Focus (Ragan, 2012). This document is based

on the concurrence of concepts of "distance education" and "online education". In the online classroom, an entirely new set of variables enters the equation. Variables that, if not managed properly, can lead to frustration and an overall bad experience for teacher and learner. The principles of effective online teaching for instructors include: (1) Show Up and Teach! – serves as a reminder not to believe that the online class "teaches itself" and just navigates the learning system due to the fact that most courses are already authored and designed for online delivery. (2) Practice Proactive Course Management Strategies! – advises to actively participate in course management strategies. (3) Establish Patterns of Course Activities! – recommends always to establish and communicate a course pace and pattern. (4) Plan for the Unplanned! – gives advice to inform students of any occasional or unexpected changes in course agenda. (5) Response Requested and Expected! – expects to timely respond to student inquiries (feedback). (6) Think Before You Write! – recommends to be exact and clear in messages to students to avoid misunderstanding. (7) Help Maintain Forward Progress! – advises to maintain positive forward progress in students' studies. (8) Safe and Secure! – expects the university learning management system to provide adequate degree of security and confidentiality. (9) Quality Counts! – reminds of the need to establish strategies for addressing the quality of the online learning experience, including content resources, instructional design strategies, and systems performance. (10) (Double) Click a Mile on My Connection! – expects the technological infrastructure of the online classroom to meet the needs and expectations of both Generation Z students and instructors (Meyer & Kezar, 2002; Ragan, 2012).

We assume that distance education is a modality today. It is a broad, mixed category of methods to deliver quality learning. The development of materials and components for distance learning and selection of delivery methods go hand in hand and must meet the following requirements: (1) the identifiable end-user's needs and wants; (2) perceptible content and purpose of learning requirements; (3) reasonable technical and technological constraints; (4) availability and accessibility of delivery components; (5) need for changes as a result of evaluation, modification of content, alteration of user requirements or future technological developments. In distance education, communication occurs through various types of interaction, which can affect the design as well as the selection of delivery method and technology. Interaction may occur between: (1) the learner and content – this is often called one-way communication; it may be enhanced by different multi-media, e.g. print, sound, graphics, or video; (2) the learner and provider who may be either a teacher, instructor, tutor, visiting professor or specialist, panel of experts, on-site demonstrator, learner support staff, or an administrative staff; (3) the learner and another learner – this eliminates risks of isolation and gives opportunity to develop, discuss and share ideas, knowledge and skills; (4) the learner and course group – enables work on group projects and development of group skills; (5) the group of learners and provider – allows group instruction, communication, etc. (Snart, 2010).

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

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

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

Taking both sides into account, we think though that based on its long history and current trends, distance education should continue to remain an important and viable educational option for university students. The current trends in teaching and learning are taking on an absolutely new shape as university teachers leverage modern ICT-based technologies and strategies to creatively deliver content in various ways to their students. Ongoing developments related to both technology and pedagogy have pushed governments and universities to grapple with issues of accreditation, credentialing, quality standards, innovative assessment, and learner motivation and attrition, among other areas of concern. If we look at the map of notions applicable to distance education we will get an impressive list of terms and trace the evolution of terminology (again thanks to ICTs) from its early stages till now. The 1st and 2nd generation distance education was often referred to as: correspondence courses, extension courses or extended studies; home study, continuing education or external studies; self-paced studies, independent studies or distance learning. Ironically, terms used to describe 3rd and 4th generation distance education include ICT-based terms: cyber education, online education, virtual education; technology-supported education, hybrid education, distributed learning; e-learning, and web-based education. Along with that, university learning environment is constantly evolving and changing thus creating among other things new etiquette of learning and teaching, shifting the locus of control from the teacher to the learner and, according to International Society for Technology in Education (ISTE), bringing the world to the classroom (Moore, 1993). No doubt, using ICTs and other technologies to digitize education across Russia will lead to further innovation, high quality of knowledge, social inclusion, job creation and national competitiveness.

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

Acknowledgments

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

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

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Abstract

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

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

Introduction

At present the educational process in Russian universities is undergoing considerable changes under the influence of a number of objective factors. There is a radical change of social, economic, political orientations and reassessment of values in Russian society. The present situation requires improvement in the content of higher educational process, optimization of forms and methods of educational work, changes the programs for future specialists' preparation.

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

Methodological Framework

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

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

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

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

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

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

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

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

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

Materials and Methods

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

- 1) questionnaire "Diagnostics of peculiarities of self-organization-39" (DOS 39), by Ishkova A.D. (2004) allows you to identify the individual characteristics of self-organization is a single integral scale "Level of self-organization" and six private scales characterizing the level of development of one personal component of self-organization (volitional effort) and the five functional components: goal setting, situation analysis, planning, Self-control, correction;
- 2) questionnaire "Self-regulation of teaching and professional activities" by Ishkova A.D. (2004) aims to identify the peculiarities of the functional structure of self-regulation in the process of learning activities, consists of 50 claims covering the seven scales, allocated in accordance with the basic regulatory processes (planning, fashion-regulation, programming, evaluation, adjustment) and regulator-personality properties (flexibility and independence);
- 3) questionnaire "Self-assessment of abilities to self-government" allows you to evaluate the ability of the individual to self-government, in the process of the authorities involved are the following: self-knowledge, self-determination, self-organization, self-realization, initiative, self-control, self-esteem, self-inspiration, self-development;
- 4) reflexivity questionnaire;
- 5) the questionnaire of learning styles LSQ (adapted by Ishkov, A.D. & Miloradova, N.G., 1996) allows you to identify your preferred style of learning activities: pragmatist, theorist, reflexive, activist;
- 6) questionnaire "Semantic default settings" (SBU) (adaptation by Ishkov A.D. (2004) allows to identify underlying semantic setup, questionnaire SBU considers seven basic semantic units, which in the case of their inadequacy can significantly complicate the life of the person diagnosed with the installation, using the corresponding scales of the questionnaire, allowing to identify three types of dependencies : verbal, emotional and dependence of the achievements; two kinds of demands – to yourself and to the others; two kinds of responsibility - for others and for ourselves.

Experimental base of the research

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

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

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

Results and Discussions

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

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

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

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

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

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

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

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

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

About the formation of competencies of self-organization of educational and professional activity of students can be judged by the level of development of all self-organization components in the complex. High level of knowledge of the competencies of self-organization of educational and professional activities can provide students a creative approach to the implementation of not only teaching and professional activity, but also self-education, and professional activity in the future.

Having determined the theoretical and methodological bases of research, highlighting the structure and content of the self-organization competences of training and professional activity, we have developed a

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

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

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

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

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

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

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

Analysis of the results of diagnostics of formation of competences of students self-organization educational-professional activity showed that 82,7 % of the students who took part in the research, recognize the educational and professional value of competence of self-organization educational and professional activities. However, the results of the diagnostics are in need of knowledge and skills of self-organization educational and professional activities only 46.8% of students, among them 8% are the first year students, 12,5 % are the second year students, 12,3 % are the third year students and 14,0 % are the fourth-year students.

Purpose: formation of competences of self-organization of educational and professional activity of University students

Communication component: defines the style of the relationship between teacher and students in the process of implementing the system

Subject (teacher) Subject (students)

Meaningful organizational component: includes a variety of interconnections between the blocks of system and elements of the blocks

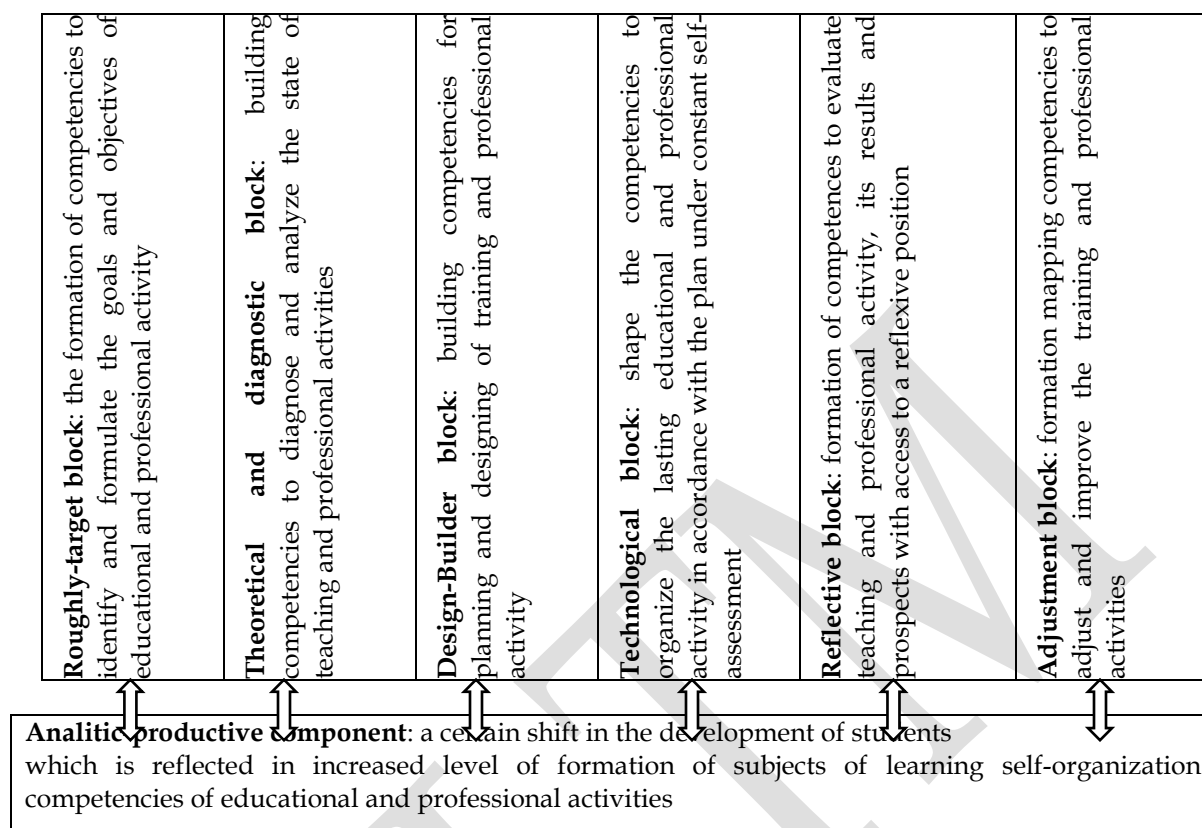


Figure 1. The structure of the system of formation of self-organization competences

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

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

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

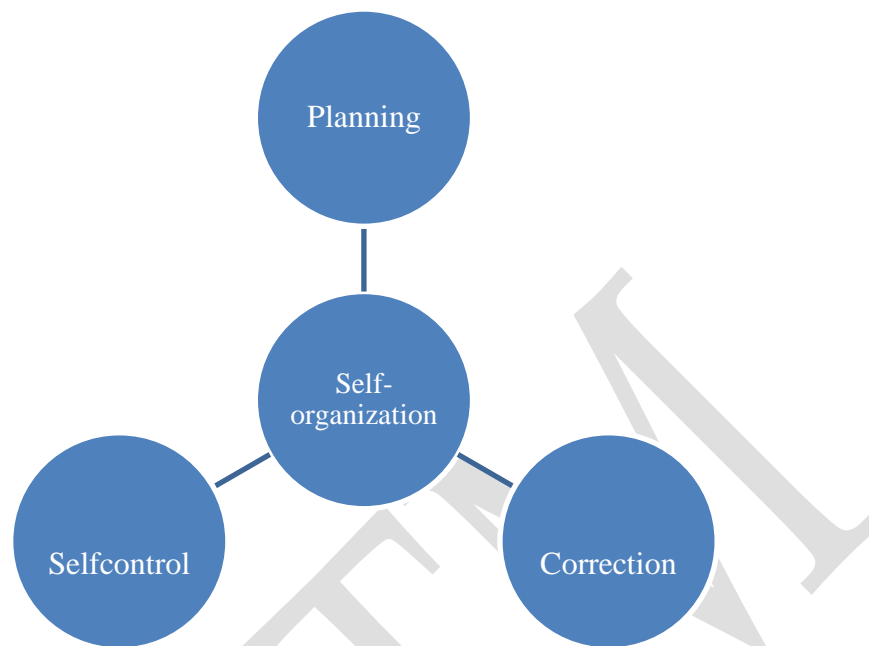


Figure 2. Correlations of indicators of level of competencies' formation of educational-professional activity of students' self-organization.

A significant direct correlation relationship is identified between planning (a level of skills development planning the student's own activities) and the level of self-organization (reflecting the overall level of the development of the students' organization skills in the process of their own activities: the higher indicators, the higher level of self-organization has this person) ($r = 0,415$, $p < 0,01$); between self-control (level of skills development monitoring and evaluation of the student's own actions, mental processes and states) and level of self-organization ($r = 0,355$, $p < 0,05$); between planning and self-control ($r = 0,407$, $p < 0,01$); between self-development and determined efforts (level of skills of the student's development regulation own actions, mental processes and states, demonstrate the development of volitional qualities, the ability to overcome obstacles on the way to the goal that characterize the subject's ability to mobilize their physical and mental strength, concentrate in a given direction, which provides the necessary motivation for initiating and supporting activities during the implementation of the plan) ($r = 0,326$, $p < 0,05$); and between self-development and correction (the level of skills development is corrected by the student his goals, methods and focus of the analysis of essential circumstances, the action the plan, evaluation criteria, forms of self-control, volitional regulation and behavior in general) ($r = 0,347$, $p < 0,01$).

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

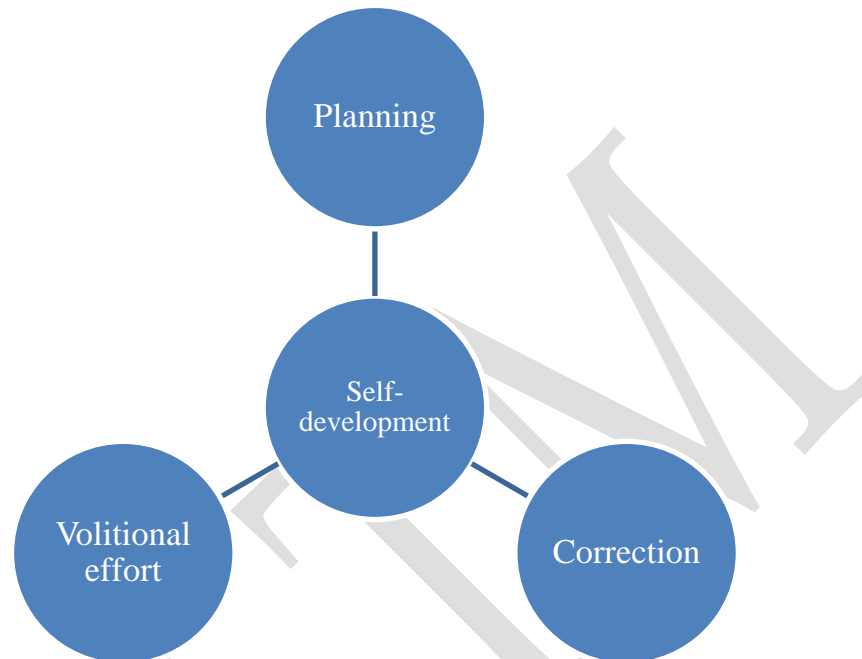


Figure 3. Correlations of indicators of level of competencies' formation of educational-professional activity of students' self-organization.

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

Theoretical and methodological basis of research are: systematic approach (Babanskiy, 1981; Daniyarov & Degtyarev, 1985; Dontsov, 1977, etc.), in which, under pedagogical system understands integrity of all factors; the activity approach to the formation and training of the individual and the theory of mental actions' gradual formation (Graf, 1999; Ilyasov, 1986; Kopeina, 1984; Vygotsky, 1996, etc.); psychological theory of personality (Khramova, 1992; Rizhenkov, 1990; Ishkov, 2004, etc.); the theory of developmental education (Graf, 1999; Ilyasov, 1986; Kopeina, 1984, etc.); competence approach in education (Berd, 2001; Zeer, 2009; Kotova & Shahmatova, 2007; Lebedeva, Shchipanova, Konovalova & Kutvin, 2016, etc.); theory and principles of self-organization in cybernetics and synergetics (Berd, 2001; Kotova & Shahmatova, 2007; Kotova, 2008; Zeer, 2009; Ignatova, 2013; Solodova, 2014; Davydova, Dorozhkin, Polyanskova & Nuykina, 2016; Davydova, Dorozhkin & Fedorov, 2016, etc.); development about the problems of self-education, self-organization in educational and professional activities, self-independent work of students (Kotova & Shahmatova, 2007; Kotova, 2008; Davydova & Dorozhkin, 2016; Evtugina, Hasanova, Kotova & Svetkina, 2016; Zeer & Zhurlova, 2017).

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

In the framework of the activity approach to the study of self-organization, one can distinguish substrate-functional and structural-functional directions. Babanskiy, U.K. (1981), Daniyarov, S.B. & Degtyarev, B.N.

(1985), Dontsov, V.Ya. (1977), Dorozhkin, E.M., Zaitseva, E.V. & Tatarskikh, B.Y. (2016), Gnedykh, D.S. (2015) and etc., mainly focused on the study of individual components in the process of self-organization. In the structural- functional direction to which the researches by Golovin, A.A. (2016), Grafa, V. (1999), Ilyasova, I.I. (1986), Kotova, S.S. (2008), Kopeina, N.S. (1984), Nizamova, G.A. (2015), Smetanina, M.D. (2015), Yakisheva, M.R. (2013), etc. are related. The main focus is on the study of interrelations between the functional components of self-organization processes that requires a systemic view of the problem and simply justify the selection of each component. However, even in the structural- functional direction (where there is a real opportunity to reconcile the different views of researchers), there is no unified view on the composition and structure of functional components of self-organization's process and, accordingly, there are no generally accepted methods of diagnosis features of self-organization process till present time.

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

Conclusion

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

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

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

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

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

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

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

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

- to clarify the essence of the concepts "self-organization of educational and professional activity", "competence of self-organization educational and professional activities";

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

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

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

The information obtained is the basis for science-based judgments about the quality not only of the academic, educational process and educational environment of the University as a whole, that allows to identify reference points for determining the competencies of self-organization with the aim of further improving the students' educational and professional activity at different levels and stages of professional training.

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

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Abstract

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

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

Introduction

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

Methodological Framework

The object of most of the research dedicated to psychological and psychiatric consequences of terrorist acts is direct victims of acts of terrorism and their families. But in modern literature the data are presented that the stressor contributing to the development of post-traumatic stress is not only direct terrorist attacks, but also the idea about the terrorist threat formed in the population after a series of terrorist attacks in recent years. Unfortunately, terrorist threat is the subject of consideration of only a very small amount of works. Particularly little attention in the literature is given to the specific characteristics of the perception of the threat of terrorism of indirect victims of terrorist attacks (observers).

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

To achieve this, goal the following tasks were solved:

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

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

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

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

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

Psychological structure of understanding and experiencing terrorist threat, according to Bykhovets, Y.V. (2008), consists of three components – cognitive, emotional and behavioral. The cognitive component involves the anticipation and representation of the perceived level of reality of the threat, its probability and possible consequences. The emotional component can be both conscious and not conscious; it is manifested in the appearance of the psychological state that involves the feeling of loss of control over the circumstances that are relevant to the life of the subject. The behavioral component is manifested, for example, in the increased consumption of drugs, alcohol and cigarettes after the terrorist acts.

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

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

Materials and Methods

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

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

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

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

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

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

Institute of psychological-pedagogical education of the Russian State Vocational Pedagogical University (RSVPU) in the period from 2015 to 2017 conducted a research to study and identify the peculiarities of the psychological assessment of the level of terrorist threat experience of students of different directions of training.

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

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

Results and Discussions

The analysis of scientific literature, own researches on the problem under investigation and empirical research allow to make the following conclusions: the whole sample is characterized by an average level

of expressiveness of components of the terrorist threat experience. Modern students are not indifferent to the problem of terrorism and terrorist threat, but practically no one thinks about it seriously.

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

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

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

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

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

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

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

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

Level of empathy	428	0,000	33,11	58,31
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In the subsample of girls' indicators of the level of anxiety are significantly higher than in the subsample of boys ($U=480$; $p=0,000$). This figure suggests that girls are more prone than boys, to display anxiety for relatively small reasons. The emotional component of empathy in the subsample of boys showed higher results than in the subsample of girls ($U=639,5$; $p=0,003$). This suggests that boys more often manifest the ability to enter into emotional resonance with others – to empathize, to participate. Emotional responsiveness in this case is a means of "entry" in the energy field of the partner. However, the indicators of the penetrating ability to empathy in the subsample of girls is significantly higher than in the subsample of boys ($U=322$; $p=0,000$). Such result shows us that girls are most likely to create the atmosphere of openness, trust and intimacy when interacting with a partner that helps his disclosure and, as a consequence, empathic understanding.

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

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

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

Thus, the comparative analysis found significant differences in the following characteristics. The degree of expressiveness of the indicator of signs of anticipation in the subsample of students of humanitarian specialties is significantly higher than in the subsample of technical students ($U=472$, $p=0,000$). This suggests that students of humanitarian specialties are more likely to anticipate/predict certain events, to imagine their origin.

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

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

Level of empathy	346,5	0,000	31,03	59,94
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In the subsample of representatives of humanitarian specialties the degree of expressiveness of anxiety level is much higher than in the sub-sample of technical students ($U=348$, $p=0,000$). This suggests that the students of humanitarian specialties most often, unlike representatives of technical specialties, feel anxiety in certain situations, and this anxiety is not always reasonable.

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

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

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

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

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

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

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

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

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

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

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

Conclusion

Based on the results of the study we can conclude the following about the peculiarities of comprehension and experience of terrorist threat by the students of the Russian State Vocational Pedagogical University. According to the study, the whole sample is characterized by the average level of expressiveness of the components of the assessment of terrorist threat experience. The students of today are not indifferent to the problem of terrorism and terrorist threat, however almost no one thinks seriously about it. But let us turn to the results of the comparative analysis.

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

As for subsamples of technical and humanitarian specialities, the study found somewhat different results. Significant differences by the method of OPTU-21 could be traced only on one scale – the scale of anticipation, where the level of expressiveness of this indicator in the subsample of students of humanitarian specialities is significantly higher than in the subsample of students of technical specialities. Correlation analysis showed the following results. Both in girls and in boys, with increasing the level of terrorist threat experience, the effect of defense mechanism of suppression decreases, which suggests that negative emotions associated with the experience of terrorist threat, are not displaced into the unconscious, but are understood by students. In young men, most of correlational relationships revealed that with the increase in anticipational abilities and the level of experience of the terrorist threat, the

action of most defense mechanisms is minimized. This suggests that young men are able to perceive and comprehend information, which is often a stressogenic factor. A different picture of the relationships is presented with girls: an increase in the level of terrorist threat experience, on the contrary, leads to the actualization of the mechanism of regression, and with the increase in stability such indicators as level of anxiety and level of empathy increase.

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

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

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

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

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

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

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

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Abstract

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

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

Introduction

The Convention on the Rights of Persons with Disabilities, adopted by UN General Assembly Resolution of December 13, 2006 consolidated the international requirements for people with disabilities to lead an independent way of life, to participate fully in all aspects of life by providing them on an equal basis with others access to the physical environment, to transportation, to information and communications, including information and communications technologies and systems, and to other facilities and services open or provided to the public. The Convention also enshrined the right of people with special needs (special health abilities) to inclusive education at all levels, people with disabilities must have a

possibility equally with healthy people during the whole life to get both general and professional education or vocational training. Today, inclusive education in the Russian Federation is regulated primarily by the Federal Law "On Education in the Russian Federation", which introduces such key concepts as "student with special needs" - an individual with deficiencies in physical and (or) psychological development, preventing him from obtaining education without creating special conditions, and "inclusive education" - ensuring equal access to education for all students, given the diversity of special educational needs and individual possibilities.

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

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

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

professional education who becomes the main subject, entrusted with the task of providing accessibility of education.

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

Methodological Framework

In modern conditions the main prerequisites for the success of the activity of a teacher of professional education are not only and not so much the quality performance of his functions as the ability to quickly adapt to the changing educational environment, the ability of the teacher to choose productive strategies of interaction with different categories of students (including persons with disabilities and persons with SN), motivation for self-development, willingness to take responsibility for one's professional future, which are integrated into the subject characteristics of psychological readiness for activity.

If in foreign psychology the phenomenon of psychological readiness is not widespread (mainly researchers stop at the study of effective and universal characteristics of the person providing for the professional and, consequently, career development), in national science traditionally there are two approaches to understanding psychological readiness: functional and personal. According to the first one, readiness is seen in connection with mental functions, the formation of which is considered essential for achieving high performance results. According to the second one - in connection with personal prerequisites (Dyachenko & Kandybovich, 1976). In last decades, there appeared studies of readiness to the activity carried out from the standpoints of psychocultural (Sanzhaeva, 2012), personal-activity and reflexive-activity (Zakharova, 2004), subject-activity (Gershkovich, 2003; Sergeeva, 2015) approaches. Traditionally readiness was considered in the psychological literature as a setting, as a mental state, as a quality, a personality trait. In recent studies of different types and aspects of readiness, some authors introduce in the definition of the phenomenon simultaneously both characteristics of the mental state and personality traits (Sanzhaeva, 2012), others speak about the steady state of an individual (Korablina, 2005), still others understand readiness as an integrative professionally important quality (Zhukov, 2000). The current trend in the study of readiness can be called dominance in theoretical and applied research of methodology of competence approach and readiness itself is often reduced to an explanatory principle, which reveals the essence of a particular competence. Without belittling the importance and productivity of competence approach in the study and especially in the formation of professional readiness of the teacher, it should be noted that for the disclosure of the phenomenon of psychological readiness of a teacher of professional education for the activities in the conditions of inclusion the heuristic capabilities are insufficient. It is possible to suggest that the most productive for the study of the problem is the combination of competence and subject-activity approach, which allows us to consider readiness as the subject property, which characterizes his ability for independent activity, formed not only during the process of professional training, but also at the stage of entering a specialist in the profession and further self-realization in it.

Currently, there are studies of readiness to work in the conditions of inclusion both of future (Kuvyrtaeva, 2015; Hitryuk, 2013), and current teachers of secondary schools and pre-school educational institutions (Alekhina, Alekseeva & Agafonova, 2011; Burenina, 2014; Gerasimenko, 2015; Malyarchuk & Volosnikova, 2015 and others.). These works continue the national traditions of studying readiness for pedagogical activity in terms of defining the component composition of readiness. The difference between modern studies and traditional models lies in the inclusion in the structure of readiness of the

values component and axiological grounds of readiness of a teacher for inclusion. In general, they are carried out within the framework of competence-based approach, which is implemented most consistently in the works of O.S. Kuzmina (2013), I.N. Khafizullina (2007), I.A. Romanovskaya & I.N. Khafizullina (2014), V.V. Hitryuk (2013), M.R. Husnutdinova (2017). The concepts of "inclusive competence" and "inclusive readiness" are introduced into scientific usage.

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

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

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

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

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

The study of the problem was conducted in four stages:

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

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

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

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

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

Results and Discussions

For the successful implementation of inclusive education in modern higher schools it is necessary to create a special learning environment for persons with disabilities and persons with special needs (hereinafter - SN), as well as to prepare the teaching staff to work with them. Few teachers are ready for rapidly developing innovative technologies and often do not have special competences required to work with people with disabilities and persons with SN.

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

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

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

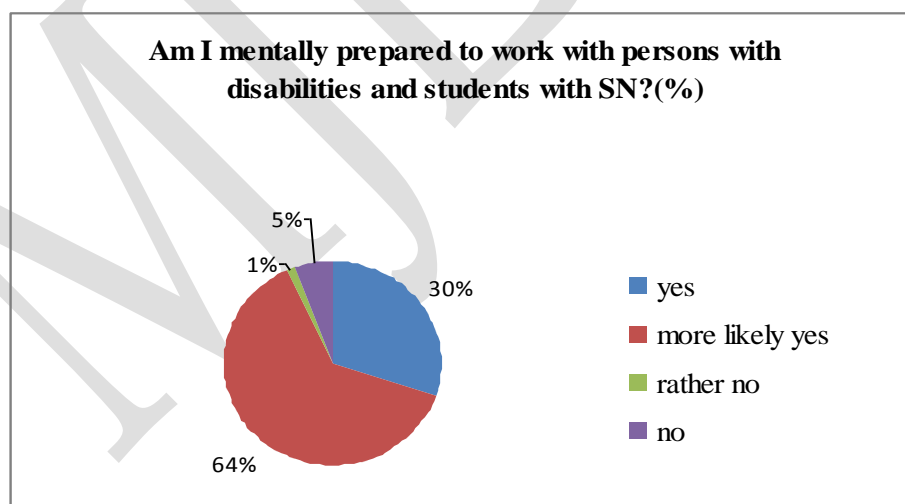


Figure 1. The results of self-assessment of psychological readiness of teachers to work with disabled people

In addition, respondents were asked to assess the extent of their knowledge of the psychological characteristics of students with SN. The evaluation results are shown in Figure 2. As can be seen from the chart, only every fifth respondent confidently gave an affirmative answer to this question, while 14% of

teachers weakly imagine the psychology of a student with SN, and as a consequence – peculiarities of interaction with him in the learning process and his special educational needs. Two-thirds of teachers (64%) are more likely knowledgeable about the features of this category of students, which again cannot be assessed as a result sufficient for the successful implementation of inclusion in professional education. Teachers, as a rule, tend to be focused on social approval, understand the importance and significance of inclusion and may exaggerate the extent of their knowledge. It can be assumed that the expert evaluation of the knowledge of university professors about the psychological characteristics of students with SN could have shown even lower results.

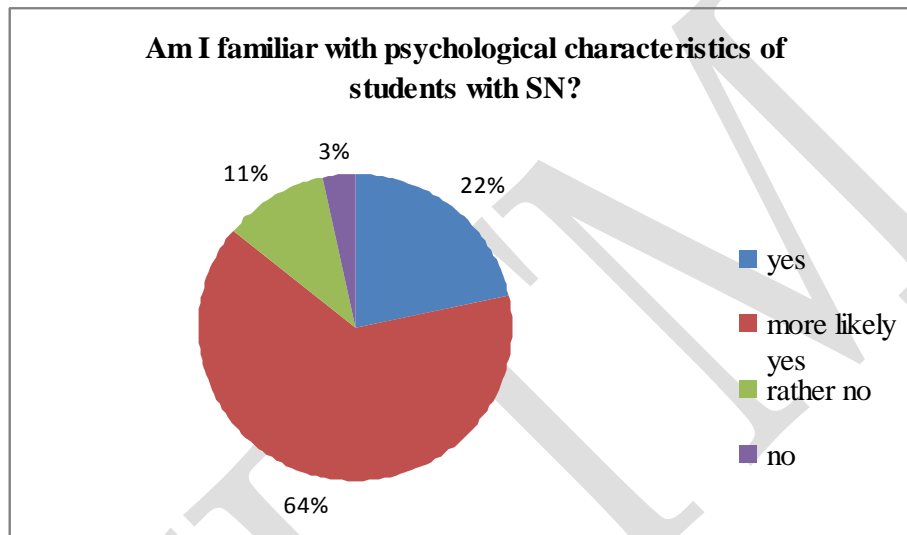


Figure 2. Results of teachers' self-assessment of the psychological characteristics of students with SN

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

The ability to design adapted educational programs.

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

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

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

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

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

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

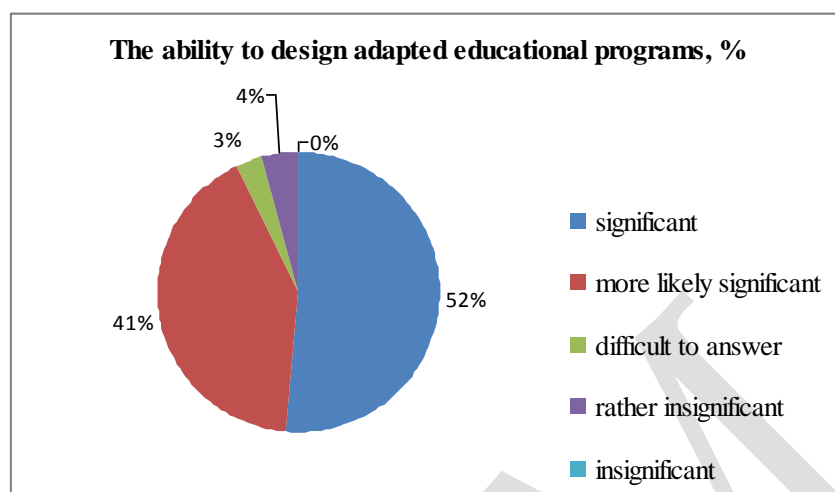


Figure 3. Evaluation of the degree of importance of competences of a teacher of inclusive education (competence 1)

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

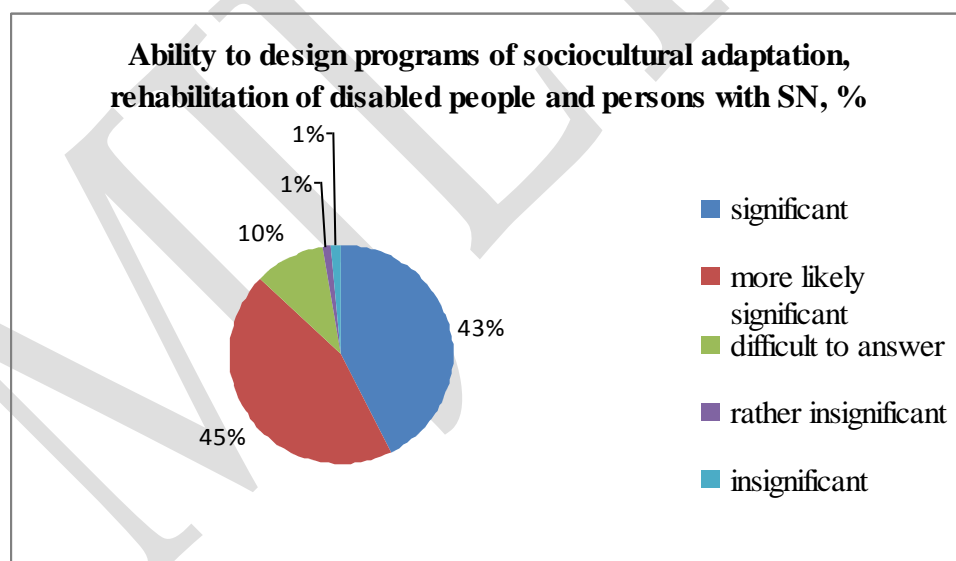


Figure 4. Evaluation of the degree of importance of competences of a teacher of inclusive education (competence 2)

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

activity, and the absence of a clear understanding in this case is an indicator of apparent unwillingness to work in the conditions of inclusion.

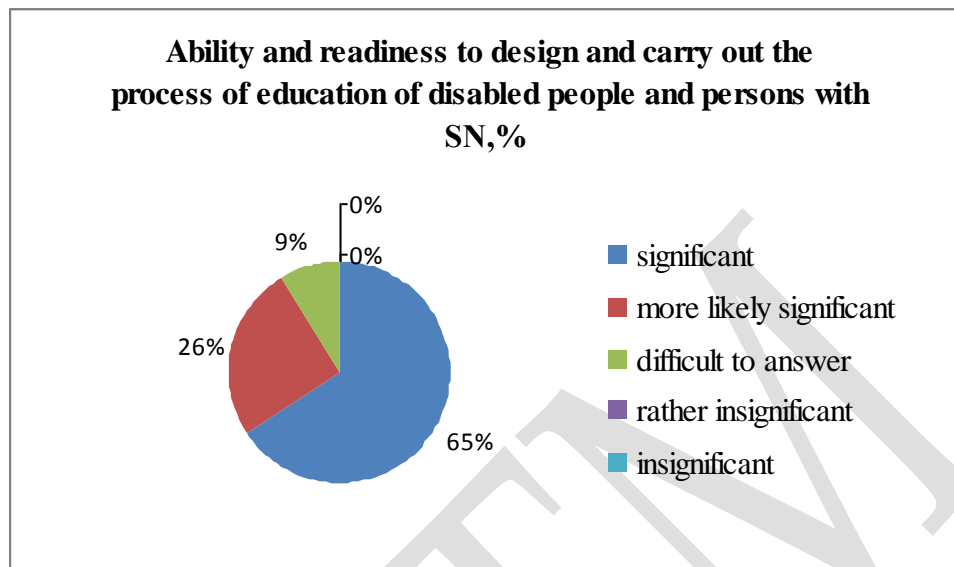


Figure 5. Evaluation of the degree of importance of competences of a teacher of inclusive education (competence 3)

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

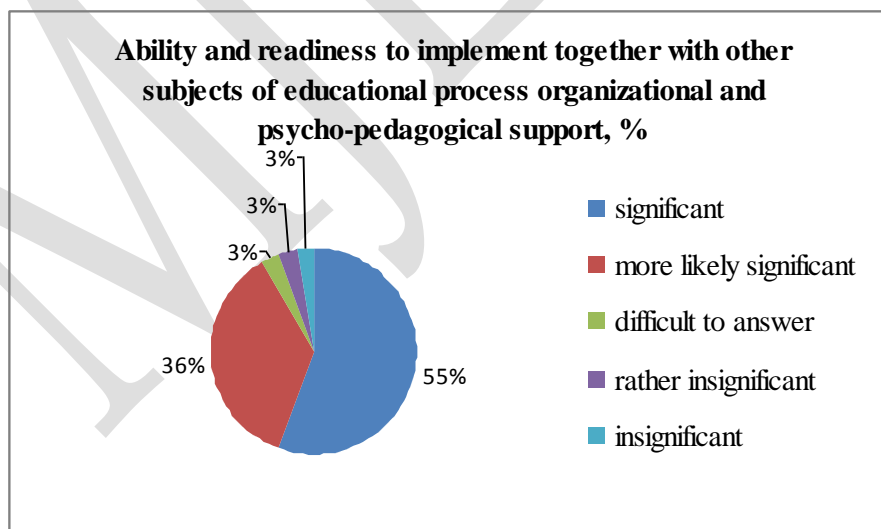


Figure 6. Evaluation of the degree of importance of competences of a teacher of inclusive education (competence 4)

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

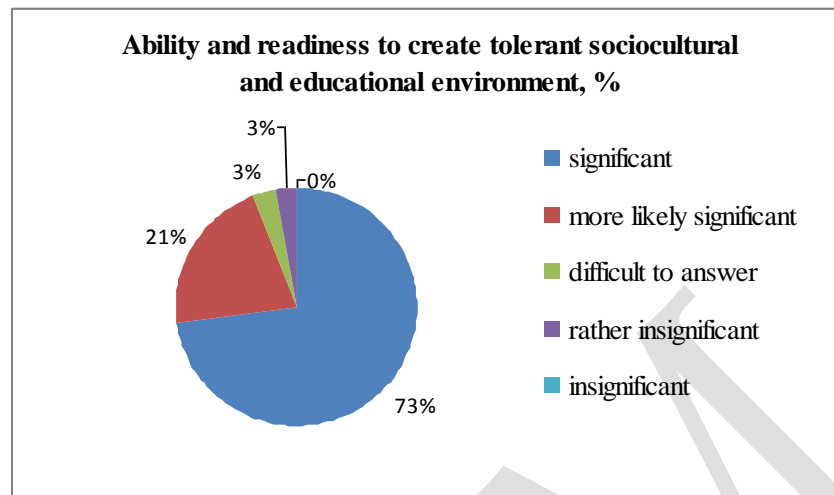


Figure 7. Evaluation of the degree of importance of competences of a teacher of inclusive education (competency 5)

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

Conclusion

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

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

The conducted survey showed that two-thirds of university professors do not feel confident enough to organize professional educational process with the participation of students with SN and / or do not feel competent enough on the issue of psychological characteristics of this category of students. In addition, every tenth teacher is not fully aware of the requirements to the personality and activity of the teacher of inclusive professional training.

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

level of readiness may differ by different components of a complex and multi-directional activity of a teacher of inclusive professional training.

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

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

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

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Abstract

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

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

Introduction

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

The relevance of this research is determined by the society's growing need for qualified specialists in "person to person" field, who possess high-level speech competence, who can effectively solve professional problems, and by the decreasing level of the required competence of university graduates today. Therefore, there is a practical need for improving the speech competence of university students while maintaining continuity. The need to respect the continuity in education is emphasized by B.S. Gershunsky (1988), Y.A. Kustov (1990), N.V. Popova (2002), L.O. Filatova (2004), M.B. Esaulova (2005), N.S. Abolina & O.B. Akimova (2012), N.N. Ostapenko & L.P. Sityaeva (2014), Y.V. Grishina (2015), O.M. Osiyanova (2015), E.F. Zeer & E.Y. Zhurlova (2017), etc. They recognize the importance of

respecting the connection, consistency and prospects of the goals, objectives, content, methods, means, forms of the organization of education at every stage of development of the student; substantiate the essence of continuity, the pedagogical context of its implementation at different ages.

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

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

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

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

Methodological Framework

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

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

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

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

and scientific data on the development of the speech competence of students of a professional pedagogical university in the context of education continuity.

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

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

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

Results and Discussions

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

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

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

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

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

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

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

Table 1. Levels of students' speech competence

Criteria of evaluation	Indicators (0 – 36 points)
1. Compliance of speech with the norms of the modern Russian literary language	(0 – 3 p.)
- do not make speech errors in 150-200 word text	3 points
- make one speech error in 150-200 word text	2 points
- make two speech errors in 150-200 word text	1 points
- make three or more speech errors in 150-200 word text	0 points
2. Vocabulary competence	(0 – 3 p.)
- have a rich vocabulary	3 points
- have a diverse age-appropriate vocabulary	2 points
- have a limited vocabulary	1 points
- have a basic vocabulary	0 points
3. Semantic integrity, speech coherence	(0 – 3 p.)
- speech is characterized by semantic integrity and coherence, no errors	3 points
- speech is characterized by semantic integrity, there is one violation of coherence	2 points
- speech is characterized by semantic integrity, there are no more than two violations of coherence	1 points
- speech is characterized by the absence of semantic integrity and coherence	0 points
4. Speech precision and expressiveness	(0 – 3 p.)
- thought is precisely expressed, a variety of grammatical structure is used, speech is expressive	3 points
- the thought is precisely expressed, the grammatical system is monotonous, the speech is sufficiently expressive	2 points
- the thought is not expressed precisely, the grammatical system is monotonous, the speech is quite expressive	1 points
- the thought is not expressed precisely, the grammatical system is monotonous, speech is not expressive	0 points
5. Means of expressiveness	(0 – 3 p.)
- different means of expressiveness are used adequately	3 points
- some means of expressiveness are used	2 points
- some means of expressiveness are used, but they are not always relevant	1 points

- the means of expressiveness are not used	0 points
6. Pauses in speech	(0 - 3 p.)
- do not make long pauses	3 points
- if there is a pause, they know what to fill it with	2 points
- make long pauses	1 points
- make frequent long pauses	0 points
7. Time of speech	(0 - 3 p.)
- can easily speak during any given time	3 points
- can hardly speak during the given time	2 points
- stop speaking before 2 minutes	1 points
- refuse to speak	0 points
8. Space management during speaking	(0 - 3 p.)
- efficiently manage the space, feel confident, speaking brings pleasure	3 points
- efficiently manage the space, feel confident enough	2 points
- can manage the space, but feel insecure or overactive	1 points
- can not manage the space, seek to go away from the audience, hide behind the table, to lean on it, can be distracted by extraneous stimuli or be too clenched, feel extremely tense and uncomfortable	0 points
9. Use of non-verbal means of communication	(0 - 3 p.)
- appropriately use diverse non-verbal means of communication	3 points
- appropriately use non-verbal means of communication	2 points
- inappropriately use non-verbal means of communication	1 points
- do not use non-verbal means of communication	0 points
10. Speech ethics	(0 - 3 p.)
- recognize all violations of speech ethics in someone else's text and do not make them	3 points
- recognize violations of speech ethics in someone else's text, but sometimes make them themselves	2 points
- recognize obvious violations of speech ethics and make them themselves	1 points
- do not recognize violations of speech ethics	0 points
11. Achieving the communicative goal	(0 - 3 p.)
- can set a communicative goal on their own and achieve it	3 points
- can achieve the goal set by the teacher	2 points
- can set a communicative goal on their own, but do not always achieve it	1 points
- can not achieve a communicative goal	0 points
12. Tolerance towards communication participants	(0 - 3 p.)
- the greatest tolerant attitude towards opinions, judgments, remarks of communication participants	3 points
- tolerant attitude	2 points
- tolerant enough attitude	1 points
- non-tolerant attitude	0 points

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

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

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

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

Indicators of adaptation of students to the linguistic disciplines

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

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

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

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

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

1. The students' speech competence can be measured based on existing methodologies, selected criteria, indicators and levels.
2. It is necessary to identify the initial level of the speech competence development of school children and students in order to identify gaps in their knowledge.
3. To set tasks for further work on development of students' speech competence.
4. To implement these tasks through the creation of pedagogical support.

In order to evaluate the level of speech competence, the following traditional and innovative types of work were used: test on correction the defective text, test on the Russian language norms, programmed control, multiple choice tests, analysis of students' work (compositions, essays, abstracts, theses), evaluation of oral public speech (oral responses at lessons, practical classes, examinations, during the protection of abstracts, at the orator's competition, during debates, etc.). A special place in the pedagogical support for the development of the technical specialization students' speech competence in

the context of the education continuity is assigned to the use of the method of game simulation because for the modern specialist "it is important to be well-oriented in the specific features of future professional activity" (Sturikova, Albrekht, Kondyurina, Rozhneva, Sankova & Morozova, 2016). "This type of classes, its non-template, non-standard character also contributes to maintaining interest not only to the subject being studied, but also to the chosen profession". "On the one hand, such an approach combines the strict formal methods of teaching, like classroom work and the study of language materials, with informal ones" (Evtyugina, Simonova & Fedorenko, 2016).

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

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

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

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

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

Group	Quantity (Q) of people	Levels								Average score
		Elementary		Adaptive		Basic		Creative		
		Q	%	Q	%	Q	%	Q	%	
1 year students	84	17	20,2	18	21,5	36	42,8	13	15,5	3,5
3 year students	90	9	10	34	37,8	30	33,3	17	18,9	3,6
Total	174	26	15.1	52	29,7	66	38	30	17,2	3.5

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

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

Due to the fact that "modern education is aimed at the formation of a harmoniously developed, socially active person, combining spiritual wealth, moral purity and physical perfection" (Malushko, 2012), an important role is assigned to the development of the university students' speech competence. In the

context of the competence approach in the modern educational paradigm of higher education, a great significance is given to the formation of speech competence (Makarova & Kopytova, 2012).

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

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

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

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

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

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

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

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

of the individual's speech competence. Some speech violations can damage the reputation of the speaker (Chernyak, 2011).

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

Conclusion

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

1. Speech competence of a specialist is of great importance for his/her professional activity, influences not only his/her competitiveness, but also his/her professional career in general.
2. The formation and development of students' speech competence is one of the important theoretical as well as practical problems due to the fact that the development of the required competence is a complex process that requires practice.
3. Development of students' speech competence can not be considered as a spontaneously developed phenomenon, but as a controlled process based on specially developed methodological support.
4. Specially designed pedagogical support is necessary and sufficient for the development of students' speech competence.
5. The obtained results are generalized, the effectiveness of the developed pedagogical support for the development of the technical specialization students' speech competence in the context of education continuity (consisting in a positive dynamics of the development of the required competence) is proved experimentally.

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

Acknowledgments

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

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

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

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

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The Features Of Literary Terminological System

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Abstract

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

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

1. Introduction

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

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

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

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

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

1. The first approach is logical one. This approach allows us to single out the terms that denote basic, derived complex concepts of the specified system of concepts. This division is defined by the objects of a certain area and the concept underlying the system of concepts.
2. The second approach is linguistic one. It reveals, the lexical units by which the units of this system of terms are expressed from the point of their semantics and form. Terms have different structures, only their semantic proximity ensures their integration into the system.

3. The third approach is terminological one. This approach combines the first two approaches. It shows the terms and the systems of terms, reveals the place of this or that unit in an appropriate terminological system [4: p. 24].

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

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

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

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

2. Peculiarities Of Literary Terms

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

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

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

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

Many linguists believe that literary terminology can not be homogeneous one, since the terms of literary study are called to name a specific object - literary texts. For the best description of an object of study, the term literary study should reflect the unity of philological, linguistic and cultural elements of a literary work image [2: p. 3].

3. Modern Trends In The Literature Terminological System

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

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

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

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

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

Modern researchers note that an important tendency of literary terminological system is a slight rapprochement of literary study terms with common words. Also, their content depends on the national characteristics of literature development, from critical works, from the concepts of literary schools. The meanings of literary terms that are given in dictionaries differ from the meanings of those terms that are given in scientific articles: "And all the variety of expressive context shades, and multiple manipulations with meanings are explained by the fact that each author of a journal article writing at the end of the 20th century believes it is possible to bring its original meaning to the term and to show its individuality in a text which has a term. And the terminology of literary studies, as compared to other fields of knowledge, opens the opportunities for the display of an author's individuality most likely, especially outside the dictionary critical articles". I.A. Degtyareva notes that the terms of literary studies should be studied in the context of society and culture development history, since there are no clear boundaries of its subject area in literary terminology, and this leads to the convergence of literature terms to commonly used words [2: p. 6].

4. Conclusions

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

5. Summary

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

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

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Abstract

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

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

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

Introduction

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

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

This article explores culture-specific linguistic competence development through discourse analysis of Soviet-era films. This competence is an integral part of learning Russian as a foreign language, because it promotes profound acquisition of the foreign language and understanding of the foreign culture, helps international students grasp the essence of socio-cultural realities of the country of the target language.

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

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

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

Methods

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

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

Results

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

It is well known that the optic sensory channel conveys up to 85% of information concerning the outside world. Therefore, it is difficult to overestimate the role of cinema in semantization and interpretation of lexical units denoting the facts of Soviet life that are obviously unknown to foreign students. On the one hand, these may be typical sovietisms like «коммуналка» (*kommunalka*, a communal apartment typically shared by several families), «колхоз» (*kolkhoz*, a state farm), «управдом» (*upravdom*, an apartment building manager), «староста» (*starosta*, a supervisor or headman in a village); on the other hand, they may represent more complex composite nominative units – such as «Советский сервис» (*the typical Soviet-era low quality service*), «образ строителя коммунизма» (*the ideal profile of the builder of communism*), «разбор личного дела» (*public discussion of some person's wrongdoing*). Thus, even familiarization with a few Soviet movies (for example, 'The Heart of a Dog', 1988, or 'Moscow Does Not Believe in Tears', 1979) allows not only to point at all significant differential senses of the lexical unit *kommunalka*, but also to help international students develop insights into all connotative components and cultural associations this

word induces in native Russian-speakers. Similarly, demonstration of the film 'The Diamond Arm' (1968) helps to recognize cultural differences existing between Russian *upravdom* and English *house-manager*. It should be specifically noted that works of the Soviet cinematography may be efficiently used not only for semantization of the so-called sovietisms (for example, «путевка» (*putyovka*, travel voucher) in the movie 'Love and Pigeons' 1984), but also to explain broader concepts that are more important for the Russian culture understanding – such as «чаепитие» (tea-party), «дом» (home), «берёза» (birth), or «малая родина» (lesser motherland) ('Family Relations', 1981, 'Carnival', 1981, 'Older Sister', 1966, 'Muzhiki!', 1982, 'Offered for Singles', 1983, etc.).

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

Discussions

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

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

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

The above-said allows us to conclude, that the study of phraseological units in the course of learning Russian as a foreign language is of particular interest. Workshops dedicated to issues of idioms' function in speech (particularly, in such subjects as Lexicology, Challenges of Language Use, Screen Adaptation of Russian Classics, Russian and Soviet Cinematography, etc. taught at the Kazan Federal University and at the Department of Slavic Languages Justus Liebig (Giessen), prove that it is important to explain to students that 'phraseological units, reflecting in their semantics the long process of the national culture development, fix and convey cultural attitudes, stereotypes, standards and archetypes from generation to generation' [Kopsazharova, Beysenbayeva, Kikimova, 2013:90].

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

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

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

distinguished from other language phenomena, including words, as they differ by formal and semantic complexity. This very feature of phraseological units determines their capacity for various formal and semantic transformations.

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

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

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

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

A) individual author's transformation techniques:

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

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

In some phraseological units, transformation occurs not at the structural but at the conceptual level. It is necessary to provide explanations concerning use of a particular phrase to foreign students. For example: «- Чем же вы занимаетесь-то? / – Ничем. Живу.» (*- So what do you do then? / - Nothing. I just live.* ') from 'The Heart of a Dog', 1988).

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

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

Conclusions

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

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

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

Acknowledgements

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

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Russian And German Idioms Of The Phrase-Semantic Group "Wisdom" In The Aspect Of Paradigmatic Relationships

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Abstract

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

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

Introduction

The research of the phrase-semantic group "Wisdom" is aimed to identify the common and specific in the internal arrangement of the Russian and German phrase-semantic group (PSG) at the paradigmatic level. Conceptual representation of wisdom, mind and stupidity relies on cultural and historical traditions therefore it has idioethnic character revealed through phraseological units' analysis [1].

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

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

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

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

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

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

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

Methods

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

Results

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

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

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

Discussion

The ability to think is the greatest human's value. B. Brecht wrote: "*Das Denken gehört zu den größten Vergnügungen der menschlichen Rasse*" (B. Brecht. "Leben des Galilei") ("*The ability to think belongs to the greatest benefits of a human race*"). In the Bible it is said that strength of the person consists in his wisdom: *Главное – мудрость: приобретай мудрость, и всем именем твоим приобретай разум* (Прирчи Соломона 4: 7) – *Denn der Weisheit Anfang ist: Erwirb Weisheit, und erwirb Einsicht mit allem, was du hast* (Sprüche 4: 7) (*Wisdom [is] the principal thing; [therefore] get wisdom: and with all thy getting get understanding*. (Proverbs of Solomon 4: 7)); *Человек мудрый силен, и человек разумный укрепляет силу свою* – *Ein weiser Mann ist stark und ein vernünftiger Mann voller Kraft* (Sprüche 24: 5) (*A wise man [is] strong: yea, a man of knowledge*

increaseth strength); Сердце мудрого делает язык его мудрым и умножает знание в устах его – Des Weisen Herz redet klug und mehrt auf seinen Lippen die Lehre (Sprüche 16: 23) (The heart of the wise teacheth his mouth, and addeth learning to his lips).

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

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

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

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

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

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

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

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

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

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

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

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

PSG "Wisdom" has the following Russian and German phraseologisms – Russian: Соломоново решение; Колумбово яйцо; светлая голова; иметь голову на плечах; голова / котелок / мозги варит / варят (у кого-л.); голова на плечах (есть, имеется); голова – дом / дворец советов, совет. (у кого-л.); с царем в голове; семь пядей во лбу; бездна премудрости; кладезь премудрости; ходячий университет; ходячая энциклопедия; ума палата (у кого-л.); хватать с неба звезды (decision worthy of Solomon; Columbus' egg; bright mind; to have head screwed on the right way; head/pot/brain cooks well (to have a good head / mind / brain); to have the head on shoulders; the head – the house / palace of good advice; with the tsar in the head (to have a brain in one's head);

deal if wisdom (colloquial, positive); *an abyss of wisdom*; *fount of wisdom*; *a walking university, a walking encyclopedia* (a person possessing extensive knowledge in various fields, capable of providing an answer to any question); *to be big/long on brains* (colloquial, positive or ironical); *to set the world on fire*; German: *Solomonisches Urteil*, (bookish, literally – the decision worth of Solomon) – a wise though paradoxical at first sight solution of a difficult question; *weise wie Salomo/Salomonis*, (bookish, literally – wise as Solomon) – about an extremely clever and wise person; *das Ei des Kolumbus* (literally – Columbus's egg) an unexpectedly easy and witty solution of a difficult question, problem; *das ist ein Gedanke von Schiller* (colloquial, humorous) – it is a brilliant thought (literally – it is Schiller's thought); *der Weisheit letzter Schluß (sein)* (“the final output of the wisdom of the earth”) – to be the cleverest and most reasonable (decision, etc.); *viel Geist haben* (literally – to have a lot of mind) – to be clever/witty; *er hat Grütze im Kopf* (literally – to have sagacity) – someone is fairly clever, not the fool; *genialer Kopf* (literally – the ingenious head) – the genius; *gescheiter Kopf* (literary – clever, judicious brain) – a smart person; *mehr Verstand im kleinen Finger haben als j-d im Kopf* (literally – to have more mind in a little finger than someone has in the head) – to be very clever/to have a remarkable mind; *gelehrtes Haus* (colloquial, humorous, literary – the house of sciences) – the head of a scientist; *sein Licht leuchten lassen* – to have a wealth of wit; *sein Licht (nicht) unter den Scheffel stellen*, colloquial (literally – not to hide one's mind) – not to hide talents, etc.

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

According to the Bible legend, King Solomon represented in Old Testament books as the greatest man of wisdom of all times asked God when he saw him in his dream to grant him "a reasonable heart to judge people". There are a lot of legends about Solomon that reveal wisdom of his decisions; it was originally manifested already in the first court when he pretended that he wanted to split the baby with a sword and to divide it between two women applying for it, and learned which of them was real mother:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

In Russian and German phraseologisms reflecting outstanding mental abilities (Russian: *голова – дом / дворец советов, совет* (у кого-л.) (*head – the house / palace of advice, council* (that someone has))); *ума палата* (у кого-л.) (*great deal of mind* (in someone), colloquial, positive or ironical); German: *gelehrtes Haus* (colloquial, humorous, literally – the house of sciences) – head full of scientific knowledge)), due to such components as *дом, дворец, палата, Haus* (*house, palace, chamber*) the meaning of “a lot of mind” is created. The aforesaid components serve to specify a big building, premises.

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

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

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

Conclusion

Thus, the relationships between phraseologisms making part of PSG "Wisdom" have a synonymic character, and the paradigmatics of members of synonymic rows reveals appositive connections according to the types of figurativeness, semantic shades of meaning, emotional coloring. Russian and German idioms of PSG "Wisdom" can have both common and specific images. The component *голова* (*head*) makes the basis of figurativeness for a number of Russian and German phraseologisms of PSG "Wisdom". In Russian and German phraseologisms reflecting outstanding mental abilities the meaning “a lot of mind” is created due to such components as *дом, дворец, палата, Haus* (*house, palace, chamber*). In

German phraseologisms the image of light (*Licht*) is a symbol of human's mental abilities: the lack of light or its source means the lack of mental abilities. Some German phraseologisms with the meaning 'to have abilities; to be good at something; to be distinguished by sagacity' contain the component *haben* (*to have*).

Acknowledgements

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

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Modular Technology Of Foreign Language Training Of Technical University Students

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Abstract

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

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

Introduction (Вступление)

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

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

Methods (Методы исследования)

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

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

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

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

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

Results (Результаты)

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

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

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

For the evaluation of reflection and ability to self-development and independent work, students were tested on the basis of the methodology of V.V.Ponomareva and surveys according to the modified method of L.N.Berezhnova, the results of which have shown that the students in the experimental groups have achieved a high level of reflection and ability to self-development: 64% of students expressed a desire to further improve foreign language training (20% of them handed in applications for the second

higher education on specialty "Translator in professional communication", 44% attended courses at the Linguistic center of NChI KFU). In the control groups, this figure is 36% (12% and 24%, respectively) [13].

Discussion (Заключение)

FLCC appears, from our point of view, as a set of competencies, each of which includes invariant and variable parts:

- *linguistic competence*, which involves the ability to understand and apply units of foreign language in accordance with the professional area: its invariant part is possession of knowledge of the basic phonetic, lexical, grammatical, derivational phenomena; the variable part presupposes the possession of professional (automotive) vocabulary;
- *speech competence*, which reflects the required level of proficiency in communication technology: its invariant part includes the ability to understand and generate foreign-language utterances in communicative processes; the variable part involves the ability to understand foreign-language texts and use various types of communications in the field of service, maintenance, cars sales and technological equipment;
- *sociocultural competence*, which involves the ability to understand and use linguistic forms in accordance with the situation: the invariant part is determined by the ability to social interaction in accordance with the accepted moral and legal norms, standards, culture and traditions of the foreign-speaking countries; the variable part consists of knowledge of sociocultural information about the automotive industry, the sphere of car service in the countries of studied language;
- *strategic competence*, which includes the ability to compensate the lack of knowledge of foreign language; the invariant part is based on the ability to use basic phrases and clichés, synonyms when solving professional problems in foreign language; the variable part is the ability to get out of the situation with a deficit of language structures with representatives of auto companies, suppliers of spare parts and materials, using phrases and clichés of professional vocabulary;
- *self-educational competence*, which involves the motivation to further study of foreign languages, for self-education: the invariant part includes ability to study foreign languages and cultures independently; the variable part determines the ability to use foreign language opportunities for further professional growth [12].

The main structural components of the developed modular technology model are the following: theoretical-methodological, purposeful, meaningful, procedural-technological, resultant-evaluative units. Taken all together, the components of the developed model determine the achieved result of high level of FLCC, necessary for effective professional communication in foreign language.

A necessary element of modular technology of foreign language training of technical university students is a specially designed modular syllabus [13]. The use of modular syllabuses as a basis for the implementation of modular technology ensures the development of high-level foreign language training of students, promotes their creative independence, forms skills of self-education by means of foreign language. The developed modular syllabus consists of 10 modules:

- modules 1-2 give general information about future profession, studying disciplines (contributes to the development of linguistic and self-educational competences);
- in modules 3-4 students will become acquainted with the history of cars and automobile manufacturers, modern trends, environmental issues (contributes to the development of social, speech, self-educational competences);
- modules 5-6 contain information about the external and internal vehicle design, its main components (contribute to the development of linguistic and self-educational competences);
- modules 7-8 prepare students for foreign language communication in the professional sphere (aimed at the development of all competencies of FLCC);
- modules 9-10 are designed to introduce students to the world of business communication (contribute to the development of linguistic, sociocultural and strategic competences) [13].

The author's patented computer programme is used as diagnostic tool for monitoring the level of developed foreign language training. Its main characteristics are the following:

- tests meet the requirements of the Federal State Educational Standard;
- testing and processing of results is made in the on-line mode;
- analysis of test results is provided in details [14].

Conclusions (Выводы)

In the conditions of intensive development of international cooperation and integration of Russia into the global economic community, there is an increasing need for specialists with high level of foreign language training for personal and professional communication.

There are various technologies used in language training of technical university students. The conducted analysis has shown that there is some experience of training students in the aspect of foreign language training and modular technology is considered the most effective.

Modular technology of foreign language training of technical university students is a specially organized process of foreign language learning to achieve a high level of FLCC development. A necessary element of modular technology of foreign language training is a specially designed modular syllabus. Developed modular syllabus of foreign language training of technical university students consists of integrated didactic purpose (high level of foreign language training), and aggregate modules to ensure the achievement of this goal.

The results of the experiment has proved the effectiveness of the developed model of modular technology of foreign language training of technical university students.

ACKNOWLEDGEMENTS

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

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Improvement Strategies Of Teaching The Arabic Language In The Tatarstan Schools

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Abstract

The paper deals with the main strategies of teaching the Arabic language in the schools of Tatarstan, which we consider highly relevant as soon as today's developing cultural, academic, and political ties between Russia including the Tatarstan region and the eastern countries is gaining paramount importance. The Arabic language has produced a great influence on the formation of the cultural legacy of the Tatar people, so, its secular teaching proves important in securing tolerance and opposing extremism. The authors conducted a thorough analysis of teaching Arabic in the schools of Tatarstan which helped to introduce a new academic syllabus in the 5th-8th grades. As a result, functioning of "The Eastern House" was restored, the new "Arabic language syllabus" was published and introduced into the curriculum of high school. This is stipulated by the ever growing need in optimizing the educational process as well as forming a creative self-developing personality.

Key words: the Arabic language, the Arabic language syllabus, "The Eastern house", teaching improvement strategies, educational process, tolerance, opposition to extremism.

1. Introduction

Development of ties with the Eastern countries is currently a relevant mission for the Russian Federation. It is caused by the important geopolitical location of the Eastern countries and their growing influence on the world political processes. Many Eastern countries (Egypt, Syria, Yemen, China, India, etc.) have been Russian allies for decades. Historically speaking, the fates of these countries are connected with Russia. In this context, good relationships between Russia and the Eastern countries are absolutely necessary, bearing in mind the current world political situation. The Republic of Tatarstan is traditionally considered the intersection between oriental and occidental cultures, Islam and Christianity, the oasis of tolerance and mutual understanding which our people pride themselves on. It is the Arabic language – the language of the sacred Koran – which constituted cultural legacy of the Tatar people. According to the above mentioned, secular teaching of the Arabic language proves important in securing tolerance and opposing extremism.

One of the problems raised in the research is to prove the importance of popularization of the Arabic language in the Republic of Tatarstan.

The aim of the research is to establish improvement strategies of teaching the Arabic language in the Tatarstan schools.

2. Methods

The issue in question is being paid overwhelming attention on the part of the republican administration. In particular, the Department of External Connections based on the Tatarstan President's administration initiated the procedure of opening "The Eastern House", a youth project whose aim is to solidify the ties between Tatarstan and the countries of Asia and Africa and the development of international youth

cooperation. It is by all means youth which is the driving force of the society, its most active and future forming part.

The ceremony of "The Eastern House" opening took place in September 2009 during the visit to Tatar State Humanitarian Pedagogical University (currently KFU) of General Manager of Islamic Organization on Education, Science, and Culture, First Secretary of the Islamic Universities Federation Doctor Abdulaziz Osman al-Tvejri, who is considered one of the most authoritative and influential figures in the Islamic world.

According to plans, "The Eastern House" should consist of the following sections: educational, translation, section of science collaboration, and the section of languages and culture of the Asian and African countries.

The main aims of "The Eastern House" are the following:

1. Cultural and informative:
 - creation of database and spreading of information in the political, economic, cultural and other spheres of life in the Asian and African countries;
 - cooperation with Islamic Organization on Education, Science, and Culture;
 - contacts with the embassies in the Russian Federation.
2. Establishing and sustaining the contacts with the youth from the Asian and African countries living in Tatarstan; starting and supporting of student unions from the Asian and African countries who study in the Tatarstan higher institutions; establishing youth clubs of international friendship.
3. Participation in collective youth cultural and scientific educational programs on the relevant problems of development of the Tatarstan Republic and the Asian and African countries, including assistance in the students' studies and internships for the young specialists in the Asian and African countries.
4. Spreading of information on the current international educational programs for the youth and students; assistance in creation and realization of new international educational programs.
5. Participation in the organization of international scientific and science-practical conferences.
6. Development of international youth diplomacy; cooperation with the Russian Ministry of Foreign Affairs.
7. Interaction with the Asian and African youth and public organizations.
8. Sustaining and solidifying of the positive image of Tatarstan and Russia in Asia and Africa; assistance in Asian and African youth's acquaintance with the culture of the peoples of Russia.
9. Sustaining of concordance and solidifying cooperation among the young people of different cultures and religions.

"The Eastern House" is supposed to carry out several functions:

1. Making projects and suggestions on the improvement of educational policy in KFU and RII (Russian Islamic Institute) in the sphere of preparing specialists of the oriental languages.
2. Conducting of short-term courses in oriental languages and cultures for the lecturers and students of KFU and other Universities of the Republic as well as all interested.
3. Organization of the permanent lecture course, acting on the basis of KFU and RII on the history and culture of the peoples of Asia and Africa.
4. Initiating, organizing, and carrying out scientific research in the history and culture of the peoples of Asia and Africa helping the researchers apply for grants.

5. Organizing seminars, round table discussions; regional, Russian, and international conferences on the history and culture of the peoples of Asia and Africa, attracting the leading Russian and foreign specialists.

6. Organization of trainings for the instructors, staff members, and students of KFU and other Universities of Tatarstan in the Russian and international Universities whose curriculum is connected with oriental languages, history and culture of Asia and Africa.

7. Organization and realization of student exchange programs among the students of KFU and other Universities of Tatarstan and the Federation of Islamic Universities.

8. Development of contacts, including research and academic exchange programs with the Federation of Islamic Universities in line with the aims of "The Eastern House" [1].

The cooperation with the Islamic Educational, Scientific and Cultural Organization (ISESCO) is of special interest. At present the active work on the realization of the following two projects is in progress:

1. Translation and development of scientific and training materials.

2. Organization of collaborative student language camps.

These projects are aimed at improving the level of teaching Arabic in schools and higher institutions of Tatarstan Republic as well as strengthening the motivation of learners.

"The Eastern House" actively cooperates with the Department of External Connections based on the Tatarstan President's administration.

Popularization of the Arabic language is one of the aims of "The Eastern House" as part of the implementation of the Republican special-purpose programme on "The prevention of extremism and terrorism". This includes the revival of Tatar heritage, for "the formation of Tatar was influenced by Arabic, which had profoundly influenced it in religious, scientific, cultural and economic aspects, Tatar used the Arabic script" [2] and the spread of secular Arabic teaching as a foreign language in general-education schools of Kazan city. At present the Arabic language is taught mostly as an elective in the following general-education schools of Kazan city: F. G. Aitova gymnasium № 12 with the Tatar language of instruction, Tatar gymnasium № 2 at KFU, Secondary Tatar-Russian school № 113 specializing in particular subjects, Gymnasium № 27 with the Tatar language of instruction, Lyceum № 149 with the Tatar language of instruction, Gymnasium-boarding school № 4, Lyceum-boarding school № 7, Secondary school "Usmania", as well as the regional general-education schools of Tatarstan Republic: Saby Secondary boarding school specializing in particular subjects for gifted children, Gymnasium-boarding school № 13 of Nizhnikamsk city, Lyceum-boarding school № 24 of Nizhnikamsk city, ГАОУ Gymnasium-boarding school of Humanities for gifted children of Aktanysh region.

The first step in implementing the programme was the development of the authors' programme "Arabic for the 5th – 11th graders of general education schools and gymnasiums" by N.G. Mingazova, R.R. Zakirov and I.M. Mukhametzyanov approved and published by Tatarstan Ministry of Education and Science in 2010 [3]. The authors' programme initiated the publication of the Arabic educational materials for general education schools and gymnasiums:

- In 2011 the educational material "The Arabic language. The 5th grade" for general education schools and gymnasiums was classified as "approved by Tatarstan Ministry of Education and Science" [4].

- In 2013 the educational material "The Arabic language. The 6th grade" for general education schools and gymnasiums was classified as "approved by Tatarstan Ministry of Education and Science" [5].

- In 2014 the educational material "The Arabic language. The 7th grade" for general education schools and gymnasiums was published [6].

- In 2016 the educational material "The Arabic language. The 8th grade" for general education schools and gymnasiums was published [7].

As we stated in the previous research "foreign languages in the Republic of Tatarstan are mastered in the conditions of the parallel studying of the native languages – Russian and Tatar. This should be taken into account when organizing the educational process to create the whole valuable language personality" [8] Nizamieva L.R., Nazarova G.I., Ostroumova O.F. emphasize that "learning a foreign language in Tatarstan Republic is carried out in multilingual environment, which should be taken into consideration while ... writing foreign language textbooks" [9]. In this respect certain requirements should be taken into consideration while compiling Arabic textbooks. The educational materials are adapted to the age of the pupils and requirements of the State educational standards in order to use in secondary schools. The content and structure of the units are connected. There is a specific method of material presenting that combines both the East and West educators' viewpoints that certainly helps to solve a range of educational problems: traditional language as a subject of study and language for use methods. It leads to fast memorization of the vocabulary, develops creative and independent thinking habits. The peculiarity of the educational materials is their national and regional components presented with the passages from works by great national poets as well world classical and Arabic literature that has an important role in fostering cross-cultural communication, in promoting tolerance and connecting and bridging nations and countries. It supports the assertion that "the basic criterion of material selection being its linguistic-cultural and cross-cultural value" [10]. Hence, the essence of successful communication lies in respecting the diversity of cultures, peoples, nations and languages, being culturally competent is of great importance. The educational materials "The Arabic language. The 5th–11th grades" are aimed at systematizing and unifying the Arabic teaching in general education schools of the Republic of Tatarstan applying modern teaching methods. All these create the conditions of the real language environment on the basis of which the need to communicate in foreign languages is formed; this means that the motivation to learn them is supported [8].

3.Results And Discussion

In general, the activity of "The Eastern House" will foster the idea of tolerance and friendship among peoples that is of great importance at present – the epoch of globalization and blending of cultures. Popularization of the secular Arabic teaching is the initial step and an integral part in reviving and preserving of the Tatar cultural heritage, for establishing tolerance in such a multinational country as the Russian Federation. To have a good command of literary Arabic is necessary for the correct interpretation of the Koran – The Holy Book of Muslims, what is important against the spread of extremism and terrorism.

4. Summary

The implementation of the Arabic textbooks to non-native speakers will lead to popularization of the secular Arabic teaching in Russia for establishing tolerance.

5. Conclusions

The improvement of Arabic teaching is achieved by the unification of the educational materials for secondary schools. The particular educational materials "The Arabic language. The 5th–11th grades" meet all necessary requirements. The experience of implementing the authors' educational materials while teaching Arabic in secondary schools of the Republic of Tatarstan proved high effectiveness of the

applied methods in developing foreign language skills, as well as learners' cognitive-linguistic independence.

6. Acknowledgements

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

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Text Relevance As A Valid Criterion For Selecting Reading Materials For Forming Reading Skills In Efl Class

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Abstract

In this research, an analysis is carried out on criteria for selecting texts for forming reading skills in EFL class. Literature review showed that a good number of Russian and foreign scholars in education enlist a number of factors, namely the topic, the type of text and the information it sustains, that might be taken into consideration while choosing reading materials. No suggestion that text difficulty should be one of the most important indicators in selecting texts for reading in EFL class was found. The authors claim that text difficulty is a valid criterion for selecting reading materials for forming reading skills in EFL class. To prove this assumption, a series of authentic texts were assessed by Flesch formula, which allows defining texts' relevance. In this paper, the authors used the following leading research methods as a theoretical analysis of scientific and educational literature and an analysis of text assessments. The study resulted in the compilation of "The Reader" for MA students. The findings of the research can serve as general recommendations for university faculty and can be used in EFL class.

Keywords: EFL class, Flesch formula, reading materials, reading skills, text relevance, text selecting, valid criterion

Introduction

Selecting reading materials has always been considered to be one of a classroom teacher's many daily duties. It has also been regarded as one of the most complex tasks that face an EFL reading teacher [1, 2]. To select appropriate texts for reading in EFL class, one should be determined what criteria the selected texts have to meet.

A theoretical analysis of scientific and educational literature showed that a great many researchers agree on the point that reading materials, in the first place, ought to satisfy students' interests, in the second place, students' level, in the third place, students' needs, finally, students' background knowledge.

In this study, the researchers put forward and confirmed the hypothesis that text difficulty can be ranked as a valid criterion for selecting reading materials for forming reading skills in EFL class. To prove this assumption, there were selected 65 texts which were offered to MA students for assessment on the criterion of text difficulty according to the graded scale. The texts were reassessed by Flesch formula which made it possible for researchers to define texts' relevance on the above mentioned criterion. Such a scrupulous analysis of reading materials revealed that text difficulty is a valid criterion for selecting reading materials. Another goal the researchers aimed to achieve was to evidence that the appropriately selected texts ensure forming reading skills in EFL class. Some recommendations for EFL classroom teachers for selecting reading materials were framed. The study also resulted in the compilation of "The Reader" for students who are doing MA program. The findings of the research might be of general interest to classroom teachers who need to assess the "difficulty" of reading materials for forming students' reading skills in EFL class.

Study Materials And Methods**Research Site**

Leo Tolstoy Institute of Philology and Intercultural Communication of Kazan Federal University (Russian Federation).

Study instrument

As a very brief review, we selected a set of scientific articles (65) that are of an optional challenge for MA students to work out in EFL class. These articles included additional information needed for students to gain an overall knowledge of the subject, such as:

♦ *Cuisenaire Rods: Pedagogical and Relational Instruments for Language Learning*, Sevilay ADARCAY School for International Training Graduate Institute, 2012.

♦ *Teaching approaches: what is the silent way?* Tim Bowen, one stop English, 2011.

♦ *Suggestopedia - Accelerated Language Learning*, 2012, Jasmine Vitarelli.

♦ *How to apply suggestopedia as a method of teaching*, 2015, Alvior, Mary G.

♦ *Background of the CLIL*, 2009, Mohammed Rhalmi.

♦ *Computer-Assisted Language Learning*, 1996, Mark Warschauer, etc.

21 MA students were asked to analyze and assess the articles on the criterion of text difficulty according to the graded scale:

5 - totally difficult;

4 - difficult;

3 - rather difficult;

2 - quite easy;

1 - easy.

We reassessed difficulty estimates using Flesch formula (Flesch, 1949). **RESULTS**

The results of students' answers are given below in Table 1.

Table 1. The results of text assessment by MA students

Scientific articles	Grade
28	5
10	4
8	3
9	2
10	1

This analysis revealed initial findings of article readability in students' opinion. As a valid criterion of text relevance, we suppose grade 4 to be of great importance in our research as it combines students' prior knowledge in language and some other skills they can master. To examine these articles more thoroughly, a final judgement was undertaken.

Difficulty estimates were reassessed by Flesch formula (Flesch, 1949). This index was chosen because it is easily the best known readability formula in current use, and it has the advantage of producing a numerical result. Flesch formula is:

Reading ease score = 206.835

- $(0.846 \times \text{number of syllables per 100 words})$

- $(1.015 \times \text{average number of words per sentence})$

Table 2 demonstrates the results of scientific articles relevance due to Flesch formula.

Table 2. Difficulty estimates for texts

#	Text	Flesch reading ease score	Estimated reading age
1.	Cuisenaire Rods: Pedagogical and Relational Instruments for Language Learning	34.4	23
2.	Teaching approaches: what is the silent way?	53.9	17
3.	Suggestopedia - Accelerated Language Learning	44.8	19
4.	How to apply suggestopedia as a method of teaching	43.1	20
5.	Background of the CLL	46.4	19
6.	Computer-Assisted Language Learning	33.8	23
7.	Teaching ESL: Incorporating a Communicative, Student-Centered Component	40.1	20

8.	The Effect of Affect on Foreign Language Learning: A Review of the Anxiety Research	44.0	19
9.	The Classroom Interaction of Outstanding Foreign Language Teachers	34.7	23
10.	The Din Phenomenon: Mental Rehearsal in the Second Language	43.3	20

Given these data only 6 scientific articles (aged from 20-23) correspond to the reading age and text readability identified by the students.

All these revision results taken together, on the one hand, seem to indicate that students take time and effort to revise the articles thoroughly. But, on the other hand, they fail to understand the main gist the author wants to convey. However, the reason might also be that students are not yet capable of making intensive revisions: they might not have the proper strategies to actually reading the scientific articles globally and closely.

Close reading is the most important skill you need for any form of literary studies. It means paying especially close attention to what is printed on the page. Close reading means not only reading and understanding the meanings of the individual printed words, but also involves making yourself sensitive to all the nuances and connotations of the language as it is used by skilled writers [15].

In our investigation, we suggest the following selected scientific issues to be taken into account while working with the article:

1. Recognizing scientifically investigable questions.
2. Identifying evidence.
3. Drawing or evaluating conclusions.
4. Communicating valid conclusions.
5. Demonstrating understanding of scientific concepts.

Sample

Extension: Newspaper headline matching

Aim: To provide further skimming practice, using short newspaper articles.

Preparation. Choose between five and 10 short newspaper articles. The number of articles you choose will depend on how much time you wish the activity to take. Cut the headlines off the articles, stick them onto a sheet of paper and stick all the articles, minus their headlines, onto another sheet of paper, making sure that you mix up the order of either the headlines or the articles. Make one copy of each sheet for every group of students. To ensure that this activity focuses more on skimming than scanning, choose articles with headlines that don't contain obvious clues like names or places.

Procedure. Put the class into groups of 3-5 students. Give one copy of each sheet to every group. Tell the students to match each headline to the correct article by skimming the articles for the main idea. Tell them that it is a race and that they should work as quickly as possible. This will make the students skim the articles rather than read them carefully. Have the students read the choices 1-3, skim the article for thirty seconds and then circle the choice 1, 2 or 3 they think is correct. Be strict with the time limit, encouraging the students to skim the text. Check the answers as a class. Explain why the incorrect answers are wrong.

An important life skill for MA students is the capacity to draw appropriate and guarded conclusions from evidence and information given to them, to criticize claims made by others on the basis of the evidence put forward, and to distinguish opinion from evidence-based statements.

From the analysis of these texts the researchers found it possible to frame a number of recommendations for classroom teachers in selecting them properly. These are:

- Have a clear idea of your audience, including age, background knowledge, interest in your topic, reason for reading this text.
- Define the purpose of the text explicitly. Is the purpose to inform, for example, or to promote the role of an organization?

- Carefully select which topics are going to be used to achieve the purpose of the text. This is a serious question whenever the purpose of the text is not explicitly to inform the reader of, for example, the current situation in country x as a result of disaster y.
- Decide what the relationship between you and the student is going to be. Do you wish it to be somewhat distant, or do you wish to involve MA students through the use of appropriate structures? What other methods of personalization can be introduced to involve the student in the subject.
- Look through an overall structure for the text, in relation to the message to be conveyed, the audience, and the relationship to be established with the students. Is it more appropriate to structure the text as a narrative with examples, an abstract-example pattern, according to geographical areas, chronologically, a question/answer pattern, or a problem/solution structure.
- Consider the level of abstraction required in the text. If the level of abstraction is high, information load will be increased. Consider carefully how and where clear examples which characterize the abstractions can be introduced.
- What typeface, layout, illustrations, and other physical characteristics of the text (such as indenting sections of the text, bullet points, bold face or italics) can be used to effectively enhance the accessibility of the text?

Discussion

A great number of researchers in education find the task of selecting reading materials for forming reading skills in EFL class to be challenging. Therefore, selecting texts should be a thoughtful process. Literature review revealed that there are a few approaches to this issue.

Lotherington-Woloszyn [3] thinks that it would be boring to read it if a text is not interesting to the learner. Similarly, Fox [4] states that the first step for selecting reading materials is to find texts that appeal to students. Both Gebhard [5] and Papalia [6] share an opinion that reading materials for EFL class should be selected on the basis of students' interests. Melekhina [7] points out the high potential of interesting texts in forming reading skills in EFL class. Amankulova [8] claims that active reading skills of EFL learners can be efficiently developed through reading materials of high interest to the learners. In Brown's standpoint, texts should be selected thoroughly so that these texts could encourage students to extensively read [9].

Another factor that influences the selection of reading materials is students' level. This point of view is supported by a few scholars who suggest that the educator should need to know which materials are suitable for the students' level [10, 11]. Gebhard joins this group of researchers asserting that the text selected for EFL class should not go beyond the students' level [5].

The importance of considering students' needs in the selection of reading materials for EFL class is frequently underlined by the researchers. Gebhard says that teachers should always take into consideration students' needs before making any decisions about the course content [5]. Likewise, Gray [12] underlines that the EFL teacher should be aware of students' needs so that to be able to help them fulfill these needs by providing appropriate reading materials. According to Bocharova [13], students might have individual needs alongside with common ones while doing a reading course.

Students' background knowledge can be regarded as another significant criterion for selecting appropriate materials for reading in EFL class. Smith, for example, affirms that reading cannot be separated from the readers' previous knowledge [14]. In Fox's viewpoint, background knowledge is an important part of the students' ability to read and understand a particular text. This is why it is the EFL teacher's responsibility to provide the students with the information required for comprehending a particular text [4].

Literature review showed that there had been made a good many attempts to find different criteria for selecting reading materials for the EFL class, although no researches dedicated to the investigated problem have been made so far. In this study, the authors present their point of view and evidence that text difficulty can serve as a valid criterion for selecting reading materials for forming reading skills in EFL class.

Conclusion

In this study, the issue of selecting reading materials for EFL class was under focus. Text difficulty was proved to be a valid criterion for selecting reading materials for forming reading skills in EFL class. The findings might be of general interest to all those who need to assess the "difficulty" or "accessibility" of a text for any of the purposes listed in the introduction to the paper.

It should be also taken into account that with English being taught throughout the world, it is not possible to have reading materials (texts) appropriate for all learners in all contexts. Teachers themselves are encouraged to add to these factors and to develop their own lists of criteria for their own specific situations [1]. If the instructor carefully selects pertinent reading material for his class, students are more likely to be interested in the class and will probably be anxious to use diverse strategies to comprehend the material [3].

Acknowledgments

This study was performed according to the Russian Government Program of Competitive Growth of Kazan (Volga region) Federal University.

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Authentic Video Materials As A Means Of Speech Fluency Development In Efl Class

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Abstract

No doubt, video teaching materials can be a lot of fun. This viewpoint is shared by all the researchers who deal with video in language teaching strategies. All of them agree on the point that video can do magic in getting students excited and primed for the coming lesson objective or topic, and in mastering such language skills as listening, reading, writing, and speaking. Yet a large number of Russian and foreign educators still search for both effective and appealing ways of using video films in the language classroom. In this paper, the authors examine the issue of the use of video in EFL class for developing speech fluency. Literature review revealed that no investigation on this topic has been made so far. The research objectives defined by the authors in this study are as follows:

- to define the role of authentic video materials in speech fluency development
- to develop training and test exercises with the use of authentic video materials for speech fluency development
- to conduct a pedagogical experiment to confirm the hypothesis that authentic video materials in EFL class bring authentic language into the classroom and facilitate the development of speech fluency of students provided regular activities based on the offered teaching techniques.

A theoretical analysis of scientific literature, a content analysis of educational literature, and a three-fold pedagogical experiment with the ascertaining, formative and final (control) stages were used as leading research methods.

The obtained results indicate the high potential of authentic video materials for the development of speech fluency of students in EFL class. The findings of the study can serve as a general guideline for faculty and student body of the university.

Keywords: authentic video materials, EFL class, methodology of using video, pedagogical experiment, speech fluency development.

Introduction

Arising from new environments, educational ones including, new needs and interests on the part of students make scholars and educators search for more and more efficient and amazing teaching techniques with the use of video in the language classroom. The survey showed that students are interested in hearing and speaking authentic language. Authentic videos meet this challenge bringing authentic language into the classroom.

In this study, the researchers put forward and confirmed the hypothesis that authentic videos in EFL class facilitate the development of students' speech fluency. A pedagogical experiment was conducted to prove the above mentioned hypothesis. During the experiment, training and test exercises with the use of authentic video materials for speech fluency development were tested. There was also described the methodology of using authentic videos for developing speech fluency of students.

The role of authentic video materials for speech fluency development of students in EFL class was defined. The authors became certain that video works like a charm for, first, video provides authentic language input, and, second, video films get students to speak and use authentic language in an attractive way. Video makes students get interested and intrinsically motivated both in the process and the result.

The authors consider their study successfully completed with all the three objectives having been achieved. The findings allowed the researchers to come to the conclusion that the systematic use of authentic video materials in EFL class provides students with a high level of speech fluency.

Literature Review

A good number of theoreticians and practicing teachers devoted their studies to the purposeful use of videos in the language classroom. All of them investigated different and various aspects of the issue but all of them shared the point of view that the use of video materials is a proper approach to teaching foreign languages.

Kerridge [1] underlines the great role of authentic materials in the language classroom. Stempleski advocates this viewpoint in a number of his studies [2, 3, 4]. According to Stempleski and Tomalin [3], the use of authentic video in the English class shows that students get motivated watching something real and trying to talk about the scene and/ or the action. Loneragan [5] claims that video, combining words, audio and image, allows words to be visually presented in video. Gorelikova [6] asserts that video develops students' communicative culture, which assists them to understand how important it is for their success in life. Barmenkova [7] points out a trend in the use of video materials to stimulate oral communication among students. Shareman [8] outlines the need for authentic video as part of language teaching and offers teaching techniques that make comprehension of video easy. In Valetko's view [9], the use of authentic video in the language classroom allows to teach language and cultural concepts both verbally and non-verbally in a real communicative setting. Maslenikova and Dachevskii [10] describe teaching techniques of the use of interactive training video films that are easy in use and comfortable for comprehension. Kastornova [11] specifies great educational opportunities of interactive video films that present living language patterns in the language classroom. To Isenko' point of view [12], the use of authentic films helps to break down the cultural barrier and form students' sociolinguistic competence. Tsapko [13] considers the use of video materials in the language classroom to be an important component and a non-standard way of teaching foreign languages. The practically oriented study by Ferlazzo and Sypniewski [14] offers ready-to-use strategies, tools, and activities with the use of video in EFL class that, according to Ferlazzo, avoid the danger of students' sitting back and watching the screen, and drive learning in the language classroom. Batrova, Danilov, Lukoyanova, & Khusainova [15] advocate the idea of the use of ICT that provide video and audio materials, on a large scale in teaching. Tikhomirova [16] is sure that video masters language skills: video is a powerful way to tell a story; video teaches to communicate; video helps to teach listening by listening; video motivates students by impressing upon them the power of language. Gunyashova [17] insists that the use of video materials in EFL class intensifies the process of teaching on the whole. The researcher also suggests some tips of teaching listening skills with the help of video. The model of forming students' communicative competence cannot be realized without the use of modern technologies and materials, video and audio including [18]. Rasskazov [19] devotes his study to the problems educators face up to while developing students' oral speech skills with the use of video. The author is certain that authentic videos contain authentic speech and grammar patterns, the assimilation of which provides the development of students' speaking skills. The reviewed literature made it possible to conclude that although all scholars recognize the great role of video in the language classroom, none have spoken in favor of its use for the development of students' speech fluency. The researchers made an attempt to put forward and prove the hypothesis that authentic video materials in EFL class facilitate the development of speech fluency of students on the base of regular activities.

Study Materials And Methods

Research Sites

The research sites selected for this study were two Kazan Gymnasiums.

Kazan Gymnasium # 19 was founded in 1987. The number of students is 1539. Gymnasium # 19 is ranked as one of 10-Top Kazan schools. The main goal of school activity is creating a comfortable space for self-realization of each participant of the educational process.

Kazan Gymnasium # 122 was founded in 1958. The number of students is 1211. Gymnasium # 122 is ranked among 100 best schools of Russia. The formation of the intellectual, moral and creative personality, freely adaptable in modern society is regarded to be priority # 1 in the gymnasium.

Both educational institutions cooperate with Leo Tolstoy Institute of Philology and Intercultural Communication of Kazan (Volga region) Federal University.

Students' Background

Number, age and gender characteristics: 72 students, 15-16 years old, mixed, who made up four groups: 2 control and 2 experimental.

Students' status: High school students.

Study instrument

Oral fluency is a measure of how well and how easily one can communicate his ideas clearly and accurately in speech.

In accordance with the set objectives of the study, the experiment was conducted with the aim to monitor, develop, analyze and assess the effectiveness of using authentic video materials such as news and feature films in mastering students' speech fluency and acting skills in EFL class.

The experimental training was conducted for students of the 11-th grade (2 control groups - 11 "A" and 2 experimental groups - 11 "B") during two semesters: Spring 2016 and Fall 2017 in Gymnasium # 122 and Gymnasium # 19.

72 students took part in the experiment: 2 control groups - 38 students and 2 experimental groups - 34 students.

The experiment consisted of three stages:

1. Ascertaining experiment.
2. Forming experiment.
3. Control experiment.

The authors of this study made presupposition that speech fluency is improving via making comments to the authentic news and feature films and, moreover, claimed about a unique chance for students to try themselves in acting. A set of criteria was defined to master speech fluency development: minimizing hesitation pauses, paraphrasing, fluency and accuracy.

Most students experience moments where hesitation creeps into their speech. It happens in new situations, when they step outside of their comfort-zone and feel nervous. Typical situations where students have an issue with hesitations in their speech are giving presentations or commenting something [13]. One of the ways to cope with the problem offered to the students was to remove hesitations from their speech by replacing the hesitation with a pause. Whenever students found themselves reaching for a word or trying to remember a word, they were recommended to pause. In addition, they were advised to react to different situations spontaneously.

Sample

Respond to the statements by giving advice or making a recommendation with a suitable infinitive form.

1. I have got a bad toothache. - *You **had better** go to the dentist.*
2. You're always late for work!
3. Our train leaves in a few minutes.
4. Someone has stolen my wallet!
5. The rain is coming through the roof.

Paraphrasing is the ability to take in, comprehend, synthesize, and express information in an original manner. The ability to paraphrase, whether orally, visually, or in writing, is directly related to how well

the material has been understood [19]. In this study, we resorted to various tasks improving paraphrasing as a means of speech fluency development.

We relied on seven techniques identified by the library resource of Simon Fraser University (<http://www.lib.sfu.ca>) along with a caution that should be followed when paraphrasing:

1. Change a word from one part of speech to another.
2. Use synonyms.
3. Change numbers and percentages to different forms.
4. Change word order.
5. Use different definition structures.
6. Use different attribution signals.
7. Change the sentence structure and use different connecting words.

It is not a surprise that often you encounter the situation when your mind says, "I've heard this word three times over the course of two days! I should commit this to memory!" So you remember it forever. The key here is hearing it in real, useful, meaningful conversation. Not just looking at it on a list of words or reciting it a hundred times. Most of our students have no idea *when to use this word*, because they've never heard it in context, so they can't think to use it when they should. In this case, we recommended them to watch authentic video materials on daily basis and sometimes with subtitles to be sure of the unknown words and check them out if necessary and give one-minute talk on the content of the topics. Our teachers and learners are highly aware of the importance of grammar and vocabulary acquisition. There is always a learner who would suddenly stop while trying to express an idea and say that he or she does not have enough words to proceed with it.

Results

In the classroom language, manipulation activities can help develop accuracy. These include controlled practice, drills, the study and application of grammar rules, and activities that help students to 'notice' their own mistakes.

A series of diagnostic tests were held at the ascertaining stage of the experiment to identify the initial level of students' knowledge in English. The obtained results of students' responses helped to reveal their attitude and readiness to master English with the help of authentic video materials. These tests pointed out the weakest sides of students' performance in EFL class. The results of the diagnostic test in the control groups are shown in Fig. 1.

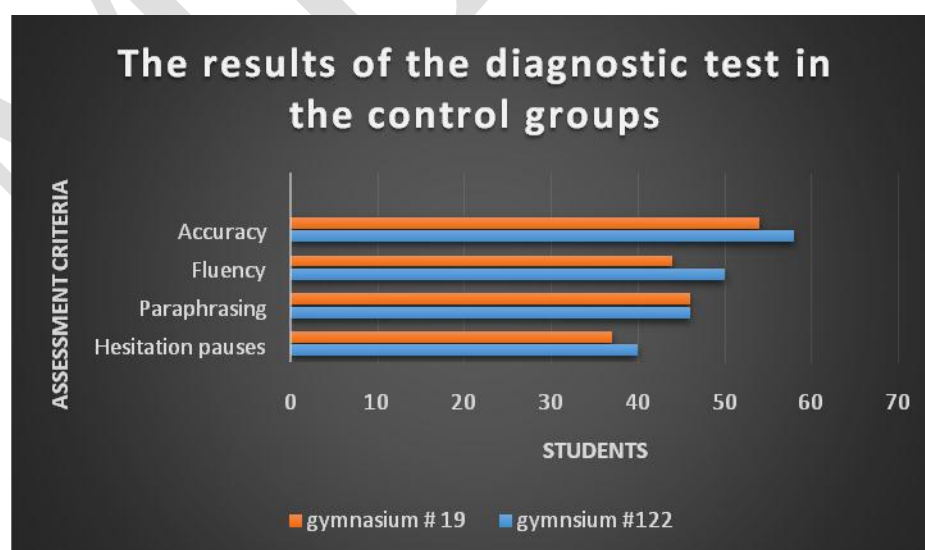


Fig. 1 Results of the diagnostic test in the control groups

The results of the diagnostic test in the experimental groups are shown in Fig. 2.

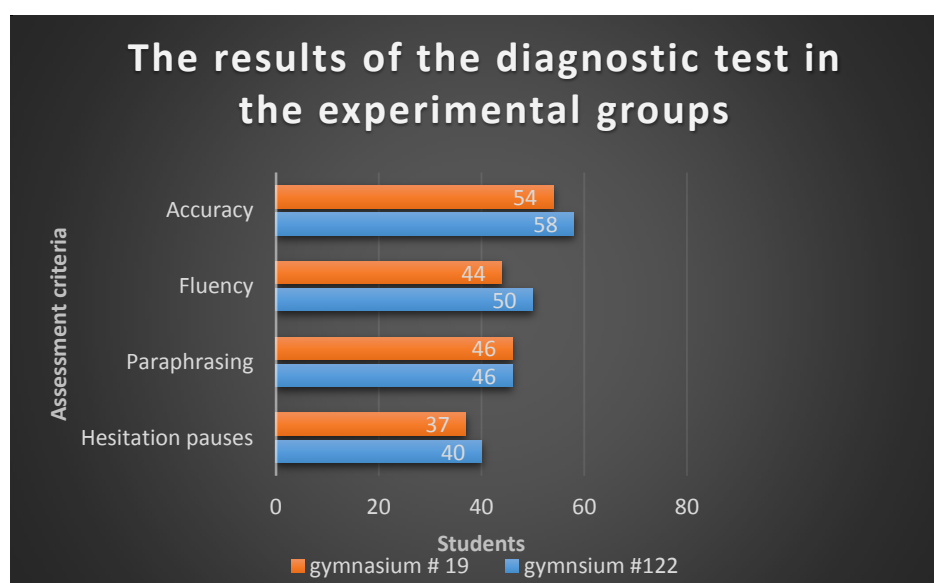


Fig. 2. Results of the diagnostic test in the experimental groups

All these data were taken into account during the experiment for the organization of the educational process at the formative stage where various drilling and communicative tasks developing speech fluency and mastering acting skills based on authentic video materials were implemented in EFL class. The control experiment was carried out to assess the effectiveness of the implementation of authentic video materials, particularly news and feature films, in practice as a means of students' speech fluency development and mastering students' acting skills in EFL class. The updated diagnostic test was aimed at revealing students' knowledge on the above mentioned issues. The results of the updated diagnostic test in the control groups are shown in Fig. 3.

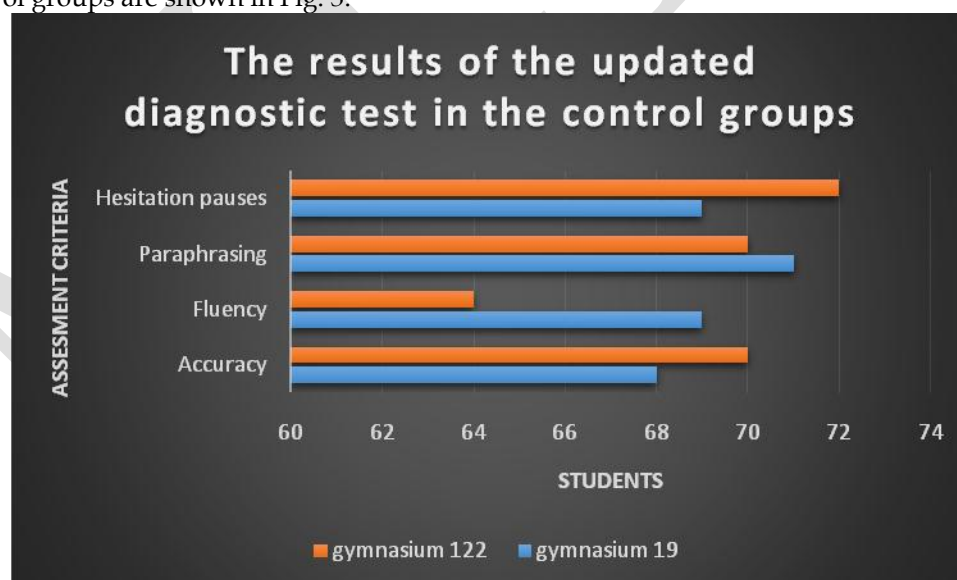


Fig. 3 Results of the updated diagnostic test in the control groups

The results of the updated diagnostic test in the experimental groups are shown in Fig. 4.

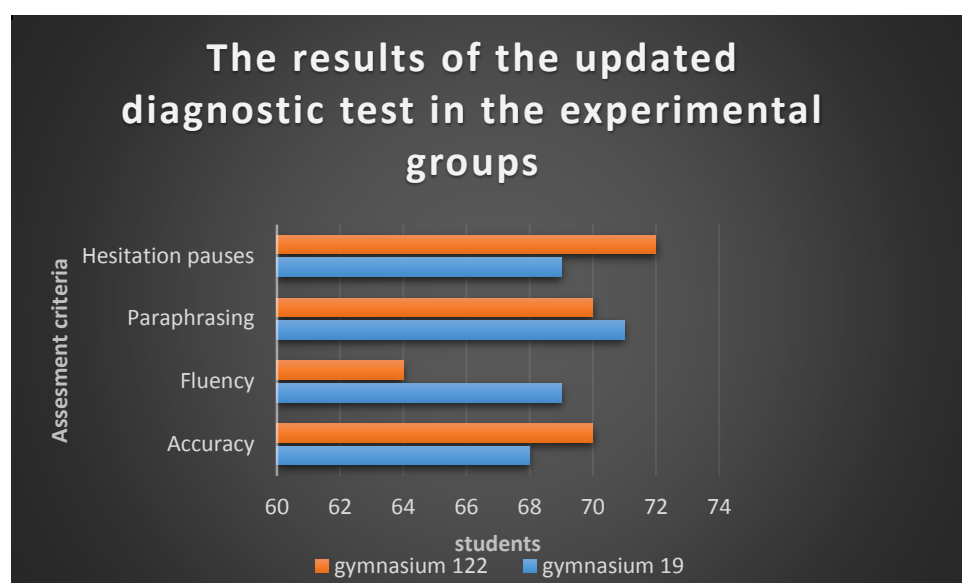


Fig. 4. Results of the updated diagnostic test in the experimental groups

Comparing the results of both (ascertaining and control) stages, we obtained discrepant results. Overall, they confirmed the positive trend in the improvement of students' speech fluency development via authentic video materials. Significantly, the quality of students' knowledge in the English language increased that, to some respect, can prove the formation of educational abilities and skills. However, the experiment revealed 'acting' as an issue that takes much time to work it out.

Conclusion

Improving the speaking skill of foreign or second language learners is a difficult task. It requires some experience and strategy to produce the language accurately and encode the intended messages of other speakers.

Our study has been focused on the effectiveness of authentic videos used by the teachers in the classroom to improve speech fluency skill and acting abilities. This is confirmed by the results obtained from both ascertaining and control stages of the experiment. The findings went hand in hand with our hypothesis which emphasize that the authentic videos help the students increase their level of achievement in speaking skills.

So, the ultimate aim of this study was to show whether it is possible to develop speech fluency of students through authentic videos. The analysis of the preliminary diagnostic test showed that all students during the use of authentic videos; do have problems with hesitation, paraphrasing, fluency and accuracy. They considered these videos as the appropriate ones for them and their teachers in learning and teaching speaking skill.

Acknowledgments

This study was performed according to the Russian Government Program of Competitive Growth of Kazan (Volga region) Federal University.

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Typology Of The Colorative Codes Nominations Of Horses Colors In The French And Tatar Languages

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Abstract

Article is devoted to the comparative analysis of the main names of horses on color which are used in modern Tatar and French languages. There are semantics and the main ways of the nomination names of horses colors in the light of linguistics and their idiomatic component. The work carries on the tradition of the colour linguistics studying national peculiarities of colour spectrum perception. It also states hippocolouristics as a separate category of colour names. The authors affirm the universality of hippocolouronyms since they are equally applicable to the names of various domestic animals, for example, cows and dogs. Despite its belonging to different linguistic families – Indo-European and Turkic – and its typological differentiation on analytic and agglutinative languages, interesting correlations between the Tatar and French colouronyms can be traced, including the phraseological typological chains. Different ways to bridge lexical hippocolouronymic gaps in the Tatar language according to the French model. This work has resulted in compiling a unique Tatar-French glossary that covers 51 horse coat colours and patterns. In broad terms, the article is aimed at preserving the unique vocabulary formation of the Tatar language and the development of domestic hippocolouristics.

Keywords: linguistic, color perception, linguistics of color, color of horses, French, Tatar, typology of unrelated languages.

Introduction

1.1. Background

Recently the linguistics of color as the scientific direction in linguistic researches are become more popular. So long study of color lexicon has led to emergence of the specialized conceptual device, and has helped to formulate a complex of scientific problems and perspective tasks in theoretical development of a linguocultural phenomenon of a color naming [1; p. 52]. Linguists pay attention to the current state system of a color naming: there are developments of semantic structure of separate flowers, formation additional to the basic, figurative, symbolical values at coloronim, formation of lexico-semantic groups of color words. It allows to distribute on the basis of a community of values color words on groups and also to reveal the color naming used in artistic speech in a direct and figurative sense. At the same time the color which surrounding us in the world doesn't exist out of color of concrete objects. He is always tied to any class of objects and doesn't exist as independent denotation. It is dissolved in the nature and it is her part. For example: the sky - blue, a fox - red, the earth - black, snow - white, a hare - white (or gray), etc. [2; p. 8]. What does the color of horse? Usually she is a – bay, but if a horse – that a crow and if a gelding – is that gray. As we see, the coloronims describing colors of horses are rather specific and aren't used for color nomination of other objects or beings. On the other hand, only the layman can call a horse brown or black.

With seme "horse" in the Tatar and French languages exists a set of phraseological units that demonstrates spiritual proximity of our people with this animal. For example: "agach atka atlanyp kalyrga", literally: "to remain with a wooden horse", that is to be left holding the bag – être bredouille in French that literally means: "to mumble". It seems that there is nothing general, because absolutely positive associations are connected with French and Russian people with a phrase wooden horse (le dada): c'est son cheval de bataille (a fighting horse)/ dada (favori) it is his (darling) horse, or enfourcher/ monter/ caracoler sur son dada - to sit down on (to ride out) the favourite horse, or – revenir à son dada - to come back to the (darling) horse. While in Tatar this phraseological unit is absolutely absent. It is interesting that in French there is one more idiom: manger/ dîner avec les chevaux de bois that literally

means: "to eat with wooden horses of a children's roundabout where children, probably, forgot about everything including to eat, and remained hungry. And this idiom is already correlating with the original Tatar phraseology of this chain in some ways and translated as "stay hungry".

1.2. Status of a Problem

Horse colors is very interesting topic, because the horses are one of the noblest animals on Earth, living side by side with a man for millenniums. They bring us invaluable benefits and, despite the modern progress, still adorn our lives [3; p. 486]. A man eye is flattered not only by horse figure, fathomless and clever eyes, but also by its color. Ugly horses, as well as women, if you take care of them – do not exist! Consequently, the existence of different horse colors is inseparably connected with problems of color perception, as some linguists such as Shavaliyev V.V., display them in a separate color category. Iskhakova G.A., for example, counts them more than forty in the Tatar language [4; p.152]. Akhmetyanov R.G. states that there were more colors earlier [5; p.70]. Nearly the same picture is observed in the French language. Due to this variety of colors appears the main difficulty of their analysis, what was admitted also by Kulpina V.G. [2; p. 330].

1.3. The Research Hypothesis

Typological analysis of the French and Tatar language ippocoloristics had never been done earlier because of its extreme complexity. Only attempts of such studies on the basis of the Tatar and Russian languages were made in the 20th century [6; p.100]. But they were not sufficiently comprehensive [7; p. 96]. It was particularly difficult to find absolute ippokoloronim equivalents in such different languages as the agglutinative Tatar and the analytic French [8; p. 606]. Consequently, this article is just another small step to the creation of full Tatar-French dictionary.

Experimental (Materials and Methods)

In particular, there are a lot of alogisms in the names of colors. For example, gray color is translated to Tatar as "kuk", and "white- gray" – not as akkuk, but akbuz. And the fact is that except the nomination kuk, which usually in Tatar means blue color, there is also the word buz, which means "gray, ashy color". Whereas the "ash" in Tatar is not buz but kol. It would be strange if there were such contradictions in the French language – the most rational language in the world. French avoids them by means of the metaphorical names of colors. So, akbuz in French is pèrle, which means "pearl", and byz – silver, which means "silver" in English. Here it is necessary to admit that the French language often resort to foreign borrowing while nominating the horse colors, and not necessarily in English. So, the same ethnonym "akbuz" can mean perlino in the Italian style, and ala-tile – paint horse with a white mane – palomino, what is consonant with the Portuguese palombino, meaning "white marble", rabicano, – "white tailed" in Spanish – it's a color with white spots on the sides and tail, overo in Spanish – color with dark spots on a white background, sooty in English – black as soot, and dun - brownish-gray [9; p. 111]. Evidently, this color vocabulary don't cause any problems among Frenchmen, as the Italian, Spanish, and Portuguese are related languages, belonging to the same language group – Romanesque. In addition, the difference between silver and pearl is more obvious than between gray and lightgray.

Similarly, "burly" in Tatar means grivelé (roan gray with a dash of a different color) and also alezan (light-chestnut - light-brown). While the koloronim "roan" is derived from the Tatar "chal", which is translated as "gray" and means also roan color.

So, one Russian term "gray" has two variants of translation in Tatar: "chal" as lightgray and "burly".

The general etymology of the Tatar and Russian adjectives "brown" and "burla", ascending to the Turkish bur 'red suit', in its turn borrowed from the Persian bōr 'red-brown' is obvious. But in linguistics "brown" in Tatar means "koigyr", namely, brown suit – "cob". With the passage of time in Russian, this coloronim also faded: from red-brown to gray-brown in a neutral context. But in hippocoloring, it still retains its color – a dark brown with a reddish tint, which once again confirms the immutable value of the horse as one of the eternal human values that has not changed for many centuries.

The metamorphosis with the "kuk" coloronim is interesting, we already noticed it in the previous article on this topic. "Blue" in a neutral context, in horse suits, it, like in some phraseological units, gets a gray color.

The antiquity of this layer of vocabulary can justify its not quite unambiguous perception. For example, we all understand that there is a brash horse. But how many can specify its color? And after all it is light-red (yellow according to M. Fasmer) with a black tail and a mane.

As for the number of suits, in the Tatar language at the present stage of its development there are about sixty, and in French about seventy. The same tendency is noticed by V.G. Kulpina and in term of Polish language, in which the denominations of horses are larger than in Russian [2; p. 312].

Results

And for some suits there were no coloronims in the Tatar language at all. So, in the Tatar language there is no nomination for a whole group of piebald snags, for example: pie noir léopard – a white horse with black leopard spots, pie noir capé – the same horse, but with a black head, a venerable horse With white spots on the hind legs and back is figuratively called pie noir givré (literally: covered with hoarfrost), and white one with a red and black mane – pie bai sabino. In this case, the French language resorts to Spanish, in which sabino means "light bay". We are used to the fact that a human is usually compared to an animal, and the Frenchmen so spiritualize the horse that it already uses an animalistic metaphorical character in its description, since pie in French is magpie. To fill this lacuna it would be advisable to call a white horse with black leopard spots "ala kaplan". As for the backward potential cripples, they are still very doubtful.

There is no such ethno-colors in the Tatar language as golden-bulan – champagne in French, that is, the color of champagne, and gray-yellow – tourdille in French, etymologically ascending to the noun le tourd, which means "blue-gray head thrush". A calque from the French "champagne" has already appeared in the Tatar language, but its compatibility with the description of the horse suits is not relevant at the present stage. As for "milash chypchygy tese", the very appearance of this ethno-color seems unlikely because of the low prevalence of thrushes in the area of the Tatars.

On the other hand, in the French language it was impossible to discover such an ethnocolor as "kan jirān" – a blood-red one. The French, like all Europeans, completely dispense with the "blood red" – rouge sang, which, in its turn, is absent in the Turkic languages. As a result, we managed to compile the following Tatar-French dictionary of horse suits. For convenience there is a Russian column.

Ak – white – blanc

ak koba – the pale brown – bai clair

ak kola – the pale roan/ buckskin – cremello

ak kyk – the gray light – gris clair

aksyl-kola – the light buckskin – café-au-lait

aksyl sary – cream – crème

aksil xirān at – light red (with gray withers and tail) – roux clair / palomino charbonne (fumé/ cuivré)

akbyz – the light ashy (with light gray hair, pale gray tail and mane) – perlino/ pèrle

ala – the motley-piebald (variegated) – pie

ala-kola – the motley – roan piebald-bula spotted – pie noir tovero

ala-tila – the piebald with a white mane – pie bai tobiano

ala kyk – the piebald-ashy – palomino clair

alma kyk – the dapple ashy (with brown spots) – gris tisonné/ pie alezan overo

almachuar – the dapple gray – gris pommelé

bolan – the buckskin (light red with a black tail and mane) – isabelle

byz – the grayish – silver

byrta – Mukhortov (bay with yellowish markings) – bai avec le chanfrein blanc

burly – light chestnut – alezan

burly ala – the flecked-piebald (white spots on a dark or a red background) – le floconné

burly kara – the blue-roan – rouan

burly kyk – the gray-roan (white spots on a dark or a red background) – gris truité

burly jiran – the red-roan – pinchard

burly tury/ tury burly – the bay-roan – rabicano (with white markings on the sides and tail)

jiran ala – the red-piebald – baillet
 kaltar – the black-brown – argenté
 kara – the dull-black horse – noir moreau (fem. morelle)/ sooty/ le frison
 kara koba – the black brown – bai brun
 kara kyk – the dark ashy – gris – brun
 kara-tury – the dark bay – noir pangaré
 kashka at – a horse with a star on her forehead – avec losange/ pelote/ croissant
 kir(e) at – the todlas horse – arzel
 koba – the brown with white patches – alezan brûlé
 koba kyzył – reddish-brown – aquilain
 koba tury – the brown (dark brown with a reddish tint) – bai foncé
 kola – cream (the pale yellow with pale mane and tail) – aubère granitée
 kyk bolan – the dark buckskin – champagne ambre
 kola jiran – the roan buckskin – dun
 kyk – the ashy – gris
 kyk-ala – the gray pibald – pie gris
 kyk-jiran – the gray irony – gris roux/ fer
 sary – the roan (light bay with a black tail and mane) – louvet/ isabelle fumé
 saf, ber tose – venerable – zain
 sory – the gray – gris
 tanka chuar – bay dappled – bai pommelé/ miroité
 targyl – chestnut – l'alezan cuivré
 timer-kyk – the gray dark – noire granitée/ gris/ tourterelle/ foncé
 tonyk sary – isabella – isabelle pangarée
 tury – bay – bai
 tury ala – bay pinto – bai granité/ bai cerise
 tury kola – bay brown (with the dominance of russet colour) – bai fumé
 tychkan tose – the iron-grey – gris souris/ crins lavés
 chagyr – dark ash – gris cendré à noirs
 chal (silver) – roan (mottled grey) – grivelé
 chaptar – liver-chestnut (light reddish-brown, whitish mane and horstail) – balzan
 chel – silver – gris clair
 cholkar – blue-black – bleu-noir
 chuar – parti-colored/ mottled (with dark spots on a light coat) – truité/ tisonné/ pie bai tobiano

Discussion

The names of horse colors in our Glossary, located for convenience in alphabetical order, although it would be possible on a conventional scale of colors, from white up to black. For example: ak – white – blanc > akbyz – the light ashy – perlino/ pèrle > byz – the grayish – silver > chel – silver – gris clair > aksyl sary – cream – crème > aksyl-kola – the light buckskin – café-au-lait > ala-kola – the motley – roan piebald-bula spotted – pie noir tovero > kola – cream – aubère granitée > tonyk sary – isabella – isabelle pangarée > ala-tila – the piebald with a white mane – pie bai tobiano > bolan – the buckskin – isabelle > kyk bolan – the dark buckskin – champagne ambre > burly – light chestnut – alezan > ak kyk – the gray light – gris clair > kyk-ala – the gray pibald – pie gris > kyk – the ashy – gris > кыкδыз > timer-kyk – the gray dark – noire granitée/ gris/ tourterelle/ foncé > kyk-ala – the gray pibald – pie gris > alma kyk – the dapple ashy – gris tisonné/ pie alezan overo > kyk-jiran – the gray irony – gris roux/ fer > aksil jiran at – light red – roux clair / palomino charbonne (fumé/ cuivré) > kola jiran – the roan buckskin – dun > chaptar – liver-chestnut – balzan > jiran ala – the red-piebald – baillet > kashka at – a horse with a star on her forehead – avec losange/ pelote/ croissant > byrta – Mukhortov – bai avec le chanfrein blanc > burly ala – the flecked-piebald – le floconné > burly jiran – the red-roan – pinchard > burly kyk – the gray-roan – gris truité > sary – the roan – louvet/ isabelle fumé > targyl – chestnut – l'alezan cuivré > tury ala – bay

pinto – bai granité/ bai cerise > tanka chuar – bay dappled – bai pommelé/ miroité > tury kola – bay brown (with the dominance of russet colour) – bai fumé > kir(e) at – the todlas horse – arzel > burly tury/ tury burly – the bay-roan – rabicano > tury – bay – bai > kara-tury – the dark bay – noir pangaré > ak koba – the pale brown – bai clair > koba kyzyl – reddish-brown – aquilain > koba tury – the brown – bai foncé > koba – the brown with white patches – alezan brûlé > sory – the gray – gris > almachuar – the dapple gray – gris pommelé > chuar – parti-colored/ mottled – truité/ tisonné/ pie bai tobiano > tychkan tose – the iron-grey – gris souris/ crins lavés > chal – roan – grivelé > chagyr – dark ash – gris cendré à noirs > burly kara – the blue-roan – rouan > kara kyk – the dark ashy – gris – brun > kara koba – the black brown – bai brun > cholkar – blue-black – bleu-noir > kara – sooty – noir moreau/ le frison.

If you compare horse coloronyms in three languages, they are the most friendly, that is close to the conventional designations of flowers, apparently, still in the Tatar language. For example: tonyk sary (pale yellow) – palevy (rus) – isabelle pangarée. Interestingly, the term “palevy” is not clear to the ordinary speaker of the Russian language, because it comes from French “la paille”, that is, in fact, is straw color in everyday life, but not in hippocontext. And in the French language, we observe a mirror pattern: in the presence of the same “paille” this suit is called pangarée Isabelle, where Isabelle for the ordinary man in the street – a female name, and the words rapparee does not exist in standard dictionaries, even such a root does not exist.

Conclusions

Studying coloristics in terms of actual aspects of modern science which deal with problems of conceptualization, categorization and mentalization turned out to be very useful and resultative [10; p. 690]. Semantic subtle difference of color naming in any language needs to state the problem of color translation adequacy from one language to another. This problem may be interpreted as an adequate transfer of color naming from the source language to another system of reference, i.e. to the system of color naming of target language. Due to the apartness of horse color naming it's suggested to name this brunch of linguistics as hippocoloristics. Accordingly, the names of horse color – hippocoloronims. Maintenance and development of the corresponding vocabulary are to be the duty of hippocolorists, otherwise the terminology will vanish and pass into oblivion.

Acknowledgements

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

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The logic of realization of the student's personality formation model through the means of the subjects of the language cycle

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Abstract

Multicultural education has a great potential for the student's personality formation, helps to form a set of qualities necessary for a full-fledged functioning in society: such as tolerance, broad-mindedness, respect for other cultures, readiness for intercultural dialogue. The task of the modern education system is to do everything possible to achieve high results of students: to develop new educational programs, to apply effective educational technologies and methods of teaching, to improve the conditions of the educational process.

The purpose of the study is theoretical justification and experimental proof of the effectiveness of the student's personality formation in a multicultural educational environment of school.

The experimental part of the research is to identify the pedagogical conditions for the student's personality formation in a multicultural educational environment of school, creation the student's personality formation model, the experimental verification of its effectiveness, as well as determining the technologies for its effective realization. As a part of the experimental work at the control phase there were identified the results of the effectiveness of the student's personality formation model through the means of the subjects of the language cycle.

Keywords: multicultural educational environment of school, foreign culture, student's personality formation, student's personality formation model, educational technology, pedagogical conditions, the subjects of the language cycle.

Introduction

Multicultural education space of school is not just an institution of forming knowledge and skills, but also the sphere of cooperative life of teachers, students and parents, which integrates their cultural, social, educational and personal origin. In the study this problem is considered as the integration of students to a foreign culture. As a part of the integration of students to a foreign culture, the students need to form the ability to accept other cultures through awareness of their cultural roots and their understanding of the place of their native culture in the world.

Multicultural education in Russia acquires special significance at the present time, when interethnic relations are one of the decisive factors determining the conditions of human existence. This is due to the fact that the effective interaction of ethnic cultures in the world with the need presupposes the formation of such quality among their representatives as the ability and readiness for intercultural dialogue.

Multicultural education may be considered as a mean of reducing tension in society, as one of its most important functions is teaching people of a fundamentally new attitude to life in one state with the representatives of various ethnic groups and religions.

The center of the educational process at school is a personality with a multicultural competence that will be able to live within a multicultural society, successfully self-define itself in it and that is ready for productive work in the conditions of cultural diversity of society, have a system of ethno-cultural and universal values, ethnic tolerance and skills of intercultural dialogue.

The aim of such education is to develop the ability to communicate and collaborate with people of different nationalities, races, religions and upbringing the understanding of singularity of other cultures, the eradication of the negative attitude towards them. Modern man should be tolerant, broad, with a strong sense of respect for people of other cultures, able to live with them in peace and harmony, with willingness to active cooperation.

Multicultural society feels the need for a new outlook, aimed at the integration of cultures and peoples with a view to further convergence and spiritual enrichment. All this proves the importance of multicultural education, the purpose of which stands the formation of human culture, a creative personality, capable of active and productive life in a multicultural environment. [1]

Culture is the main means for the formation and development of morality, the storage and dissemination of human experience. Having mastered culture, a person becomes a person capable of leading an active socially useful activity, developing and striving for self-education and self-improvement. Culture gives a conscious reality to human being, it gives prospects to human existence.

The main goals of multicultural education at the school area are:

- 1) the formation of conscious positive value orientations of the individual in relation to his own Russian culture, multicultural in its nature;
- 2) breeding the respect for the history and culture of another nation;
- 3) the creation of a multicultural environment as the basis for the interaction of personality with elements of other cultures;
- 4) the formation of the student's abilities for personal cultural identity.

In the projection to the realities of Russian life for the educational system rise complex tasks such as preparing the younger generation for life in a new environment and multinational multicultural environment, the formation of skills to communicate and collaborate with people of different nationalities, races and religions. [2]

Teaching foreign language communication in the context of dialogue of cultures implies the creation of didactic methodological conditions for the comparative humanistically oriented study of foreign languages and native cultures while forming the integrative communicative skills of intercultural communication, whereas the methodical dominant is the orientation on the formation of future professionals as subjects of the dialogue of cultures.

Objective necessity of the modern society is search of optimal ways of organization educational - pedagogical process, rational variants of maintenance of teaching and its structure.

Thus, within the framework of the integration of students to a foreign culture, the teachers need to form the ability of students to accept other cultures through the awareness of their own cultural roots and their understanding of the place of their culture in the world.

Ethods Of Study

In the research the system of methods was used: **theoretical**: the analysis of philosophical, psychological, pedagogical and methodological, linguistic literature; modeling, synthesis of empirical material; summarizing of pedagogical experience of the professors of the institute of higher education; **empirical**: observational – direct, indirect, inserted observation, study of results of students' educational activity; diagnostic – survey, interview, testing tasks; **experimental** – establishing, forming and controlling stages (phases), static(al) – methods of mathematical statistics, systematic and qualitative analysis of experimental data (facts), its graphical interpretation.

Results

The experimental part of the research is to identify the pedagogical conditions for the student's personality formation in a multicultural educational environment of school, creation the student's personality formation model, the experimental verification of its effectiveness, as well as determining the technologies for its effective realization.

We have proved that the formation of the student's personality in the multicultural educational environment of the school is more effective in the presence of a set of the following pedagogical conditions, including: designing the multicultural educational environment of the school by means of subjects of the language cycle; development of the content of programs for designing the multicultural educational environment of the school by means of subjects of the language cycle on the basis of such approaches as: cultural, personal-oriented, activity, value; the development of a model for the formation of a schoolchild's personality in a multicultural educational environment; the implementation of a complex of technologies for the formation of personality in the multicultural educational environment of the school, which includes project technology, group discussion technology, the technology of "Dialogue of cultures", the technology of imitation-game modeling, theatrical technology.

The student's personality formation model consists of the following components:

- 1) Methodological component;
- 2) The target component;
- 3) The content component;
- 4) The procedural component;
- 5) The estimated-criterial component.

In our model, we distinguish the following constituent characteristics of a graduate of a modern school: the presence of culturological knowledge; tolerance; value orientations; readiness for intercultural dialogue; high level of readiness for self-development and self-education; the level of self-esteem of the individual.

Experimental base was MBOU "Secondary school №170 with in-depth study of specific subjects" of New Savinovsky district of Kazan.

The experimental work was attended by middle school students in the amount of 120 pupils.

The formation of motivation of pupils provides by using the educational technologies to introduce the multicultural information and increase the motivation of learning. The content of the program of "English" subject in the 6, 7, 8th grade was supplemented with topics for writing the projects and discussions within the technology of group discussion.

Thus, pupils of the 8th grade carry out such projects as "The British cultural studies", "The U.S. cultural studies", etc. These projects involve intensive use of the English language sites on the Internet for cultural, cross-cultural and other language studies, moreover, students use knowledge gained from these projects in preparing for the exams. [3,4]

To assess the level of success of the students' integration into the foreign culture, the following criteria were identified: cognitive, axiological, personal-operational, assessing-reflective.

In the course of our research there were used the methods of value orientations by M. Rokich, the questionnaire by I.G. Leonov "Communicative willingness for dialogue", self-identity test by O.I. Motkov, the test to determine the ability of self-development and self-education by V.I. Andreev, and the test to determine the cultural knowledge of "English" subject for the 8th grade of our own design.

We believe that educational technologies we used helped to improve the effectiveness of training in the teaching of "English" subject. Project methods and technology of group discussion were effective in assimilation and consolidation of educational material, contributed to the formation of foreign language culture of students, allowed to increase the motivation of learning, self-esteem and the ability to self-education.

Joint work on the project allows each student to understand the theme of the study better, to argue and present his own point of view, to expand the speaking and performing skills, and to develop their self-confidence and teach to work independently. Well-chosen topics for the projects increased the level of value orientations of students.

The technology of group discussion also contributed to raising the level of communicative willingness of students for dialogue, as well as increasing the level of self-development and self-esteem of students.

Also, one of the most effective technologies that allow students to acquaint students with multicultural information is the technology "Dialogue of cultures", which consists in the formation of knowledge about the realities, customs, customs, traditions of the country of the studied language, familiarization with national and universal spiritual values, acceptance of other cultures and Knowledge of one's own. The technology of imitation-game modeling, theatrical technology provide an opportunity for creative self-development of the student's personality, raises the level of his self-esteem, prepares for intercultural dialogue, form tolerant attitude to representatives of other nationalities, motivates trainees for further self-development.

Thereby, the results strongly suggest that the creation of the above-mentioned pedagogical conditions can increase the level of knowledge, the level of value orientation of personality of students, the ability to self-development and self-education of learners. These results confirm the hypothesis and prove the validity of the results of the study.

Discussion

The questions of interaction the language and culture were highlighted in the works of E.M. Vereshchagin, V.G. Kostomarov, M.D. Zinoviev. They link the study of a foreign language with the assimilation of new concepts specific to the foreign culture. The works of B.C. Bibler, N.B. Krylova, R.P. Milrud, V.V. Safonova focus on strengthening the cultural component in foreign language learning, which allows to actualize the principle of communicative orientation, to organize the motivated communication and interaction of students in a foreign language and thus provide the access to other cultures, to provide a dialogue of cultures. The psychological aspect of foreign language communication is illuminated in the works of I.A. Zimnyaya, G.I. Shchukin, N.I. Gez; the ethnopsychology of communication represented by such authors as R.E. Campbell, C. Makkihen, M. Mead, B.A. Fischer etc. The process of learning a foreign language culture is seen in the works of M. Bennett, G. Dmitriev, E.I. Passov, T.G. Ter-Minasova and others. The authors consider that the priority aim is the development of different levels of foreign language culture and especially their substantial component.

The consideration of a multicultural educational environment as the goal and the result of multicultural education, the analysis of presented in the scientific literature interpretations of this concept are seen in the works of R.R. Agadullin, L.G. Vedenina, E.V. Goverdovskaya, O.V. Gukalenko, A.N. Dzhurinskiy, M.A. Hupsarokovai etc., its models are presented in the works of M.A. Absatova, L.P. Kostikova, G.B. Minibaeva, I.V. Peskov, M.P. Pushkareva, I.E. Sholudchenko and others.

Conclusion

Learning a foreign language culture is an integral part of learning a foreign language, as well as an important component of general culture of students.

The process of mastering a foreign language should carry the foreign language culture.

Developing the foreign language culture of students is not an easy task that can be accomplished within the framework of English lesson.

The analysis of the situation that has developed in a multicultural educational environment of school indicates the presence of a variety of educational systems and technologies aimed at the formation of foreign language culture.

In the study, we were able to determine the most appropriate educational technologies of forming the foreign language culture of the students. In our opinion, they are project technology, group discussion technology, the technology of "Dialogue of cultures", the technology of imitation-game modeling, theatrical technology, which makes the learning process more effective and interesting, as well as they help teacher to save time during the lesson.

Effective interaction of ethnic cultures in the world necessarily implies the formation of such qualities in their representatives as the ability and willingness to multicultural dialogue. That is why the problems of

formation of the multicultural educational environment that determine all aspects of cross-cultural interaction come to the forefront of the contemporary socio-cultural situation.

Multicultural education is one of the means of reducing tension in the society, as its most important function is to educate people towards a fundamentally new way of living together in one country with the representatives of various ethnic groups.

Acknowledgements

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

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Project-Based Approaches To Teaching Esl At Kazan Federal University

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Abstract

The article examines various methods of introducing project-based approaches to teaching non-native university students. Being very dynamic, it can be applied to different fields, ranging from lessons to extracurricular activities.

One of the biggest advantages of using projects in teaching English is that project-based approach does not concentrate on some specific exercise but on active thinking of students what in its turn requires proper language skills for students to express their thoughts and ideas. This approach is efficient both on creative stage of using English and on the beginning level, when students will practice and enhance their language skills to complete the project. In addition, students acquire essential skills of making researches, working in team, cooperating, making presentations, public speaking and presentation skills.

Taking into consideration that teaching and learning the English language should not be restricted to classroom activities and students' interest in concerts, sketches, the creative events dedicated to English songs, English language festival, film making projects were organized. It has become the tradition to having been held for many years at Kazan Federal University.

Keywords: education, student, teaching, ESL, project-based approach, university, benefits, experience.

Introduction

Teaching English as a second language in the university context is rather challenging. It can be explained by several reasons. Firstly, first year students are not children and they have some experience in learning English, which is not always successful. Secondly, learning a foreign language in non-English speaking country, which Russian Federation is, depends on such factors as students' aptitude, cognition, motivation, attitude, regular practice, emotional involvement, learning strategies, individual differences, anxiety to foreign language and others. Finally, within the framework of higher education, the major outcome of foreign language acquisition includes not only ability to speak in everyday situations as greeting, asking directions, ordering food, but also competence of interacting in the field of professional communication, for instance, making a report or presentation, participating in the negotiations.

So, while teaching English, teachers face the following challenges:

1. Learners' level should be taken into consideration.
2. The learning process should create all the necessary conditions for students to acquire new knowledge as well as to revise the old one, therefore teaching English at University incorporates various approaches and methods to achieve the final goal.
3. As it was mentioned above, developing skills in the sphere of professional communication is crucial. This fact implies that elements of English for Specific Purposes should be included.

Given these challenges, different teaching strategies should be applied, and project-based approach is one of them. In project-based learning, students are involved in solving real and meaningful problems that are important to them and that are similar to real-to-life situations. It allows students to investigate educational problems, propose hypotheses, discuss their ideas with the others and find answers to their questions. Teachers are no longer their students' primary sources of information. Instead, they are the designers of learning who created the conditions for the students to conduct their own enquiries, and advisers to whom learners can come as they create their product [1].

Methodology

The paper discusses different project-based approaches to teaching Non-native students within the framework of higher education. Further, the advantages and disadvantages of this teaching method are outlined. Consequently, the implementation of project -based techniques in teaching English at Kazan Federal University is described.

Result

Project-Based Learning

Although the history of project-based learning dates back to Confucius and Aristotle who were early proponents of learning by doing, it became popular at the beginning of the 20th century. As A. Morgan outlined, central to the project- based approach is the idea that learning is most effective when students put theory into practice – a philosophy advocated by US educationalist John Dewey [2].

Furthermore, in his research scholar J.W. Thomas (2000) reports that “the original problem-based learning model was developed for use with medical students in Canada (Barrows, 1992, cited in Thomas, 2000, p. 5). The model was designed to help interns improve their diagnostic skills through working on "ill-structured problems" [3]. Due to the fact that “the area of project-based learning is broad and applies to different educational domains including science, technology, and mathematics” [4], giving definition to this approach is not easy. Such scholars as N. Harmer and A. Stokes confirm “its use across a breadth of disciplines in differing national contexts, including Media and Business Studies, Geography, Environmental Science, Education, Information Technology and Sustainability” [5]. Researchers R. Hanney and M. Savin-Baden state that the term “is broad, far reaching and means different things in different countries and different disciplinary areas” [6].

Blumenfeld et al. suppose that it "is a comprehensive perspective focused on teaching by engaging students in investigation [7]. T. Markham defines project-based learning as it "integrates knowing and doing. Students learn knowledge and elements of the core curriculum, but also apply what they know to solve authentic problems and produce results that matter [8].

Surveys on effectiveness of this approach were carried out. The results were different. M. Gibbes and L. Carson report mixed responses from the language students to topic choice with some appreciating the freedom, while others found choice problematic [9].

It is clear that this method has both advantages and disadvantages.

Drawbacks are mentioned in most literature, and include the fact that they are time-consuming and demand a great amount of preparation and classroom management skills from the teacher (Hutchinson, 1991, cited in Gibbes, 2011, p. 9) [4]. One of the weaknesses of project-based learning, as identified in research on project-based learning implementation, is that there is often a poor fit between the activities that form the day-to-day tasks of the project and the underlying subject matter concepts [10].

The stated advantages are numerous and include the development of skills related to professional practice, some evidence of improved academic achievement, and the fostering of less tangible qualities such as motivation and self-discipline among students [11].

Project-based approaches to teaching ESL at Kazan Federal University

In contemporary society a specialist is a well-educated person with fundamental training in a specific area, featuring creativity, critical thinking, and capable of continuous professional development. These societal targets require intensification and modernization of higher education. As a result, educational process at Kazan Federal University today tends to be student-centered and humanistic in its essence. The latter is primarily true of teaching ESL. Knowledge of English nowadays is a necessary condition of professionalism. English, as a subject, has a great capacity for cultural and personal development of the students. The application of the project-based approaches to teaching ESL is especially feasible and, in fact, important at the senior stage of learning the English language, as it requires a certain level of language proficiency. This prerequisite perfectly fits the learners’ level, which varies from Pre-Intermediate to Advanced.

The leading guidelines implemented in the course of the English language teaching in relation to project-based methodology are the following: communication; contextuality; problematicity; and joint learning of

language and culture. At the heart of the project-based method applied in the English language course at Kazan Federal University there is the activity approach. The basic idea of this approach to teaching ESL is to shift the focus from doing different kind of drilling exercise individually to cognitive and creative activity of students which requires collaboration and practical application of the English language skills. On the one hand, it gives the learners the opportunity to concentrate on problem solution and makes content of the project predominant over its linguistic aspect. On the other hand, it stimulates students to discuss and explore the problem using the English language as a communication tool. As a matter of fact, it allows students, carrying out a project, to put in practice the acquired knowledge on their major subjects and their English language skills by simulating real-life situations and future professional activity, and thus making the learning process lifelike. Working on projects, students get actively involved in the communication process while planning, creating, and presenting the results. The main purpose of the project-based learning is to provide students with the opportunity to independently acquire knowledge in the process of solving practical problems or problems that require integrating knowledge from different subject areas. That is why it is advisable to use this approach at the stage of creative application of the language material. Thus project-based learning is able to transform traditional English language class into a discussion-and-research club, where students solve really interesting and practically significant problems. This approach enables future professionals to form certain models of research and decision-making that can be applied in their future life and career. In practical terms, project-based learning helps to develop students' intelligence, language competences, a strong interest in language learning, and a need for self-education.

There can be distinguished three principle ways of integrating project work into the learning process:

- as a form of extracurricular activities;

The most illustrative examples of the projects of this type are all kinds of events somehow related to the life of an academic group, Institute, the University, city, or country. Students of Kazan Federal University organize and participate in a variety of contests (e.g. English language festival where students prepare a short group performance on a given theme), quizzes (e.g. quizzes prepared by University IT students for schoolchildren of IT lyceum), concerts (e.g. English song festival), exhibitions (e.g. a story of one photograph, when there was an art-exhibition of students' works with short texts in English describing the story related to the photograph), students' scientific conferences, etc. As a rule, extracurricular projects are long-term and time-consuming.

- as an alternative to the traditional way of teaching ESL;

The English language course, entirely based on the project work, consists of a number of topically interconnected projects. Every new project in this series logically continues those preceding it, and gradually expands the language material to be learnt. In practice the alternative project-oriented mode of teaching English eliminates traditional approaches, which makes it inappropriate in terms of teaching ESL as a compulsory subject in Kazan Federal University. However, it seems reasonable and effective if applied in an original optional English course (e.g., an intensive English language course). This year at University we have organized one experimental group where the whole educational process is entirely based on project work. Since it is too early to speak about results of this experiment we will present the results of this project work in our next paper. However according to students' opinions, they find such a method of organizing an educational process as unusual, motivating and involving. Teachers of different subjects (not only English teachers) highlight increased students' interest and higher level of practical skills.

- as an integral part of the traditional language learning course;

The projects, integrated into traditional educational process, imply learners' participation in creative or research work in the context of the English language course. It should be noted that project-based approach can be implemented on almost any topic within the scope of curriculum. Moreover, project-based learning matches practically any kind of coursebook, thereby contributing greatly to the oral skills practice and the development of communicative competences. The project work presupposes adaptation of the course material to the real-life learners' needs, due to its communicative nature. Being an

inseparable part of the learning process, these projects are rather small and short-term. The projects may focus on the objectives of one module (unit), or cover several modules (units); hence they aim to complete a certain topic in the framework of the coursebook. These projects are, therefore, typically used as a form of current or final testing to estimate students' knowledge and language skills.

The basic phases inherent in every project work include: 1) selecting a topic, setting goals; 2) planning, discussing, distributing tasks within groups; 3) researching, gathering the relevant information, developing the product; 3) sharing the project results; 5) discussing and evaluating the project.

Notably, the projects may vary with respect to their final product. They can be classified as follows: 1) role-play (sketches, performances, etc.); 2) research (country studies, reports, scientific papers, etc.); 3) creative work (essays, translations, films, etc.); 4) multimedia presentation; publishing project (newspapers, posters).

These projects can be further sorted in accordance with the number of participants. Learners may carry out individual, pair or group project works.

Practically, the easiest and thus the most popular of all is a type of a project based on the text work. It involves the so called selective reading which stands for a combination of reading and a research. Students choose a topic they are really interested in, make a list of things they would like to learn, or skills they would like to possess, and conduct an individual research. They look for any electronic or paper books, useful articles and feedbacks, if they need those; and study the information using selective reading technique. Such purposeful reading focuses largely on the skills needed to work with a text: highlighting the main idea, searching for necessary information, analysing and summarizing it in order to get some useful knowledge, which is eventually presented in class. This feature makes selective reading mainly suitable for teaching English language for specific purposes. Furthermore, selective reading is frequently applied as a preparatory task within the framework of a group project.

Another key thing to mention is the crucial role of debate in project-based learning. The ability to debate in the form of a dialogue or polylogue is a necessary condition for successful collaboration between students working together on one project.

Thus, project-based approach to teaching ESL gives the opportunity to use the English language as a communicative tool, improves the language competences, and teaches speech etiquette.

Discussion

Project-based approach to teaching ESL is characterised by close teacher-students cooperation. Although most of preparatory work is done by students in the classroom and is always aimed at independent students' activity (individual, pair, or group work), pre-project activities, such as making plans and organising materials, may require teacher's support and assistance. Learners may need teacher's instruction and practice in specific language skills in order to complete project tasks. Information gathering and research are carried out by students independently as homework. At this stage the teacher acts as a facilitator, consultant and expert. Assessment of the project results can be done by a teacher or by the learners themselves through self-reflection, group discussion, or by completing evaluation forms related to the project-work. It is necessary to take into account that language is only a part of the project, and it would be wrong to assess the product only according to its linguistic correctness. Thus, the major evaluation criteria should include content, language skills, execution and design, project scope, and, finally, presentation.

Conclusions

All things considered, project work improves four essential skills in language learning: reading, writing, speaking and listening. Project-based learning arouses students' interest, makes the classes diverse, strengthens interpersonal relationships. Besides, this approach helps to develop a strong motivation for language learning, and the need for self-education. It creates a lifelike language environment encouraging the learners to communicate in English. Working in groups, students learn to cooperate, and take responsibility for the results. Project-based learning helps students understand the significance of knowledge and skills in their lives, relation between studying and future professional activity.

Acknowledgements

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

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Features Of Teaching The Turkish Language In Higher Education Institutions

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Abstract

This paper presents the features of teaching the Turkish language in higher education institutions and an overview of typical mistakes made by students during the study of a particular grammatical appearance of the Turkish language. The following grammatical peculiarities of Turkish language are presented in this study such as a category of the belonging of the nouns in the Turkish language, the procedure of binding of the Turkish adjectives and numerals with nouns, as well as the word order in a Turkish simple sentence. These aspects are presented in comparison with the similar phenomena in the Russian language. The authors of the article also inform about the ability to build the training process of the Turkish language correctly and logically, giving an analysis of exercises. The materials may be useful for teaching the Turkish language at universities, conducting further experiments to test the effectiveness of these methodological approaches, as well as developing more effective tasks in order to form good skills of speaking Turkish.

Keywords: scientific, sequence, morphology, linguistic bases, agglutinative languages, nouns, adjectives, syntax, numerals, verbs.

Introduction

Today, no one doubts the fact that the dynamics of public life of the country and the direction of the changes cause a public need for a large number of citizens who are actually proficient in one or more modern non-native languages.

Knowledge of languages, as a rule, enables the individual to take a prestigious position in society. In our time - the time of the globalisation dawn - the knowledge of one or two foreign languages is an urgent need, and not just an indicator of intelligence and education. For professional, social or personal reasons, knowing at least one foreign language is a must for anyone who wants to keep up with the times. The past few years have been marked by emergence and development of the concepts of "bilingual education" and "polylingual training" [1], [2]. Man needs to become bilingual, but "one can call a person to be bilingual who, in addition to their first language, has another language competence in a comparable degree" [3].

Consequently, the purposeful formation of bilingualism (multilingualism) in the education system should contribute to the practical mastery of a foreign language, including Turkish, which implies the development of speech communication skills in educational activities, daily, formal and business and sociocultural spheres.

The main aim of teaching of foreign languages is the formation and development of the communicative competence of the students, the teacher's task is to create the conditions for practical language acquisition [4].

In this regard, the teaching of the Turkish language in the higher education system acquires special significance. At the same time, the development of the content and the system of teaching the Turkish language becomes a priority.

The relevance of this topic is due to the insufficiently developed research on the problem of teaching the grammatical peculiarities of the Turkish language at the university, which contribute to improving the effectiveness of teaching Turkish oral speech, which would be oriented toward the development of the process communicative and speech qualities of the learner's personality. However, our article makes a definite contribution to further research in this field.

Materials and methods

The grammatical system in the process of teaching language serves as a guiding force leading to practical mastery of the language. This position was convincingly confirmed in the studies of L.V. Shcherba: "... by the language we mean, perhaps, its grammar in the first place" [5], [6]. These words are directly related to the Turkish language.

The degree of importance of these or other grammatical phenomena in the selection of content and the system of teaching Turkish is determined by the following factors:

- a) the specificity of the system of the Turkish language itself in comparison with the native language of the students;
- b) the degree of similarity and divergence of the Turkish language with the students' native language;
- c) the methodological expediency of introducing certain language units in the process of teaching the Turkish language at the initial stage.

For agglutinative languages, the mechanical and gradual adding of affixes to the root is characteristic. All the known parts of the word are included to morphemes. Consequently, the root morphemes, the word-forming affixes and the grammatical (form-forming) affixes are distinguished. Affixes, in turn, are subdivided into suffixes (affixes standing after the root) and prefixes (affixes standing in front of the root). The affixes in the Turkish language include morphemes standing at the end of the word and expressing the relation of the given word to other words in the sentence [7], [8].

A distinctive feature of the nouns of the Turkish language is the presence of a category of possession. With the help of special affixes, the object belongs to a person: *benim kalem-im* - my pen, *senin kalem-in* - your pen, *onun kalem-i* - his/her pen, *bizim kalem-imiz* - our pen, *sizin kalem-iniz* - your pen (polite from), *onların kalem-i* - their pen.

In Turkish, a category of possession may be expressed:

- a) in a synthetic way, i.e. with affixes of possession of an appropriate person: *kalem-im*;
- b) in an analytical way, i.e. with a combination of a personal pronoun in the possessive case with a noun: *benim kalem*;
- c) in an analytical-synthetic way, i.e. with a combination of a personal pronoun in the possessive case with a noun having the affix of possession of an appropriate person: *benim kalem-im* [9].

Results

To work out the skill of using words with affixes of possession, you can suggest assignments with the following formulations: 1) Add affixes of possession to the following words: *benim çant*, *senin okul*, *onun arkadaş*, *bizim teyze* 2) Translate the following word combinations: *arkadaşımın evi*, *ablamın elbisesi*, *annemin teyzesi*, *ablamın kedisi*, *komşumun çocuğu*².

The difficulty in teaching the Turkish language is also the study of the names of adjectives. In Turkish, adjective does not change by gender, number and case. With nouns they are connected by means of

² Exercises here and further are ours – L.Sh.

adjacency: *ilginç* kitap (an interesting book), *ilginç* dergi (an interesting magazine), *büyük* evler (big houses), *küçük* çocuklar (small children), *tembel* öğrenci (a lazy student). As it is known, in Russian the adjectives are consistent with the nouns to which they refer, in gender, number and case (big city, big bag, large window). Therefore, students with great difficulty comprehend this feature of adjectives in a non-native language, cannot understand that they can select the same adjective *geniş* (broad) to nouns *sokak* (street), *masa* (table), *sıra* (desk).

To fix the skills of using adjectives in speech, the following tasks can be used: 1) Compose phrases using the following adjectives and nouns: **güzel** - beautiful, **geniş** - wide, **küçük**-small, **kız**-girl, **masa** - table, **ev**-house. 2) Describe your friend using the following adjectives: **güzel**-beautiful, **büyük**-large, **uzun**-tall, **tembel**-lazy, **mavi**-blue, **sarı**-yellow, **siyah**-black, **küçük**-small, **çalışkan**-hardworking. 3) Translate the following phrases from Russian into Turkish: большой дом (a large house), длинная речь (a long speech), маленькая девочка (a little girl), желтое платье (a yellow dress), деревянная дверь (a wooden door), низкий потолок (a low ceiling), шумный класс (a noisy class), яркая звезда (a bright star).

The numerals in Turkish also have their own peculiarities: they are associated with a noun by adjacency; by the way, nouns usually have the form of a single number (*beş öğrenci* - five pupils). In Russian numerals have their grammatical features: the connection with nouns is expressed by case forms of the singular and plural noun (two teachers, ten textbooks). Therefore, the violation of the coordination of numerals with nouns is typical for students. By analogy with the Russian language, they use nouns with plural affixes with the numerals. For example, they translate a phrase five pupils as *beş öğrenciler* instead of *beş öğrenci*.

To consolidate practical skills on the topic "The Numeral" you can offer the following tasks: 1) Answer the questions: Sınıfta kaç tane talebe var? - How many students are there in the class?; Bu ailede kaç tane çocuk var? - How many children are there in this family?; Senin kaç tane arkadaşın var? - How many friends do you have? 2) Define a word that is not a numeral: a) milyon - a million; b) kırk - forty; c) bir - one; d) bir buçuk - one and a half; e) bin - thousand. 3) Translate the following word combinations: dört öğrenci, beş defter, yirmi beş çocuk, altmış iki kedi, sekiz elma, on iki kalem.

While translating from Russian into Turkish, difficulties may occur due to the fact that some Russian verbs with prefixes are transmitted to the Turkish language with the help of adverbs or some other parts of speech in combination with an auxiliary verb, for example, come - *yanına gelmek*, get ahead - *önüne geçmek*, execute - *yerine getirmek*, provide - *göz önüne almak* [10].

With regard to words borrowed in the Turkish language, they are actively used in the Turkish language in all spheres of life. So, for example, traditional economic and political relations in France, dating back to the Middle Ages, were reflected in the Turkish vocabulary on a number of very different facts. It is believed that in France, a Turkish order was made for the coinage of coins, which in their rough finish received the Latin name grossus, from which Turkish *guruş* > *kuruş* - "piaster" and then in different ways Russian "grosh" (penny). Through France, the Turks got acquainted with Germany, which is confirmed by the Turkish words "alman" (German) and "Almanya" (Germany).

France became for Turkey the same as Germany and Holland for Russia in the era of Peter I. By the middle of the 19th century, groups of young people went to Paris for education; French technology, science and literature competed successfully on the Turkish soil with medieval Arab traditions. Typical is at least such a detail as railway terminology: *tren* - *tiren* "train" <fr. *train*; *vagon* "wagon" <fr. *wagon*; *istasyon* "station, railway station" <fr. *station*. The international sector of the Turkish dictionary was replenished with the help of the French language. An episodic role in the history of the Turkish vocabulary was played by such languages as Romanian, Albanian, Georgian, Armenian and South Slavic.

Their reflections should be looked for in the line of the daily routine in the women's (and specifically the harem) life, where there were slaves of different nationalities, bought by the sultans, beys and pashas for their harem.

The Russian language was also reflected in the old Turkish dictionary by a small number of terms. For example, the word *telâtin* "yuft" ("veal"), which captures an old article of Russian exports, *ruble* "ruble", *put* "pood"; Except for these economic terms there was a number of words related to the Russian-Turkish wars: *kazak* "Cossack" (for the Turkish language this is the Russian word).

In the course of studying the educational material on the proposed topics, students use words borrowed in the speech, which makes it much easier for them to remember grammatical structures.

It should be noted that the vocabulary of the Russian language also contains a significant number of words of Turkic (Turkish) origin. These words include the names of specific objects of everyday Turkish life. Among them, there are such words as *baklava*, *raki*, *kebab*; of Tatar origin. For example, *катык*, *чѣкчѣк*, *льпичмак*, *бѣлеш*. Therefore, Turkic and Turkish borrowings, as well as Russians and others, should be taken into account when studying individual topics at the initial stage of training (for example, the topics "Benim ailem", "Benim okulum", etc.).

Discussion

Let us dwell on a comparative description of the syntactic constructions of the Turkish and Russian languages, which play an essential part in the initial teaching of the Turkish language as a non-native language. It should be taken into consideration that the location of the sentence members of the Turkish and Russian languages is determined by the following factors, such as the construction of proposals, the form of expression of the main members of the sentence, the place of secondary members of the sentence. It should be recalled that the order of words in a sentence depends directly on the subject and the predicate. They serve as the connecting centre for all other members. In Russian, the order of words is freer than in Turkish, so when the students are making sentences, there are often sentences like *Ben gidiyorum okula* instead of *Ben okula gidiyorum* (I go to school); *Benim babam çalışıyor fabrikada* instead of *Benim babam fabrikada çalışıyor* (My dad works in a factory).

To explain the essence of typical mistakes in the speech of students related to the order of words in the Turkish sentence, firstly, we should consider the location of the main members of the sentence (subject and predicate) in Turkish and Russian. In both languages, the subject, expressed by the noun, pronoun or substantivized part of speech, is usually placed before the predicate expressed by the verbs of the indicative mood. For example, *Talebe okuyor* – *Студент читает* (A student is reading). *Ben okuyorum* – *Я читаю* (I'm reading). The predicate in the Turkish language is in the last place; in front of it, there are those minor members related to it. For example, *Ayşe okula gidiyor* – *Айше идет в школу* (Ayshe goes to school).

The predicate in Russian can be placed before the subject. Usually, such a sentence begins with the secondary members, which relate to the predicate. For example: *Сегодня начинаются каникулы* (Today the holidays begin). If the predicate expresses the process, the action, then it is also located at the beginning of the sentence: *Течет река Волга* (The Volga River flows).

As for the secondary members of the sentence of the Turkish and Russian languages, we can say the following about them:

a) in the Turkish language, the definition always stays before the word being defined: *Bu kimin çantası?* – Whose bag is this? *Bu benim çantam*. – This is my bag.

In Russian, the agreed definition is placed before the word being determined, and the uncoordinated definition is placed after it: Дует сильный ветер (A strong wind is blowing). Дом из кирпича (The house is made of bricks);

b) in the Turkish language, the supplement is usually placed before the predicate, and in the Russian language, it is placed after the predicate: *Ahmet kitap okuyor.* - Ahmet reads a book.

c) the circumstances of place and time in both languages usually take place at the beginning of the sentence: *Yazın biz köyde tatil yaptık.* - In the summer we rested in the village. *Sokakta güzel arabalar geçiyor.* - On the street beautiful cars are passing by;

d) that member of the sentence, which contains something new, is usually in front of the predicate in the Turkish language and has a logical stress. For example, *Timur eve gidiyor.* - **Timur** goes home. In Russian, the sentence member, which has a logical stress, is usually put in the last place: Children play **in the street**.

To work out the skills of constructing syntactic constructions, you can suggest the following tasks: 1) Write sentences by putting the words in the correct order: a) **Ayşe, geldi, sabah, okula;** b) **Fabrikada, çalışıyor, annem.** c) **Gitti, Ayhan, sinemaya;** d) **Ben, çıktım, erken, sınıftan.** 2) In these sentences, underline the circumstances of the place: *Evde güzel müzik çalıyor.* - Beautiful music plays at home. *Kışın biz köyde tatil yaptık.* - In the winter we rested in the village. *Ben sinemada film seyrettim.* - I watched the movie in the cinema. *Çocuk sokakta futbol oynuyor.* - A child is playing football on the street. 3) Make up simple sentences.

Conclusions

Thus, in this study methodical features of the modern Turkish language's grammar teaching have been developed. The grammatical features, causing the greatest difficulties for students in studying spoken language at the initial stage of learning the Turkish language have been singled out. A stepwise algorithm of the students' work with the grammatical phenomena of the Turkish language has been designed. A distinctive feature of this methodology is its specialization in applying exercises where grammatical units are studied not in isolation from everyday communicative situations, and new grammatical unit is introduced in the classroom based on the student's native language. The role of the Turkish language as a means of teaching at the university is very great. While teaching the grammatical aspects of the Turkish language at the level of morphology, special attention should be paid, first of all, to categories of possession, adjectives and numerals, which do not have morphological indicators, and at the level of syntax – to the order of words in the sentence, the forms of expression of the members of the sentence.

Acknowledgements

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

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The Sensonymic Components In Phraseological Units Of Anthropocentric Origin In The English, Russian, And Tatar Languages

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Abstract

The compared studies of lexical and semantic features of phrasal units in different languages have a high impact into the research of how the way of thinking developed in the studied nations, the national cultures formed, and how creative and aesthetic way of thinking are connected. This article provides a study of sensonymic components characterizing sensory organs as a part of phrasal units in related and unrelated languages (the Russian, English, and Tatar languages). The characteristic peculiarity in the studied somatic phraseology is the presence numerous counterparts which are very close in image-derived phrases in these languages. The similarity of somatic phrasal units in all the three languages evidences certain common linguistic world view shared by native speakers of the Russian, English, and Tatar languages. The similarity is also expressed in convergences of the most peculiar core somatic components and major topic-semantic ranges. The linguistic expressions representing specific national formations in the languages can be explained by uniqueness of historical experience in language communities, cultural identity, peculiarities of the native speakers psychology.

Keywords: Language, speech, bilingual, semantic, Russian, English, Tatar, model

Introduction

The comparative studies of linguistic phenomena in phraseology remains in the focus of contemporary linguists due to the importance of revealing the shared and specific features on phrasal and lexical levels of the studies languages. The identification of common features in languages promotes to determine the similarities in casual life, culture, history, and psychology of nations. The study of relationships between languages and linguistic groups helps to reveal more or less close cognation and determine the level of distance of these languages, identify relative timelines when a phenomena shared by the compared languages occurred. The sensonymic components serve to denote sensory organs in human body. They are one of the few groups in language system and according to the corresponding denotative spheres of the denoted objects can be divided as follows: names of organs of sight, hearing, smell, taste, touch.

Materials and methods

The phrasal units containing a word expressing sensory organs “глаз/eye/күз”, “ухо/ear/колак”, “рот/mouth/авыз”, “язык/tongue/тел”, “нос/nose/борын” as a part were studied. The Sakayeva's multilingual phraseological dictionary [1] has more than 1099 phrasal units with these somatisms (238 – in Russian, 303 – in English, 372 – in Tatar). Of them: “eye” was in 363 phrasal units, “ear” was in 160 phrasal units, “mouth” was in 155 phrasal units, “tongue” was in 295 phrasal units, “nose” was in 126 phrasal units. The empirical material was also obtained by interviewing the native speakers of the Russian, English, and Tatar languages. The studies are based on the fundamental works in comparative phraseology by A. Kunin, A. Reichstein, V. Mokienko, Yu. Dolgoplova [2]. The studies involved a complex of general theoretical (theoretical analysis, substantiation, modeling) and empirical (the study of special references, guidelines, dictionaries). The comparative methods, a method of phraseological identification and phraseological analysis proposed by A. Kunin, component analysis in association with a method of vocabulary definitions, a method of synchronic comparison of phraseological units

developed by A. Reichstein and a method of etymological analysis were used in the studies of phraseological units with anthropocentric component. The interview of native speakers and statistical methods were used as an additional methods to specify the usage of phraseological units.

Results

The topic of the most somatic phraseological units reflects temperament, morals, social relations among people, negative actions and misconduct [1]. The eyes and a glance is a symbol of life, power, senses and in many civilizations, an eye is a means to attribute power to words. The eyes are extremely expressive part of a body which change facial expression, one can change his or her glance intentionally or accidentally in many ways. These unique abilities of the eyes to express and show emotions are largely reflected in the English, Russian, Tatar languages by a numerous somatic phraseological units with the "eye" component; it is one of the largest phraseological groups. Eyes are a paired organ on human face or front part of head in animals. The meaning of this lexeme includes the following significant seme underlying its polysemy: 1) see, look, watch; 2) small, round (shape). The native speakers also focus on appearance of eyes as it is a part of standard appearance. The appearance of eyes is expressed using somatic phraseological units: *глаза с поволокой* – *languishing/wistful eyes* – *алжыган күзләр*. The aesthetic evaluation is denoted using animal- and plant-related metaphors, and by comparisons with household utensils. The images underlying the animal and plant-associated metaphors provide an understanding of the local environment in the inhabited area: *рачыи глаз* – *goggle eyes*; *goggle-eyed* – *акай /акайган күзләр*; *глаза как плошки* – *saucer eyes*. Besides being a visual organ the eyes are also a "mirror of the soul" in the Russian language, its counterpart in the English language is represented by «*face*» – «*the face is the index of the mind /heart/*», «*a good face is a letter of recommendation*». Using eyes a human acquires the major part of the knowledge he has about a real life (observation as an initial step in cognition), which is reflected in partial collocation of semantic structure of the word "to see" in different languages, and signals such concepts like "understand", "realize", "imagine". Eyes are very important in face-to-face conversation. Even when we just keep casual conversation we are not interested in the interlocutor often looks at his listeners during his speech. Often people use the expression "to eat with eyes", which means never take one's eyes from a person but not necessarily to meet one's eyes. At the same time we should make certain comments that this depends on the culture we study. On one hand studies show that women not only tend to "eat with eyes" their interlocutors but regard being looked at more positively than men. Men in general do not tend to accept being looked at by other people even as a sign of warm friendly relations. In the United States and Northern Europe numerous studies show that men are encouraged to conceal their feelings and to be more reserved than women. On the contrary people from the Mediterranean and Arab countries prefer to look closely at their interlocutors and are more open for conversation if their interlocutors looks at them. An eye is an extremely widespread symbol used in ancient times to denote an omniscience knowledge of solar gods. For early Christians an eye was a symbol of the Holy Father (an eye inside the triangle is an emblem of Divine Trinity). In the western tradition the right eye is a symbol of active solar nature while the left eye is a symbol of passive lunar nature (a system which is the counterpart of the eastern tradition). A glance can have a strong effect and induce an active response, one can judge the relationship between two people according to the way they look at each other. Perhaps this is an explanation for numerous phraseological units with the "eye" lexeme.

Discussion

In the English language the phraseological units with the “eye” component can be divided into two subgroups:

- the phraseological units with the “eyebrow” component: *lift one's eyebrows; raise an eyebrow; up to one's/the eyebrows.*
- the phraseological units with the “eyelash” component: *never batted an eyelash; not batting an eyelash/without batting/turning an eyelash.*

Since the ancient times people imagined that eyes have magic power. First of all it is a negative power capable to destroy anything and it had to do with an ill wish. Such phrases are peculiar for all the three languages: *черный глаз, дурной глаз – the evil eye; put the evil eye – яман күз, зыян китерүченең күз карашы.*

The phraseological units of pejorative meaning in the Russian, Tatar, and English languages containing the “eye” lexeme can be divided into nine microfields:

1. the PU denoting anger, hatred, contempt, threat, lie, greed, disgust: *to have <an> aversion in one's eyes – иметь дурной глаз – каты күз; to pull the wool over smb's eyes – пускать пыль/тумана в глаза – күзгә ком/көл сибү, күз буяу, күзгә сөрөм/төтен/тузан җибәрү.*
2. The PU denoting rage, annoyance, frustration: *stars in smb's eyes – искры из глаз; күзендә ут кайный/күзләре яна/күзләре ут булу; күзне кан басу – bloodshot eyes – глаза, налитые кровью.*
3. The PU denoting envy, jealousy, bias, lucre: *глаза завидующие – covetous eyes – туймаган күз; with an eye to the main.*
4. The PU denoting unchastity, lax morals, audacity: *плюнул в глаза – spit in smb's eye/in the eye of smb./ – күзгә терәп алдау, күзгә карап көлү.*
5. The PU denoting disbelief, mistrust: *close one's eyes to reality; күздән чүн эзләү – искать соринку в чужом глазу.*
6. The PU expressing observance, surveillance, examination, inspection: *не отрывал глаз – have/keep one's eyes glued on/to smb./smth., not to take/tear one's eyes from/off smb./smth., get/have got/ an/one's eye on smb./smth.; to keep an eagle eye on smb.; не отрывать глаз – to have/keep one's eyes glued on/to smb./smth.; күзләрен батырын карау/күзләрен терәү – not to take/tear eyes from/off smb./smth.*
7. The PU characterizing negative actions and deeds, force, violence: *to give smb. a black eye – күз төбенә менеп төшү; хлопать глазами.*
8. The PU expressing physical state, fatigue, sickness, weakness. Eyes serve as a core concept for such PU which denote physical state of a human; especially the ones which have to do with tiredness, fatigue, pain: *потемнело/помутилось/замутилось в глазах – everything goes/went dark in smb's eyes», «see spot before one's eyes» – күз аллары караңгыланып китте, күз алдында караңгыланып китү, күзгә нәрсәдер күренү, күз аллары(м) караңгыланып китү/караңгылану, күз алдында бар әйбер йөзеп китү. These expressions are used when someone cannot see clearly. Usually this happens because of physical fatigue, weakness, excitement, or after attack.*

This groups has also the PU expressing physical state of drunkenness, when one's eyes become moist and have a specific “drunk” look: *наливать глаза; заливать глаза; have a drop in one's eye; wet the other eye; cock eyed; күзенә дә чыкмаган.*

In the English language to denote this state an animal-associated words are used in PU: <as> drunk as a David's/Davy's sow, <as> drunk as a monkey, <as> drunk as a skunk.

9. The PU denoting various kinds of oath, curse, outrage, declaration of one's intent: *лопни мои глаза – күзем чәчрәп чыксын; күзем күрмәсен иде – глаза бы мои тебя не видели; күземә күренәсе булма, күземә күренмә –не попадайся на глаза; күземә күренәсе булма/күземнән югал; damn your eyes.*

The PU with positive meaning can be divided into eleven subfields:

1. the PU expressing good, friendly regard: *встретиться глазами.*
2. The PU denoting modesty, innocence, shame, embarrassment: *опустить/потупить глаза – drop one's eyes; потупленный взор – with downcast eye – күзен/күзләрен аска салыну/яшерү.*
3. The PU denoting relationship among people: meeting, friendship, love, marriage, kinship, a kind regard and treatment: *only have eyes for smb.; to give smb. the glad eye; to feast one's eyes on smth.;*

can't take one's eyes off smb./smth. – *глаз невозможно оторвать*; *to cast one's eyes on smth./smb.* – *положить глаз на кого-то – күз төшү*; *all eyes are on smb.* – *все глаза устремлены на кого-то; күзләр ялтырату* – *смотреть влюблёнными глазами*. The expressions like *свет очей* <моих> – *light of one's eyes* – *күзем/күз карасы/нурым*; *ради прекрасных глаз* characterize a friendly, kind address to one's dear, beloved person. Also, this expression denotes one's affection, the strength of his/her love.

4. The PU denoting respect, esteem, agreement, care: *to see eye to eye with smb.*; *күзгә генә карап тору*; *беречь пуце глаза/ока*.
5. The PU reflecting surprise, astonishment: *делать большие/круглые/квадратные глаза* – *make big/large eyes*; *be wide-/large-eyed*; *open one's eyes*; *one's eyes pop out* – *үз күзләренә үзе ышанмау*.
6. The PU characterizing care, worry, friendly attention: *хоть/хоть бы одним глазом/глазком посмотреть* – *күзенең кырые белән булса да карау*.
7. The PU denoting hardworking, diligence, experience, wit, intelligence: *to have eyes in the back of one's head* – *күз-колак булу*; *an eagle eye*; *to get one's eye in* – *набить глаз*; *to have an eye for smth.*; *to keep one's eye on the ball*; *to see smth. in one's mind's eye*; *с закрытыми глазами*.

In the Russian language the word “eye” also has an image-shifting seme of “matureness, experience in life”: *набивать глаз*; *глаз наметан*; *невооруженным глазом*. In the English and Tatar languages this concept is expressed by another somatic unit “hand”.

8. The PU expressing temporary features: *to do smth. in a twinkling of an eye* – *күз ачып йомганчы эшләү*; *see with half an eye*; *не успел глазом моргнуть* – *күзен йомып та карарга өлгермәде, күз ачып йомганчы*.
9. The PU reflect national customs and traditions especially with spread tradition to close a dead person's eyes, to carry the dead with legs foremost out of his/her house: *закрывать глаза*, *күзләр мәңгегә ябылу*.
10. The PU describing one's ability to memorize: *camera eye*.
11. The PU characterizing carefulness, guard are also peculiar to the English language: *mind one's eye*.

The synonymous lexeme “ear” has the following seme in its meaning structure: to hear, perceive; the shape of ear conch, attached to the head, prominent (organ). Similar to eye the ear is an organ perceiving an information from outside. Consequently, most of the PU with “ear” are used to denote the abilities to learn something. The ears are beyond the vision of the eyes: one cannot see his/her ears. The ears often denote public disclosure of secrets: *и у стен есть уши*; *навострить уши* – *to prick up somebody's ears*; *имеющий уши да услышит*. The ears are the symbol of something extreme (apparently it is related to their marked location – it is a part of body placed higher than all the rest organs): *влюбиться по уши* – *to be over head and ears in love*; *быть по уши в работе, до ушей покраснеть*. As our investigation showed, the PU with this somatism are the most numerous in the English language, although they can be found in the Russian and Tatar languages too.

The studies of the PU expressing positive meaning can be divided into the six microfields:

1. the PU denoting victory in the English language: *pin back smb's ear*.
2. The PU describing affection, infatuation, adoration. This group of PU can be found in the Russian and English languages: *have one's head over ears in love*; *улыбка до ушей*.
3. The PU characterizing matureness, independence are registered in the English language: *dry behind the ears*. In English there are also PU with the opposite meaning – *wet behind the ears*.
4. the PU denoting a desire, interest: *lend an ear*; *за уши не оторвешь*.
5. The PU characterizing attention: *ухо монориком* – *cock/cock up/prick up one's ears*; *слушать во все уши*, *держат ухо остро* – *колактарны торгызып тыңлау*; *attentive ear*; *bend an ear to, give ear to, open one's ears, incline one's ear/ears*; *bow down one's ear to smb.*; *clean one's/the ears*.
6. The PU describing wealth are registered in English: *come out of one's ears, run out of one's ears*.

The PU expressing the negative meaning can be divided into the five microfields:

1. the PU denoting outrage, anger, annoyance, argument can be found in English: *by the ears*; *set smb's by the ears*; *get smb. up on his ears*; *be/get on one's ear*. This PU is also used in the meaning of “to have enough drink”.

2. The PU characterizing indifference, disregard, unconcern: *fall on deaf ears, turn a deaf ear to smth.*; *колагына да элми, колагына кермәү, колагына тычкан оялаган, колагына чүбек /маммык/тычкан –и ухом не вести; развесить уши; close/shut/seal/stop one's ears to smth.*; *мимо ушей пропустить, в одно ухо вошло, в другое вышло, в одно ухо влететь, из другого вылететь – бер колактан керде, икенчесеннән чыкты, колак арттан җибәрү – in at one ear and out at the other.*
3. The PU characterizing despair, hopelessness can be found in the English language: *out on one's ear.*
4. The PU describing financial state, indebtedness: *но уши в долгах – колагы да күренми.* This PU is used in the Russian language with "throat" somatism - *но горло в долгах.* The peculiarity of the English language is the use of "neck" somatism: *be up to one's/the neck in debt.* The English language also has jargon PU with this component: *earlugger, ear-biter; bite smb's ear/the ear of smb., chew smb's ear/the ear of smb., lug smb's ear/the ear of smb., nibble smb's ear/the ear of smb.*
5. The PU characterizing curiosity and flattery: *have/got long ears; tickle smb's/the ear/ears; шеннать на ухо – колагына гына әйтү; колагы – ишек, авызы – капка; колактан колакка сөйләү/сөйләшү.*

The PU with the "nose" somatism are widely represented in the Russian English, and Tatar languages.

The PU with "nose" somatism having a positive meaning can be divided into the four microfields:

1. the PU denoting the closeness, shortness of distance: *нос в нос, under smb's nose, на носу – борын төбәндә; из-под носа – from under one's <very> nose.*
2. The PU describing experience, abilities are registered in the English language: *have a <good> nose for smth.*
3. The PU expressing hardworking, endurance can also be found in the English language: *hold/keep/put one's/smb's nose to the grindstone.*
4. The PU reflecting carefulness, guard: *keep one's nose clean, не совать свой нос в чужие дела – keep one's nose out of smth.*

The PU expressing the negative meaning can be divided into the eight microfields:

1. the PU describing cheating: *водить за нос, оставить с носом, натянуть/наставить нос – one's nose is out of joint.*
2. The PU characterizing curiosity: *poke/put/thrust one's nose into smb's affairs/business – совать нос в чужие дела – борын тыгу.*
3. The PU describing a person appearance: *нос пугловкой/картошкой, орлиный нос – aquiline nose – кәкре борын, борыны битенә көчкә сыйган.*
4. The PU denoting despair, helplessness, failure: *остаться с носом, bloody nose, борын асын/сузып калу, борын салу/салындыру.*
5. The PU describing rudeness, impudence are registered in the English language: *bite/snap smb's nose off.*
6. The PU characterizing hurting somebody can be found in the English language: *cut off one's nose to spite one's face, put smb's nose out.*
7. the PU denoting, arrogance, power, disdain, contempt, profusion, scorn are peculiar for all the three languages: *pay through the nose; look down/turn up one's nose at smb./smth. – задирать нос перед кем-либо, thumb one's nose at smb., with one's nose in the air, борын күтәрү/чөю.*
8. The PU expressing weakness, weak will can be found in the English language: *a nose of wax.* The specific feature of the Tatar language is a frequent replacement of "nose" somatism: *мангайга-мангай (мангай – лоб), башың яшь әле (баш – голова).*

Mouth is a visible part of the face, therefore, it is natural that this somatism is widely used in phraseology to describe the shape of mouth as a part of appearance.

Three microfields with positive meaning were identified among the PU with "mouth" word:

1. the PU denoting an action: *to make smb's mouth water; melt in one's mouth – таять во рту; авыз итәргә; авызы белән кош тотмый, авызы белән кош тома – give it mouth; to keep a civil tongue in one's mouth.*
2. The PU reflecting human activity, aims, and the way one's aims are achieved can be found in the English language: *to put one's money where one's mouth; to take the words out of smb's mouth.*

3. PU expressing prosperity can be found in the English language – *to be born with a silver spoon in one's mouth*.

In the English language there are also PU with the “arm” or “leg” components: an arm and a leg.

Four groups were identified among the PU with negative or pejorative meaning:

1. PU expressing rage: *to foam at the mouth* – *с пеной у рта* – *авызыннан төкерек чәчә-чәчә, авызына борыч капкан*.
2. PU denoting audacity, rudeness, argument, scolding: *to shut smb's mouth* – *заткнуть кому-либо рот* – *авызын каплау, авызын томалау; авызы лакан чиләге кебек, авызындагын эт җитмәс; not to allow to give mouth to smth. – не давать рта раскрыть; to put one's foot in one's mouth*.
3. PU denoting communicative peculiarities of a human can also have a positive meaning, but the majority of the example have pejorative nature: *to have a big mouth, to have a loud mouth* – *мишек авыз, урам авыз; to shoot one's mouth off* – *тренать языком; open one's mouth* – *открыть рот* – *авыз ачу; to speak with a plum in one's mouth; авыз чайкау; to keep one's mouth shut* – *держат рот на замке* – *in the Tatar language this PU is expressed using the “tongue” somatism – «телне тыю»*.

In the Tatar language there are also PU denoting conceit, arrogance, boasting: *авызына кош канаты төшерлек, авыз исемле капчыктан учлап борчак ату, авызын ачса, үпкәсе күренә, борынына юкә җитми*.

4. PU expressing poverty, difficult situation. This group can be found in the English language: *to live from hand to mouth*.

«Язык мой – враг мой» (“My tongue is my enemy”) or one's tongue runs before one's wit as an ancient saying says. Indeed, often one could be capitalized for untimely or unduly word. To keep their secrets the oriental rulers often had deaf and mute men as their guards and if they could not find enough mute strong men for guarding a ruler did not think twice to cut the tongues of his regular soldiers. However this method was unacceptable because a messenger had to deliver the orders orally and writing down the secrets on paper was very careless. Nevertheless a messenger could be seized, captured and the secrets could be tortured out from him. For such cases messengers had a strict guideline to bite off their own tongue and swallow it. Probably this is an explanation why there are so many PU with pejorative meaning. The PU of this group can be divided into the four pejorative microfields:

1. the PU expressing chattiness betrayal, rage: *one's tongue runs nineteen to the dozen; язык без костей – smb. has a loose tongue* – *телнең сөяге юк, телгә салыну, тел белән тегермән кору/тел тегермәне тарту; злой/злые язык/языки – evil tongues* – *әрем тел, агу/зәһәр тел, керән тел, төрпә/чәнечкеле тел*.
2. The PU denoting embarrassment, confusion, a form of narration: *язык отнялся; укоротить язык – телен/тел кыскарту; smb. cannot get one's tongue round smth.; язык заплетается – тел бәйләнү*. An expression «проглотить язык» has two meanings:

a) *проглотить язык – телен йоту, телне тыю, телсез калу* – *to have lost one's tongue, <has the> cat got your tongue, to hold one's tongue, be tonguetied* (usually because of confusion, fear, or a desire to conceal something).

б) the PU with the components “tongue” or “mouth” also have another meaning only in the Russian and Tatar languages – *проглотить язык, телеңне йотарсың* (to swallow one's tongue). A tongue is not only an organ of speech but it helps to eat food. If the meal is delicious one can think that he/she can swallow his/her tongue along with the treat.

3. The PU expressing quarrel, argument, scolding, curse: *call smb. everything one can lay one's tongue; отсохни у меня язык*.
4. The PU expressing flattery, hypocrisy, mockery, abuse, insult can be found in the Russian and English languages: *have a smooth tongue; have an oily tongue* – *на языке мед; tongue in <one's> cheek, have/speak with/put one's tongue in one's cheek*.

Of the PU with anthropocentric nature only one positive microfield was registered:

1. PU expressing thinking, contemplation, intelligence, a human response to a certain phenomenon: *язык хорошо подвешен – телгә беткән* – *have a glib/ready =tongue; остр на язык – smb. has a sharp/caustic tongue, have a sharp tongue* (these expressions are used to describe a person with a clear, witty, effective, trenchant speech).

The expression *держать язык за зубами* – *to keep one's mouth shut, keep a still tongue in one's head, keep one's tongue between one's teeth* – *телең авызыңа сыйсын* can be referred to the same group.

Conclusion

We have investigated the somatic PU in the English, Russian, and Tatar languages and reviewed a symbolic use of words denoting parts of body, analyzed these words in certain cultures. A large similarity in wide usage of somatic components, the lexical structure, phraseological variation was registered in all the three languages. The PU consisting of one of the most salient somatic components are similar in all the compared languages (eye, tongue, mouth, ear, nose) and constitute approximately a fifth part of all the somatic phrases in each language. These components produced a wide range of somatic PU and as a rule they are associated with their clear function, allegoric interpretation, a wide net of transferred and symbolic meaning. Most words denoting body parts can have more than one symbolic meaning. These words can denote personality, magical feature, or an item of a ceremony. In this regard the somatic PU with a word denoting a part of body are largely represented in the English, Russian, and Tatar languages. The shared use of somatic PU in all the three languages evidences a certain unity of association-driven image thinking in representatives of different linguistic view of the world, expressed in shared logic and phraseological ideas. The presence of these expressions representing specific national formations in phraseological content of these languages can be explained with individual historical experience of linguistic communities, cultural uniqueness, specificity of national psychology of native speakers. The cultural identity of phraseological system does not evidence a perception of reality by different linguistic communities but extremely wide opportunities of its image-driven comprehension and verbalization using linguistic means.

Acknowledgments

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

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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

No	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 the XIX century. until the 50's. XX century.	Mental and real constructions reproducing the object, its structure, functions or behavior began to be created on the certain rules basis, 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 surrealist 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),

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

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)

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

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.

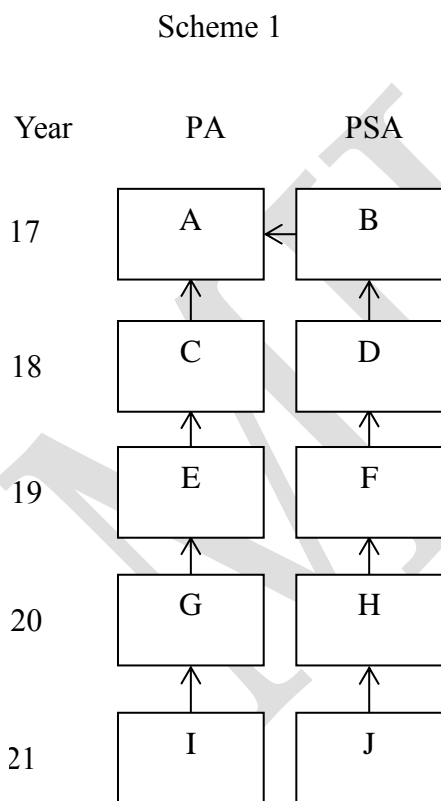


Figure 1. The scheme with one linking

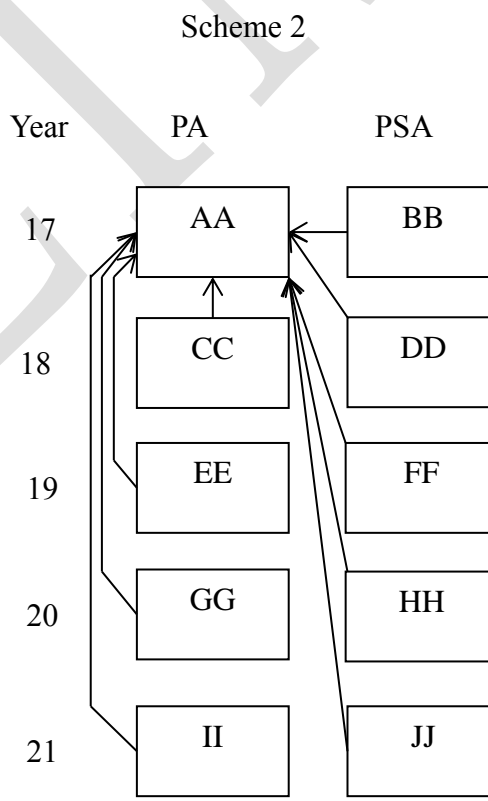


Figure 2. The scheme with multiple linking

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

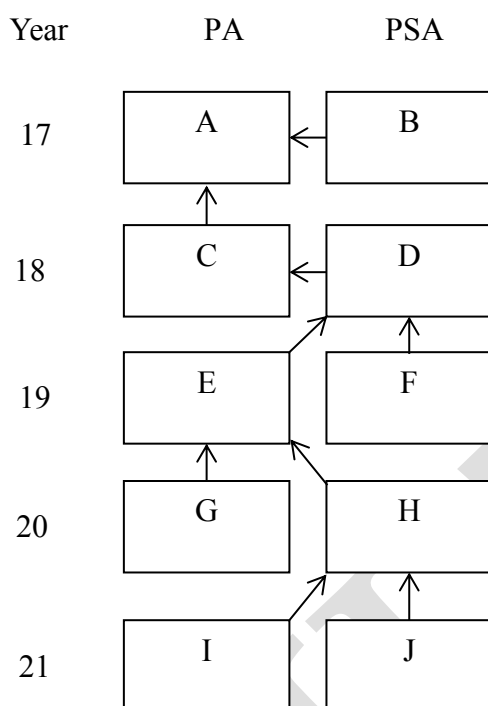


Figure 3. The compromises variant of scheme with linking

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	Removed from the bank	Will be used on 2017 in
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		accreditation after expertise		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.

Acknowledgments

The work has been done as part of accreditation system for health professionals.

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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», «Марбурат.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 якларымы! [12]

Бэй, каусыяклардабылаимээксүлэнэлэр[12].

- Казангаукыргабармакелим только куркам. Мишэрлэнеандаяратмилардилэр[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 -ү of the substitutive diphthong -өй (сөйләнэләр – сүләнэләр), [ү] instead of [ү] (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, ң, 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], [ғ], [w], [ð], [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], сәгатъ [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 шигырберенчеукытучымдигэнтатарчатансагызрэхимитен минем личкагажибэрэгеэз 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. хэзер, хэм/хэм* – *прав. һәм, шәхәр/шәхэр* – *прав. шәһәр*), Russian and European languages (*грим* – *прав. гримм, прадюсер* – *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 ми* – *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.

Acknowledgements

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

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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.

Acknowledgements

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

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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.

Acknowledgements

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

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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 chroniclers 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** Buforaddei; **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*; **khruichik mongolskiy dnevnoy** *Brahmina agnella*; **tsvetod mongolskiy** *Anomala mongolica*; **mongolskaya churka** Mongolian racerunner; **mongolskaya saksaulnaya soika** Henderson's ground jay; **mongolskiy pustinniyy 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)

Sub-corpus	main	oral	poetic	newspaper	Parallel	Total
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
Papers with Mongol in	113	3	18	101	1	236
# of entries of Mongol	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 buhtuProvideniya chetyreparohodaehkspediciiNarkomvoda – «Krasnyjpartizan», «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 four main 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 (2³) *nevysokiy, cherniy, uzkoglaiziy: nastoyachiymongol, tipichniymongol*(2), the cross-eyed Mongol and the thievish Scythian /Sheltered on her bodies *Kosoymongol y vorovatiyskifKlad" gromozdilinayeyetelegi*);

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'yaetrodstvennikovprislat' myasa*; a Mongolian resembling a Japanese *mongol, napominayutchiyyapontsa*, 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*;

[†]The number in brackets registers the number of adjectives with the word Mongol.

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, slavnymaliy, 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/Knyazeysvyatikh, 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 litsazemlipamyatnikivekovoytsivilizatsyi*;

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 odinokiykhyurtakhkukunorskikhmongolosobennoporazhayetbednost' obikhodnoyutvari*; Every third Mongolian lives on income less than 10 dollars a month *Kazsdiytrtiymongolzhivetnadokhodymeneye 10 dollarov v mesyats*;

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) sovershenniy, well advanced in years (57,100) prestareliy, nice (49,800) simpatichniy, short (35,200) nevysokiy, intellectual (32,300) intelligentniy, 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) bezusyi, 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 country'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.

Благодарность (Acknowledgements)

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

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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 DRCongo, 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	Ba-ka-za-ririm-b-a «...потом они будут читать» / “...then they will be reading”
-XII	-n-, -u-, -ru-, -ri-...	Subject	N-som-a «Я читаю» / “I read”
-11	-o-	Optative	U-o-ka-byar-a «Пусть у тебя будут дети» / “May you have children”
-10	-ka-	Optative	Nti-u-ka-som-e «Не читай» / “Don't read”
-9	-ta-, -i-	Negation in subordinate clause, negation in imperative	U-ta-som-a «...ты не читаешь» / “...you are not reading”, ba-i-ririm-b-a «Пусть они не поют» / “Let them not singing”
-VIII	-a-, -a-, -za-, Ø	Tense	N-za-som-a «Я буду читать» / “I will read”
-7	-ra-	Duration, immediate future, marking of reference object	N-ra-som-a «Я сегодня читаю» / “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 «Читаю, я...» / “Reading, I ...”
-4	-a-	Perdurative	N-ra-ki-a-som-a «Я всё ещё читаю» / “I am still reading”
-3	-na-	The meaning «атакже» / “and also”	N-ra-som-akandin-ra-na-andik-a «Я читаю, атакже пишу» / “I read and also write”
-2	-n-, -mu-, -ki-, -ri-...	Object	N-ra-ku-bon-a «Я тебя вижу» / “I see you”
-1	-i-	Reflexivity	N-ra-i-bon-a «Я вижу себя» / “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

«вчерашёлград?» / “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 gazeti? 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 (вот в ответ на вопрос, жив ли король)» / “he has died (in answer to the question, whether the king is alive)”;

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

«он думает (в данный момент), что вода холодная» / “he is thinking (at the moment) the water is cold”,

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

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

«он знал (вчера), что вода будет холодной (сегодня)» “he knew (yesterday), that the water would 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 “get tired” 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 the reference 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.

Acknowledgements

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

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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, he 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, Leila'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.

Acknowledgements

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

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

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.

Acknowledgements

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

Disclosure statement

No potential conflict of interest was reported by the authors.

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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), Khakas-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.

Acknowledgments

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

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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" (中級) 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 Hanban, 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等级 </s>). 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.

3.

平时我骑自行车上下班

所以就打车来公司

Answer: (2) (1) (3)

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.

Acknowledgements

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

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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

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 ν .

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

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

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.

Acknowledgements

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

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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], [ɨ], [o], [ə], [ɪ], the reduction of vowels; vowels and phonetic phenomena of the Tatar language: [ə], [ɵ], [ɣ], 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], [ɵ], [ɣ], 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], [ɪ], [ʏ] and the rear [a], [o], [y], [ɯ] row are allocated horizontally by a tongue position;
- According to the vertical position of the language there are the vowels of the upper [ʏ], [y], [ɪ], [ɯ[−]], the mean [ø], [ə], [ə[−]], [o], [ō], [ɤ] and the lower [ə], [a] rise;
- by the position of lips - labialized [ʏ], [ø], [y], [o], [ō] and non-labialized [ɪ], [ə[−]], [ə], [ə], [ɤ], [ɯ[−]].

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], [ʏ], [ɪ], [ɤ], [ø], [ɯ[−]] and four for the vowels [e], [ə[−]], [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 [ə], 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 [ɪ], [ɤ], [y], middle [ə], [o] and lower [a] rise; on the participation of lips in development - the labialized [y], [o] and non-labialized [ɪ], [ə], [a], [ɤ] 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-ү], [o-ө], [ы-э]).
2. In this кыпфкв, 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 ([ү-и], [у-ы], [ө-э], [о-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-labialized). 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], [ə], [и], the reduction of vowels;
- vowels and phonetic phenomena of the Tatar language: [ə], [ө], [ү], 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], [y], 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].

Acknowledgements

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

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«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 milice* (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.

Acknowledgements

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

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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."

Acknowledgement

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

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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.

Acknowledgements

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

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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).

Finally, *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.

Acknowledgments

The author wishes to extend their sincere thanks to the following persons who have directly or indirectly for the preparation of this call of paper:

International Society of Communication and Development among Universities (ISCDBU) as the organizer of Studies the 4th World Congress on Human Rights, Justice and Legal Studies.

Prof. C. Mahon as Editor-in-chief for accepting this paper.

Dr.Hj.Jauhariah, SH., MM., MH as the Dean of Sumpah Pemuda School of Law for supporting and providing to attend this World Congress as above mentioned.

Ir.H.Syamsul Komar ,P.hD for his guidance and suggestions during the final draft of this paper.

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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; Katircioglu, 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 4. Frequency distribution of Method of finding the place of internship

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	School	118	24.4	24.4	24.4

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.

Family	79	16.3	16.3	40.7
Myself	215	44.4	44.4	85.1
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 varies 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 may 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.

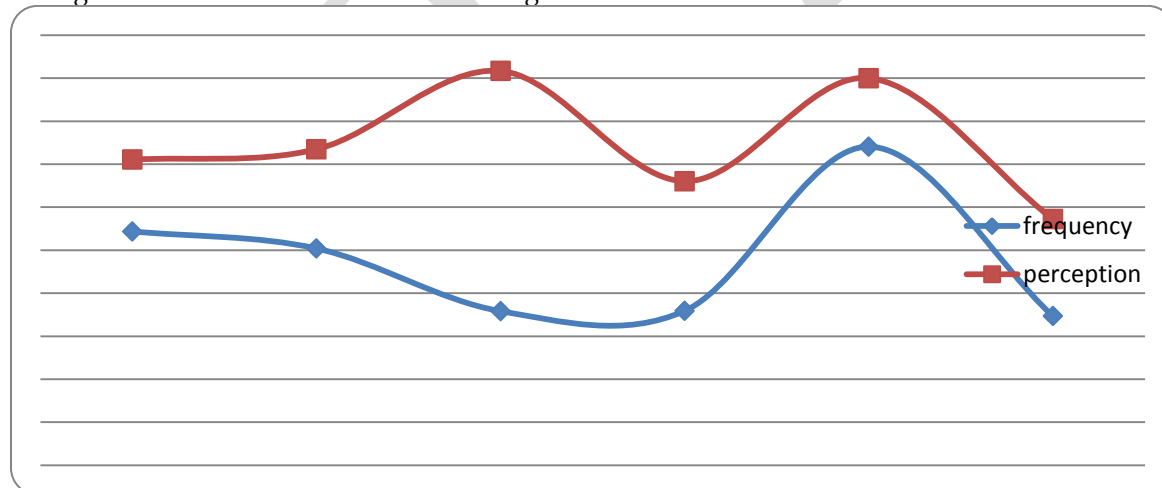


Figure 1. The difference of VLS frequency and perceived usefulness

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.

7. References

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- Appendix A. The significant difference between VLS use and perception

	Levene's Test for Equality	of	t-test for Equality of Means
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		Variances						
		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.
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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 Case⁴

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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 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

⁴ This study was presented as a paper in the 3rd International Conference on Primary Education

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 fairly 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 an 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

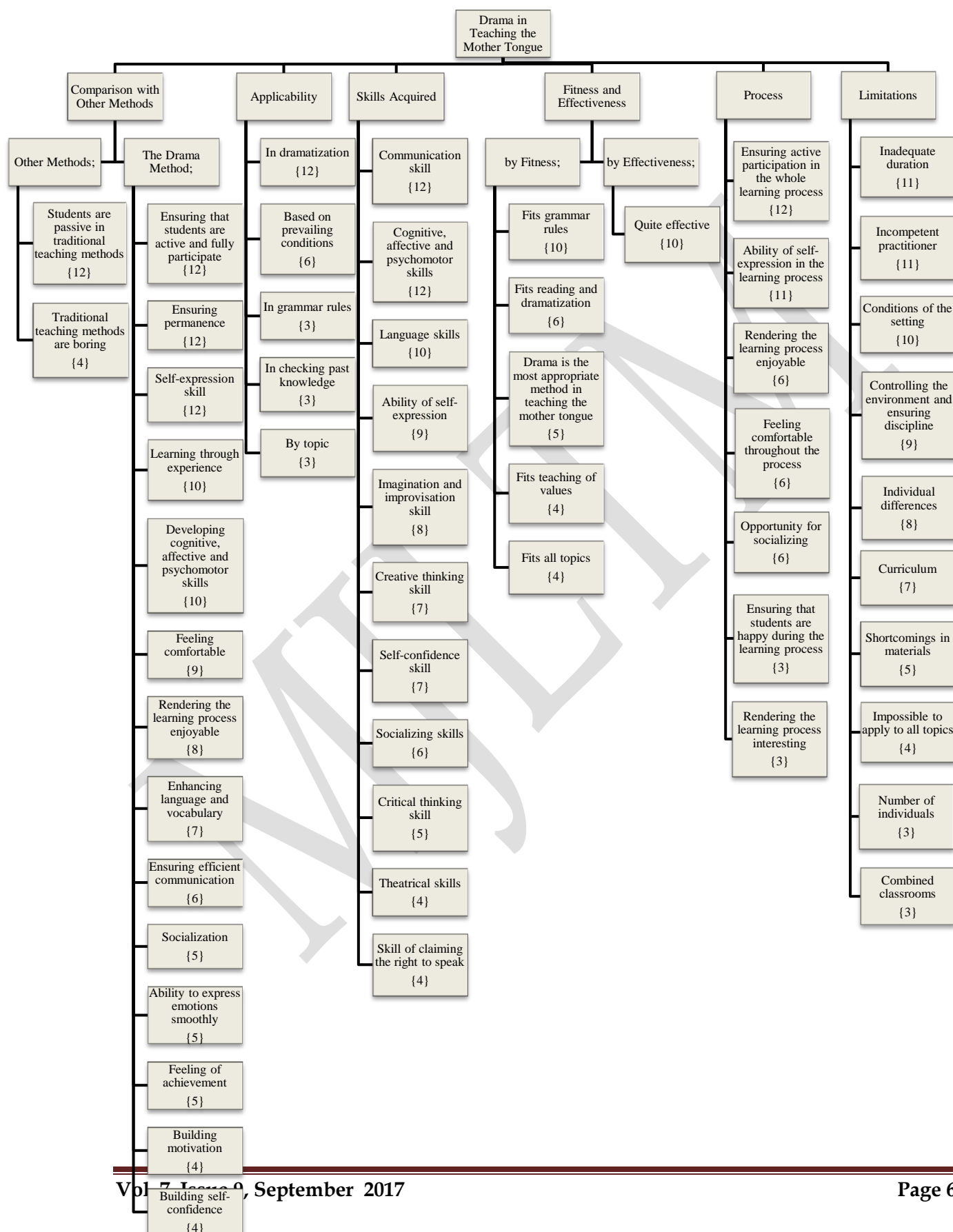
This part of the study presents the analysis results of the interviews conducted with the preservice teachers. Interview forms were analysed by content analysis, with codes and categories established and plotted into graph. Findings derived from the interviews were supported by data obtained by researchers 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. Perceptions 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 (Veatch & 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 & Smigiel, 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; Aytaş, 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 StudyMojgan Abshavi^a, Shahin Keshavarz^b^aAssistant Professor, Payam Noor University, Shiraz, 19395-3697, Iran^bMA in English, Payam Noor University, Shiraz, 19395-3697, Iran**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"

7. 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.

8. 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 tramontara 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 bin Mahmoud Jurjani, No. 797, Nastalyq Rafi bin 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 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 Darolmoluk Astarabad geographical books are often mentioned Jorjan. 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 credibilityTcultural 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.

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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)⁵ in 1948, 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)⁶ 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. 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

⁵ World Health Organization

⁶ Quality Of Life

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	Between normal and aphasia women's	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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